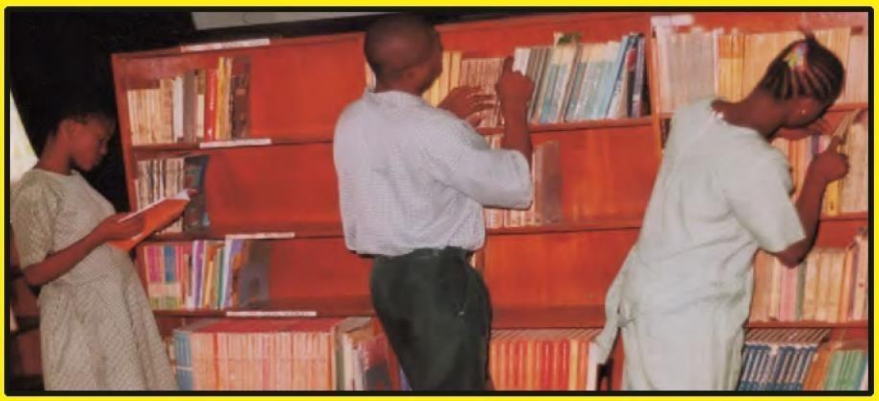
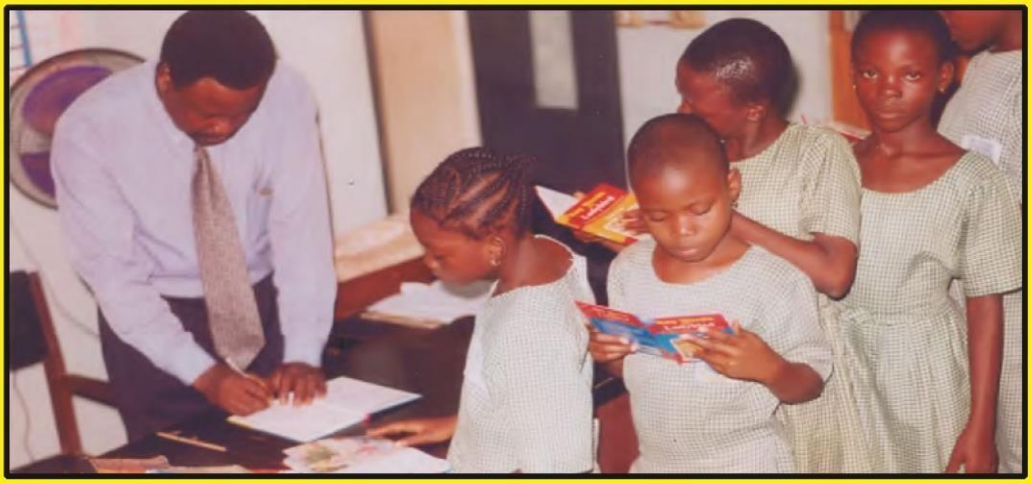
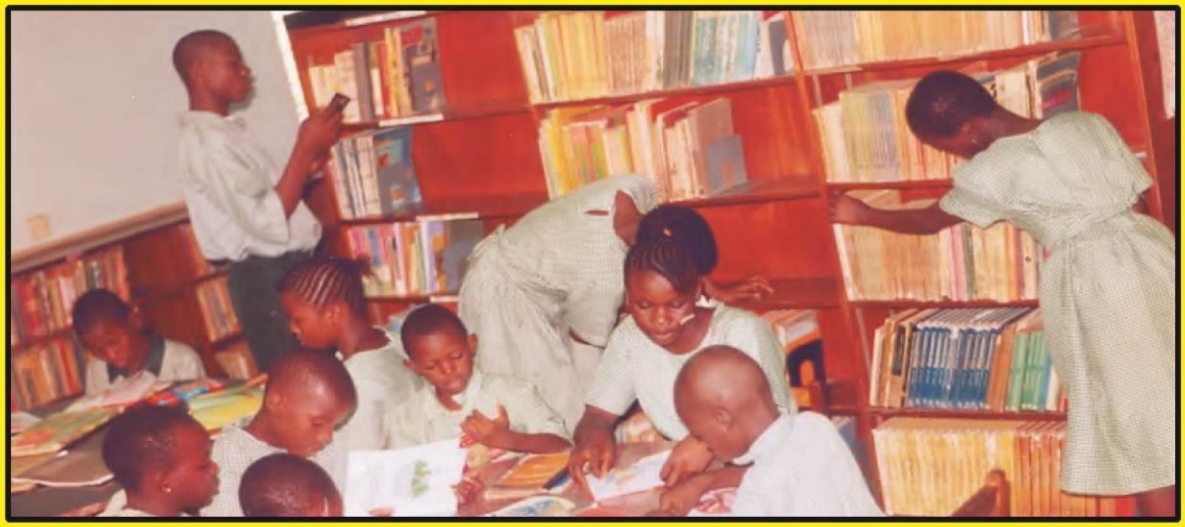
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Editorial

I present to you the Volume 22, September 2023 edition of the Nigerian School Library Journal (NSLJ). This issue has a diverse array of articles that reflect the interdisciplinary nature of our field and each article offers valuable insights and perspectives that contribute to the advancement of librarianship and information science discipline.

The editors did a good job by ensuring that only good and vibrant scholarly articles that researchers, practitioners, and educators can consult for relevant and useful information are included in this issue. We encourage our readers to not only explore the articles presented in this issue but also to join the conversation by sharing their thoughts and experiences.

We extend our sincere gratitude to the authors for their contributions and to our reviewers for their invaluable feedback and guidance. It is through their collective efforts that we continue to push the boundaries of knowledge and drive positive changes within our profession.

We continue to seek the support of authors in submitting publishable articles for publication in our Journal. The Journal continues to be indexed by AJOL and it has been accorded a higher status that will reflect in its visibility.

Your sustained interest in NSLJ is highly appreciated.



Prof. David F. Elaturoti

Editor-in-Chief

Quality Assurance Practices among School Librarians for Effective Information Literacy Delivery in Selected Private Secondary School Libraries in Nsukka, Nigeria

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Abstract

The study investigated the quality assurance practices among school librarians for effective information literacy delivery in selected private secondary school libraries in Nsukka. Survey research design of qualitative type was adopted for the study while an interview schedule was formulated to guide the study. The population of the study was made up of 10 school/teacher librarians selected across 10 private secondary schools. The data was analyzed using the responses of the various respondents in a descriptive method. The findings show that there is no existence of Quality Assurance policy guiding the school libraries surveyed. Information literacy skills education were not offered or organized in some of the school libraries. Challenges like lack of funds, poor infrastructure, lack of internet access and ignorance were established and strategies to enhance the application of quality assurance practices in information literacy education includes organizing a workshop or seminar to educate the school librarians on the importance of information literacy skills. Finally, the major recommendation is for school libraries in private secondary schools, Nsukka to have a quality assurance policy guiding the school library and introduce information literacy skills that would help the students and library users in the school libraries surveyed.

Keywords: *Information Literacy Delivery; Quality Assurance Practices; Private Secondary School; School Librarians;*

Introduction

The library is the heart of any educational institution that enables it to fulfil its educational objectives. The library as an institution which holds prints and/or other forms of media and services for use has enormous role in information literacy development of learners, especially school libraries. The school library is the place in which students are exposed to the library for the first time. International Federation of Library Associations and Institutions (IFLA, 1999) saw a school library as a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to

students' information-to-knowledge journey and to their personal, social, and cultural growth. The school library is established to provide the literacy skills, reading needs of pre-primary, primary and secondary students of the school. The reading materials of the students vary according to their level as this helps in better assimilation and teaching.

The pre-primary school library consist of library resources that help in building up the children's vocabulary they include materials that contain exciting contents which are attractive to the children, educative and beneficial to them. They include: Picture book (animate and inanimate), Toys (They help build up the child's communication skill, social skill, whereby building up an interpersonal relationship amongst their peers, others and also know how to express feelings/emotions). Building blocks (helps to build up the critical thinking skill of the child), Drawing books, colour book, writing book and television or a computer (for viewing documentaries or programs that are educative to the children). The primary and secondary school resources may be of the same like as they have grown and have better understanding and knowledge. They include, textbooks, Magazines, Newspapers, Computers and Maps. The school library is expected to thoroughly provide library materials necessary for the students and school and to help in improving the literacy, reading skills and learning habits of the students (Nyam & Guraji, 2009).

The role of school library in literacy development of school children is to teach literacy skills, promote independent learning, and lifelong learning. According to the American Library Association (2006), 'information literacy is a set of abilities requiring individuals to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information'. Information literacy is an essential graduate attribute, and libraries are the source for the provision of knowledge and information. The school library achieves information literacy through book talk, organising competitions, organizing library week and book exhibition, creative writing activities. Teaching information Literacy skills helps the children to become independent learners and to help the school create a reading culture. Information literacy could be delivered through workshops, seminars conducted by the school or library for the students. Skill development is an essential factor towards the socio-economic development of the country.

Information literacy skills which are sometimes referred to as media literacy or digital literacy skills, refer to your ability to identify, assess, organise, utilise and communicate information in any format. Some of the examples of information literacy skills as identified by Onyebuchi and Ngwuchukwu (2013); Dike, Ngwuchukwu and Onyebuchi (2011); Onyebuchi, 2010; and Amucheazi and Dike, 2002 include literacy skills, library use skills and critical thinking skills. Further, these skills as they observed, include listening skills, visual skills, planning skills,

reading skills, note taking skills, location and access skills, organisation skills, writing skills, recording skills, oral communication skills, evaluation skills, observation skills, questioning skills, among others. These skills are needed to facilitate lifelong learning among pupils and students; and only when they are effectively delivered that individual could participate effectively in the society.

Children and their teachers need library resources and the expertise of a librarian to succeed. Library staff is the most important resource of the school library. Nnadozie (2007), opined that the planning of library services, organisation of routine activities rest on the shoulders of the staff. A school librarian is a person who is professionally trained in librarianship and in charge of the school library. Elaturoti (2001) described the school librarian as the professionally and qualified staff member responsible for planning and managing the school library. The school librarian is responsible for the acquisition, organisation, storage, retrieval, preservation and dissemination of these information materials. A school librarian fulfils five important roles: instructional partner role, teacher role, information specialist role, program administrator role and as an excellent resource for assisting teachers and students in identifying books and other reading materials (Neuman, 2002). They help to ensure quality education in schools where they are found.

Quality assurance in education aims at preventing quality problems and ensures that the products of the system conform to the expected standards. Robinson (1994) defines quality assurance as the set of activities that an organisation undertakes to ensure a product or satisfy given requirements for quality. Quality assurance is very important in literacy delivery since it is a determinant of service effectiveness which according to Harvey (2004) is the extent to which an activity fulfils its intended purpose or function. The attempt to improve the quality of education will succeed only if it goes hand in hand with steps to promote equality and social justice. Osinalu and Amusa (2010) therefore stated that in a bid to assure quality in the libraries, there is need to adhere to the standards prescribed aim to formulate and inaugurate Quality Assurance Policy (QAP) and institute the procedure of Working Quality Assurance (PWQA). Quality assurance practices are seen as laid down plans and procedures geared towards ensuring that the right type of library materials, personnel, services and programmes are available in the right proportion and beneficial to the students and staff.

Despite the need for information literacy development among secondary school students, it is worrisome that many students still graduate from schools with poor reading habit and various skills of information literacy. This observed issue could be due to a gap in its delivery, therefore. Thus the urgent need to study the quality assurance practices of school school libraries geared towards effective information literacy delivery in private secondary school in Nsukka. Schools in

Nsukka are poorly equipped with bare classrooms and few resources for learning (Dike, Ngwuchukwu and Onyebuchi, 2011; Onyebuchi and Obim, 2018); teachers also have poor conditions of service.

Objectives of the Study

Generally, the study aimed assessed the quality assurance practices among school librarians for effective information literacy delivery in selected private secondary schools in Nsukka. Specifically, the objectives of this research were to:

1. ascertain the existence of quality assurance policy for effective information literacy delivery in school libraries in private secondary schools.
2. find out the categories of staff in the school library for effective information literacy delivery in secondary schools
3. examine the quality assurance practice(s) of school librarians for effective information literacy delivery in secondary schools.
4. ascertain the extent to which quality assurance are practiced for effective information literacy delivery in secondary schools.
5. identify the challenges encountered in the school library that hinder the effective information literacy delivery in secondary schools.
6. Find out the strategies and solutions proffered in assuring effective information literacy delivery in secondary schools

Research Methodology

The study adopted survey research design of qualitative type. ~~survey research design~~n. The reason is because of the need to collect in-depth information on practices of librarians in schools toward information literacy delivery; and taking quality assurance practices into consideration. Ten (10) private school librarians were selected around the University of Nigeria Nsukka community. Interview schedule was used to collect data in which the teacher/school librarians were engaged in either face to face interviews or phone discussions based on their approved convenient method. The data collected was analyzed using narratives. The responses of the various librarians were coded using 'R' which stands for respondent and '1-10' to represent each of the respondents. The interview schedule was drafted from the research questions.

Presentation and Interpretation of Results

The responses gathered from the research questions are presented below. The presentation and analysis are done in order of the 6 (six) research questions which guided the study.

Quality Assurance Practices of the School Library

Findings from the interview show that none of the school libraries are involved in Quality Assurance Practices. One of the respondents (R 10) had this to say

> *"I have no idea that the school library has a policy or law guiding the activities in the school library.*

Another respondent had this to say

> *"The school library in my school are not guided by any law or registered with any library association such as NSLA. Only the school has a quality assurance policy which is governed by the principal" (R 3)*

Orientation of secondary school students of the library use is important as they are the main users of the school library. one of the respondents recounts how this is achieved,

> *"the orientation of the students comes during the first year of the students year in school, after their necessary registration in the school, the students are taken on a tour round the school premises, shown around the facilities in the school, thereafter they are brought into the library where I will now orientate them on the importance of the library services offered in the library and also the pros and cons of the library'(R 3)".*

> *"One of the infrastructures of great importance in a library is the reading desk, the desk is beneficial because it gives comfort to the library users. The school provides reading desks for the school library but most of the library desk are not too strong to serve the students any longer and they are not in large number to contain at least a large number of students during the exam period when they use the school library well (R1, 3)"*

Provision for reading desk is guaranteed as a respondent stated that the

> *"reading desk are not fully or really provided by the government but the old school association of students, so it takes a long time to change the desks or provide a new one when they wear off (R4.)"*

The funding of an organization is important because it brings smooth arrangement or management of the organization.

> *'The school library is one of the structures of the school that is not maintained properly, funding of the school basically comes from the school and the government (most times)' (R 3, 6, 10)".*

Another respondent recounts the

> "*library is funded by the school majorly, the old school Association and the government most times. (R5)".*

For the library to be comfortable for users there should be an availability of enough space and a ventilated environment. Thus, according to a respondent,

> *"the school library doesn't have enough space especially during the exam period when the school library becomes crowded and the shelves are of a limited amount which doesn't contain all the library books (3)".*

Category of Staff Employed in the School Library

According to Elaturoti (2001) described the school librarian as the professionally and qualified staff responsible for planning and managing the school library, in response to the author, one of the respondent has this to say

> *"I have been a librarian for close to 10 years or more have no degree in library science, it's just an experience I learnt from my predecessor who was a librarian by profession stayed under*

> *her tutelage and learnt the basic rudiment in library science" (R10)".*

Another respondent says this:

> *"I am not a librarian by profession, was just offered the job as a teacher librarian, all I know about the library are just the core areas which are includes: attending to the library users, borrowing out of books etc." (R4)"*

In appointment of staff, it's necessary to select and choose them wisely as the behaviour of the staff could affect the students, positively or negatively.

> *"In appointment of the staff, it could be by merit or just appointed by the principal, like me as an example .i am a teacher librarian. What do I know about librarianship or maintaining a library?"(R4)"*

Regular screening or supervision of the library staff is of great importance as it helps to see the growth or achievement of the library staff. One of the respondents explained that

> *"Thorough supervision is only when the school is expecting a government visitor who comes to inspect the structure or facility of the school which includes the school library"(R7).*

Information Literacy Skills Delivered in the School Library

Information literacy provides students with skills to recognize when they need information, how to locate, critically evaluate, and use information effectively (skyline college). In line to this a respondent reveals

> "*The school library doesn't offer any information literacy skill; information literacy skills are only organized by the school library (R5)".*

Another respondent has also this to say:

> *"The school library once offered the information literacy skills but it was a long time ago, right now students don't have interest in reading books or even in writing (R7)".*

In the area of poor funding of the school, a respondent recounts

> *"the school library once organized it but due to lack of funds and lack of interest by the students it was closed down but we hope to start again. (R10)".*

Another importance of the library is that it could be accessed at any working hours of the day (R 10) says that

> *"the students access the school library using the library card while the teachers access the school library without any identification".*

Another respondent says:

> *"The students come with the library card while the teachers don't have permit card, the opening hours of my school library is by 8am to close by 4pm daily(R 5)"*

Ways in which Quality Assurance Policy help in Information Literacy Skill Delivery in the School Library

One of the respondent had this to say;

> *"Since we don't have a working quality assurance policy and practice information literacy in the library, none is been practices in the library."*(R3).

Another respondent recounts that

> *"Since the school library don't partner with any school, there's no contribution in the delivery of information literacy skill among the school students" (R1).*

Challenges of School Librarians in achieving Quality Assurance Practices for Information Literacy Delivery in Schools

In the orientation of library users this respondent says

> *"No challenges for now as the students are very cooperative and attentive during the orientation" (R4).*

Another respondent says:

> *"There is no challenge so far, only that I suggest that there should be an orientation of the library staff too not only the library users (R1)"*

Strategies for Attaining Quality Assurance Practices

The strategies are aired by the different respondents. One respondent (R1) says this:

> *"that the school library should be supervised once in a while and taken care of by the school management".*

Another respondent says

> *"Most school librarians are not aware that the school library could inculcate information literacy skill in students through several programs or activities" (R6)".*

Another respondent (R7)"

> *"suggested on the orientation of library staffs, organizing workshops or seminar that would enlighten the library staffs and also library users on the importance of information literacy skill, stocking new books or novels that could interest the students and spur up their literacy skills, this will help the library staff in organizing a programme on information literacy skill".*

Further, R10 desires that

> *"the school library be computerized with ICT equipment's that would help the library users in new ICT skills as it's a new generation and technology is on the increase".*

Discussion of Findings

The study reveals that the school libraries in the selected private secondary schools lack the quality assurance practices in the school library. Quality assurance is very important in information literacy delivery because it is a determinant of service effectiveness which according to Harvey (2004) is the extent to which an activity fulfills its intended purpose or function. From the findings of the study, the library personnel in the school libraries are mainly non-professional and teacher librarians, with no experience in librarianship. This is in agreement with Nnadozie (2007) who stated that the planning of library services, organization of routine activities rest on the shoulders of the staff as against librarians who are better experienced for the services.

The findings also revealed that information literacy skill are not offered by the school library. This could be due to what (Merga, 2019) stated that school librarians may struggle to attend to this aspect of their role due to their work overload and complexity and lack of skills. In this study it was noted that the success of information literacy programmes in the surveyed schools is challenged as a result of inadequate teaching facilities such as poor reading space, poor management of the school, inadequate funds to furnish the library and organize seminars and workshops for both the staff and students. It was suggested therefore that librarians in these selected private schools need to work closely together with the teachers to incorporate information literacy in the curriculum to form the basis for lifelong learning as emphasized by IFLA (2015). School librarians play an

important role in fostering reading for pleasure and information literacy development; and indeed, supporting development of students' abilities and attitudes related to reading for pleasure are core aspects of the school libraries.

Conclusion

From the findings have implications for school management, government, library staff and teachers in general. The school libraries in these selected private secondary schools are not abiding by the laws guiding the school library and if this continues, building and fostering various abilities in individuals may be difficult to achieve. From the study, most of the staff in the school libraries are mainly non-professionals and teacher librarians, with no experience of librarianship and this may hinder the aim of establishing school libraries. School managements should insist on employing trained qualified libraries to man the affairs of the library in order to organize programmes and activities geared towards information literacy delivery. This therefore brings the need for incorporation of quality assurance practices in secondary school students. It is the researchers' opinion that if all work together to incorporate quality assurance practices in private secondary schools in Nsukka, the quality of education and the growth of information literacy skills will in turn be restored.

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School Libraries and Bibliotherapeutic Services for Vulnerable Children

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Abstract

Bibliotherapy entails the use of literature to support the emotional, social and psychological well-being of individuals and has become a veritable tool for addressing the needs of vulnerable children through the administration of carefully selected books and other literary forms. Hence, for school libraries to be effective in meeting the bibliotherapeutic needs of vulnerable children, the services of trained professional librarians and therapists are needed. Bibliotherapy services can either be given through self-help reading or as a part of a guided therapeutic process with trained professionals; either way, vulnerable children are assisted through emotional expressions and validations, increased self-awareness and self-discovery, empathy and perspective-taking. To successfully implement bibliotherapeutic services in school libraries, trained professionals need to identify vulnerable children, make appropriate referrals, conduct initial and detailed assessments, and develop individualised plan of support. In order to ensure the overall success of any bibliotherapeutic services in any school Library, librarians and library staff need to be trained on bibliotheraphy techniques, as this will ensure effectiveness and efficiency in their services, as bibliotherapeutic services in school libraries are indispensable in addressing the needs of vulnerable children.

***Keywords**: Bibliotherapeutic services, Emotional support, Librarians, School libraries, Vulnerable children.*

Introduction

School libraries are specialised libraries that are located within basic and post basic educational institutions, primarily serving students and teachers. These libraries house collections of books, periodicals, multimedia resources, and digital materials that support and enhance the educational curriculum. They provide access to a wide range of information, promote reading and literacy, and offer students a place to study, research, and explore their interests (Loertscher & Woolls, 2018). Whereas, bibliotherapy is a form of therapy that utilises books and reading materials as means of promoting emotional and psychological well-being of individuals, bibliotherapeutic services are provided by trained professionals, such as librarians or therapists, who use literature to help individuals cope with various challenges, including emotional issues, mental health concerns, and personal growth. Through carefully selected books, bibliotherapy aims to offer

comfort, guidance, and insight to individuals, fostering self-reflection and facilitating positive changes (Beardsley and Smith, 2020). Addressing the needs of vulnerable children is of utmost importance for several reasons including the fact that these children may come from disadvantaged backgrounds, facing challenges such as poverty, abuse, neglect, or unstable living conditions. In addressing their needs, they should be provided with support and resources that can significantly impact their lives positively and improve their overall well-being (Hynes and Hynes-Berry, 2014).

Objectives of the Study

1. ascertain the concept of vulnerable children
2. find out the factors that predispose children to vunerability
3. establish the various methods of implementing bibliotherapeutic services in school libraries
4. describe the various types of bibliotherapeutic training and support for library staff

Understanding Vulnerable Children

Vulnerable children refer to individuals under the age of 18 who are at a higher risk of experiencing harm, neglect, or adverse outcomes due to various factors in their lives. These factors can include social, economic, cultural, or environmental circumstances that impact their well-being and development. Identifying and supporting vulnerable children is crucial for ensuring their safety, protection, and overall healthy development. There are different categories of vulnerable children such as children in poverty who face higher risks of inadequate nutrition, limited access to healthcare, substandard education, and exposure to unsafe living conditions (ALA, 2018). According to UNICEF, nearly half of the world's children (approximately 1 billion) live in poverty, with significant implications for their well-being and future opportunities. Also, children in conflict zones are affected by armed conflict with severe risks, including displacement, loss of family members, physical and psychological trauma, lack of access to education and healthcare, and recruitment into armed groups.

The conflicts in countries such as Syria, Yemen, South Sudan and even Nigeria (due to Boko haram incursion) have had a devastating impact on children in these regions. Orphaned and abandoned children who have lost one or both parents or have been abandoned face increased vulnerability due to the loss of family support and care. Without proper care and protection, these children are at risks of exploitation, abuse, and limited access to education and healthcare (ALA, 2019). Children with disabilities with physical, intellectual, sensory, or developmental disabilities often face barriers to full participation in society. They may experience discrimination, limited access to healthcare and education, and social exclusion, making them more vulnerable to neglect, abuse, and marginalisation. Moreover, refugee and migrant children who are forcibly displaced or migrated face

numerous challenges, including separation from their families, exposure to violence and exploitation, limited access to education and healthcare, and legal and social protection gaps. The global refugee crisis has resulted in millions of children being displaced from their homes (ALIA, 2018).

It is important to note that vulnerability can intersect across these categories, and children may face multiple forms of vulnerability simultaneously. School libraries and bibliotherapy play crucial roles in addressing the needs of vulnerable children. These services provide a safe and supportive environment for children to explore literature, develop literacy skills, and access emotional and psychological support. The school library can offer supports through promotion of literacy, fostering a love for reading and improving literacy skills among vulnerable children. Access to a well-stocked library with a wide range of books positively impacts reading comprehension, vocabulary development, and academic achievement (Krashen, 2004). By offering a diverse collection of books, school libraries cater to the varied interests and reading levels of vulnerable children, thereby encouraging them to engage with literature. It also provides emotional support since vulnerable children often face emotional challenges due to their circumstances, such as trauma, loss, or social difficulties (Johnson & Adeyeye, 2023). Bibliotherapy, which is the use of literature to support emotional well-being, can be a valuable tool in addressing these needs.

Moreover, school libraries provide access to books that deal with topics such as grief, bullying, mental health, and diversity. These books serve as mirrors which allows children to find characters who they can relate to, and windows, providing insights into different experiences (Adeyeye, 2014). Through bibliotherapy, vulnerable children can find solace, develop empathy, and gain perspective to cope with their own challenges (Bosch, 2012). For many vulnerable children, school libraries offer a safe and welcoming space where they feel included, respected, and supported just as they provide an environment free from judgment, where vulnerable children can explore their interests, engage in independent learning, and seek assistance from librarians (Williams, et al. 2011). The presence of caring library staff who provide guidance and encouragement contributes to the emotional well-being and sense of belonging for vulnerable children (Rogers, 2017).

In today's digital age, school libraries play vital roles in bridging the digital divide among vulnerable children by providing access to computers, internet connectivity, and digital resources that are often limited or inaccessible at home. By offering equal access to technology and digital literacy programmes, school libraries empower vulnerable children to develop essential skills for the 21st century and overcome barriers to educational success (Lance & Kachel, 2018). More so, school libraries of the digital age provide support for vulnerable children with diverse needs by striving to accommodate the unique needs of all children, including those with disabilities or special requirements. They offer accessible resources, such as large print books, audiobooks, and assistive technologies, to

ensure that children with visual impairments, learning disabilities, or other challenges can access information and participate fully in the library's offerings. Additionally, school libraries often collaborate with special education teachers and other professionals to develop inclusive programmes and services that cater to the specific needs of diverse learners, fostering a sense of belonging and equal opportunity. (Hines, et al. 2020)

Library staff play a crucial role in assisting vulnerable children by providing them with access to resources, information, and support. Library staff can ensure that libraries have a diverse range of materials and resources suitable for vulnerable children, including books, audio-books, e-books, educational games, and multimedia materials. They curate collections that reflect the needs and interests of vulnerable children, such as books on resilience, mental health, diversity, and social issues (Adeyeye, 2022). Library staff can also offer personalised reading recommendations based on the interests, reading levels, and needs of vulnerable children and engage with the children to understand their preferences and suggest appropriate materials that can support their emotional well-being, educational development, and personal growth (CILIP, 2019).

Furthermore, library staff can provide guidance and instruction to vulnerable children on how to find, evaluate, and use information effectively and also teach them critical thinking skills, digital literacy, and safe internet practices, thereby enabling them to navigate the online world responsibly and make informed decisions. The library staff can assist vulnerable children with their homework and school assignments by providing guidance, access to reference materials, and help them develop effective study skills. This support can be particularly valuable for children who lack access to educational resources at home. Programmes such as workshops and events specifically designed for vulnerable children can be organised and these may include storytelling sessions, book clubs, creative writing workshops, art and craft activities, and educational sessions on various topics. Such programmes can foster a sense of belonging, social interaction, and learning opportunities for vulnerable children. Organisation of outreaches with community organisations, schools, social services, and development partners with other stakeholders to identify and reach vulnerable children who may not have regular access to library services are part of services which the library staff can offer to vulnerable children. By establishing partnerships and collaborations, library staff can extend their support beyond the library walls and connect vulnerable children with necessary resources and support networks (Hines, et al (2020).

Bibliotherapy refers to the use of books and reading materials as therapeutic tools to promote emotional, psychological, and cognitive development. It involves the intentional selection and utilisation of books that address specific issues or challenges faced by individuals (Adeyeye and Ogunwuyi, 2021). By engaging in literature, individuals, including vulnerable children, can explore and understand their own feelings, thoughts, and experiences, and develop coping strategies and

problem-solving skills. Bibliotherapy can be implemented in various settings, such as schools, libraries, and counseling or therapy sessions. The relevance of bibliotherapy in the context of vulnerable children is significant as it help them in coping and overcoming the various challenges being faced by them. Bibliotherapy offers a non-threatening and accessible way for these children to explore their emotions, gain insights into their experiences, and develop resilience (Gallo, et al, 2018).

Through carefully selected books, vulnerable children can encounter characters who face similar challenges and find ways to overcome them. They can identify with the characters, empathize with their struggles, and gain a sense of validation and understanding (Adeyeye and Oboh, 2022). Bibliotherapy can provide a safe space for children to express their emotions, ask questions, and engage in discussions with trusted adults or peers as it provides a starting point for therapeutic interventions, facilitating conversations and reflections that promote healing and growth (Ray et al., 2019). Studies have shown that bibliotherapy interventions can improve emotional well-being, self-esteem, empathy, and problem-solving skills in children and adolescents (McClain et al., 2020); as well as enhance reading comprehension, vocabulary, and academic achievement (Scheinfeld et al., 2020). Additionally, bibliotherapy has been found to be a cost-effective and accessible intervention, particularly when combined with guidance from trained professionals (Gallo et al., 2018). Integrating bibliotherapy into school library services offers numerous benefits to vulnerable children. By incorporating bibliotherapy into school libraries, educators and librarians can create supportive and nurturing environments that promote vulnerable children's well-being and personal growth (Fitzgibbons & Richardson, 2007).

Bibliotherapy can be implemented through self-help reading or as part of a guided therapeutic process with a trained professional. Some ways in which bibliotherapy can contribute to emotional well-being and resilience are: through emotional expression and validation - reading about characters or situations that resonate with individuals' own experiences can provide a sense of validation and help individuals to recognise and articulate their emotions (Hynes & Hynes-Berry, 2014). It offers a safe and non-judgmental space to explore and express complex feelings, which can be cathartic and contribute to emotional release and relief, thereby offering increased self-awareness including engaging with literature which can foster self-reflection and enhance self-awareness. By identifying with characters, readers can gain insights into their own thoughts, feelings, and behaviours. This process of self-discovery can lead to a better understanding of individuals' strengths, and areas for growth, ultimately promoting emotional well-being just as it enables empathy and perspective-taking in the sense that reading exposes individuals to diverse perspectives, cultures, and life experiences. This exposure cultivates empathy and understanding towards others, which in turn can enhance emotional intelligence and interpersonal relationships.

Developing empathy can contribute to resilience by fostering compassion, tolerance, and the ability to navigate challenging social situations effectively (Adeyeye & Aramide, 2021) which could lead to the provision of coping strategies and problem-solving skills because bibliotherapeutic books often feature characters who face adversity, overcome challenges, and develop coping strategies (Baskin & Harris, 2015). By reading about their experiences, individuals can gain inspiration and learn new ways to handle their own difficulties (Adeyeye and Aramide, 2021).

Bibliotherapy can provide vulnerable children with a repertoire of coping skills, problem-solving techniques, and resilience-building strategies that they can apply in their own lives (Baskin & Harris, 2015). This process provides stress reduction and relaxation since reading can serve as a form of relaxation and stress reduction. Immersing vulnerable children in a captivating book can provide an escape from daily stressors and offer a respite from negative emotions. This mental break can help restore emotional balance, recharge energy, and improve overall well-being of these vulnerable children. Integrating bibliotherapy can enhance their reading skills and engagement. When vulnerable children are emotionally involved in the content they are reading, they are more likely to develop a love for reading and become motivated to improve their literacy skills (Georgiou, 2018). School library services can incorporate books that address common life transitions, such as starting a new school, dealing with loss, or facing friendship challenges. These books can provide guidance, reassurance, and practical advice, helping students navigate these transitions more effectively (Baskin & Harris, 2015). By reading about characters who face and conquer challenges, vulnerable children can draw inspiration and learn valuable life lessons (Hynes & Hynes-Berry, 2014).

Implementing Bibliotherapeutic Services in School Libraries

Assessing the needs of vulnerable children is a critical process that requires a comprehensive and multidimensional approach. It involves gathering information from various sources, including the child, their caregivers, and professionals working with the child. The first step is to identify vulnerable children who may require support. This can be done through various channels, such as teachers, healthcare providers, social workers, and community organisations. Once identified, appropriate referrals can be made to relevant professionals or agencies (World Health Organization, 2019). Then, an initial assessment is conducted to gain a broad understanding of the children's situation and needs which usually involve gathering relevant information through interviews, questionnaires, and observations. It may cover areas such as the children's physical health, emotional well-being, family dynamics, educational needs, and social support systems (Department for Education, 2018).

Collaboration among professionals involved in the child's life is crucial to ensure a holistic assessment. This may include professionals from education, health, social services, and mental health sectors. Sharing relevant information, with

appropriate consent, helps build a comprehensive picture of the child's needs and facilitates coordinated support (Department for Education, 2018). Based on the initial assessment, further in-depth assessments may be required to explore specific areas of concern. This may involve specialized assessments by professionals such as psychologists, speech and language therapists, or occupational therapists. These assessments provide more detailed information about the child's strengths, challenges, and specific support requirements (Department for Education, 2018). After gathering all the assessment information, professionals involved in the child's care analyze and evaluate the findings. This includes identifying the child's primary needs, strengths, and risks, as well as considering the impact of their environment on their well-being (World Health Organization, 2019). Based on the assessment findings, professionals collaborate with the child, their caregivers, and other relevant stakeholders to develop an individualized plan of support. This plan outlines specific goals, strategies, and interventions to address the child's identified needs and promote their well-being (Department for Education, 2018). The needs of vulnerable children may change over time, so it is important to conduct regular reviews and monitoring. This ensures that the support provided remains relevant, effective, and responsive to the child's evolving needs (World Health Organization, 2019).

Bibliotherapy is an effective therapeutic approach that involves using books and other reading materials to support individuals in dealing with emotional, behavioral, and psychological challenges (Adeyeye and Oyewusi, 2017). When selecting appropriate bibliotherapy materials, it is important to consider several key strategies. Here are some strategies to consider: Identify the children's needs - begin by understanding the specific needs and concerns of these vulnerable children. Consider their age, interests, cognitive level, and the specific issue they are facing. This will help narrow down the scope and select materials that are relevant and meaningful for them (McClain et al, 2020). Research evidence-based resources - books and reading materials that have been recommended or reviewed by professionals in the field should be used. Seek out resources that have empirical evidence supporting their efficacy and positive outcomes. Ensure that the bibliotherapy materials selected represent diverse cultures, backgrounds, and experiences.

It is important to choose books that reflect the identities and perspectives of the vulnerable children as this promotes inclusivity and helps individuals relate to the characters and situations in the materials (Adeyeye and Oyewusi, 2017). Then evaluate the readability level of the books or reading materials to ensure they are suitable for them (Ray et al, 2019). Consider factors such as language complexity, sentence structure, and vocabulary. Choose materials that are age-appropriate and match the reading skills of these young ones. Read and evaluate the content - carefully review the content of the books or reading materials before recommending them. Assess whether the information provided is accurate, well-researched, and aligned with evidence-based practices. Ensure that the content is presented in a sensitive and non-stigmatizing manner. Seek recommendations and

reviews - consult professionals, such as therapists, counselors, or librarians, who have experience with bibliotherapy (McClain et al, 2020). Valuable insights and recommendations may be offered based on their expertise. Additionally, read reviews from trusted sources, such as educational websites, professional journals, or trusted book review platforms, to gather opinions and perspectives on the materials. Tailor materials to individual needs - consider the unique circumstances and preferences of these vulnerable children. Some may respond better to fictional stories, while others may benefit from non-fiction self-help books or workbooks. Adapt the selection to their specific needs and learning styles (Reynolds, 2018).

Training and Support for Library Staff

Training library staff on bibliotherapy techniques is of paramount importance in enhancing the effectiveness and impact of library services. Bibliotherapy has gained recognition as a powerful approach to support individuals' mental health and well-being (Crawford & Mathews, 2021). By providing training in bibliotherapy, library staff can effectively engage with vulnerable children, promote emotional well-being, and contribute to community health. Mental health is a significant concern in today's society. Library staff, through their training in bibliotherapy, can identify and address mental health needs within their communities (Scheinfeld et al, 2020). They can recommend books and reading materials that offer support, guidance, and solace to individuals struggling with various mental health issues, such as anxiety, depression, or grief. Training library staff in bibliotherapy techniques enhances their ability to empathize with vulnerable children and understand their emotional needs. By recommending books that reflect diverse experiences, emotions, and challenges, library staff can foster empathy and emotional intelligence among these children, encouraging them to develop a deeper understanding of their own emotions and those of others.

Libraries serve diverse communities with individuals from different backgrounds, cultures, and age groups (Stallard, 2019). Training library staff in bibliotherapy equips them with the knowledge and resources to cater to the specific needs of these populations. Whether it's providing books that address cultural identity, gender issues, or other unique challenges, trained staff can ensure that the library's collection is inclusive and representative of the community it serves. Bibliotherapy can be a catalyst for community engagement and social connection. Library staff trained in bibliotherapy techniques can organize book clubs, reading groups, or discussion sessions centered around specific themes or issues. These activities provide opportunities for vulnerable children to come together, share experiences, and find support, fostering a sense of belonging and connection. Training library staff in bibliotherapy can facilitate collaborations between libraries and mental health professionals. By developing partnerships with local therapists, counselors, or psychologists, library staff can create comprehensive programs that combine professional expertise with the resources available in the

library. This collaboration ensures a holistic approach to mental health support within the community (Todd et al, 2016).

Implementing bibliotherapeutic services in libraries requires specific skills and knowledge to effectively support these vulnerable children in finding therapeutic benefits through literature. Library staff should have a solid understanding of bibliotherapy principles, including its history, theoretical foundations, and different approaches. They should be familiar with the therapeutic potential of literature and how it can be used to support individuals' well-being and personal growth. Library staff should possess strong reader's advisory skills to recommend appropriate books to vulnerable children based on their specific needs and interests. They should be able to engage in effective conversations with them, actively listen to their concerns, and suggest relevant reading materials that offer emotional support, encourage self-reflection, or address specific mental health issues (Wong & Mak, 2022). The library staff should have a basic understanding of mental health issues, including common disorders, symptoms, and treatment approaches. This knowledge will enable them to identify appropriate reading materials and provide relevant resources to children seeking support.

The library staff involved in bibliotherapy should have strong interpersonal skills, including empathy and active listening. They should create a safe and non-judgmental environment for vulnerable children, allowing them to express their feelings and concerns openly (Todd et al, 2016). Active listening skills are crucial for understanding their needs and recommending books that resonate with their experiences. Library staff should be familiar with a wide range of diverse literature, including books that represent diverse voices, cultures, and experiences. This knowledge allows them to recommend books that cater to a diverse readership, ensuring inclusivity and promoting understanding and empathy (Madigan & Munson, 2021). Collaboration and Networking skills are essential for library staff involved in bibliotherapy. They should be able to work with mental health professionals, community organizations, and support groups to enhance the effectiveness of bibliotherapeutic services (Todd et al, 2016).

Building a network of professionals and organisations can facilitate referrals, training opportunities, and sharing of resources. The library staff should engage in ongoing professional development and stay updated on the latest research and best practices related to bibliotherapy. Attending workshops, conferences, and training sessions can help them expand their knowledge and refine their skills, ensuring they provide the most effective bibliotherapeutic services (Rogers, 2017).

Assessing the impact of school libraries and bibliotherapy on vulnerable children is essential to understand their needs, evaluate interventions, and ensure effective support. Surveys and Questionnaires are widely used to gather information about children's experiences, well-being, and perceptions. They can be designed to assess various aspects such as mental health, social support, academic achievement, and exposure to violence or trauma. These tools often utilize rating

scales, Likert scales, or open-ended questions to capture both quantitative and qualitative data (Bryman, 2016). Conducting interviews with vulnerable children allows for more in-depth exploration of their experiences, perspectives, and challenges. Structured, semi-structured, or unstructured interviews can be used to gather qualitative data, providing rich insights into their lives, emotions, and needs. It is important to use child-friendly and age-appropriate interview techniques to create a safe and comfortable environment for communication (Cohen et al., 2017). Direct observations of vulnerable children in various contexts, such as schools, homes, or community settings, can provide valuable information about their behaviors, interactions, and social functioning. Observations can be supplemented with checklists or coding schemes to capture specific behaviors or indicators of well-being (Cohen et al., 2017).

Standardized assessments are often used to measure specific aspects of children's development, such as cognitive abilities, language skills, or emotional well-being. These assessments provide standardized scores that can be compared to a normative sample, facilitating identification of strengths and areas of concern. It is important to select culturally appropriate and validated assessments when working with vulnerable populations (Bryman, 2016). Focus groups involve gathering a small group of vulnerable children to engage in group discussions on specific topics or issues. This method allows for peer interactions, shared perspectives, and collective understanding of experiences. Focus groups can provide insights into social dynamics, social norms, and common concerns among vulnerable children (Cohen et al., 2017). Participatory methods involve actively involving vulnerable children in the assessment process, allowing them to express their views, participate in decision-making, and contribute to program design or evaluation. Examples include participatory mapping, drawings, or photo elicitation techniques. These methods empower children and ensure their voices are heard (Bryman, 2016). It is important to note that when assessing vulnerable children, ethical considerations and informed consent processes must be carefully followed. Additionally, cultural sensitivity, linguistic accessibility, and trauma-informed approaches should be integrated into the assessment methods and tools used.

Conclusion

School libraries and bibliotherapy are indispensable services in addressing the needs of vulnerable children. They promote literacy, provide emotional support, offer a safe haven, and bridge the digital divide. By recognizing and investing in these valuable resources, the growth, well-being, and academic success of vulnerable children are better supported as it helps provide them with the tools, support, and empowerment necessary to overcome challenges and build a brighter future. Bibliotherapy is a valuable therapeutic approach for vulnerable children. By engaging with carefully selected books, these children can explore their emotions, gain insights, and develop resilience. It is therefore imperative that school libraries offer bibliotherapeutic services as it provides vulnerable children

with a safe and accessible avenue for healing, growth, and development in various domains. However, its relevance lies in its ability to address the unique challenges faced by vulnerable children and support their overall well-being.

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Beyond the Shelves: An In-Depth Exploration into the Preservation, Conservation, and Security of School Library Information Resources in Nigeria

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Abstract

This paper investigated the preservation, conservation, and security of school library information resources in FCT, North-Central, Nigeria. The study employed qualitative research design. Purposive sampling technique was used in selecting eight (8) public and private school libraries for the study; and the instruments used to collect data were face-to-face interview and observation. The data collected were analysed using descriptive method. The findings of the study revealed that there is significant variations of information resources among libraries, with common resources available across libraries including; textbooks, novels, and magazines, while electronic books (E-books), journals, and specific multimedia materials are less prevalent in most of the school libraries surveyed. Preservation practices demonstrate discrepancies, with notable efforts in most school libraries while conservation measures lack digitisation efforts across all libraries. Security protocols vary across all the libraries. The study also revealed the predominant challenges such as book mutilation, theft, inadequate funding, lack of equipment/facilities, absence of preservation and conservation policies, lack of security personnel, lack of trained library personnel, lack of awareness and poor maintenance culture. The paper recommended that the school administrators needs to allocate adequate resources or seek external funding, provide staff training, enhance preservation and conservation efforts and reinforce security measures in school libraries. Implementing these recommendations can contribute to more effective information resource management in school libraries. Future research should explore digitization strategies and undertake longitudinal studies to assess the sustained impact of interventions.

Keywords: *Preservation, Conservation, Security, School library, Information resources, Nigeria*

Introduction

School libraries are libraries established in primary, secondary, and technical colleges, as well as teacher training institutions to play a vital role in enhancing the quality of education. These libraries are universally recognized for their significance in facilitating effective teaching and learning. The main goals of the school libraries is to serve as a valuable resource hub, and support for educational

curriculum. The purpose of the school library is to make information accessible to its users while also nurturing students' abilities in reading, observation, listening, critical thinking, and the effective exchange of ideas. The importance of school libraries cannot be over emphasized. They play a pivotal role in shaping the educational experiences of students. Libraries, regardless of its type, serves as an organized repository of information resources accessible to specific communities for reference and borrowing. They provides physical and digital access to a wide range of materials and play pivotal roles in supporting education and personal growth. According to Bello (2013), school libraries serve as organized repositories for a variety of printed and non-printed information resources. These information resources are the fundamental components that enable the library to provide its essential services.

Popoola and Haliso (2009) posits that information resources encompass information bearing materials that the library collect, organize, preserve, and disseminate with users to meet both their current and future information needs. In support of this submission, Oyetola and Adio (2020) states that information is a source of power and access to information is essential for both individual progress and the overall development of education. Thus, school library information resources (SLIR) play a vital role in supporting education and fostering a love for learning among students. These resources encompass a wide range of printed and non-printed materials, including books, journals, magazines, digital media, CDs and other educational materials, providing students with valuable knowledge and supporting their academic pursuits, and national development.

Hence, ensuring the preservation, conservation, and security of these resources is of paramount importance to maintain their integrity and accessibility for both present and future generations of students. Preservation, conservation, and security are integral aspects of managing school library information resources effectively. Preservation focuses on proactive efforts to safeguard these resources from physical and environmental damage, aiming to ensure their longevity. It involves various strategies, including proper handling and storage practices, environmental control, repairs, and restoration techniques. Conservation, on the other hand, involves specific practices and techniques employed to mitigate damage and restore deteriorated resources, thereby prolonging their lifespan and usability. It encompasses preventive conservation measures to prevent further deterioration and remedial conservation interventions to address existing damage. While, security encompasses measures to protect these resources from theft, unauthorized access, and potential digital threats, ensuring the confidentiality, integrity, and availability of the information contained within them.

In recent years, there has been a growing recognition of the importance of preserving, conserving, and securing school library information resources. With

advancements in technology and the increasing reliance on digital resources, schools have realized the need to implement comprehensive strategies to ensure the longevity and accessibility of these valuable assets. Furthermore, the awareness of the vulnerability of physical resources to natural disasters, such as floods, fires, or earthquakes, has highlighted the significance of robust security measures to protect these resources from potential loss or damage.

Statement of the Problem

In Nigeria, school libraries face significant challenges, as they often lack the necessary financial resources to acquire up-to-date information materials and the equipment and chemicals required for proper preservation and conservation efforts. Additionally, the library staff lack the technical training needed to effectively carry out these preservation, conservation and security tasks, and many schools cannot afford to hire experts to manage these resources. The problem under consideration revolves around the inadequacy of preservation, conservation, and security practices implemented for school library information resources, particularly in developing countries like Nigeria. These resources hold a unique status due to the valuable information they encompass. In Nigeria and similar contexts, these resources face a critical predicament: they lack proper protection, thereby exposing them to the risk of potential loss. These invaluable information resources acquired with considerable effort, possess an irreplaceable nature and the potential to serve the educational needs of young minds over extended periods. However, it is evident that they suffer from the absence of comprehensive preservation, conservation, and security measures. Moreover, the adoption of information communication technology (ICT) for digitizing these resources remains limited, further exacerbating the situation. This has implications for the relevance of school libraries and the quality of teaching and academic output of the students. If this trend persists intellectual ability of educators and school graduates may affect the standard of education and best practices in the various sectors of the economy will be adversely affected. Therefore, this paper is set out to investigate the preservation, conservation, and security of school library information resources in FCT, North-Central, Nigeria.

Objectives of the Study

The questions asked during the interview were guided by the following specific objectives:

1. identifying the information resources available in school libraries in FCT, North-Central, Nigeria.
2. finding out the preservation and conservation measures for the information resources in school libraries in FCT, North-Central, Nigeria.
3. examining the security measures for the information resources in school libraries in FCT, North-Central, Nigeria.

4. identifying the challenges encountered in preserving, conserving and securing the information resources in school libraries in FCT, North-Central, Nigeria.

Literature Review

Both existing literature and personal observations revealed a multitude of issues affecting the preservation, conservation, and security of information resources. These issues include dirt and dust accumulation, missing back covers, detached spines, the absence of hardcovers, inadequate lamination, and an insufficient provision for duplicate copies. Furthermore, the frequent use of these resources by students further contributes to incomplete pages and information loss. In support of these challenges, Oluwaseun et al. (2017) highlighted the alarming deterioration of library information resources in recent times. This deterioration has been acknowledged as a persistent problem for centuries but has become particularly acute in the present day.

Recent studies emphasize the need for a holistic approach to preservation, conservation, and security in the context of school library information resources. Formenton and Gracioso (2020) emphasize the importance of digital preservation in schools and advocate for a whole school approach to sustainable digital practice. Their research highlights strategies such as adoption of open standards, data migration, data storage medium, emulation, format conversions, legal compliance, metadata management, technological infrastructure, web achieving, and staff training as essential components of long-term digital preservation. UNESCO (2003) has also published guidelines specifically addressing the preservation of digital heritage in schools, providing practical recommendations for digitization, metadata, storage, and access control. These guidelines aim to support schools in preserving their digital resources and ensuring their long-term availability.

Furthermore, Corrado and Moulaison (2014) explore the challenges and best practices of digital preservation in libraries, archives, and museums. Although not specific to school libraries, their comprehensive book provides valuable insights into digital asset management, metadata, digital storage, and security. Many of these insights and strategies can be adapted to the context of school library information resources. Therefore, by recognizing the importance of preservation, conservation, and security, schools can implement proactive measures to ensure the longevity and accessibility of their library information resources. The current status of in Nigeria reflects the challenges and opportunities surrounding their preservation, conservation, and security. This paper highlighted the condition of these materials, the strategies employed to ensure their longevity, and the evolving security practices.

Thus, preservation and conservation of library resources are important to link the previous generation of library users to the present. This will ensure continuity and progress in the library and information world (Ademilua et al., 2021). From the foregoing, one would deduce that libraries are required to provide adequate security to lives and information resources in the library to stabilize their physical structure in order to sustain their survival as long as possible in their original format. Some libraries have made efforts to maintain these resources, but many face challenges. As an example, Oluwaniyi (2015) which study examined 145 schools, revealed that preservation measures in place were limited to basic activities like dusting and regular floor mopping. The available preservation equipment and materials were largely represented by fans.

Effective preservation, conservation, and security practices are indispensable for safeguarding these intellectual content and cultural heritage within the school libraries. However, the absence of comprehensive preservation, conservation, and security policies in school libraries in Nigeria poses a substantial risk, which may result to under performance of the educational institutions in Nigeria. In light of these concerns, this paper aims to explore preservation, conservation, and security practices that can effectively safeguard the information resources.

Conceptual Clarification

Preservation, conservation and security are concepts that cannot be avoided when effective school library services is to be achieved. Ademilua et al, (2021) declared that preservation and conservation of library resources are crucial to the sustenance of quality education in Nigeria. Preservation is derived from the Latin word "Praeservare," which means "to keep safe," while conservation traces its roots back to the Latin word "conservare," which conveys the notion of "to preserve." However, preservation and conservation are often used interchangeably, yet they carry subtle distinctions. Preservation suggests the undisturbed safeguarding of natural resources, while conservation typically involves resource management. Both preservation and conservation processes are employed to protect library information resources from decay and deterioration. In practice, these two terms can be used interchangeably. In essence, "Preservation" and "Conservation" encompass the practices that libraries employ to maintain and sustain library resources and facilities, whether they are human or information resources. Thimoty et al. (2017) defines preservation as the maintaining or restoring access to artifacts, document and records through the study, diagnosis, treatment and preservation of decay and damage. It refers to the ability to prolong the existence of library information resources by maintaining them in conditions suitable for use, either in their original format or in a form more durable (Akpena & Ohiani, 2022). That means, preservation of SLIR involves the proactive measures to prevent physical and environmental damage, ensuring that the library

information resources remain accessible to students and educators for years to come.

Conservation, on the other hand, refers to the process of mitigating damage and restoring deteriorated school library information resources. It encompasses both preventive conservation measures and remedial conservation interventions. Preventive conservation involves strategies and practices aimed at minimizing deterioration and damage to resources while remedial conservation addresses existing damage and deterioration in school library information resources. Conservation according to Akpena and Ohiani (2022), in nutshell is the use of curative measures or processes to repair damaged library information resources and ensure continued existences of materials. Conservation is a specific treatment taken to repair of individual item to slow decay or restore them to a usable state (Thimoty et al., 2017). As noted by Lorver et al. (2022), conservation could be likened to study, diagnosis, examination, preventive care, treatment, documentation using any methods that may prove effective in keeping that property in as close to its original condition as possible and for as long as possible. In this context, conservation of SLIR involves strategies, techniques, processes, treatments, and ways to prevent deterioration and damage to information resources.

Preservation and conservation are often used interchangeably by many scholars but they are not totally the same. Preservation encompasses all efforts to prevent and slow deterioration, whereas conservation involves the assessment of deteriorated information resources, timely curative treatment, and measures to prevent further decay. The concepts, though not restricted to librarianship and the school library information resources, are beneficial for sustainable development of educational and information resources management settings. The feasible attributes could help school libraries to overcome possible present and future challenges which they may encounter in the process of information resources acquisition, collections, organization, prevention, and dissemination. Ovowoh and Iwhiwhu (2010) noted that libraries acquire information resources to meet the information and recreational needs of its clientele. It is the responsibility of the library staff to keep these resources in good physical condition to make then available for users at all times.

Security plays a crucial role in protecting school library information resources from theft, unauthorized access, and potential digital threats. Physical security measures are essential to safeguard physical resources. This includes implementing access control and monitoring systems to restrict entry to authorized individuals, using theft prevention and detection techniques such as security tags or surveillance cameras, and developing fire and disaster preparedness plans to protect resources from potential loss or damage. In support of this, Njeze (2012) agreed that adequate security is one of the major methods of preservation and conservation of

library information resources, it's indicated that adequate security is provided at the exist to prevent theft, mutilation and vandalism. Security in the school library according to Donalds and Osei-Bryson (2020) is the protection and safeguard of libraries' collections from potential security threats and breaches. It is an act of preventing crime, where in the case of library information resources; it prevents un-authorized removal or loss of materials, usually as a result of intruders' or thieves' interference (Song, 2020). In the context of this paper security are presence of security measures or tools used to protect SLIR within the school library. Certainly, these information resources play a crucial role in education, addressing challenges and promoting best practices in preservation, conservation, and security is essential to ensure that they continue to serve the educational needs of students.

The importance of security lies in safeguarding the confidentiality, integrity, and availability of the information contained within these resources, ensuring their protection and proper use. According to Oluwabunmi and Ezinwanyi (2022), security in libraries involves the overall manner in which policies, procedures, programs or measures are deployed to mitigate risk and ensure access to information resource or prevent unauthorized access to library information resources. The importance of security is paramount as it safeguards sensitive information, preserves the integrity of resources, and maintains the trust of library users.

Preservation, Conservation and Security of School Library Information Resources (SLIR) in Nigeria

In Nigeria, the preservation of school library information resources varies across institutions. The available preservation equipment and materials were largely represented by fans. However, these preservation efforts were inconsistent, and the state of School Library Information Resources (SLIR) was frequently compromised by a range of factors, categorized as external and inherent.

External factors encompassed issues such as pest infestations, hash weather conditions, natural disasters like fires and floods, microbial decomposition of paper, and the accumulation of dust and dirt. In contrast, inherent factors were primarily related to acid degradation of paper. Human-induced factors, including theft, vandalism, and the absence of air conditioning or cold storage, also contributed to the preservation challenges. In support of the above findings, Oluwaseun et al. (2017) emphasized that several factors presented obstacles to effective preservation practices in libraries. These challenges included issues with insects, rodents, gaseous pollutants, and more, which created preservation problems within the libraries. Notably, libraries were often not insured against natural disasters, and the combined effects of neglect and limited funding for preservation resulted in the deterioration of various information resources over time.

While there is room for improvement, several school libraries have initiated conservation practices. These measures encompass activities like bookbinding, repairing damaged materials, digitization, disaster preparedness and recovery, and proper storage techniques to extend the lifespan of these resources (Akpena & Ohiani, 2022). These initiatives are essential in maintaining the integrity of school library information resources and ensuring their availability to students. Nonetheless, the challenges in preserving and conserving school library information resources are multifaceted. Inadequate funding hampers conservation and preservation efforts. Poor maintenance culture, climate change, lack of equipment/facilities, technological obsolescence, absence of preservation and conservation policy, and lack of trained personnel (Akpena & Ohiani, 2022). Furthermore, the field of preservation and conservation in school libraries confronts substantial obstacles that extend beyond the scarcity of adequately trained staff.

Security practices have evolved in some Nigerian school libraries. To safeguard materials from theft and damage, school libraries have introduced measures such as repairs of damaged printed materials, binding, appropriate environmental control, scheduled patrols, periodic checks on users and staff, crosscheck / verification of identity cards, and configuration of computers with usernames and passwords (Okore et al., 2020). These practices aim to protect materials, ensuring their availability for educational purposes. Despite security measures, challenges persist. Theft and vandalism remain issues in some schools, particularly in poorly secured libraries. In the study of Nath and Deka (2020) reported the persistence of illegal practices. These illicit activities encompass book theft, the mutilation or tearing of pages, hiding or misplacing books, unauthorized borrowing, failure to return borrowed materials, vandalism of library property, and disruptive behavior by users. The prevalence of such activities underscores the inadequate security practices in school libraries. Nath and Deka further concluded that these unlawful actions are fueled by both the inadequacies in the security system and the criminal inclinations of certain individuals. Therefore, adequate security should be provided in order to safeguard these resources and improved services and ensuring their long-term availability.

Research Methodology

The researchers adopted qualitative research design for the study and the population for the study covered eight (8) school libraries in the FCT, North-Central of Nigeria which are; Government Secondary School (GSS), Life Camp, Government Secondary School (GSS), Lugbe, Model Secondary School (MSS), Maitama, Nigeria Tulip International College (NTIC), Wuse 2, Nigeria-Korea Model School (NKMS) Primary and Secondary School, Piwoyi, Noble Height Academy (NHA), Karu, Real Base International Academy (RBIA), Saburi 2 Dei

Dei, Rex Christus College (RCC), Kubuwa, Abuja. A purposive sampling method was used, not all secondary schools have libraries, and therefore only schools that have libraries were selected for the study and the eight (8) libraries have a total of (11) staff that formed the sample size for the study. Interview and observation were the instruments used to collect data for the study; triangulation was used to determine the validity of the data collected. The data collected was organized, tabulated and discussed descriptively.

Presentation of Results and Discussion of Findings

Table 1: Response Rate

S/N	School Library	Total Number of Respondents	Total Number of Respondents Interviewed	Percentage (%)
1	GSS, Life Camp	1	1	100
2	GSS, Lugbe	2	1	50
3	MSS, Maitama	1	1	100
4	NTIC, Wuse 2	2	2	100
5	NKMS, Piwoyi	2	1	50
6	NHA, Karu	1	1	100
7	RBIA, Saburi 2 Dei Dei	1	1	100
8	RCC, Kubuwa	1	1	100
	Total	**11**	**9**	**81.8%**

Source: Field survey (2023)

The results, shown in Table 1, reveal that the response rate indicated that only 9(81.8%) out of the total (11) staff members constituted the respondents for the study. This is attributed to the absence of two staff members at the time of the interview.

Table 2: Information Resources Available in School Libraries

Types of information resources	**Library/ participants**							
	GSS, Life Camp	GSS, Lugbe	MSS, Maitama	NTIC, Wuse 2	NKMS, Piwoyi	NHA, Karu	RBIA, Saburi 2 Dei Dei	RCC, Kubuwa
Textbooks & novels	√	√	√	√	√	√	√	√
E-books	X	X	X	X	X	X	X	X
Journals	X	X	X	√	√	X	X	X
Magazines	√	√	√	√	√	√	√	√
Yearbooks	X	√	√	√	√	√	√	√
Albums	√	√	√	√	√	X	√	√
DVD/CDs/Cassettes	X	√	X	√	X	√	X	X
Computers	X	X	√	√	√	√	X	X
Total Score (maximum 8)	**3**	**5**	**5**	**7**	**6**	**5**	**4**	**4**

Source: Field survey (2023)

Key: X = Not Available, √ =Available

Table 2, reveals varying degrees of information resources availablility in the surveyed school libraries. NTIC, Wuse 2, stands out with a high score of 7, indicating a comprehensive range of resources, including textbooks, novels, journals, magazines, yearbooks, albums, and multimedia materials. GSS, Life Camp, and RBIA, Saburi 2 Dei Dei, demonstrate more limited information resources, scoring 3 and 4, respectively. Commonly available resources across libraries include textbooks, novels, and magazines, while electronic books (E-books), journals, and specific multimedia materials are less prevalent in most of the school libraries.

Table 3: Techniques for Preserving and Conserving Information Resources in School Libraries

Preservation techniques for SLIR	**Library/ participants**							
	GSS, Life Camp	**GSS, Lugbe**	**MSS, Maitama**	**NTIC, Wuse 2**	**NKMS, Piwoyi**	**NHA, Karu**	**RBIA, Sabur i 2 Dei Dei,**	**RCC, Kubuwa**
Books are well arranged on the shelves to prevent damage	X	√	√	√	√	√	√	√
Books are well-ventilated with air conditioners	X	X	X	√	√	X	X	X
Books that are not used but still useful are archived	X	√	√	√	√	√	√	√
Keep the windows opened for ventilation to prevent deterioration	√	√	√	√	√	√	√	√
Preventing the students from eating and drinking in the library	√	√	√	√	√	√	√	√
Proper storage techniques	X	X	X	√	√	√	√	X
Sweep the library every day	√	√	√	√	√	√	√	√
To prevent books mutilation, student who are found quilt are fine as a deterrent	X	X	√	√	√	X	X	√
Conservation techniques for SLIR								
Restore damaged materials	X	X	√	√	X	√	X	X
Proper shelving and display	X	√	√	√	√	√	X	√
Manually repairing the torn books	√	√	√	√	√	√	√	√
Fumigate the library constantly to avoid insects and rodents	X	X	X	√	X	X	X	X
Cleaning and dusting the books regularly	√	√	√	√	√	√	√	√
Digitization	X	X	X	X	X	X	X	X
Bookbinding	X	√	X	√	X	√	X	X
Total Score (maximum 15)	**5**	**9**	**10**	**14**	**11**	**11**	**8**	**9**

Source: Field survey (2023)

Key: √ =Yes, X = No

The preservation efforts across the surveyed school libraries, as indicated in Table 3, reveal a range of practices aimed at maintaining the longevity of information

resources. NTIC, Wuse 2, stands out with a notably high score of 14, indicating a comprehensive approach to preservation, including well-ventilated air conditioning, archiving of unused but useful books, digitization, and fumigation to prevent insects and rodents. MSS, Maitama, NKMS, Piwoyi, and NHA, Karu also demonstrate commendable preservation practices, scoring 10 and 11, respectively. These libraries implement methods such as archiving, proper shelving and display, and manual repair of torn books. Conversely, GSS, Life Camp, and RBIA, Saburi 2 Dei Dei, exhibit lower preservation scores (5 and 8, respectively), indicating more limited implementation of preservation techniques, with gaps in areas such as air-conditioned ventilation and digitization.

In terms of conservation efforts, the surveyed school libraries employ various techniques to safeguard their information resources. NTIC, Wuse 2, once again leads with a high preservation score of 14, demonstrating a robust commitment to both preservation and conservation practices. GSS, Lugbe, NHA, Karu, MSS, Maitama and NKMS, Piwoyi, also exhibit moderate to high levels of conservation efforts, scoring 9, 10, 11, and 11, respectively. These libraries employ methods such as archiving, preventing students from eating in the library, and regular cleaning and dusting of books. However, there is a notable absence of digitization efforts across all surveyed libraries.

Table 4: Security measures for School library information resources

Security practices for SLIR	**Library/ participants**							
	GSS, Life Camp	**GSS, Lugbe**	**MSS, Maitama**	**NTIC, Wuse 2**	**NKMS, Piwoyi**	**NHA, Karu**	**RBIA, Saburi 2 Dei Dei,**	**RCC, Kubuwa**
Bags should be dropped at the entrance of the library	√	√	√	√	√	√	√	√
Classification of library resources	√	√	√	√	√	√	√	√
Constant supervision of library users	X	√	√	√	√	√	√	√
Fire extinguishers	X	X	X	√	X	X	√	X
Grillers on Windows	X	√	√	√	√	√	√	√
Library users checked at the exit point	X	X	X	√	X	X	√	X
Maintain a single door entry and exit for library users	√	√	√	√	√	√	√	√
Normal door locks	√	√	√	√	√	√	√	√

Organise proper orientation for students on the use of library resources	X	X	√	√	√	√	X	X
Security guards to monitor users entering the library	X	X	X	√	X	X	√	X
To avoid theft the library stores rare books and the reserved books in a cupboard	√	√	√	X	√	√	√	√
Use iron protector to secure library door	X	√	√	√	√	√	X	X
Total Score (maximum 12)	5	8	9	11	9	9	10	7

Source: Field survey (2023)

Key: √ =Yes, X = No

Table 4 reveals the security measures implemented by various school libraries to safeguard their information resources. NTIC, Wuse 2, emerges as a front-runner in security measures for SLIR, scoring 11 out of 12, indicating a robust implementation of various security techniques. The library enforces measures such as dropping bags at the entrance, constant user supervision, fire extinguishers, grillers on all the windows, and maintaining a single door entry and exit. GSS, Life Camp, and RBIA, RCC, Kubuwa, exhibit lower security scores of 5 and 7, respectively. While GSS, Life Camp, employs basic measures like dropping bags at the entrance and library classification, RBIA, , RCC, Kubuwa, implements additional measures such as using iron protectors to secure the library door. Other libraries, such as Saburi 2 Dei Dei, GSS, Lugbe, MSS, Maitama, NKMS, Piwoyi, and NHA, Karu, demonstrate moderate security efforts, scoring between 7 and 10. These libraries implement practices such as bag-drop at the entrance, constant supervision, window grills, and maintaining single door entry and exit points. However, fire extinguishers and certain user-check measures are inconsistently implemented across libraries.

Table 5: Challenges Encountered in Preservation, Conservation, and Security of SLIR

Challenges	**Library/ participants**							
	GSS, Life Camp	**GSS, Lugbe**	**MSS, Maitama**	**NTIC, Wuse 2**	**NKMS, Piwoyi**	**NHA, Karu**	**RBIA, Saburi 2 Dei Dei,**	**RCC, Kubuwa**
Book mutilation	√	√	√	√	√	√	√	√
Book theft	√	√	√	√	√	√	√	√
Inadequate funding	√	√	√	√	√	√	√	√
Lack of equipment/facilities	√	√	√	X	X	√	√	X
Lack of preservation and conservation policy	√	√	X	√	√	√	√	√
Lack of security personnel to man the library	√	√	√	X	√	√	X	√
Lack of trained library personnel on preservation, conservation, and security	√	√	√	X	√	X	√	√
Lack of awareness	√	√	√	X	√	√	√	√
Poor maintenance culture	√	X	X	X	X	X	X	X
Total Score (maximum 9)	**9**	**8**	**7**	**4**	**7**	**7**	**7**	**7**

Source: Field survey (2023)

Key: √ =Yes, X = No

Table 5, reveals various challenges in all the surveyed school libraries in preserving, conserving, and securing their information resources. GSS, Life Camp, encounters the highest number of challenges, scoring 9 out of 9. The library grapples with issues such as book mutilation, theft, inadequate funding, lack of equipment/facilities, absence of preservation and conservation policies, lack of security personnel, lack of trained library personnel on preservation, conservation, and security, lack of awareness, and poor maintenance culture. GSS, Lugbe, and MSS, Maitama, both score 8, sharing similar challenges with GSS, Life Camp, except for the lack of equipment/facilities. NTIC, Wuse 2, faces fewer challenges (score of 4), primarily dealing with book mutilation, theft, inadequate funding, and a lack of trained personnel. Meanwhile, NKMS, Piwoyi, NHA, Karu, RBIA, Saburi 2 Dei Dei, and RCC, Kubuwa, all share a score of 7, encountering challenges such as book mutilation, theft, inadequate funding, lack of

equipment/facilities, lack of preservation and conservation policies, lack of security personnel, and lack of awareness. These findings underscore the pervasive nature of challenges faced by school libraries in Nigeria in effectively preserving, conserving, and securing their valuable information resources.

Table 6: Total Score of Study on Preservation, Conservation, and Security of SLIR

Preservation, Conservation, and Security of SLIR Maximum Score	**Library/participants**								
	GSS, Life Camp	**GSS, Lugbe**	**MSS, Maitama**	**NTIC, Wuse 2**	**NKMS, Piwoyi**	**NHA, Karu**	**RBIA, Sabur i 2 Dei Dei,**	**RCC, Kubuwa**	**Total features**
Types of information resources (maximum 8)	3	5	5	7	6	5	4	4	**39**
Preservation and conservation techniques for SLIR (maximum 15)	5	9	10	14	11	11	8	9	**77**
Security techniques for SLIR (maximum 12)	5	8	9	11	9	9	10	7	**68**
Challenges (maximum 9)	9	8	7	4	7	7	7	7	**56**
Total Score (maximum 44)	**22**	**30**	**31**	**36**	**33**	**32**	**29**	**27**	**240**
Rank	**Low**	**High**	**High**	**Very High**	**Very High**	**High**	**High**	**High**	

Source: Field survey (2023)

The total scores for the study's assessment of preservation, conservation, and security of SLIR is presented in Table 6, derived from the data in the preceding Tables 2, 3, 4, and 5 (Quantitative analysis). To facilitate a quantitative evaluation,

a four point rating scale was designed based on intensity scale proposed by Taylor-Powell (2008). This scale range from 'very high' to 'very low' and is instrumental in ranking individual school libraries, thereby facilitating assessment of the quality under consideration. The four point rating scale was evenly distributed based on the maximum quantitative score of 44 points. The scoring ranges are set as follows: 33-44 = Very High; 23-34 = High; 13-24 = Low; and 01-13 = Very Low.

Table 6 presents the list of all five aspects of preservation, conservation, and security of SLIR in studied libraries. The total features across these aspects amount to 240, with Preservation and Conservation Techniques leading with 77 features, followed closely by Security Practices for SLIR with 68 features. Challenges Encountered in preservation, conservation, and security of SLIR total 56 features, while Types of Information Resources available in the libraries scored the lowest with 39 features.

A cursory glance at the Table 6 reveal that NTIC, Wuse 2, emerges as the top performer among the eight studied school libraries, securing the highest total score of 36 out of 44 (81.82%). NKMS, Piwoyi, follows closely with a score of 33 (75%), while NHA, Karu, MSS, Maitama, and GSS, Lugbe exhibit high total scores of 32 (72.7%), 31 (70.5%), and 30 (68.2%), respectively. Saburi 2 Dei Dei and RCC, Kubuwa, also demonstrate commendable performance with scores of 29 (66%) and 27 (61.4%), respectively. Notably, GSS, Life Camp, obtained the lowest total score of 22 (50%). Despite securing the lowest total score, GSS, Life Camp, serves as a valuable reference point, indicating areas for improvement in comparison to other libraries. In summary, these findings highlight the diverse practices and challenges among the surveyed school libraries, offering valuable insights for further enhancement and optimization of their information resource management strategies.

Discussion of Findings

The study explored the array of information resources in surveyed school libraries in the FCT, North-Central, Nigeria. The findings indicated varying degrees of information resources available in these libraries which include: textbooks, novels, journals, magazines, yearbooks, albums, and multimedia materials. The study revealed that most participants were conversant of the diverse information resources accessible in their school libraries. This aligns with the observations of Ovowoh and Iwhiwhu (2010), who emphasized that libraries acquire information resources to cater to the informational and recreational needs of their users. Therefore, it becomes the librarian's responsibility to maintain these resources in good physical condition to make them available for users at all times. However, a consistent pattern emerged in the prevalence of textbooks, novels, and magazines, while electronic books and specific multimedia materials were notably scarce. This finding corresponds with the research by Timothy et al. (2017), which aimed to identify the types of library resources available. Their study revealed a

predominance of print resources in libraries, emphasizing a persistent preference for traditional formats.

The study also revealed variations in preservation practices among the surveyed school libraries. These libraries utilize strategies such as archiving, prohibiting students from consuming food in the library, manual repairs, and routinely cleaning and dusting books as part of their practices for effective information resource management. It is noteworthy that the absence of digitization efforts, a pervasive gap observed across all libraries, aligns with findings by Timothy et al. (2017), which indicated a focus on physical cleaning, dusting, repairs, and environmental control, with absence of digitization and migration techniques (Okore et al., 2020).

Moreover, the study identified disparities in security measures across libraries, underscoring the imperative for standardized security measures, as inconsistent implementation was recognized as a potential vulnerability, exposing certain libraries to risks of theft and damage (Isebe, 2014). Correspondingly, Njeze (2012) asserted that robust security measures constitute a fundamental aspect of preserving and conserving library information resources. Lastly, the study uncovered multiple challenges impeding preservation, conservation, and security efforts within the surveyed school libraries. The shared challenges, encompassing issues such as book mutilation, theft, inadequate funding, lack of equipment/facilities, absence of preservation and conservation policies, insufficient security personnel, inadequately trained library personnel, lack of awareness, and a deficient maintenance culture, align with the findings of (Akpena & Ohiani, 2022; Isebe, 2014; Oluwaniyi, 2015). These challenges highlight systemic issues demanding broader attention at the educational policy level. To this end, the findings from this study contribute valuable insights into the diverse practices and challenges among surveyed school libraries in Nigeria.

Conclusion

In conclusion, the preservation, conservation, and security of school library information resources are vital for maintaining their integrity, accessibility, and usability. Schools can ensure the longevity and accessibility of their library information resources, empowering students and educators with the knowledge and information they need to thrive in their academic pursuits. Schools must address challenges such as budget constraints, staff training, and technological advancements. By embracing a culture of continuous improvement, schools can protect and preserve their valuable library information resources, providing a conducive learning environment for students and educators. The comparison with existing studies enhances the generalizability of the findings and underscores the need for targeted interventions to address resource discrepancies, improve preservation and conservation practices, standardize security measures, and overcome challenges hindering effective information resource management in

school libraries. Future research could delve deeper into effective digitization strategies for school libraries, considering cost-effective solutions and technological advancements. Also, undertake longitudinal studies to assess the sustainability and long-term impact of implemented recommendations on resource management, preservation, conservation, and security.

Recommendations

1. School administrators should allocate funds for infrastructure improvements, such as well-ventilated air conditioning and proper shelving, to create an environment conducive to the preservation and conservation of information resources.
2. Schools with limited resources should actively seek increased funding for their libraries, they should engage with local communities, parent teacher associations, and potential donors can be avenues to secure additional financial support.
3. They should adopt best practices in preservation, such as digitization, archiving, and fumigation as well as training library staff on these techniques can enhance their effectiveness.
4. Conduct training sessions for library staff and users on security awareness. This can include recognizing and reporting suspicious activities, understanding the importance of security measures, and fostering a culture of shared responsibility for library safety.
5. Collaborate with educational authorities to advocate for policy changes addressing common challenges, such as inadequate funding and lack of equipment. Engage in dialogue to highlight the critical role of school libraries and the need for sustained support.
6. Prioritize professional development programs for library personnel, focusing on preservation, conservation, and security measures. This can be achieved through workshops, online courses, and networking opportunities.
7. Lastly, school libraries should embrace the demands of the Fourth Industrial Revolution (4IR) by strategically acquiring electronic resources. Invest in digital platforms, e-books, online journals, and other technology-driven tools to align with contemporary educational needs and enhance information access in the digital age.

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Information Literacy and Information Skills Instruction: New Directions for School Librarian Professionals

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Abstract

The paper examines information literacy and information skills instruction in the digital era by school librarian professionals. This paper explores the concept of information literacy, delves into the changing role of school librarians, emphasizes the significance of information skills instruction, and highlights the new directions that school librarian professionals must take to meet the challenges of the digital age. Going further, the paper underscores the indispensable role of school librarians in shaping the information literacy of students and their crucial position in the ever-evolving landscape of education. The new directions for school librarian professionals not only involve continuous professional development but also active collaboration with educators, adept use of technology, and advocacy for information literacy. By embracing these new directions, school librarian professionals can equip students with the tools they need to thrive in the information age and become critical, discerning, and responsible consumers of information. The paper indicates that the challenges that school librarians face in implementing information skills instruction are substantial, but the importance of this endeavor cannot be overstated. However, the paper therefore recommends that school librarians should continue to advocate for the significance of information literacy in education, school librarians should invest in their own development to stay updated on the latest information literacy practices and educational technologies and school librarians should work closely with school administrations to secure the necessary resources for information skills instruction, including physical materials, digital resources, and technology.

Keywords: *Information literacy, information skills, instruction, digital age, school library, librarians.*

Introduction

In the ever-evolving landscape of education, the role of school librarians has undergone a remarkable transformation. Traditionally seen as guardians of books and repositories of knowledge, school librarians now find themselves at the forefront of fostering information literacy and delivering information skills instruction to students (American Association of School Librarians, 2018). This shift reflects the growing recognition of the critical importance of information literacy in the 21st century (Bruce, 2017).

This transformation in the role of school librarians is not merely a response to technological advancements; it is a response to the evolving educational needs of students in a digital age. It recognizes the profound impact of the Fourth Industrial Revolution (4IR), characterized by the convergence of digital technologies, artificial intelligence, and automation. In this era, students must not only be consumers of information but also creators and evaluators. They must be equipped with the skills necessary to thrive in an information-rich, technology-driven world. As a result, school librarians have transitioned from being custodians of books and physical collections to becoming instructional leaders in the realm of information literacy. They now collaborate with teachers to seamlessly integrate information literacy skills into the curriculum. This evolution in their roles not only equips students with the ability to critically evaluate online sources and discern credible information from misinformation but also instills the value of proper citation and academic integrity.

This paper aims to explore the concept of information literacy, delve into the changing role of school librarians, emphasize the significance of information skills instruction, and highlight the new directions that school librarian professionals must take to meet the challenges of the digital age. It underscores the indispensable role of school librarians in shaping the information literacy of students and their crucial position in the ever-evolving landscape of education. The new directions for school librarian professionals not only involve continuous professional development but also active collaboration with educators, adept use of technology, and advocacy for information literacy. By embracing these new directions, school librarian professionals can equip students with the tools they need to thrive in the information age and become critical, discerning, and responsible consumers of information.

The Concept of Information Literacy

Information literacy is the ability to locate, evaluate, and effectively use information from various sources (American Library Association, 2019). It encompasses a range of skills and competencies, including critical thinking, problem-solving, and the responsible use of information. In a world awash with information, information literacy is the compass that guides students in navigating this sea of knowledge. It empowers them to not only find information but also to assess its quality and relevance (Bruce, 2017). In essence, it is a skill set that enables individuals to navigate the complex information landscape, equipping them to make informed decisions, think critically, and engage with information responsibly. Information literacy encompasses several core components:

1. Recognizing the Need for Information: The first step in information literacy is recognizing when information is needed. This involves identifying gaps

in knowledge and understanding that can be addressed through information retrieval.

2. Locating Information: Once the need for information is identified, individuals must be able to locate relevant information efficiently. This often involves the use of various search tools, libraries, databases, and digital resources.
3. Evaluating Information: Critical evaluation is a central component of information literacy. Users must assess the credibility, reliability, and relevance of information sources. This includes considering the authority of the author, the publication date, and the objectivity of the information.
4. Effectively Using Information: Information literacy goes beyond locating and evaluating information; it also involves the ability to use that information effectively. This includes synthesizing information from various sources, applying it to solve problems, and creating new knowledge.
5. Ethical and Legal Use of Information: Information literacy also encompasses an understanding of the ethical and legal use of information. Users must know how to appropriately cite sources, avoid plagiarism, and respect copyright and intellectual property rights.

Information literacy is indispensable in contemporary society for several reasons:

1. Critical Thinking: Information literacy nurtures critical thinking skills. It empowers individuals to question and analyze information, enabling them to distinguish fact from opinion and make well-informed decisions.
2. Lifelong Learning: In a world where information is continually changing and expanding, information literacy is the foundation of lifelong learning. It equips individuals with the skills to adapt to new information and technologies.
3. Academic Success: Information literacy is crucial for academic success. It enables students to conduct research, critically evaluate sources, and cite information properly. This is essential for academic integrity.
4. Workplace Competence: In a knowledge-based economy, information literacy is a valuable skill in the workplace. It allows employees to stay up-to-date, solve problems, and make informed decisions.
5. Citizenship and Democracy: In an era of information overload, information literacy is vital for responsible citizenship. It helps individuals engage critically with media, evaluate the credibility of news sources, and participate effectively in democratic processes.

The Changing Role of School Librarians

Traditionally, school librarians were associated with managing physical collections and assisting students in locating books. However, the advent of the digital age and the proliferation of information online have necessitated a shift in the role of school librarians (Loertscher, 2017). They have transitioned from being mere custodians of books to becoming instructional leaders in the realm of

information literacy (American Association of School Librarians, 2018). School librarians now collaborate with teachers to integrate information literacy skills into the curriculum (Kuhlthau, Maniotes, & Caspari, 2017). They design and deliver lessons that teach students how to critically evaluate online sources, discern credible information from misinformation, and cite sources properly. This transition underscores the indispensable role of school librarians in shaping the information literacy of students.

The role of school librarians has undergone a remarkable transformation over the past few decades. Traditionally viewed as guardians of books and physical collections, school librarians have evolved into instructional leaders, playing a pivotal role in fostering information literacy and delivering information skills instruction to students. This transformation reflects the shifting educational landscape and the growing recognition of the vital role school librarians play in preparing students for the challenges of the 21st century. Consequently, school librarians transitioned from being mere keepers of books to becoming instructional leaders. Given the foregoing, NAMLE (2019) outlined the following features embedded in the new era:

1. Collaboration with Teachers: School librarians now actively collaborate with teachers to integrate information literacy skills into the curriculum. This collaborative approach ensures that information literacy becomes an integral part of students' educational experience. They work closely with educators to design and deliver lessons that teach students how to critically evaluate online sources, discern credible information from misinformation, and cite sources properly.
2. Information Skills Instruction: School librarians are instrumental in providing information skills instruction. They guide students in developing the skills necessary to navigate, comprehend, and utilize information effectively. This includes critical thinking, media literacy, and digital citizenship, which are essential in the digital age.
3. Digital Resources Management: While traditional collections remain important, school librarians have expanded their roles to include the management of digital resources. They curate online databases, e-books, and other digital materials, ensuring that students have access to a wide range of resources.

Many schools and districts have recognized the importance of integrating information literacy into the curriculum. For example, in the Guided Inquiry Design (GID) framework developed by Carol Kuhlthau, Leslie K. Maniotes, and Ann K. Caspari, school librarians play a central role in guiding students through the inquiry process, which involves developing research questions, locating resources, critically evaluating sources, and presenting findings (Kuhlthau, Maniotes, & Caspari, 2017). Moreover, in districts like Fairfax County Public

Schools in Virginia, the library program is aligned with the American Association of School Librarians (AASL) National School Library Standards. School librarians there work closely with teachers to ensure that students acquire essential information literacy skills at each grade level, preparing them for the demands of the 21st century (American Association of School Librarians, 2018).

The changing role of school librarians is not merely a response to technological advancements; it is a response to the evolving educational needs of students in a digital age. School librarians have evolved from being custodians of books to becoming instructional leaders, guiding students in the acquisition of critical information literacy skills. By actively collaborating with teachers, providing information skills instruction, and managing digital resources, they ensure that students are equipped with the skills necessary to thrive in an information-rich, technology-driven world. The new direction for school librarian professionals involves continuous adaptation and professional growth to meet the ever-evolving needs of education in the 21st century.

Information Skills Instruction in the 21st Century

The importance of information skills instruction in the 21st century cannot be overstated. In an era where information is readily available through digital devices, students must be equipped with the skills necessary to navigate, comprehend, and utilize this information effectively. Information skills instruction is not just about searching the internet; it's about critical thinking, media literacy, and digital citizenship (Kuhlthau et al., 2017). It is through information skills instruction that students learn to be discerning consumers of information. They understand that not all sources are equal, and they acquire the skills to evaluate the credibility and relevance of sources. Furthermore, they learn to cite sources properly, which is crucial for academic integrity (American Library Association, 1989). In the digital age, NAMLE (2019) states that information skills instruction plays a pivotal role for several reasons:

- ✓ **Digital Overload:** We live in an era of digital overload, where an immense amount of information is available at our fingertips. However, the sheer volume of data can be overwhelming, and information skills instruction is necessary to help individuals filter, process, and make sense of this information.
- ✓ **Critical Thinking:** Information skills instruction nurtures critical thinking. It equips individuals with the ability to analyze and evaluate sources critically, enabling them to distinguish fact from opinion, detect bias, and make informed decisions.
- ✓ **Problem Solving:** The ability to locate, analyze, and apply information is essential for effective problem-solving. Information skills instruction teaches

individuals how to approach complex issues, find relevant information, and make decisions based on evidence.

- ✓ **Academic Success:** Information skills are fundamental for academic success. Students need to conduct research, evaluate sources, and properly cite information in academic work. Without these skills, academic integrity is compromised.
- ✓ **Workplace Competence:** In the knowledge-based economy of the 21st century, information skills are highly valuable in the workplace. Employees who can access, evaluate, and utilize information efficiently are better equipped to stay up-to-date, solve problems, and make informed decisions.
- ✓ **Media Literacy:** Information skills instruction incorporates media literacy, enabling individuals to engage critically with media and recognize the potential for misinformation, bias, and manipulation (World Economic Forum, 2020).

In educational settings, information skills instruction is a vital component of preparing students for the challenges they will face in the 21st century. It equips students with the skills necessary to succeed academically, engage in critical thinking, and become responsible digital citizens. Bruce (2017) identified several areas where information literacy aids in students' education:

- ✓ **Research Skills:** Information skills instruction teaches students how to conduct effective research. This involves locating relevant sources, evaluating their credibility, and synthesizing information to create new knowledge.
- ✓ **Digital Citizenship:** As students grow up in a digital world, information skills instruction also includes teaching digital citizenship. This encompasses responsible online behavior, ethical use of information, and an understanding of the risks and opportunities presented by digital technology.
- ✓ **Media Literacy:** Students are exposed to an abundance of media content, and information skills instruction helps them discern credible sources, recognize media bias, and critically evaluate information from various media outlets.

Information skills instruction is not just about searching the internet; it is a multifaceted skill set that equips individuals to navigate the complex information landscape. In the 21st century, where information is abundant, digital technology is pervasive, and critical thinking is vital, these skills are indispensable. They are essential for academic success, workplace competence, and responsible citizenship in a world inundated with information.

New Directions for School Librarian Professionals

In the ever-evolving field of education, the role of school librarian professionals has experienced significant transformation. Traditionally viewed as custodians of books and physical collections, school librarians have now emerged as

instructional leaders, actively engaged in fostering information literacy and delivering information skills instruction to students. Bruce (2017) observes that the digital age has ushered in profound changes in how information is accessed, consumed, and created. The Fourth Industrial Revolution (4IR), characterized by the convergence of digital technologies, artificial intelligence, and automation, has revolutionized not only the world of work but also the educational landscape. In this era, the role of school librarian professionals must adapt to prepare students for the challenges and opportunities presented by these transformations. For school librarian professionals, embracing new directions means recognizing the evolving role of the school librarian in an increasingly digital and information-rich world. It involves:

- ✓ **Continuous Professional Development:** School librarian professionals must engage in continuous learning to stay updated on the latest information technologies, educational trends, and information literacy practices (American Association of School Librarians, 2018). This may include pursuing advanced degrees or certifications in the field.
- ✓ **Collaboration and Integration:** Collaborating with teachers and other educational professionals to seamlessly integrate information literacy into the curriculum is essential (Kuhlthau, Maniotes, & Caspari, 2017). School librarians should work closely with educators to create lessons that incorporate information literacy skills.
- ✓ **Technology Adoption:** Embracing and effectively using digital tools and platforms for instruction is a critical aspect of new directions. School librarians should be proficient in educational technology to enhance information skills instruction (Loertscher, 2017).
- ✓ **Advocacy and Leadership:** School librarian professionals should actively advocate for the importance of information literacy and the role they play in fostering it. By assuming leadership positions in their schools and districts, they can champion the cause of information literacy (American Association of School Librarians, 2018).

The changing role of school librarian professionals reflects the evolving needs of education in the 21st century. They have transitioned from being custodians of books to becoming instructional leaders, guiding students in the acquisition of critical information literacy skills. By actively collaborating with teachers, providing information skills instruction, and managing digital resources, school librarian professionals ensure that students are equipped with the skills necessary to thrive in an information-rich, technology-driven world. The new direction for school librarian professionals involves continuous adaptation and professional growth to meet the ever-evolving needs of education in the 21st century.

Challenges associated with information skills instruction by school librarians

Information skills instruction equips students with essential abilities to navigate, evaluate, and use information effectively in an era marked by an abundance of digital resources and the Fourth Industrial Revolution (4IR). This instruction fosters critical thinking, problem-solving, and digital literacy, ensuring that students become discerning consumers and producers of information (Bruce, 2017). However, studies have revealed that there are outlined several challenges associated with the implementation of information skills instruction by school librarians:

- ✓ **Limited Time:** School librarians often face constraints related to the limited time available for instruction. With the pressure to accommodate numerous other responsibilities, including managing physical and digital resources, finding time for information skills instruction can be challenging (Johnson, 2016).
- ✓ **Collaboration Barriers:** Effective integration of information skills instruction relies on collaboration with teachers and educators. However, school librarians may encounter barriers to collaboration, such as resistance from teaching staff or a lack of clear communication channels (Todd, Kuhlthau, & Heinstrom, 2015).
- ✓ **Resource Limitations:** Inadequate resources, both physical and digital, can hinder school librarians' efforts to provide comprehensive information skills instruction. A lack of access to up-to-date databases, educational technology, and diverse learning materials can be a significant barrier (Hughes-Hassell, 2016).
- ✓ **Professional Development Needs:** Staying updated on information literacy practices and educational technology is essential for school librarians. However, there may be insufficient professional development opportunities and resources available to help librarians acquire and maintain the necessary expertise (Stripling, 2019).
- ✓ **Diverse Student Needs:** Students come from diverse backgrounds and have varying levels of information literacy skills. Addressing the individual needs of students and differentiating instruction to ensure all students benefit can be a considerable challenge (Eisenberg & Berkowitz, 2015).
- ✓ **Standardized Testing Pressure:** The emphasis on standardized testing can sometimes overshadow information skills instruction, as educators and schools may prioritize test preparation over other educational goals. School librarians must navigate this pressure while advocating for the importance of information literacy (Harris & Agosto, 2016).

Addressing the Challenges

To effectively implement information skills instruction, school librarians must take several steps to address these challenges:

- ✓ Advocacy: School librarians should actively advocate for the importance of information skills instruction. Making the case for its value in fostering critical thinking and problem-solving can help garner support from educators and administrators.
- ✓ Professional Development: School librarians must invest in their professional development, staying updated on the latest information literacy practices and educational technologies. Pursuing additional training and attending relevant conferences can be beneficial.
- ✓ Collaboration: While collaboration may face barriers, persistent efforts to establish effective communication and partnerships with teachers and educators can break down these barriers. Demonstrating the positive impact of collaboration on student outcomes is key.
- ✓ Resource Allocation: School librarians should work with school administrations to secure necessary resources for information skills instruction, be it physical materials, digital resources, or technology.
- ✓ Differentiation: Recognizing the diverse needs of students and providing differentiated instruction is essential. Tailoring information skills instruction to meet individual student needs can lead to more effective learning outcomes.

Conclusion

Information literacy and information skills instruction are the new frontiers for school librarian professionals. In a world inundated with information, the ability to navigate, evaluate, and use information effectively is a skill of paramount importance. School librarians have evolved from being custodians of books to becoming instructional leaders, guiding students in the acquisition of these vital skills. The new directions for school librarian professionals involve continuous professional development, collaboration with educators, adept use of technology, and active advocacy for information literacy. By embracing these new directions, school librarian professionals can equip students with the tools they need to thrive in the information age and become critical, discerning, and responsible consumers of information. The challenges that school librarians face in implementing information skills instruction are substantial, but the importance of this endeavor cannot be overstated. In a world awash with information, the role of school librarian professionals as champions of information skills instruction remains indispensable. They are the guides who empower students to thrive in an information-rich, technology-driven world, and they are instrumental in fostering the critical skills needed to navigate the dynamic landscape of the information age.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School librarians should continue to advocate for the significance of information literacy in education. By articulating the value of information skills instruction, they can garner support from educators, administrators, and policymakers.
2. Continuous professional growth is essential. School librarians should invest in their own development to stay updated on the latest information literacy practices and educational technologies. Pursuing advanced degrees or certifications and attending relevant conferences are ways to accomplish this.
3. School librarians should work closely with school administrations to secure the necessary resources for information skills instruction, including physical materials, digital resources, and technology.

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Assessment of Information and Communication Technology Resources Provision in Secondary School Libraries in Gwagwalada Council, Federal Capital Territory, Abuja, Nigeria

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Abstract

The paper assessed Information and Communication Technology (ICT) resource provision in secondary schools of Gwagwalada Area Council, FCT, Abuja. The population of the study comprised 82 school library personnel's in Gwagwalada Area Council, FCT while the sample comprised 34 school library personnel randomly selected from the 13 public secondary schools in Gwagwalada Area Council of FCT. Data for the study was gathered with a research instrument developed by the researchers. The instrument was validated by two experts from the fields of librarianship and measurement and evaluation and trial tested using the test-retest method with four library personnel's that were not part of the original study. The test yielded a reliability coefficient of 0.83 which was considered adequate for the study. Data collected from the study was analyzed using descriptive statistics of frequency count and percentages. Findings revealed provision of computers and interactive white board by few libraries, low level of ICT resource provision, lack of support from other stakeholders in acquisition and barriers such as funding, internet instability, lack of training for library personnel and lack of infrastructure. Based on the findings, the study recommended creation of awareness for teachers, school administrators on the importance of ICT resource provision, exploration of other alternative power supply such as solar among others.

Keywords: *ICT, School Library, Assessment, ICT Resources Provision*

Introduction

School libraries are type of libraries found in pre-primary, primary and secondary schools with the purpose of providing information and ideas that are fundamental to functioning successfully in today's information and knowledge based society. Onuoha and Ogbuji (2019) opined that the purpose of establishing school libraries is to serve as a pivot for reading and the promotion of a viable reading and studying culture. If good reading, study culture and library use patterns are evolved, the young people will attain lifelong learning and maximize their potentials in life. Section 3 numbers 5 and 10 of the National Policy on Education (NPE) states that

libraries are the most important educational service. The policy recommends that every state ministry of education should provide funds for the establishment of school libraries and for the training of librarians and library assistants.

The school library of the 21st century is regarded as the hub of academic activities Onuoha, and Ogbuji (2019). They bring together the teachers and students/pupils with the teacher librarian or school librarian serving as an anchor. They went further to opine that libraries at secondary school level serve as reading rooms and information centres as well as meeting points for young people where ideas are shared and there are constant flow and exchange of information. Any high school without an efficient and effective library is comparable to a generator without fuel and issues that have to do with educational standards cannot be properly addressed in isolation of the school library. School libraries are information unit that is concerned with collection, processing, disseminating, storage and retrieval of information Unagha (2008). They provide information and ideas that are fundamental to the successful functioning in society and gives students life-long learning skills, develops the imagination, citizenship, critical thinking skills and ability to use information in different media. The crucial importance of school libraries in literacy, social and cultural development demands that they be supported by legislation, policy and funding.

Ajegbomogun and Salaam (2011) enumerated the purpose of the school library to include the following: To encourage the development of skill in reading; prompt reading habits to some literacy appreciation; support and enrich the formal curriculum of the school; acquisition of ICT resources such as computers, email, internet, fax machines and books; inculcate intellectual development. For school libraries of the 21st century to function at optimal level in the areas of organization of information, capacity building, management of information system, digital libraries, resource sharing and document delivery, there is need to adopt Information and Communication technology(ICT) in its operations. ICT have the potentials to innovate, accelerate, enrich and deepen skills, to motivate and engage students, to help relate school experience to work practice, create economic viability for workers as well as strengthening teaching and helping schools change. Within a short time, ICT have become one of the basic building blocks of modern society.

The various applications of ICT have a revolutionary impact on how we see the world and how we live. It is becoming the driving force for effective and efficient operations of trade and commerce, government, medicine, education, human resources development, arts and culture, agriculture, national security and other areas of human endeavour. Examples of ICT are personal computers, digital television, email teleconferencing audio conference, CD-ROM and robots among others. Adedoyin, Akinuwesi and

Adegoke (2008) enumerated examples of ICT to include personal computers, specialised software, hand-held devices, interactive white board, intranet and visual library. ICT are diverse set of tools and resources used to communicate, create, disseminate, store and manage information. It is the use of computers and telecommunication systems in collecting, collation, analysis, processing and retrieval, transmitting and communicating different forms of data which may include audio/visual. According to Eluwa, Madu and Ihechu (2019) it is the technology that supports activities involving information. Such activities include gathering, processing, storing and data presentation. It covers any product that will store, retrieve, manipulate, transmit or receive information electronically in digital form. In the views of Akomolafe (2008) ICT is a wide range of activities and equipment including all tools, applications and information, in which are available and accessible via computer. It encompasses various forms of information delivery systems such as television, radios, newspapers, computers, internet etc. ICT is the electronic technology for collecting, sorting, processing and communicating information. It is an instructional program that prepares individuals to effectively use technology in learning, communication and life skills.

There has been pockets of published works on Information and Communication Technology (ICT) such as Eluwa, Madu and Ihechu (2019) on Evaluation of Information and Communication Technology utilization in National Open University of Nigeria, South East zone, Olawumi, Oladele and Noiba (2018) on Assessment of the utilization of ICT technology in literacy centres in Ibadan North Oyo state and Haliso (2011) on factors affecting the ICT use by academic librarians in South western Nigeria. However, no effort was made to unravel Assessment of ICT resources provision in secondary school libraries in Gwagwalada Area Council. Based on the above revelation, this topic was chosen to unravel the assessment of ICT resources provision in secondary school libraries in Gwagwalada Area Council of FCT.

Statement of Problem

With the technology revolution of the 21st century, secondary school libraries in Gwagwalada Area council should be ICT driven in order to deliver effective school library services. However, the situation in our secondary school libraries seems to be different from the expectations of the users who are yearning for electronic service delivery. Efforts such as workshop/seminars to enlighten school library authorities, training of school librarians and other library staff have been made to solve the problem. Despite all efforts, the problem has persisted without any identifiable solution. Based on the persistence, school librarians have failed to deliver library service appropriately using ICT. This research is embarked upon to find a lasting solution to the problem. It is on this

premise that this study was designed to assess ICT resources provision in secondary school libraries in Gwagwalada Area Council.

Objectives of the Study

The specific objectives of the study are to:

1. establish the type of ICT resources provision in secondary school libraries of Gwagwalada Area Council
2. determine the level of ICT resource provision in secondary school libraries of Gwagwalada Area Council
3. find out the sources of ICT provision in secondary school libraries of Gwagwalada Area Council
4. identify the barriers to ICT resources provision in secondary schools of Gwagwalada Area Council

Research Questions

1. What are the different types of ICT resources provided in secondary school libraries of Gwagwalada Area Council?
2. What is the level of ICT provision in secondary school libraries of Gwagwalada Area Council?
3. What are the various sources of ICT provision in secondary school libraries of Gwagwalada Area Council?
4. What are the barriers to ICT resource provision in secondary school libraries of Gwagwalada Area Council?

Literature Review

In the views of Mba (2017) school libraries are media resource centres and libraries devoted to the support of educational programs of primary and secondary schools in countries throughout the world. They are seen as centre of the school learning program and the foundation stone of any modern educational structure. School libraries are moving from warehouses to multi-functional learning spaces designed to support multiple learning activities, goals and interest at once. The school library is supposed to be a place where children can achieve pleasure, succour, entertainment, skills acquisition as well as dedicated study time in order to broaden their horizon. Moruf (2015) described the school library as the heart of the school system. It is the school learning resource centre, the laboratories and serve as vital tools for measuring and enhancing the standard of education.

According to Ogbebor (2011) school libraries serve elementary schools, middle schools, junior high schools and high schools. Their main function is to support various educational programmes and to develop student's skills in locating and using information. School libraries usually maintain

collections in a variety of media in addition to books, magazines and newspapers. They may contain photographs, films, sound and video recordings, computers, CD-ROM, games and maps, realia, computer lab with workstations, soft ware and internet connections. Most school libraries further enhance their collections by becoming members of school library networks which allows them to share resources with other libraries in other schools.

Moruf (2015) investigated the utilization of secondary school libraries by students in Akinyele local Governement Area of Oyo state using four selected secondary schools and colleges with a total population of seven hundred and sixty students and ten librarians using random sampling method. The study revealed that school libraries were not utilize effectively by students due to inadequate resources, poor funding and lack of adequate provision for school library development.

Abrahim and Aminu (2017) assessed school library resources for development of basic education in Zamfara state, Nigeria using survey research design. 24 public secondary schools were used as the accessible population while purposive sample procedure was used to select librarians. Modified likert scale was used to collect the data. Findings indicated that not all local Government Area of the state have library and some that have are not functioning. For school libraries to function effectively in the 21st century, there should be adequate provision of ICT in their various operations.

Information Communication Technology refers to technologies that provide access to information through telecommunications Olawumi, Oladele and Noibi (2018). Adedoyin, Akinuwesi and Adegoke (2008) opined that they have become a key tool in acquiring, processing and disseminating knowledge. For measuring development of a nation in the 21st century, it has become an imperative tool and the revolutionary impact on all spheres of the society has not spared school libraries as computer Aided Instruction (CAI) software are widely available to compliment classroom work. These software sometimes have limited capabilities, but very useful in presentation of graphics that aid learning. Haliso (2011) opined that there is need for all developed and developing nations of the world to take ICT as tools that aid the enhancement of job performance of the library personnel through the application of ICTs by libraries. He went further to say that ICT enhance service provision to library clienteles and librarians use the technology to perform functions such as cataloguing and classification, serials management, collection development, budgeting , circulation management , referencing, indexing and abstracting in order to improve information service to users.

However, the application of ICT in school libraries is faced with some challenges. Some of these challenges according to Adedoyin, Akinuwesi and Adegoke (2008) include inadequate infrastructure, inadequate skilled manpower, resistance to change and funding. This was collaborated by Oghenetega, Umeji and Obue (2014) who listed the challenges associated with the use of ICT facilities to include Limited/restricted access to users, poor maintenance culture, poor network, lack of trained personnel, poverty, political, economic, cultural and technological factors.

Olawuni, Oladele and Noibi (2018) assessed the utilization of ICT in literacy centres in Ibadan North using adult learners in all mass literacy centres and advance learning centres as population. The respondents were randomly selected and data collected was analysed using frequencies, percentages and mean rating. Findings of the study revealed that the use of ICT facilities improved the teaching and learning in adult centre and helps adults to learn at their own pace, extends a wide range of experiences to pupils and helps to improve adult performance.

Nwabeze, Enwenfa and Kuyenum (2021) investigated the use of ICT in the teaching of physics in secondary schools in Delta state, Nigeria. Descriptive survey design was adopted for the study while questionnaire was used for data collection. Mean and standard deviation were used to answer the research questions while T-test was used to test the hypothesis. Findings revealed that physics teachers in Delta state do not integrate ICT in their physics instruction and that the level of availability of ICTs for effective use in teaching and learning physics in Delta state is low. Among the perceived barriers identified were: lack of knowledge about ways to integrate ICT in lesson and lack of training opportunities for ICT integration knowledge acquisition.

Abubakar, Gupiyem and Banwar (2017) examined the correlation of ICT accessibility and use of e-resources in Nigerian university libraries among postgraduate students using survey research design and multistage sampling technique to select 2726 students from 16 Nigerian conventional universities. Questionnaire and interview schedule for e-resources/ICT librarians were used for data collection while collected data was analysed using percentages and PPMC. Findings revealed that PG student level of ICT accessibility and frequency of use was low. The findings equally identified problems encountered in accessing e-resources to range from internet down time, password issues, inadequate skilled staff, awareness of e-resources and epileptic power supply.

The study is based on Technology Acceptance Theory propounded by Davies (1989). The theoretical model aim to predict and explain ICT usage behaviour,that is what causes potential adopters to accept or reject the use of information technology.

Research Methodology

Descriptive survey research design was adopted for the study. The population of the study consist of 82 school library personnel in public secondary schools of Gwagwalada Area Council, FCT while the sample size comprise 34 school library personnel randomly selected from 13 secondary schools in Gwagwalada Area Council of FCT, Abuja. The instrument used for data collection is a structured questionnaire titled: "Assessment of Information and Communication Technology resources provision in secondary school libraries (AICTRRSSL)". The questionnaire consist two sections A and B. Section A solicit for personal data on the respondents such as age, educational qualifications etc while section B consist of items soliciting for information on ICT Resources Provision. The questionnaire was developed by the researchers and validated by two experts in school librarianship from University of Abuja and one measurement/ evaluation expert from Nigerian Educational Research and Development Council (NERDC) Sheda, Abuja. For reliability, the instrument was trial tested in four schools that were not part of the original study. For the collection of the required data for the study, the researchers administered the questionnaires through Education officers working with the Gwagwalada Area Council education Board and FCT secondary education Board. Data collected was analyzed using descriptive statistics of frequency counts and percentages to address the research questions

Presentation and Interpretation of Results

Research question 1: What are the different types of ICT resources provided in secondary school libraries of Gwagwalada Area Council?

The results on the different types of ICT resources provided in secondary school libraries of Gwagwalada Area Council of FCT revealed that 15 respondents translating to 44 % agreed with the existence of desktop computers while 7 respondents translating to 20% indicated the availability of interactive white board in their school library. On the provision of sound/video recordings and CD-ROM, 4 respondents and 5 respondents respectively indicated their provision while only 3 respondents indicated the provision of multimedia projector. The Internet provision which would facilitate the application of other ICT resources such as email, OPAC and other e-resources was not provided in any of the school libraries surveyed. In addition, there were no response on the provision of email, e-notice board and e-books. Findings revealed that few ICT resources such as desktop, interactive whiteboard, sound/video recordings and CD-ROMs were provided. However, other ICT resources such as Internet, E-books, email, among oth are not available in the school libraries surveyed. This is at variance with the opinion of Haliso (2011) that there is need for all developed and developing nations of the world to take ICT as a tool that aid

the enhancement of job performance of the library personnel through the application of ICT in libraries. This was collaborated by Ajebomogum and Salam (2011) that suggested the acquisition of ICT resources such as computers, email, internet, fax machines and books.

Research Question 2: What is the level of ICT provision in secondary school libraries of Gwagwalada Area Council?

Table 2: Level of ICT provision in secondary school libraries of Gwagwalada Area Council

Variables	Very high	High	Low	Very Low	Total
Frequency		16	8	10	34
Percentage		47	24	29	100

Table 2 above indicate response rate on the level of ICT provision in secondary school libraries of Gwagwalada Area Council. The results reveal that 16 respondents translating to 47% indicated high level of ICT provision while 10 and 8 respondents translating to 29% and 24% respectively indicate low level of ICT provision in the schools surveyed. Findings from the study revealed low level of ICT resource provision in secondary school libraries of Gwagwalada Area Council. The same low level of ICT resource provision was revealed in the findings of Abubakar, Gupiyen and Banwar (2017) in their examination of the correlation of ICT accessibility and use of resources in Nigerian University library among Post graduate students. Unfortunately, from the findings, tertiary institutions in Nigeria encounter same problem. In addition, school libraries were not effectively utilized by students in the schools surveyed due to inadequate and low level of ICT resources. This was attributed to poor funding and lack of adequate provision for school library development.

Research question 3: What are the various sources of ICT provision in secondary school libraries of Gwagwalada Area Council?

The various sources of ICT provision in secondary school libraries of Gwagwalada Area Council was investigated. The results revealed that 25 respondents translating to 73% indicated acquisition as source of ICT provision while 4 respondents translating to 12% indicated sourcing ICT from FCT administration. Other sources such as Gwagwlada Area Council and FCT secondary education board had 2 respondents and 3 respondents each. None of the respondents indicated sourcing their ICT from Federal government. Findings from the study revealed that the school librarians do not benefit much from the various stakeholders such as FCT administration, Gwagwalada Area Council and FCT secondary education Board in sourcing

for their ICT resources except from acquisition. Unfortunately, there was no assistance from the federal government even when education is on the concurrent list. Little and none encouragement from other stakeholders aside acquisition implies that the critical stakeholders have not seen the need to support school libraries in this era of technology especially the federal government that have not lived up to expectation in fulfilling their role in the joint sponsorship of education in the Area council. The none benefit from other sources will affect the teaching and learning processes in the school libraries and may not assist student to learn at their own pace as reported by Olawuni, Oladele and Noibi (2018)

Research question 4: What are the barriers to ICT resource provision in secondary school libraries of Gwagwalada Area Council?

Results from the study reveals on the barriers to ICT resource provision in secondary school libraries of Gwagwalada Area Council shows that 15 respondents translating to 44% indicated funding as the major barrier while 7 respondents translating to 20% indicated lack of training. A total of 4 respondents indicated inadequate power supply as barrier to ICT resource provision while 3 respondents translating to 9% indicated lack of infrastructure. There was no response rate for resistance to change and lack of school management support. Findings revealed that so many barriers such as funding, internet instability, lack of training, inadequate power supply and inadequate technological infrastructure affects the application of ICT resource provision in the secondary school libraries surveyed. The findings are in agreement with that of Adedoyin, Akinwesi and Adegoke (2008) in which they listed challenges of ICT resource provision to include inadequate infrastructure, skilled manpower, resistance to change and funding. Also, Oghenetega, Umeji and Obue (2014) corroborated the above findings when they listed limited/restricted access to users, poor maintenance culture, poor network, lack of trained personnel, poverty, political, economic, cultural and technological factors as challenges to ICT resource application.

Conclusion

School libraries in Gwagwalada Area Council are far from functioning successfully in today's information and knowledge based society. This is evidenced in their inability to source and acquire various ICT in the provision of school library services. The level of provision of few ICT resources is low in addition to numerous barriers that were encountered such as funding, internet instability, inadequate training, lack of power and infrastructure, among others.

Recommendations

The following recommendations were proffered based on the findings of the study:

1. Awareness should be created for teachers, school administrators on the importance of ICT provision in our school libraries
2. There should be legislation and proper funding of school libraries to meet up with the 21st century information world.
3. School librarians should be trained and retrained in the use of ICT in delivering school library services
4. Stakeholders such as government, development partners/Non Governmental Organisations and other relevant bodies should donate ICT equipment to school libraries to reduce their dependence on acquisition
5. School libraries should explore the possibility of alternative power supply such as solar and stand by generating set.

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Perception of Planning and Designing of School Library Building by Library Personnel in Nigeria

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Abstract

*The study investigated library personnel perception of planning and designing of school library building spaces in Nigeria. The convenience sampling technique was used to select 243 library personnel across Nigeria out of which only 237 responded with useful data. The data for the study was collected at the 34th and 35th Annual Conference of the Nigerian School Library Association held at Abuja and Minna respectively. Findings from the study revealed that library personnel in public schools in Nigeria have poor perception about the planning and designing of school library building spaces in Nigerian schools (*Mean *=2.27). There was also negative perception about the designing of school library building spaces (*Mean *=2.35). There was a positive perception of library personnel about purpose of school library spaces in Nigeria (*Mean *=2.66). However, the study revealed that library personnel have positive perception about the purposes of school library building spaces in Nigeria with emphasis on the fact that the essence of school library spaces was to motivate students to read and study. Government and proprietors of schools should give adequate attention to planning and designing of school library spaces to ensure qualitative library service delivery in Nigerian schools.*

Keywords: *Library personnel, School library spaces planning and designing, Nigerian schools*

Introduction

School library is a place within the school community designed and planned to allow the students to undertake learning and self-instruction during their free time as well as use library facilities like books, online and offline collections to do their assignments, reports, researches and other activities. School library plays vital supportive and complementary role as a source of research and reading materials or a place of study to the students. IFLA (2016) defined school library as a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth. This physical and digital place is

known by several terms such as school media centre for documentation and information, library resource centre, library learning commons, but school library is the term most commonly used and applied to the facility and functions. Olaojo (2014) avers that school library as a space that houses organised intellectual collections of print and non-print materials through which information could be obtained and usually manned by professional personnel who made such information and materials available to students.

Moreover, the school library provides students with information that would promote their learning and day to day activitieswhich ultimatelyrelieve students from the problem of sieving through a large number of documents before getting their relevant documents. In other words, school libraries supplement the teaching and learning process in schools just as it caters for students who are eager to read as well as for backward children who read with difficulty and require visual aids and all kinds of incentives to study. Also, the school library serves its community by helping in selecting, acquiring and disseminating useful information and referral files to provide access to the services and resources by making available learning aids in appropriate formats to help students identify items in the collection relevant to their interest and needs.

IFLA (2016) identified the following features that distinguish a school library from others; a qualified school librarian with formal education in school librarianship and classroom teaching that enables the professional expertise required for the complex roles of instruction, reading and literacy development, school library management, collaboration with teaching staff, and engagement with the educational community. Furthermore, the school library provides targeted high-quality diverse collections (print, multimedia and digital) that support the school's formal and informal curriculum, including individual projects and personal development. It has an explicit policy and plans for ongoing growth and development. Therefore, school libraries, like other aspects of the educational system, go through phases of growth and development. However, these features of a school library are necessary for the fulfilment of the mission and purpose of a school library.

The modern school library is not just a collection of books and related resources nor is it a place where books are housed but a system with spaces designed to collect, process, preserve and facilitate the use of recorded knowledge and can be regarded as an educational and social instrument which forms a link that is essential for quality education in any nation or culture. The British Library Association emphasised that the essence of the school library is to support and enrich the formal school curriculum and to act as a broadening influence on children and their teachers (Fayose, 2003). This established the need for quality service delivery by the school library.The school library can only provide quality library and information services, through provision of comfortable and accessible accommodation

and spaces, qualified staff, and organised collection which must be widely accessible. These services are usually rendered to students, teaching staff and other members of the school community to realise the school's vision. The services of school librarians who are experts at finding, organising and interpreting information needs of users are key to service delivery by school libraries. Bakti and Sumaedi (2013) in their research reveal that quality service has a direct effect on users' satisfaction which, in turn, influences library users' loyalty. This means that when the services rendered in the school library matches with the expectation of its users, then the users would be satisfied. Every service rendered has its purpose and is rendered to meet specific aspect of the needs of the users.

As stated in IFLA School Library Guideline (2015), it is the responsibility of the librarian to plan the building and manage the school library spaces together with the school personnel and all other members of the school community. According to the guideline, the library management other school personnel who are professionals in their various fields should always come together to analyse, discuss and share information that is related to school library buildings, equipment and furnishing. It is also expected that these people come together to decide on the location of the library, decide on how to raise fund for the library building and how to get resources into the building based on the school curriculum.

The physical building of a library is a location for people to gather and study (Olaojo, 2014). Library users come to this place to access the knowledge that has gone before and the most recent additions that have been published or completed. However, contrary to the general belief of people, the school library is more than shelves of books, racks of journals, and professionals helping individuals find items. Kendall (2016) reiterated that the library building spacesis crucial to personal experience and pointed out that it is only within a well-planned building spaces that relationship necessary for searching and finding material can occur between librarian and users. For the successful completion of the school library building in secondary schools, there are various people that are important to work as a team to produce a functioning school library.

In the planning and designing of library building spaces, it is expected that provision should be made for quiet space – a place to reflect, read and study; collaboration space – a place to discuss, brainstorm, share and tell stories; presentation space – a place to present, share and celebrate; breakout space – a place to discover, create, practice and share; makerspace – a place to play, experience and design. All of these spaces should be catered for and planned when designing a library building. Moreover, the building must be a welcoming, vibrant and have culturally inclusive environment, flexible, a place for end-to-end learning, balanced access to print, digital and multimedia collections and a place of explorations and curiosity. All of

these spaces above could encourage users to develop a passion for reading and become critically capable readers. It could also allow the library staff, teachers and students to collaborate, to find, use, share and create information, provide seamless access to information resources, advice and support. However, the environmental conditions under which libraries operate are gradually changing in the 21st century. Issues have been raised as to whether school libraries are still relevant in this age and whether students and school personnel still consider the school library as the first point of call for information because there are so many other sources of information (Bannerman, 2009).

However, despite the importance of the school library building spaces, it seems that there are little or no well-structured library spaces in most secondary schools in Nigeria. This could be due to several challenges which confront the creation, development and improvement of school libraries in most Nigeria schools. Some of these challenges includes lack or insufficient funding from parent institutions, wrong attitude towards the establishment of the library, insufficient power supply and poor internet connectivity for library operations. Considering the above challenges facing the school library, it, therefore, becomes imperative to investigate the extent to which library personnel perceive library building spaces in Nigerian schools.

Research Questions

This study provided answers to the following questions:

1. What is the perception of library personnel about the planning of school library spaces in Nigeria?
2. What is the perception of library personnel about the design of school library spaces in Nigeria?
3. What is the perception of library personnel about purpose of school library spaces in Nigeria?

Literature Review

Many library buildings across the country appear not to be formally evaluated, and when they are, the evaluations are frequently less than comprehensive. A library building is an assemblage that is firmly attached to the ground and that provides total or nearly total shelter for human educational and leisurely activities (Merrit: 2010). The focal purpose of a school library building is to have a structure that will be safe, habitable and functional for service delivery to users in the school community. The School Library Association (2016) stated that the purpose of a school library building is to provide a flexible space with a wide and inclusive range of resources to support learning and teaching in the school. It further emphasised that such building should be able to promote reading as well as

provide facilities to develop life-long learners, provides a place for collaborative learning, creativityand for developing independent research as well as information literacy skills. The purpose of the school library building can be achieved if it is managed by trained staff, adequately funded and accessible to the whole school community during and outside the school day.

IFLA School Library Guidelines (2015), explained that school library building is a school's physical and digital learning space where reading, inquiry, research, thinking, imagination and creativity are central to students' information-to-knowledge journey and to their personal, social and cultural growth while Dike (2001), on the other hand, averred that dedicated place (building) should be provided for a school library in achieving effective quality service provision. Likewise, spaces for viewing and listening to certain media, large tables for maps, computer stations, carrels, chairs should also be provided for. These physical resources should be provided in the school library in order to bring about ease of service to both students and staff. IFLA guidelines further listed thefunctional space areas of needs to be provided for in the school library building to include,study and research area, space for the information desk, catalogues, online stations, study and research tables, reference materials and basic collections,informal reading area, space for books and periodicals that encourage literacy, life-long learning, and reading for pleasure. Other space areas to be provided for are instructional area with seats catering for small groups, large groups and whole classroom formal instruction, with appropriate instructional technology and display space. The guidelines recommended seating for 10% of the student population.

According to Adeoye and Popoola (2011), a capacity of at least fifty (50) bookshelves, magazines/journals stand, among others, should be made available for students in the school library. Therefore, adequate accommodation is a necessary pre-requisite for the provision of quality library services. Arua and Chinaka (2011) in their study reported that secondary school libraries in Umuahia North do not have adequate accommodation while Okorafor and Anyalebechi (2017) posited that most school libraries in Nigeria lack adequate accommodation and space areas for library operations and activities. The absence of these facilities continues to retard quality library service delivery by school libraries in Nigeria.

Moreover, Akande (2017) stated that accessibility to the library building spaces and utilisation of library information resources and services are determinant factors in the provision of quality services in different types of libraries. A school library building with its resources will only be useful if explored by the staff and students it is meant to serve. Okiy (2010) and Iyoro (2004) stressed that the availability of resources and space

encouraged the use of library services. Quality is one of the triple constraints or forces for every construction project besides the other two which are time and cost, hence, the standard reference to the specification of the object to be designed and the actual result related to the library building design quality will be known after several years occupying the building.The quality of the library building would be determined by the suitability of the building and the quality of compliance that shows that the building is in accordance with the specifications required by the design. In other words, the quality of the school library building can produce more efficient intermediation services and improve the work environment for all users. The researcher is of the opinion that the functionality of library building is emphasised in the arrangement, quality and inter-relationship of spaces, and how the building is designed to be useful.

Planning of school library building would require a thorough understanding of the needs of the users, objectives and functions of the library. However, the approach to planning has been somewhat casual in Nigerian schools because there is not enough literature pertaining to Nigerian library buildings, which could provide guidance to librarians in this situation. IFLA (2015) in their contributions to planning a library building explained that planning a school library requires the active involvement of the school librarian in consultation with administrators, faculty, and students to determine the relationship of the school library to the rest of the schoolcommunity. It also stated the scope to consider within the planning process and that, it will be of advantage to involve the current and potential students, including their parents when necessary. Depending on the administration of the school, students can be asked about their preferences in several ways, either through surveys, focus groups, design or idea boards, and suggestion boxes in various areas of the school library or the school compound.

Feinberg and Keller (2010) recommended that staff should work with a building consultant to assist with the survey design or to conduct focus groups as well as the design professional to work on design boards. The management can also visit other school libraries and children's facilities, especially in other geographical locations to benefit from lessons learned and see other solutions for serving the students. Furthermore, factors that are important for planning a library building in Nigeria include, suitability of the location for library building; independence of the building and provision for future expansion; suitable provision for workplace and staff; proper natural lighting, ventilation and control of noise; planned interior and exterior arrangement. Also, library buildings should have functional design rather than monumental as well as proper amenities like water, toilet facilities, fire protection for security and safety reasons as well as doors for entrance and exit.

In planning, the environment must be inviting for all students and staff to use resources and participates in programmes. The school library building must be flexible and conducive to learning, hence, when planning the school library building, the school should provide a dedicated space for the school library building, provide adequate infrastructural space, teaching space, reading space, large group space, workspace and storage space. There should be provisions for varieties of materials in various formats, on multiple levels, supporting both instructional and recreational needs of users including the physically challenges students. Nelson and McConachi (2013) highlighted the basic design elements that must be put into consideration when designing a school library building which include, space for teaching, learning and production of knowledge, space for storing materials and space which support multiple ways of teaching and learning within the library. Bolan (2012) pointed out the need for signage that are visually appealing, scaled correctly and user-friendly must be used as important consideration in school library design.

Furthermore, Dervin and Nilan (1986) proposed that planning has influence on library services in that it increases the attendance of the library users while also helping in implementing and redesigning of library systems that is more flexible and interactive focusing on user's priorities. Proper planning of the library services helps the school library to have a better success and achieve a better position in their locality and also gives more chances of success to their goals. Better planning of the library services can influence the progress of the school library and that of the school itself. Most times, planning influenced the library services by bringing both the school library personnel and the users together(Bhasin 2018). The ultimate objective of designing a building is achieved by the production of drawings or plans, showing what are to be constructed, specifications stating what materials and equipment are to be incorporated in the building, and a construction contract between the school personnel and the contractor. There are various building components, such as walls, doors, roofs, windows, and doors which are interrelated and compatible with each other. However, designing libraries has become much more complex over the years with the introduction of shared services, self-service, merchandising and e-books, therefore, the scope for designing a library space is much broader and needs to take a strategic, collaborative approach. A well-designed library must reveal a complex order that is both embracing in its transparency and mysterious in its promise of yet to be discovered knowledge. To be effective, library building needs to be grand, beautiful and inspiring to enable quality service delivery.

Research Methodology

This study adopted a descriptive research design since the study sought to find out library personnel's perception of school library spaces in Nigeria.

The convenience sampling technique was used to select 243 library personnel across Nigeria out of which only 237 responded with useful and useable data. The data for the study was collected at the 34th and 35th Annual Conference of the Nigerian School Library Association held at Abuja and Minna respectively.

A questionnaire titled "Library Personnel's Perception of Library Building (LPPLBQ)" was used to obtain the needed data for this study. The questionnaire was divided into 4 sections and consists of structured items.Section A was designed to collect demographic information such as gender, age, position held, educational qualifications and length of years of service while Section B was designed to assess the planning of school library building spaces. It consisted nine (9) structured items/questions. The questions/items were framed to assess the planning of school library building spaces as perceived by library personnel. The rating technique was based on the four-point likert type scale as follows: Strongly Agree (SA) = 4; Agree (A) = 3; Strongly Disagree (SD) = 2; and Disagree (D) = 1. Section C was designed to assess the design of school library building spaces and it consisted of eighteen (18) structured items which were framed to assess the design of school library building spaces as perceived by the library personnel measured on a 4 point likert scale of Strongly Agree (SA) = 4; Agree (A) = 3; Strongly Disagree (SD) = 2; and Disagree (D) = 1while Section D was designed to assess purpose of school library building spaces as perceived by the library personnel 7 structured items measured on a 4 point likert scale format of Strongly Agree (SA) = 4; Agree (A) = 3; Strongly Disagree (SD) = 2; and Disagree (D) = 1.

The face and content validity of the questionnaire was done by giving it to experts to ensure that the instrument elicited the required responses. The reliability of the instrument was determined using Cronbach's Alpha to find out if the scores are affected by sampling errors and the stability of the responses to the items. The instrument was administered to fifteen library personnel in the study area who were excluded from the final study and a reliability coefficient of 0.75 was obtained which was considered appropriate for usage. Data collected were analysed using descriptive techniques such as frequencies, mean, standard deviation.

Presentation and Interpretation of Results

A total of 243 copies of questionnaire were administered to the respondents out of which 237 were returned with useful and usable responses. This represents 97.5% response rate which is considered adequate for this study.

Table 1: Demographic information of Respondents

Gender	Frequency	Percentage (%)
Male	100	42.2
Female	137	57.8
Age		
20-30 years	7	3.0
31-40 years	45	19.0
41 years and above	185	78.1
Highest Educational Qualifications		
NCE/OND	3	1.3
HND/Bachelor's degree	212	89.5
Post graduate degrees	22	9.3
Length of service		
4-6 years	8	3.4
7-10 years	155	65.4
11-20 years	60	25.3
21 years and above	14	5.9
n = 237		

The result of the analysis revealed that 100 respondents representing 42.2% are males while 137 respondents representing 57.8% are females. In other words, there were more females than males among the respondents. Result on the age distribution of respondents showed that 7 (3.0%) of the respondents are within the age range of 20-30 years of age, 45 (19.0%) of the respondents are 31-40 years of age while the remaining 185 (78.1%) of the respondents are 41 years of age. This implies that majority of the respondents are within the age range of 41 years and above. Result on the qualifications of the respondents revealed that 3 (1.3%) of the respondents have NCE/OND, 212 (89.5%) have HND/Bachelor's degree while the remaining 22 (9.3%) of the respondents have Post graduate degrees.

On the length of service of the respondents, the result of the analysed data showed that 8 (3.4%) of the respondents have 4-6 years length of service, 155 (65.4%) have worked for 7-10 years, 60 (25.3%) of the respondents have worked for 11-20 years while the remaining 14 (5.9%) of the respondents have 21 years and above length of service.

Research question 1: What is the perception of library personnel about the planning of school library spaces in Nigeria?

Decision Rule: Criterion Mean = 2.50; Weighted Mean = 2.27

The results on the perception of library personnel about the planning of school library spaces revealed that the weighted mean ($\bar{x}$=2.27) is less than the criterion mean set as benchmark for positive perception, hence it can be deduced that the respondents have negative perception about the planning of school library building spaces. Therefore, library personnel surveyed have negative perception about the planning of school library building spaces which implies that they considered the library building spaces in Nigerian schools as not being adequately planned.

Research question 2: What is the perception of library personnel about the design of school library spaces in Nigeria?

Results on the perception of library personnel about the design of school library spaces in Nigeria showed a weighted mean ($\bar{x}$=2.35) which is less than the criterion mean of 2.50 set as benchmark for positive perception about the design of library building spaces. It can be deduced that the respondents have negative perception about the design of school library building spaces. Therefore, library personnel in Nigerian schools have negative perception about the design of school library building spaces which implies that they considered library building spaces in Nigerian schools as not properly designed.

Research question 3: What is the perception of library personnel about purpose of school library spaces in Nigeria?

Results on the perception of library personnel about purpose of school library spaces in Nigeria revealed a weighted mean ($\bar{x}$=2.66) which is greater than the criterion means of 2.50 set for positive perception of the purpose of school library spaces as affirmed by the respondents. Therefore, it could be deduced from the results that library personnel have positive perception about purposes of school library spaces in Nigeria. The positive perception of the purposes of school library spaces by the library personnel was established by the respondents affirmation that; the essence of school library spaces is to motivate students to read and study (Mean=2.91); the essence of school library building is to help in the development and improvement of the school (Mean=2.80), the essence of school library building is to develop skills in the use of books in the life of students and teachers (Mean=2.68), the essence of school library building is to support the teaching and learning programmes of the school(Mean=2.66) and that the essence of school library building is to create a positive change in the attitude towards learning (Mean=2.64). Hence, the school library spaces in

Nigerian schools can be said to fulfill the purpose for which it was established.

Discussion of Findings

This present study focused on the library personnel's perception of library building spaces in Nigerian schools. The finding from the first research question in the study revealed poor perception of the planning of school library building in Nigerian schools by library personnel.This finding agrees with the study of Douglas and Wilkinson (2011) who reported that most library building in secondary schools in Nigeria are poorly planned.Specifically, it can be inferred that school libraries building spaces were planned in such a way that there are little or no multifunctional premises, basic amenities like water and toilets and the surrounding noise of the building can cause harm and health issues to users.

The finding from the study further revealed library personnel poor perception of the design of school library building spaces in Nigerian schools.This finding corroborates result of the study of Fayemi (2013) who reported that in south west, Nigeria, most school libraries for pupils and students are poorly designed. Specifically, the library personnel perceive that libraries were designed in such a way that there is little or no sufficient parking space around the library or natural and artificial lightning in the library. There is also inadequate electricity supply, space per students and insufficient furniture (e.g. chairs and tables) and equipment (printer, computer) in the libraries. Also, the study revealed that the school libraries fulfil the purpose for which they were established.

Summary and Conclusion

This present study focused on the library personnel's perception of library building spaces in Nigerian schools. The results established poor perception of planning and design of school library building spaces but good perception of purposes of school library building spaces by library personnel in Nigerian schools.

Recommendations

Based on the findings from the study, the following recommendations are made:

1. Government and proprietors of schools should take into consideration proper planning of the school libraries buildings spaces to ensure that the school library building meet the required standard and guidelines set to ensure quality service delivery.

2. The design of the school libraries buildings should be improved upon to ensure adequate provision of standard spaces required of a standard school libraries.
3. Policy should also be developed by the governmentand school owners on the planning and designingof the school library buildings spaces.
4. The school librarian must continually build rapport with other school personnel so as to encourage them to putefforts into activities geared towards the planning and designing of school libraries building spaces in Nigerian schools.

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Public Relations and Pricing on the Utilisation of Information Resources in Academic Libraries in Cross River State, Nigeria

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Abstract

The study examined the influence of public relations and pricing on the utilization of information resources in academic libraries in Cross River state. Two hypotheses were formulated to guide the study. Survey research design was used for the study with a population of 362 library staff from six tertiary institutions in Cross River State. A census study was carried out hence the entire population was utilized. Data was analyzed using regression analysis. The findings revealed that there is a significant positive relationship between promotion and rebranding and the utilization of information resources. The study recommended that the management of the library or university should come together and liaise with international organizations, corporate bodies in making board display services, social media platforms with library resources. The management of the library or university should also publize their library services by making awareness of library resources available to users.

Keywords: *Public Relation, Pricing, Information resources, Utilization, libraries, Librarians*

Introduction

Information is knowledge, and knowledge is power. Every nation's bedrock is information as it aids in the growth and development of the nation. Library staff organize, process, store, and retrieve information whether print or non-print, and users spread it. However, in order to achieve its goal, vision, and philosophy, the library employs techniques in carrying out these functions. Marketing, according to Kotler and Armstrong (2012), is "the process by which library employees create value for users and cultivate strong patron connections; the resources are ordered to collect value from users in return." Marketing library resources and services entails offering the appropriate materials, both print and non-print, as well as raising awareness and creating a favorable environment for using the resources. Because libraries rely on the support of the communities they serve for survival, information professionals must have an understanding of how to effectively advertise their services.

A library should communicate and collaborate with its users and funders to inform them about the library's activities and to enable the library to learn about the community it serves (Adekunmisi, 2013). This can be accomplished through rebranding, promotion as well as through the effective use of information resources and service delivery. This study was conducted against this backdrop to ascertain the implementation of marketing techniques and the exploitation of information resources in the libraries of tertiary institutions in Cross River State, Nigeria.

Statement of the Problem

The essence of marketing techniques is to raise patron awareness of new arrivals, how to use them, and where to get them. Libraries acquire new resources through inter-library loan, purchase, exchanges, or gifts and contributions. Despite the importance of marketing techniques, libraries in Cross River State are still at risk of being underutilized by patrons because librarians are not raising awareness, improving promotion, negotiating rates, nor developing effective public relations with patrons. Despite the benefits of library marketing methods, it appears that library resources are prohibitively difficult to access. Staff at the library are less concerned with making a lasting impression on users by providing timely and appropriate service. Some patrons lose interest in visiting the library because library personnel have poor user relationships, and such users have other sources of knowledge, such as the internet, which reduces the library's patronage. Based on the aforementioned, this study investigated the influence of public relations and pricing on information resources utilisation in academic libraries in Cross River State, Nigeria.

Objectives of the Study

The specific objectives of the study are to:

1. assess the influence of public relation on the utilisation of information resources in academic libraries in Cross River State, Nigeria
2. assess the influence of pricing on the utilisation of information resources in academic libraries in Cross River State, Nigeria.

Literature Review

Public relations are therefore a major practice for promoting the availability and use of information resources and services of the university libraries. Public relations are not different from the promotion of a favorable public image for the library and its services. Rani (2016) investigated the impact of customer value, public relations, perceptions, and brand image on customer loyalty in Pakistan’s services sector. Three research questions were posed in the study, which drew a

sample of 367 respondents from two major cities in Pakistan, Lahore and Islamabad. In Pakistan, all respondents used the insurance services of various companies well-structured questionnaire was used. To assess dependability, the Cronbach Alpha test is utilized. To investigate hypothesized associations, multiple regression and correlation coefficients were utilized. According to regression analysis, customer value, public relations, perception, and brand image all results in a 58.0 percent increase in customer loyalty. Customer loyalty and public relations, perceptions have a strong, positive and important relationship.

Wylie (2003) researched on academic library public relations. For the study, two research questions were designed utilizing a purposive sampling technique using a sample of forty-eight (48) state university libraries. A questionnaire was designed. The study's respondents were the directors of the forty-eight academic libraries investigated. According to the data, just 58 percent of the libraries had a public relations program, and only 19 percent of those having a public relation program had a formal public relations plan. Only 30 percent include library usage promotion as part of their program, and only 21 percent compare results to objectives. He advised that all libraries, regardless of size, adopt an urgent public relations campaign with pre-planned, defined, defined objectives, and that public relations should no longer be an optional activity for libraries.

Okeke (2014) conducted research on the public relations abilities of university librarians in Nigeria's Southeast geographical zone. The study's three research questions were posed using simple random sampling on a sample of 13 state university libraries and 174 librarians and library personnel. For data gathering, a questionnaire was used. The collected information was tailed and analyzed using the percentage technique. Their findings suggest that university librarians' public relations abilities are lacking, which has an impact on library management as a whole. They consequently recommended that the university administration conduct inservice training on public relation skills for librarians as soon as possible, and that library schools incorporate public relations courses in their curriculum to develop the leadership styles of future librarians.

In addition, Asemah and ASogwa (2012) conducted research on ‘’public relations tactics on the administration of Jos North Local Government Area, Plateau State, Nigeria' 'A sample of one hundred (100) respondents was used to generate three research questions and three hypotheses for the study. The survey research method was used, and a questionnaire was used as a data gathering instrument. There were eight hundred (800) people in the population. The findings revealed that, while the local government makes an effort to inform the public about its policies and activities, the information provided is only on as-needed basis. The findings also revealed widespread unhappiness with public relations techniques in Jos North Local Government Area. Based on their findings, they believe that the Jos North Local Government acknowledges and employs public relations to a limited level. Based on their results and conclusions, they proposed that local

governments in Nigeria develop public relations programs that will act as guides in achieving their goals.

A study on the role of public relations in a non-governmental organization was conducted by James and Peter (2012). A simple random sampling technique was used with a sample of 302 respondents. To generate four research questions and hypotheses for the study. The study relied on descriptive survey research. To acquire data, the researcher used both interviews and questionnaires. The survey used a total of 1,406 registered postgraduate students from the two universities. Personal observation and documentation sources were also employed to acquire data. The information was sorted and evaluated using a frequency count and basic percentages. The findings found that the key issues related with public relations practices in church is ignorance. They suggested allocating adequate finances, training leaders, raising awareness, and reorganizing administrative structures, as well as having a public relations unit separate from the church's public relations unit in each department. By doing so, each arm of the church will draw individuals of the general public to become members. To prevent being veiled in secrecy, the study recommended that churches, regardless of size, should maintain a public relations team to advertise the church's activities through the most frequently utilized acceptable medium.

A pricing strategy for a product or service is a method or approach for deciding the price of a product or service. It covers all of the strategies for calculating the proper pricing, with the goal of retaining demand and profits as high as possible. Kotler (2005) defines ''value'' as the sum of all the values that consumers exchange for the benefits of owning or utilizing a product or service. The sole aspect of the marketing mix that generates income is price; all other elements present costs. Talwalbeh and Abu-Rumman (2015) investigated the effectiveness of marketing-oriented pricing and product mix pricing techniques. For the study, two research questions and hypotheses were developed utilizing a sample of 616 teachers. The survey method was used in the investigation. The study's population consisted of 1,744 teachers. They were used in the study. For data gathering, a standardized questionnaire was used. Simple linear regression, stepwise regression, and hierarchical tests were used to examine the data. According to the findings, total product mix pricing has a large impact on complementary, bundling, and customer value.

Similarly, Wang and Chen (2016) conducted a study to evaluate the pricing of library products and the marketing of university libraries' electronic resources. The study, which included 338 final-year students and teachers, was directed by three research questions and three research questions and three hypotheses. For the study, descriptive survey research was used. There were 1845 final year students and lecturers in the population. The data was gathered using a standardized questionnaire. The t-test statistic was used to assess the data. According to the findings of the study, pricing fairness has a considerable beneficial influence on perceived value and purchase intention.

Ishola (2014) investigated the sources of funding for fee-based library and information services for academic library users in selected university libraries in south-western Nigeria. Purposive sampling was used to select a sample size of 320 respondents. The study employed a descriptive survey design. The study's population consisted of nine hundred and twenty (920) university undergraduates. A one-way analysis of variance was used to analyze the data (ANOVA). The study discovered that fee-based library services are available in Nigerian university libraries, and that subsidies and complete cost recovery are frequently used in the delivery of fee-based services to university library customers.

Research Methodology

The study was carried out in academic libraries in Cross River State The population of the study comprised 362 library staff in six academic libraries in Cross River State as shown in Table 1. The census enumeration technique was employed in this study in which the entire population of 362 library staff was used. The instrument used in this study for data collection was a questionnaire.

Table 1: Population distribution of library staff in tertiary institutions in Cross River State

S/N	Tertiary institutions	Male	Female	Total
1	University of Calabar library	134	102	236
2	University of Cross River State library, Calabar	20	29	49
3	Federal College of Education library, Obudu	23	29	52
4	College of Education library, Akamkpa	3	5	8
5	Institute of Management and Technology library, Ugep	1	1	2
6	Collage of Health Technology library, Calabar	9	6	15
	Total	190	172	362

Source: Offices of the Librarian, 2021.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Public relation does not significantly influence the utilisation of information resources in academic libraries in cross river state, Nigeria
2. There is no significant influence of pricing on the utilisation of information resources in academic libraries in cross river state, Nigeria

Presentation and Interpretation of Results

Hypothesis 1: Public relation does not significantly influence the utilisation of information resources in academic libraries in Cross River State, Nigeria

According to this research hypothesis, public relation does not significantly predict the utilisation of information resources. On this hypothesis, promotion was the independent variable, whereas utilization of information resource was the dependent variable. The hypothesis was tested using simple regression statistics, and the findings are shown in public relations in predicting the use of information resources in libraries, which yielded an adjusted R^2 of 0.049. The F-value value of 19.057 derived from the regression table, along with a p value of .000 to 1 and 347 degrees of freedom at the .05 level of significance, indicated that the null hypothesis was rejected. As a result, the findings indicated that public relations had a considerable impact on the use of information resources in libraries.

Table 2: Summary of data and simple linear regression analysis on the influence of public relation on the utilization of information resources

Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Regression	875.915	1	875.915	19.0567	.000
Residual	15949.346	347	45.964		
Total	16825.261	348			
	B	Std. Error	Beta	T	Sig
(Constant)	17.540	.922		19.031	.000
Public relation	.410	.084	.252	4.859	.000

R = .228; R square = .052; Adjusted R Square = .049; Std. Error of the Estimate = 6.77964

Hypothesis 2: There is no significant influence of pricing on the utilisation of information resources in academic libraries in Cross River State, Nigeria

According to this research hypothesis, pricing does not significantly predict the utilization of information resources. The independent variable of the hypothesis was the pricing of library products while the dependent variable was utilization of information resources. Simple regression statistics were used in testing the hypothesis and the results are presented in Table 3.

Table 3: Summary of data and simple linear regression analysis on the influence of pricing on the utilization of information resources

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1071.976	1 347	1071.976	23.613	.000
Residual					
	15753.285		46.790		
Total	16825.261	348			
	B	Std. Error	Beta	T	Sig
(Constant)	17.080	.929		18.394	.000
Pricing	.391	.080	.252	4.859	.000

R = .252; R square = .064; Adjusted R Square = .061; Std. Error of the Estimate=6.73784

The simple regression analysis in Table 3 on the influence of pricing in predicting the utilization of information resources in the libraries produced and adjusted R^2 of .061 This implied that only 6.1 percent of the variance of utilisation of information resources can be predicted on pricing of library products and services. The F-value of 23.613 of the Analysis of Variance (ANOVA) obtained from the regression table with a p-value .000 to 1 and 347 degrees of freedom at .0.5 level of significance showed that the null hypothesis was rejected. The result, therefore implied that there was a significant influence of pricing of library products on the utilization of information resources in the libraries.

Discussion of Findings

Public relations and utilisation of information resource

Findings from the study revealed a substantial positive association between public relations and the use of information resources in tertiary institutions. The study's findings demonstrated that public relations had significant influence on the utilization of information resources. This finding is consistent with Rani (2016)'s research on the impact of customer value, public relations perceptions, and brand image on users. The findings are similarly consistent with those of

Wylie (2003), who conducted research on university libraries and public relations. According to the data, just 58 percent of the libraries had a public relations programme, and only 19 percent of those having a public relations program had a formal public relations plan. Only 30 per cent include library usage promotion as part of their program, and only 21 percent compares results to objectives.The study's findings are similarly consistent with Okeke (2014),who conducted a study on the public relations abilities of university librarians in Nigeria's South East geographical zone. The findings reveal that university librarians' public relations abilities are lacking, which has an overall library administration.

The study's findings are similarly consistent with those of Asemah and Asogwa (2012), who conducted a study on public relations methods in the administration of Jos North Local Government Area, Plateau State, Nigeria. The findings revealed that, while the local government makes an effort to inform the public on its policies and activities, the information provided is only on an as-needed basis. The findings also revealed a broader unhappiness with public relations techniques in Jos North Local Government Area.

Pricing and utilisation of information resources

Findings on the second hypothesis–revealed a significant positive relationship between pricing and information resource utilisation in academic libraries. The study's findings in this area highlighted the influence of pricing on the utilization of information resources. Pricing was proven to have a significant impact on the utilization of information resources. The study's findings are similarly aligned with that of Talwalbeh and Abu-Rumman (2015), who investigated the influence of marketing-oriented pricing and product mix pricing techniques. The findings demonstrated that marketing-oriented pricing has a considerable impact on the overall product mix and pricing, as well as a strong impact on complementary, bundling, and customer value. The study's findings are also consistent with the findings of Ishola (2014), who performed research on the sources of funding for fee-based library and information services for academic library users at selected university libraries in southwest Nigeria. The study discovered that fee-based library services are available in Nigerian university libraries, and that subsidies and complete cost recovery are frequently used in the delivery of fee-based services to university library customers.

Conclusion

Based on the study, it was concluded that the more public relation increases his library awareness and its effectiveness the more likely library resources promotes the public image of the library just as efficient pricing strategies shapes the overall awareness and use of information resources in academic libraries.

Recommendations

On the basis of the findings of the study, the following recommendations were made:

1. All the national organizations should come together and liaise with international organizations, corporate bodies, NGO'S, and Tetfund in making Board display services, social media platforms with library resources, information should be expanded sufficiently by that management of the library or university to reflect the available resources to users and this representing all library resources. This will make more users to be aware and make use of information resources in the libraries.
2. The libraries should liaise with the international organizations, non-governmental, Tetfund organization, corporate organizations, private organizations to help them create a good reputation by cultivating relationships with public and encouraging management to make socially responsible decisions for increased utilization of library resources.

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Investigating the Use Electronic Resources in the Teaching and Learning of Library and Information Science in Kwara State University, Malete, Kwara State, Nigeria

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Abstract

This study was piloted on the impact of electronic resources on effective library management in Kwara State University, Malete Nigeria. The study adopted simple random sampling technique to select two hundred and seventy-eight (278) undergraduate students from the population of one thousand, four hundred and two (1402) in the Department of Library and Information Science, Kwara State University, Malete, Kwara State.. Data collected from the study were analysed using SPSS and frequency tables and percentage distribution used to present the results. The study established that Computer, E-mails, Internet, Online databases, CD-ROM databases, Electronic journals and e-Books are the major types of electronic resources available for teaching and learning of library and information science while the purposes of use of electronic resources included; research work, assignment, examinations and projects, easy availability of updated data and quick access to information. However, low bandwidth, poor level of computer literacy, unreliable power supply, inadequate facilities and inadequate networked computers were the major problems affecting the use of electronic resources for teaching and learning of library and information science. The study concluded that digital databases, online journals and e-books give the students more information and connect them globally, The study, therefore, recommended that the provision of Internet facilities, provision of high and stable bandwidth, training of students and lecturers on use of ICT, and the need to make online learning through use of electronic resources interactive to sustain the interest of users in the use of electronic resources.

***Keywords**: Electronic Resources, Library and Information Science, Teaching and Learning*

Introduction

The world is changing rapidly into and a global village which necessitated the sway of electronic resources (e-resources) in all aspects of human life. E-

resources provided real world frameworks for teaching and learning in the today's society (Sampath, 2018). Oak (2016), sees e-resources as a system in which information are stored electronically and made accessible through electronic systems. Information Communication Technology grounded education to be contingent on availability of web and other complimentary facilities. The wave of change prompted by emerging technologies has a remarkable effect on how information is stored, accessed, retrieved, and disseminated, extending to users' information-seeking behavior (Anyim, 2019). Presently, electronic resources have been identified as the primary source of information in the universities, especially for researchers, including students and teaching staff (Ternenge et al., 2019). Effective teaching and learning programs require the application and deployment of electronic resources in conducting problem-solving research since research dominates students' activities as the bedrock of learning and professional development (Anyim, 2019). Electronic resources encompass all materials that contain information that can be accessed through digital or online means by the support of computer technologies.

The information contained in electronic resources is not different from what is contained in printed versions except on the mode of access, storage, and dissemination. Anyim (2018) defines electronic resources as contents of the information in a format that could be accessed through a computer or machine which in some cases require internet connections; these include CD-ROMs, electronic books (e-books), electronic journals (e-journal), electronic indexes, digital reference materials, online databases, and other e-collection. The use of e-resources in learning and teaching by undergraduates has become indispensable in this digital age where globalization of education is made possible through ICT. In today's information society where there is exponential growth in information accessible through ICT especially the Internet.

Statement of the Problem

In Nigeria, the university system is advancing as new technologies are being introduced into teaching, learning and research activities. University libraries are saddled with the responsibility of supporting the mission of the university through the provision of information resources in different formats such as print, electronic format, and other non-print format. While the provision of electronic resources in libraries no doubt has numerous advantages as it enables easy and speedy access to current information at the right time and in the right place, it also presents a lot of challenges. Literature has revealed that electronic resources are grossly underutilised despite the huge investment made by university libraries to ensure their provision. It is observed that considerable investments are being tailored toward acquiring electronic resources in Nigerian universities bringing up the issue of the extent of usage and users' satisfaction with these resources in these libraries. It was revealed that practical uses of electronic resources are not up to the worth in comparison to investments made in acquiring these resources. The underutilisation of electronic resources could be attributed to low computer

self-efficacy which could hinder the zeal for making use of computer-based technologies. It is against this background that this study investigated the influence of electronic resources on the teaching and learning of library and information science in Kwara State University, Nigeria.

Research questions

1. What are the types of e-resources available to undergraduate students of the Department of Library and Information Science in Kwara State University, Malete, Kwara State, Nigeria?
2. What are the major purposes of use of e-resources by undergraduate students of the Department of Library and Information Science in Kwara State University, Malete, Kwara State, Nigeria?
3. What are the major factors that influence the use of e-resources by undergraduate students of the Department of Library and Information Science in Kwara State University, Malete, Kwara State, Nigeria?
4. What are the major problems affecting the use of e-resources by undergraduate students of the Department of Library and Information Science in Kwara State University, Malete, Kwara State, Nigeria?
5. What are the possible solutions to the use e-resources by undergraduate students of the Department of Library and Information Science in Kwara State University, Malete, Kwara State, Nigeria?

Literature Review

Concept of Electronic Resources

Shim et al (2011) define e-resources as those resources that users access electronically via a computing network from inside the library or remote to the library. According to Tsakonas et al. (2016) e-resources are information resources provided in electronic form, and these include resources available on the Internet such as e-books e-journals, online database, CD-ROM databases and other computer –based electronic networks, among others. Electronic resources as materials consisting of data and/or computer programs encoded for reading and manipulation by a computer, such as a CD-ROMs drive or remotely via network such as the Internet by use of a peripheral device directly connected to the computer. Electronic resources available for use by librarians include; the CD-ROM databases, electronic mails, Online Public Access Catalogues (OPACs) and Internet facilities.

Electronic resources simply referred to as e-resources are information stored in electronic format in computer or computer related facilities (CD-ROMs, digital libraries or the Internet). Adeleke and Nwalo (2017) defined electronic resources as resources in which information is stored electronically and which are

accessible through electronic systems and networks and are used to supplement printed information sources in the university libraries. Different types of e-resources that are considered in this study are: e-journals, e-books, online databases, e-conference proceedings and CD-ROM databases, including online databases that are commonly used by academic staff in Nigerian universities for their research are EBSCOHOST, AGORA, HINARI, MEDLINE, JSTOR and OARE.

A number of these e-resources (online databases/digitized local journals) are accessible via the National Virtual Library (nigerianvirtuallibrary.com) which is run by National Universities Commission. The AACR2 Rule 9.0A1 refers to electronic resource as a combination of data and programmes. The data include text, images, graphics, maps, music, graphics, moving images etc., and the programmes are the instructions that process the data and make them available for use (AACR2 Rule 9.0A1, cited in Lang, 2008). Electronic resource according to AACR2 (2002) is any encoded work that can be accessed remotely via computer networks or directly via carriers such as discs and cassettes, by inserting them into a computer or computerized device.

Types of Electronic Resources Available for Teaching and Learning

Sukula (2010) submit that various types of e-information resources used in higher institution libraries are: database; e-journal; e-books, e-news; e-image; e-music and sound collection; data/GIS; academic commons; e-reference and subject guides. Electronic information resources provide access to information that might be restricted to the user because of distance (Sabouri, et al 2010). Amori (2013) opines that e-information resources such as ejournal, e-book, CD ROM databases, online databases and web-based resources when effectively utilized constitute an important input in the information services in libraries. They help in providing relevant information required by librarians, which if properly utilized can help in improving research productivity. However, Ireyefoju (2012) states that the provision of einformation resources in the right quantity has been regarded as a major factor for high information services provision. There are several types of electronic information resources that are available for use and they will be discussed briefly; they are; internet, electronic journal, online databases, CD-ROM databases, e-books, Online databases, e-mails and Bulletin boards system.

Internet has provided a wider access to global information resources such as online databases, e-journals e-prints and other sources of digital information, these resources are not effectively utilized due to varying factors. Huang (2015) emphasizes the effects of the Internet as an effective teaching tool in university education and proposed that many university lecturers publish their course materials via the internet. According to Missen et al. (2005), the Internet poses African Universities to gain equal footing with their sister institutions in the more developed countries. The Internet is very useful as a communications tool in the Universities among librarians and library users. It is the most efficient means of

electronic document delivery (Al Fadhli & Johnson, 2016). Internet is useful for education and can supply many beneficial opportunities to find different resources. However, a basic rule should be considered while using the internet for successful learning and research, that is, how the resources should be properly accessed by the librarians. The Internet helps transfer information between different points therefore this facility makes the Internet a very powerful information system. Internet network has eliminated the physical limits, and the number of existing educational resources has increased so that it is possible to publish paper in any place where the internet is accessible.

Purposes of Using E-resources by Undergraduate Students

The importance and wide-ranging scope of e-information resources for general communication, information retrieval and instructional delivery to support teaching and research activities in tertiary educational institutions is acknowledged worldwide. Gakibayo, Odongo and Obura (2013), reveal that ICTs have brought a tremendous change in nature, boundaries and structure of information. Consequently, perceived usefulness of the internet is considered to be an important influence on the use of electronic information resources. Ellis and Oldman (2015) note that through the use of electronic resources, researchers and students; now have access to global information resources, particularly the Internet for their scholarly intercourse. Candela Olle and Angel Borrego (2010) analyzed Librarians' perceptions on the use of electronic resources at Catalan academic libraries and found that academics' perceptions of the usefulness of bibliographic management software have increased dramatically during the last few years, especially among PhD students.

In study done by Sivathaasan and Velnampy (2013), on the use of e-resources and academic performance of university teachers, the study reported that usage of e-information resources has a strong positive association with academic performance ($r = 0.623$, $p < 0.01$) and it has an impact on academic performance at the rate of 38.8% ($R2 = 0.388$). Tenopir (2013) revealed that 200 recent research publications focus on the use of e- library resources and were published between 2010 and 2013 in the report for the council on library and information resources. The study uses a variety of research methods, including observation, surveys, interviews, experiments and transaction log analysis. The finding shows that both faculty and students use electronic resources and most readily adopt them if the sources are perceived as convenient, relevant, and time saving to their natural work flow. Ojo and Akande (2015) in a survey of 350 respondents examined student's access, usage and awareness of e-resources at the University College Hospital (UCH) Ibadan, Nigeria. The study reveals that the level of usage of the e-resources is not high. A major problem however identified is lack of information retrieval skills for exploiting e-resources, thus making the level of usage of resources by medical students very low. Ray and Day (2018). in their study, found that 83% of students surveyed felt that using this source saved them time and found it relatively easy to use. Two thirds of those surveyed stated that if

the CD-ROM was busy, they would wait for it to become free rather than use the print resources.

Factors that Influence the Use of E-resources in Teaching and Learning

Tekkol and Demirel (2018) examined the influence of self-directed learning skills based on university type, gender, field and year of study, academic success, university entrance score, income level, and the desire to pursue a graduate degree in Kastamonu University, Kastamonu, Turkey. Directed Learning Skills Scale developed by Askin was used to gather data for the study. Self-directed learning skills were found not to vary based on university, year of study, income level. The results further indicated a moderate positive relationship between self-directed learning skills and lifelong learning tendencies.

Coşkun (2018) examined students' metacognition thinking skills based on screening model. The study was carried out among 407 students of faculties of physical education and sports, education science and letters, business administration, theology, engineering, forestry and agriculture at Kahramanmaras Sutcu Imam University, Turkey. The result of correlation analysis conducted indicated that the university students have higher levels of metacognitive thinking ability with their thinking skills, reflective thinking skills, decision making skills and alternative evaluation sub-dimensions. The author submitted that students' level of metacognitive thinking skill and class level have been on the increase with Faculty of Theology students' possessing the highest level of metacognitive thinking skills.

Quadri, Adetimirin, and Idowu (2014) emphasize that e-resources have enormous influence on information services provided to students. Their examination of two private universities (Babcock and Redeemer) has revealed that most of the students use e-resources for assignments, research and projects, and this has resulted in improved class activities and collaboration. This finding is consistent with the view of Olofinniyi et al. (2012) that mobile phones, tablets and i-pads affect the study pattern of students all over the world. With the use of these devices, students now easily connect to the Internet, e-learning platforms as well as to social media platforms.

Problems Affecting the Use of E-resources for Teaching and Learning

Benzie (2015) opined that understanding the pedagogical, psychological, and cognitive barriers to the successful use of e-information technology may be a vital precondition for improving the utilization of computers and other technological aids in the developmental process. The barriers are categorized as external and internal barriers (Keengwe, & Onchwari 2018). According to Snoeyink and Ertmer (2014), the former include lack of equipment, unreliability of equipment, lack of technical support and other resource-related issues. The later include both institution level factors, such as organizational culture and lecturer level factors,

such as beliefs about teaching and technology and openness to change. The use of e-information resources provides a better platform and more opportunities for librarians because it has advantages over the print resources. Some of the advantages of accessibility and use of e-information resources when compared with print information resources includes the conservation of space and time. The librarians can have quick access to available information by making a combination of likely key words related to his/her search.

The speed in retrieval of needed information is a major merit that e-information resources have over print resources. Other advantages of e-information resources include currency, the ease of use and multiple accesses. Despite the availability of these resources and their benefits to university education, their effective uses in universities are being hampered by varying factors. Inadequacy of facilities for use was mentioned as one of the biggest problems users faced, leading to congestion, Low bandwidth leading to poor uses of the resources. Ani (2015) identifies three influencing factors which included staffing/human capacity building in ICT, level of computerization and level of infrastructure. In implementing e-information resources use, a lot of challenges. Okojie (2018) identified provision of electric power supply as very essential. ilola (2013) found that poor electricity supply greatly hindered the use of einformation resources. This was represented by 117(46.8%) of the respondents and poor internet connectivity was another hindrance which greatly affected the use of e-information resources, this was confirmed by 100(40%) of the respondents. It was also gather that electricity was needed for resources to be accessed at any time from any part of the world, and the web servers that host locally digitized contents and proxy server that provide authentication and remote access of digitization and uploading of content and maintenance of the software also depended on the availability of electricity.

Research Methodology

The study adopted the descriptive survey research design. The descriptive survey research design was adopted because it enables researchers to collect large amounts of data about the influence of e-resources on learning of library and information science in Kwara State University, Nigeria.

Population of the Study

The population for this study consists of all the undergraduate students of library and information science department in Kwara State University, Malete. According to the annual report of the University, the total number of students of library and information science in Kwara State University, Malete across the four (4) level as at 2022/2023 academic session is 1,081. See Table 3.1.

Table 3.1: Population of the Study

S/N	Level	Population
1.	100L	375
2.	200L	273
3.	300L	239
4.	400L	194
	TOTAL	1081

Sampling Method

Simple random sampling technique was adopted to select the sample population for this study. From all the levels, a total of 278 respondents were drawn.

Sample size

S/N	Level	Population	Sample size
1.	100L	375	72
2.	200L	273	69
3.	300L	239	69
4.	400L	194	68
	TOTAL	1081	278

The Instrument that was used for data collection in this study was the questionnaire. The questionnaire was a closed ended questionnaire. Descriptive statistics including frequency, percentages and mean were used in presenting the results of the analysed data.

Presentation of Results and Discussion of the Findings

This research work was specifically carried out to assess the influence of e-resources on the teaching and learning of library and information science in Kwara State University, Nigeria. In order to achieve this purpose, five research

questions were raised. In response to the first question, the result showed that majority of the respondents use Computer, E-mails, Internet, Online databases, CD-ROM databases, e-journals and e-books as types of e-resources available for teaching and learning of library and information science. This finding is consistent with the findings of Ekwelem, Okafor and Ukwoma (2017) that reported computer networked facilities, online library catalogues, the Internet, the world wide web and digital libraries as e-resources that are available and can be accessed electronically and Tsakonas et al. (2006) who reported e-resources as information resources provided in electronic form which included, resources available on the Internet such as e-books, e-journals, online database, CD-ROM databases and other computer-based electronic networks, among others. Amori (2003) opines that e-resources such as e-journals, e-books, CD-ROM databases, online databases and web-based resources, when effectively utilised constitute an important input in the information services in libraries.

In response to the second research question, the grand score of the respondents who strongly agree that they appreciate the results provided by the use of electronic resources for personal studies, research work, assignments, examinations and projects, as well as easy availability of updated data and quick access to information. This finding agreed with findings from the study of Ellis and Oldman (2015) which established that through the use of e-resources, researchers and students; now have access to global information resources, particularly the Internet for their scholarly intercourse.

In response to the third research question, the result showed that most respondents stated that Industrial attachment (vestibule), Coaching, Supervisor's training and Seminar as the factor that influence the use of electronic resources in teaching and learning. This finding is in line with of Gakibayo, Odongo and Obura (2013), which revealed that ICTs have brought a tremendous change in nature, boundaries and structure of information. Consequently, perceived usefulness of the internet is considered to be an important influence on the use of electronic information resources.

Responding to the fourth research question, the results indicated that the problems affecting the use of electronic resources for teaching and learning of library and information science, include low bandwidth, poor level of computer literacy, unreliable power supply, inadequacy of facilities and networking computers. This finding is was consistent with that of Snoeyink and Ertmer (2014), which reported lack of equipment, unreliability of equipment, lack of technical support and other resource-related issues as major problems hindering the use electronic resources for teaching and learning of library and information science. This finding corroborated results from Damilola (2013) studies which reported find that that poor electricity supply greatly hindered the use of electronic information resources and the study of Moahi (2007) that identified lack of time and inadequate publications skills as part of the problems hindering the use of

electronic resources utilisation for teaching and learning of library and information science in Kwara State University, Malete, Kwara State.

Result on the fifth research question, revealed increased time of accessing the e-library/e-resources, adequate power supply, alternative power (solar & inverter), training of e-library users, improve internet connectivity and a distributed access to e-resources, and awareness of creation as possible solution to the use of electronic resources in the teaching and learning. This study is in line with Okojie (2008) who reported provision of electric power supply as very essential for electronic resources utilisation for teaching and learning of library and information sciece in Kwara State University, Malete, Kwara State. .

Conclusion

The study concluded that the impact of electronic resources on the learning of Library and Information Science has been profound. The availability of digital databases, online journals, and e-books has expanded access to a wealth of information, enabling students to explore diverse perspectives and stay updated with the latest research. Additionally, electronic resources have fostered collaborative learning through online forums and virtual communities, connecting students globally. However, challenges such as poor power supply, low bandwidth, poor level of computer literacy, unreliable power supply, inadequacy of facilities and networking computers are major challenges confronting effective utilisation of electronic resources for teaching and learning of library and information science in Kwara State University, Malete, K wara State.

Recommendations

University management should engage in orientation on the purposes of electronic resources utilisation for teaching and learning to undergraduate students of library and information science in Kwara State University

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Library Development Committee: A Panacea to Effective Academic Library Servicing in Nigeria Public Universities

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Abstract

This study was conducted on appraisal of library development committee activities as catalyst to enhancing academic library services in Kwara State University, Malete. The study was conducted using a qualitative research design. The interview guide has twelve items in which questions were sought on types of library services provided in Kwara State University, Malete. Interview approach was chosen in order to collect a well-detailed and comprehensive data and information on the appraisal of library development committee activities as catalyst to enhancing academic library services. The study found that the types of library services provided in Kwara State Library are: current awareness services (CAS), selective dissemination of information (SDI), reprographics services, reference services, circulation services, collection development service. The finding also shows that the challenges faced by library development committee are; poor funding, deficit infrastructure and nonchalant attitude. However, the solutions to the challenges militating against the success of library development committee are: provision of adequate fund for the library and appropriate use of fund meant for the library.

Keywords: *Library, Library development committee, Library service*

Introduction

Overtime, academic libraries are faced with challenges of being perceived as not relevant due to impressions in some quarters that libraries are not needed in the age of computer and internet. It is erroneously assumed that all information that could ever be required is available on the Internet and can be accessed on a computer without the help of librarians. Consequently, libraries must prove that they are still relevant in the internet era. The functionality of library cannot be underestimated despite the era of rapid globalization. However, In order to achieve this goals, policies, plans, programmes to support the provision of information services by libraries and appraisal of library development committee must be put to place. (Akpan, 2019). According to Awotola and Olowolagba (2018), academic libraries are libraries that are found in higher educational institutions of learning like the Universities, Colleges of Education and Polytechnics. Academic libraries serve to meet the information needs of its users and serve as the backbone of its parent institution. Therefore, it must provide

service and guidance to its users, as well as suitable space and conducive conditions and environment in which they can work. In addition, an academic library must house collections of special value which should be part of the universities and the nation's heritage, and this requires a lot of funding (Ogunrobi, 2019).

Academic library services are provided to students, faculty members and its immediate community with a mission of aiding research, teaching and learning as well as community service. Thus, these services include circulation service, serial service, social media service, selective dissemination of information and current awareness services, all these services involve libraries and librarians in given adequate information to the users (Nkiko, 2019). Oyewusi and Oyeboade (2019) stated that constant appraisal of the library committee is the surest way of providing improved services to ascertain whether the library is meeting it expected goals; so that adjustments shouldbe made where necessary for effective library service provision. More so, the primary purpose of appraisal is to gather information on how the library committee is accomplishing its objectives with a view to improving the delivery of library services. Quality service provision is one that fully meets the expectations and requirements of the users. If a library provides appropriate service to the right user at the right time and in the required form, then it could be argued to be maintaining quality (Peter, 2018).

Academic libraries down the ages have been charged with the responsibility of managing information resources and providing effective services. However, there are numerous problems affecting academic libraries in Nigeria in their bid to provide effective services to the users. Also, it has been noted that the academic library practices in many universities in the country is nothing to write home about. Studies such as Abubakar (2021) & Abayode (2021) found that it is not only one factor that is responsible for the imperfection in academic libraries. Other factors includes absence of library development committee, declining reading attitude among others. The library development committee can have influence on matters affecting the libraries. However, the absence of library committee in any university has been a concern to most people whose interest is on the library and documentation services. It is in the light of the above that this study examines appraisal of library development committee activities as catalyst to academic library services: A case study of Kwara State University, Malete.

Literature Review

Generally, in designing the national policy on education, one of the goals of university education is to acquire both physical and intellectual skills to enable individuals to become self- reliant and useful members of the society (Chaka, 2020; UNESCO, 2020). From librarians' point of view, the national policy on education in its statement above was actually referring to the library; as this is

what the library is known for. Libraries are known for acquiring information resources and making such accessible to users for utilization (Nwezeh & Shabi, 2021). Budd (2021) opined that considering this function of the library therefore, behind the mission and vision of the education is the library. No wonder a library is always found in any institution of learning. This without doubt shows that the success of any academic institution depends on the library.

Meanwhile, academic libraries in Nigeria can be traced back to pre-independence period when the University of Ibadan and its library were established in 1948. Academic library is a part of the university set-up to supports teaching, learning, research and publication functions of the tertiary institution. In addition to the basic services, academic library provides reference service, current awareness service, indexing and abstracting service, document delivery service, reprographic service, and library exhibitions (Nwezeh & Shabi, 2021). Rubin and Rubin (2020) described academic libraries as the libraries that are affiliated to universities, polytechnics, and monotechnics. They are established to support their parent institutions in actualizing their objectives of teaching, learning and research. However, study has shown that there is a decline in the use of library physical collections and services which may jeopardize the reason for the establishment of the library in the first place and negatively affect the quality of teaching, learning and research in institutions.

Library services means services that are provide towards the information needs of the users for example, circulation services, reference services, audiovisual services etc. More so, library services are the services such as library activities, programs etc. which are provided by academic libraries to enable users meet their information need (Umoh, 2019). However, to facilitate academic success, academic libraries must provide access broad range of services such as reference and referral services, orientation activities, and instruction sessions that teach students the critical thinking skills necessary for using library information resources (Dempsey, 2019).

According to Atanda (2019), the following are the services rendered by academic libraries in Nigeria: Moses (2019) noted that circulation and borrowing service is one of the types of services provided in academic libraries. It is one of the most vital services rendered by academic libraries in Nigeria to users. These services are being provided to users for example students, staff, researchers and other potential patrons at large which are outside the academic environment. Academic library provides these services by providing information resources that will meet their information needs. Baro (2020) viewed that reference and referral service is another type of service rendered in the library. It is the kind of library service in which contact between the user and the reference librarian is established. This is done through assisting, matching the user with the library materials which could be print or electronic resources. Interestingly, these

services can be facilitated and made possible remotely by the use of social media network or platforms.

Baro (2020) stated that library as a social institution is charged with the function of preserving and disseminating human culture and civilization contained in books. It is one of the important platforms to encourage growth and development in the future. This is because, academic library is an institution established by the society, for the society and of the society. As such, it must run on the sound line so that it becomes a model for all the members of the society. Library committee is the committee responsible for the provision of a library services. However, a governing body of a library is also known by different names like library committee, library board and board of directors, library trustees and advisory committee. Though, in Nigeria, such governing body is commonly called a library committee (Manwadkar, 2020).

Furthermore, library committee is body consisting of certain persons, which is assigned a particular job. Such committee mostly supervises and advises the librarian in matters in which public participation is essential. Library committee also consists of some selected members who are responsible for the progress of the institution and making a well plan and policy for the development of the library (Olanlokun & Salisu, 2022). Library committee became essential because it makes policies for the library development, to properly control and make the library management efficient in decision making. Library committee is also needed for the development of the library, to help the library to achieve it aims and objectives and to create coordination between income and expenditure (Oduagwu, 2020).

A library committee of a tertiary institution should be representative of the institution, its members are chosen based on criteria's. A library committee of a tertiary institution functions should be informative and advisory. Normally, a library committee of a tertiary institution has few powers, as it is intended to serve in an advisory rather than in an administrative capacity (Nkiko, 2019). According to Richard (2018), a library committee advises the management on matters concerning the public interest. It is desirable that it should be advisory in nature and not to perform administrative functions. A library committee should restrict itself to general policy and not with specific applications. A library committee also ensure better understanding between the library policy and the users, the committee keeps the librarians on alert since it will also act as a watch dog of the library activities and in some cases, it takes up the job of recruiting efficient librarian for the organization (Olanlokun & Salisu, 2022).

It is generally known that library committee plays a critical role in the development of academic libraries. It has become a standard practice for every

academic library to have a library committee. These committees are expected to be functional and vibrant thus performing advisory, regulatory, selection and de-selection, policy formulating and other decision-making roles (Bichi, 2018). The school governing bodies have the authority and responsibility of making decisions about various policies, procedures and committees. One of the responsibilities of a school governing body is to create sub- committees to perform some particular functions of the school aims and objectives (Nkiko, 2019). It is within the committee structure to take far reaching decisions regarding the development of the academic libraries. Thus, a library committee comprises of people representing all academic departments and programs. In effect of this, the membership composition of the committee is usually high-powered comprising representatives of faculty, the academic board of the institution, financial department, students, the head librarian and other major stakeholders (Ifidion, 2020). However, the composition could differ from institution to institution especially depending on the legislation establishing the particular tertiary institution. To give it the needed authority to function as expected. It is often chaired by the Pro-Vice Chancellor or Vice-Rector or Provost with the university librarian as the secretary (Oduagwu, 2020).

More so, all these arrangements are made to ensure that the library committee plays essential and effective roles in the sustainable development of a library. However, the library committee may be referred to differently in academic libraries for example; it is called library council, library board, library governing board, library management committee. The committee meets twice each semester. The main functions are: to assist the university librarian to select materials and in recruitment of competent staff (Nkiko, 2019). A library committee serves their department and programs as a knowledgeable resource for library information. The committee maintains a good relationship with the government and secures the interest of the library in the overall government organization ad financial structure in planning an improvement. The committee therefore enlarge public and official understanding of the library, its purpose, problems and progress so that its public relationship may be fruitful (Ifidion, 2020).

Library committees play a vital role in the success of academic libraries. Library committees provide input on a wide range of library services and initiatives. This includes collection development, program planning, budget allocation, staffing, and facilities. By doing so, the library committees can help to ensure that the library meets the needs of its users and fulfills its mission. There is a growing body of research that supports the positive impact of library committees on service delivery (Brannen et al., 2016). According to given (2017), library committees can help to improve Communication between the library and its users, increase the visibility and support for the library, and build community.

Another study, by Wilson (2018), it was stated that library committees can play a variety of roles in academic libraries, including providing input on collection development, planning programs, allocating budgets, hiring staff, and planning facilities. The study also found that library committees can help to promote communication and collaboration between the library and its users, staff, and stakeholders. However, the impact of library committees can vary depending on the specific library and the committee's composition and structure. Therefore, it is important for libraries to carefully consider the needs of their users and the goals of the library when forming and managing library committees. The impact of library committees on service delivery suggests that they can be a valuable asset to libraries. By providing input on a variety of library services and initiatives, library committees can help to ensure that the library meets the needs of its users and fulfills its mission. Some specific examples of how library committees can impact service delivery include collection development; program planning; budget allocation; staffing; and facilities (Terpis, 2020). Cruz (2019) noted that there are different types of library committees, which include standing committee, ad- hoc committee, recommending committee, executive committee, nominated committee,and building committee. However, the focus of this study is the library development committee as a catalyst to the academic library services.

Universities authorities are yet to acknowledge the fact that the committee plays an integral role in the development of the library. The aim of library committee is to ensure smooth functioning of the library and coordination with the management, faculty members and students. According to Oduagwu (2020), the following are the roles and functions of library development committee: to work as an advisory committee and guides the librarian for executing various projects; to act as a reporting and planning committee for successfully completing library activities. More so, it act as advocate for the library, form the decision-making groups; it act as a coordinator between the library and the academic development programs; it prepare budget and proposals for the development of the Library; it increase collection of reading materials, related to physiotherapy; it promote the library's role and enhance its effectiveness in the educational process; it adopt measures to enhance reading habits of students; it support researchers for their research activity and it work towards improvement and modernization of library (Abubakar, 2021).

In terms of acquiring new materials into the library, the committee play another vital role and function such as: to discuss and recommend list of books and journals suggested by faculty and students; to shortlist the list of books and journals for purchasing; to decide and finalize the list of books for procurement after perusal and discussion of the comparison statement prepared by the librarian; to put up procurement list with supplier suggestion i.e. comparison statement to the principal for final approval; to confirm received items and approve the

received invoices and therefore forward the invoice to the Principal for further approval (Amechi, 2020).

In terms of data purchasing, the library committee decide and finalize purchasing of appropriate database by taking suggestions from subject experts, they also put-up recommended database for further approval. However, in terms of book binding, the library committee finalizes the list for books and journals for binding; finalize the vendor on the basis of lowest cost, quality of binding and good service; check the quality of bound books and journals, received from the vendor and approve the binding quality and received bill (Farcet, & Marcinec, 2020).In terms of preparing the library budget, the committee prepare library budget based on continuation and starting of projects every year for approval by apex bodies and it ensure proper and complete utilization of library budget as per allocation. In terms of programs for library promotion, the library committee decides the library promotion activities every year and it also help in the organization of various activities related to library promotion (Rajkoomar, 2021). Furthermore, in terms of infrastructural maintenance, the library committee takes decision for library related maintenance work, the library committee inform general maintenance committee about required maintenance and thy also confirm the quality of maintenance work and approve. In terms of policy and decision making, the library committee frame and revise library rules and regulations for book circulation and computer facility available in the library, it also confirms compliance of rules and regulations (Iwhiwhu, 2018). The library committee is also responsible for the following function: selection of library personnel's, decide the policy and aims of the academic library and the tertiary institution. It also responsible for the creation of rules for well organize academic library, it gives direction for annual reports and security of library properties. The library committee is therefore responsible for selecting proper books, periodicals and other information records relevant and useful to the user community; it also accepts gifts and donations for the library (Nkiko, 2019).

Research Methodology

The design adopted for this study is the exploratory research design. Nevertheless, the qualitative research approach used in this study is exploratory in nature, which is why it concerns non-numerical data. The total population of professional staff at Kwara state university library are fifteen (15) in numbers as stipulated in the university handbook presently. However, at the time of this study, only seven were present so therefore the seven on seat were the target group. After careful consideration, the interview was deemed the best instrument to use for this study. For this research a physical interview approach was used to collect data from the participants about their experiences on the library development committee activities as catalyst to enhancing academic library services in KWASU Library, Malete. The interview was conducted using structured format that involved

designing an interview guide. The interview guide was designed with the research questions at the back of the researchers' minds. The interviews were audio-recorded and transcribed for analysis.

The analysis was carried out using the thematic analysis. Braun and Clarke's (2006) framework was adopted for this study. The framework involves six (6) steps of linear process, which include familiarization with the data, coding of the data, generating the initial themes, reviewing themes, defining and naming themes, and writing the report. The familiarization phase involved the analyst reading through the transcripts for a good understanding. After this, codes were extracted with the study's objectives at the back of the researcher's mind. Codes were grouped to formulate themes; after which, the themes were reviewed, defined, and named for clear language understanding.

Responses from Interviews Services Provided in the Library

The findings of the study showed that the types of library services provided in Kwara State University library include reference service, serial services, reprographic services, current awareness services, selective dissemination of information, circulation services, electronic/online services, collection development services, lending services, library cooperation, and online public access catalogue (OPAC).

> *Participant 7:*
>
> *"We render reference services, serial services, reprographic services current awareness services, selective dissemination of information and so on."*
>
> *Participant 2:*
>
> *"KWASU library offers collection development services, user services, lending services and online services as well."*
>
> *Participant 6:*
>
> *"We render current awareness services (CAS) and selective dissemination of information (SDI) for our users. We also offer online public access catalog (OPAC)*

> *services, photocopy services, reference services and so on."*

Library Development Commitment and Composition

Results showed that there are different types of committees in Kwara State University Library, which include library development committee, welfare committee, general library committee, professional and library and publication committee. However, the two most prominent committees are the library development committee and library and publication committee. Findings showed that while library and publication committee regulates the activities of the library that has to do with publications (with respect to what journals to acquire), the library development committee is a requirement by TETFUND who is a major benefactor in giving intervention.

> *Participant 1:*
>
> *"Yes, there are committees that operate within KWASU library and they are the library development committee, professional library committee and general library committee."*
>
> *Participant 7:*
>
> *"Yes, there are many committees that operate within the library but the prominent one is the library development committee."*
>
> *Participant 6:*
>
> *"Yes, there are numerous committees that operates within the library but the most prominent committee in the library is the library development committee. We have the welfare committee as well among others."*
>
> *Participant 5:*
>
> *"The library and publication committee has to do with a body that regulates the activities of the library*

> *that has to do with publications, what journals are relevant and should be acquired. It is an advisory committee to the lecturers and researchers as well, on where to publish their articles. The library development committee is a requirement by TETFUND who the major benefactor of the library in terms of is giving intervention to assist in the development of our collections. It is a requirement that a library development committee must be in place in order to enjoy the benefits from TETFUND.*

The findings showed that the composition of the library development committee include the University Librarian (who is also the Chairman of the Committee), the Deputy University Librarian, deans of faculties, some professors, principal librarian, seniorlibrarian, TETFUND desk officer, and some other members

> *Participant 5:*
>
> *"The library development committee consists of the university librarian who is the chairman of the committee and also some other members of the committee and also which the TETFUND desk officer must be a member of the committee and some professors and deans. We also have a representative from each faculty who are part of the committee."*
>
> *Participant 6:*
>
> *"The committee is made up of the university librarian, the deputy librarian, principal librarian and senior librarian. Asides these, other categories of librariansare not usually part of the committee."*

Roles of Library Development Committee

Findings showed that the roles of library development committee concern the development of the library and the collections. Specifically, the findings showed that the roles of library development committee include enhancement of provision of adequate services to users, maintenance of the library by calling the attention of the University management of the challenges facing the library through the University Librarian, recommendation of staff members for promotion, regulation of TETFUND fund, develop book budget, and policy making.

Participant 7:

"The role of the library development is associated with the development of the library and its collection entirely."

Participant 1:

"The role which the library development committee performs is that they ensure the provision of adequate services for users, they ensure the provision of maintenance of the library by calling the attention of the university management through the university librarian who is the chairman of the committee on the challenges facing the library. Also on staff promotion, the library committee takes care of that and reports appropriately to the management for those that are due for promotion."

Participant 5:

"The role of the library development committee is to take care of resources in terms of books and journals which

> *also serve as a guide to TETFUND intervention. It also deals with furniture's and equipment's as well. The role of the committee basically is to regulate the intervention TETFUND is trying to implement so by doing that, the committee looks at the quality and quantity of the services of the TETFUND intervention."*
>
> *Participant 6:*
>
> *"The role of the library development committee is to manage the affairs of the library for the development of the development of the library in terms of purchasing, selecting, policy making and the general development ofthe library."*

Results showed that the library development committee plays more of a mediatory role than an advisory role. The committee mediates between TETFUND and the university management. Findings however showed that the committee support in the area of issues that concern the development of the library by recommending the acquisition of resources especially during the period of accreditation and suggestions of reliable vendors or contractors.

> *Participant 7:*
>
> *"The committee gives advice on anything has to do with the total development of the library."*
>
> *Participant 1:*
>
> *"On acquisition of resources most especially when accreditation is close. The library committee looks at*

various programs coming for accreditation and also where the library materials are lacking so the committee advises the management to acquire the recent resources for those programs and these advisory roles are tantamount to the services the library provides including information services, dissemination of information and making books available for readers."

Participant 5:

"They play a bit of this role by ensuring the right services are provided by suggestion of vendors or contractor that won't give substandard materials or resources including furniture's. In terms of resources, our books, we have professional librarians who are experts who know what materials to be acquired to the library. It is a mediatory role. It's mediating between TETFUND and even the management. Not about anybody protecting his or her interest so the committee performs check and balance, which I think is very essential."

Impacts of Library Development Committee on Service Delivery

Findings of the study showed that the library development committee is saddled with the responsibility of selecting the relevant materials to be acquired, from which vendor the library material is going to be acquired from, and how the funding is to be put to use in acquiring relevant materials.

Participant 2:

"There's a representative from each academic units as well as someone from acquisition so when funds from the funding body (TETFUND) arrives, they make use of it judiciously by planning on what materials should be acquired."

Participant 4:

"Whenever books are to be acquired, the committee decides on how much(sic) budgetary allocations is available for the material to be acquired and after that is done, a list is sent to the university management and after the list has been sent back, the committee selects books to be purchased based on the available funds."

Participant 6:

"In terms of acquisition of resources, it is tedious in terms of check and balances. For example, there might be a certain budget that wants to be used for the acquisition of materials so it needs to be balanced by taking cognizance of programs being run in the university, how much funds needs to be spent to balance the collection so all faculties need to be put into consideration. So, the committee will sit together and brainstorm on how these

> *funds will be used to acquire the relevant resources."*

Results of the study showed that the library development committee partakes in the decision making on infrastructural development of the library by calling attention of the university management to deteriorating infrastructure including the building, needed furniture, electronic gadgets supply and repairs, and also the library environment.

> *Participant 1:*
>
> *"The committee calls the attention of the university to the infrastructures deteriorating in the library including the buildings as well. If any damage is detected, the committee calls the works department to be aware of the situation in order for repairs to be done."*
>
> *Participants 5:*
>
> *"Like I stated earlier, the committee has to do with the totality of the development of the library including the furniture's, equipment's as well as buildings. The committee looks at the standard and quality of these infrastructures using a member or members of the committee who are expertise in this area. Who are then appointed to oversee the maintenance and give recommendations on it to the University management."*

The findings of the study showed that library development committee does not play much responsibility in the development of library policies.

Participant 2:

"They play minimal role as library policies are developed by another committee."

Participant 5:

"The library policy guides the day-to-day activities in terms of acquisition of materials, in terms of mode of operandi generally so library policies is the sole responsibility of the professional librarians. The committee does not play much role in the decision making of library policies."

Results of the study showed that the functions of the library development committee in terms of staff training and development include checking for conferences and workshops; and it was also shown that the committee develop training schedule for the staff members.

Participant 1:

"There is a standing committee responsible for that and these committee are subcommittee charged with the responsibility of checking for conferences, workshops. Also, a timetable is made for each staff so each staff is aware of when he/she is to go for training."

Participant 2:

> *"The committee is charged with the responsibility of sendingout staffs for training.*

> *Participant 3:*

> *"The committee is responsible for checking of trainings and conferences. Whenever there's training, all staffs are informed."*

> *Participant 4:*

> *"The committee ensures staffs attend trainings and seminars and the trainings are being rotated among the staffs. They also make recommendations of trainings and retrainings, workshops and so on."*

Challenges Militating against the Success of Library Development Committee

The findings of the study showed that the challenges faced by library development committee in Kwara State University, Malete include underfunding or insufficient funding by the majority (71.4%) of the participants. Meanwhile, results showed that there are issues of poor implementation.

> *Participant 1:*

> *"The major challenge is underfunding which affects the provision of adequate services to users and also inadequate infrastructures for the learning of users."*

> *Participant 6:*

> *"When decisions are made, there might be problems of implementation. For example, the*

> *committee might decide to develop the collection of a particular department but the amount might be higher than what was being budgeted due to the cost of the materials. Although the university management is trying but financial backing is a problem."*

Solutions to the Challenges Militating against Library Development Committee The findings of the study showed that some of the proffered solutions to the challenges militating against the success of library development commitment include effective disbursement of fund, library staff members should play good politics, support of the committee members, and provision of adequate funding.

> *Participant 1:*
>
> *"There should be adequate disbursement of funds to enable the adequate provision of services to users as well as provision of infrastructures for the conducive (sic) learning of users."*

> *Participant 4:*
>
> *"Good Lobbying from University management and government to get funding for the library.*

Discussion of Findings

The findings of the study showed that the types of library services provided in Kwara State University library include reference service, serial services, reprographic services, current awareness services, selective dissemination of information, circulation services, electronic/online services, collection development services, lending services, library cooperation, and online public access catalogue (OPAC). This is consistent with the findings of previous studies of Atenda, (2019) and Dempsey (2019) which reported that academic libraries provide access broad range of services such as reference and referral services,

orientation activities, and instruction sessions that teach students the critical thinking skills necessary for using library information resources. Similarly, Moses (2019) showed that academic libraries in Nigeria provide circulation and lending services to their users.

Results of the study showed that there are different types of committees in Kwara State University Library, which include library development committee, welfare committee, general library committee, professional and library and publication committee. This is consistent the findings of Baro (2020) that libraries have different kinds of committees.

However, the two most prominent committees are the library development committee and library and publication committee. Odogwu (2020) showed that library committee became essential because it makes policies for the library development, to properly control and make the library management efficient in decision making. Findings showed that while library and publication committee regulates the activities of the library that has to do with publications (with respect to what journals and books to acquire), the library development committee is a requirement by TETFUND who is a major benefactor in giving intervention. The findings showed that the composition of the library development committee include the University Librarian (who is also the Chairman of the Committee), the Deputy University Librarian, Deans of faculties, some professors, principal librarian, senior librarian, TETFUND desk officer, and some other members.

Findings showed that the roles of library development committee concern the development of the library and the collections. Specifically, the findings showed that the roles of library development committee include enhancement of provision of adequate services to users, maintenance of the library by calling the attention of the University management of the challenges facing the library through the University Librarian, recommendation of staff members for promotion, regulation of TETFUND fund, developing book budget, and policy making. This is consistent with the findings of Given(2017) that library development committee is involved in staff training. Results showed that the library development committee plays more of a mediatory role than an advisory role. The committee mediates between TETFUND and other funding as well as other development strategies and the university university management. Findings however showed that the library committee rendered support in the area of issues that concern the development of the library by recommending the acquisition of resources especially during the period of accreditation and suggestions of reliable vendors or contractors. This is similar with the findings of Ifidon (2020).

Findings of the study showed that the library development committee is saddled with the responsibility of selecting the relevant materials to be acquired, from

which vendor the library material is going to be acquired from, and how the funding is to be put to use in acquiring relevant materials. This is same as the findings of Bichi (2018). Results of the study showed that the library development committee partakes in the decision making on infrastructural development of the library by calling attention of the university management to deteriorating infrastructure including the building, needed furniture, electronic gadgets supply and repairs, and also the library environment. This is consistent with the results of Nkiko (2019). The findings of this study showed that library development committee does not play much responsibility in the development of library policies. Results of the study showed that the functions of the library development committee in terms of staff training and development include checking for conferences and workshops; and it was also shown that the committee develop training schedule forthe staff members.

The findings of this study showed that the challenges faced by library development committee in Kwara State University, Malete include inadequate funding or insufficient funding by the majority of the participants. Meanwhile, results also showed that there are issues of poor implementation of funds. Broadbank (2015) stated that there are several problems encountered or faced by library committee in the development of academic library. Meanwhile, Singh and Kaur (2019) showed that the main mandate of academic libraries is provision and access to information and knowledge as well as supporting the mission of their parent institutions which is teaching, learning and research.

The findings of the study showed that some of the proffered solutions to the challenges militating against the success of library development commitment include effective disbursement of fund, library staff members, support of the committee members, and provision of adequate funding. Nkiko (2021) reported provision of adequate facilities and information resources that could result in students using the libraries as a study space as major strategies to alleviate the problems militating against the success by library committee. Another suggestion proffered to assuage the challenge according to a recent article by Momodu (2022) is that the tendency to abide library rules and regulations has become a common phenomenon amongst the staff and this has resulted into varying degree of legitimate behaviors in the use and provision of library services.

Summary and Conclusion

The study concluded that the library development committee is saddled with the responsibility of selecting the relevant materials to be acquired, from which vendor the library material is going to be acquired from, and how the funding is to be put to use in acquiring relevant materials.

Recommendations

The following recommendations are provided based on the findings of the study:

1. Government should provide more funding for libraries.
2. Adequate infrastructural facilities should be provided within the libraries
3. The library development committee should include student representatives sincestudents are important stakeholders of the university.
4. Library development committee should partake in developing policies for thelibrary.
5. Staff members in the library should play good role and they should support thecommittee members.

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Knowledge Management and Work Performance of Academic Librarians in Selected Academic Institutions in Kogi State, Nigeria

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Abstract

The study investigated the impact of knowledge management on the work performance of academic librarians in selected institutions in Kogi State, Nigeria, revealing that knowledge management positively influences librarians' performance in various aspects such as library routines, communication skills, resourcefulness, creativity, and enthusiasm for learning. The study adopted descriptive survey research design. Purposive sampling technique was used to select five (5) academic institutions in Kogi State, Nigeria. The population for the study was sixty-seven (67) academic librarians in the five (5) selected academic Institutions in Kogi State, Nigeria. Total enumeration technique was. Questionnaire was used for the data collection. Five (5) research questions were answered; data were analyzed using Statistical Package for Social Sciences (SPSS) version 25 Software. The findings highlight the significance of promoting knowledge management practices and creating a supportive environment within academic libraries to motivate librarians' engagement in knowledge sharing and application.

Keywords: *Academic Librarian, Academic Institutions, Knowledge, Knowledge management, Knowledge sharing, Library, Work performance*

Introduction

Knowledge is a critical and indispensable resource for organizations to gain a competitive advantage, encompassing the application of information and data, individuals' skills and ideas, and the ability to utilize information to achieve objectives; it is a theoretical or practical understanding of a subject, both explicit and tacit, obtained from various sources and improved through experience and reflection (Lin, 2019; Bello, 2018; Salman, 2017; Omotayo, 2015; Odor, 2018; Brajer-Marczak, 2016; Ikenwe & Igbinovia, 2015). In the current knowledge economy, effective knowledge management, which involves acquiring, organizing, sustaining, applying, sharing, and renewing both tacit and explicit knowledge, is vital for organizations to enhance work performance and create value (Saqib, Udin, & Baluch, 2017; Hegazy & Ghorab, 2015; Kumar & Arun, 2015; Sokoli, Koren, & Hajrizi, 2019).

Creating a favorable environment for knowledgeable individuals to use and share their expertise, while fostering the creation of new knowledge, knowledge management practices facilitate the effective utilization of

knowledge, encompassing activities such as knowledge creation, sharing, storage, and application (Alyoubi, Najah, Adel, Ibraheem, & Rakibul, 2018; Magnus & Iguechi, 2018; Ghorab, 2016). By providing the right knowledge to the right people at the right time, knowledge management enables individuals to share and implement information, enhancing their work performance, which is the result of fulfilling job responsibilities and achieving organizational goals through a combination of abilities, competencies, motivation, interpersonal relationships, commitment, personal discipline, communication skills, and self-development (Girard & Georgia, 2015; Al-Omari & Okasheh, 2017; Odunewu & Haliso, 2019).

Work performance, defined as the behavior and outcomes exhibited by employees in fulfilling their job responsibilities and contributing to organizational goals, is influenced by a combination of attributes such as abilities, competencies, motivation, interpersonal relationships, and communication skills (Al-Omari & Okasheh, 2017; Odunewu & Haliso, 2019; Ranaweera & Dharmasiri, 2019; Igbinovia & Popoola, 2016; Pradhan & Jena, 2017). Knowledge management practices in academic libraries play a crucial role in enhancing work performance by facilitating access to relevant information, leveraging experience, and fostering innovation (Bello, 2018; Alyoubi et al., 2018). Thus, this study aims to investigate the impact of knowledge management on the work performance of academic librarians in selected academic institutions in Kogi State, Nigeria, emphasizing the need for effective knowledge management processes (Alyoubi et al., 2018). The study's significance lies in its ability to provide valuable insights into the impact of knowledge management on the work performance of academic librarians, serving as a reference for future scholars, raising awareness about the importance of knowledge management practices, facilitating the application of knowledge in improving librarian performance, and contributing to the body of knowledge in librarianship and information systems management in tertiary institutions in Nigeria.

Objectives of the Study

The broad objective of this study was to investigate the influence of knowledge management on the work performance of academic librarians in selected academic institutions in Kogi State, Nigeria. However, the specific objectives were to:

1. identify the types of knowledge shared by academic librarians in selected academic institutions in Kogi State, Nigeria;
2. ascertain the channels used for knowledge sharing by academic librarians in selected academic institutions in Kogi State, Nigeria;
3. identify the factors that promote knowledge management practice of academic librarians in selected academic institutions in Kogi State, Nigeria;
4. ascertain the influence of knowledge management on work performance of academic librarians in selected academic institutions in Kogi State, Nigeria; and
5. identify barriers militating against the work performance of academic librarians in selected academic institutions in Kogi State, Nigeria.

Literature Review

Knowledge management is a systematic set of procedures for acquiring, designing, managing, sharing, and implementing knowledge to support optimal organizational performance (Apriliadi, 2019). It involves the conscious effort of sourcing and distributing knowledge in ways that improve work performance (Odor, 2018). Knowledge management encompasses the creation, sharing, and utilization of knowledge to improve employees' understanding of the organization and enhance organizational and individual performance (Saqib et al., 2017; Sangeeta & Dhamdhere, 2015). It involves getting the right knowledge to the right people at the right time and is tied to corporate strategy and organizational support (Patel, 2018). Knowledge management involves creating, storing, sharing, and utilizing knowledge within and outside the organization (Torabi et al., 2016), transforming personal knowledge into organizational knowledge, and utilizing knowledge resources to create economic and social value (Omotayo, 2015). It contributes to competitive advantage, value creation, and achievement of organizational objectives (Al-Sohaim et al., 2016; Shawaqfeh et al., 2019; Pinjari et al., 2017).

Knowledge management focuses on processes such as acquiring, creating, and sharing knowledge to improve performance (Abubakar et al., 2017; Alosaimi, 2016). It is a management process that organizes, implements, and shares explicit and tacit knowledge to enhance work performance (Kavalic et al., 2021). By creating, organizing, disseminating, and applying knowledge, knowledge management facilitates innovation, organizational effectiveness, and performance (Gonzalez & Martains, 2017; Shahmoradi et al., 2015). Conclusively, knowledge management is a system that enables the creation, sharing, storing, and application of knowledge in organizations to enhance performance (Monsour & Abuarqoub, 2020).

The knowledge management process involves activities such as knowledge creation, sharing, storage, and application to effectively utilize and manage knowledge within organizations (Kiros et al., 2018; Ghorab, 2016). Knowledge creation encompasses learning, innovation, and the conversion of tacit knowledge to explicit knowledge through socialization, externalization, combination, and internalization (Valio & Gonzalez, 2017; Farhad et al., 2018). Knowledge sharing involves the mutual exchange and creation of knowledge, fostering collaboration and access to relevant information and expertise (Abusweilem & Shadihabis, 2019; Mohajan, 2017). Knowledge storage utilizes technological infrastructure to identify, store, and retrieve knowledge for future use (Koech et al., 2015). Knowledge application refers to the utilization of knowledge to achieve organizational objectives, contribute to decision-making, and improve task performance (Mohajan, 2017; Sangeeta & Dhamdhere, 2015). Proper application of knowledge and an effective knowledge management process can enhance the work performance of academic librarians (Ghorab, 2016).

Work performance refers to the behaviors and activities enacted by employees to accomplish organizational objectives (Agyen-gyasi & Boateng, 2016). It

encompasses the individual's behaviors, efforts, and abilities in carrying out tasks aligned with organizational goals (Luo et al., 2021; Dhani, 2017). Work performance is measured against predetermined standards and includes aspects such as accuracy, completeness, cost-effectiveness, and speed. It is a crucial factor in organizational success, as employees' performance contributes to overall performance and goal achievement (Unegbu & Nwokike, 2019; Al-zefeiti & Mohamad, 2017). Work performance reflects the level of productivity, adherence to organizational values and ethics, and the fulfillment of job targets (Ajibade & Adejoh, 2016; Torlak & Kuzey, 2019; Chukwuemeka, 2021). Ultimately, the success and expectations of an organization depend on employees' excellent work performance (Reveni, 2016).

Knowledge management encompasses the systematic and scientific planning, acquisition, storage, distribution, and application of knowledge within an organization, aiming to enhance work performance by enabling employees to access and utilize relevant knowledge (Jamini & Rohita, 2019; Al-Shanti, 2017). It involves capturing and leveraging intellectual assets to create value, meet strategic requirements, and foster knowledge sharing among employees. Knowledge management positively influences the work performance of academic librarians by facilitating continuous learning, skill development, collaboration, and effective decision-making (Ghanbari & Dastranj, 2017; Lin, 2019; Abuaddous et al., 2018). The application of knowledge in academic libraries improves performance, guides decision-making, and enhances organizational effectiveness (Chien, 2015; Hasudungan et al., 2020; El-Chaaran & El-Abiad, 2019). Implementing knowledge management processes in academic libraries supports the accumulation, organization, and utilization of organizational knowledge, thereby enhancing the work performance of academic librarians (Al Sohaim et al., 2016; Rahman & Hasan, 2017; Khoualdi & Saleh, 2015; Rahmayanto et al., 2019).

Factors that promote knowledge management in organizations include organizational structure, organizational culture, technology, and leadership (Al-soh & Hassan, 2014; Ahmady et al., 2016; Merlo, 2016; Merat & Bo, 2013). Knowledge sharing among academic librarians involves disseminating various types of knowledge (Lee, 2018; Alyoubi et al., 2018; Odunewu & Haliso, 2019; Adamseged, 2018; Alam, 2021).

Academic librarians can utilize various channels for knowledge sharing, including verbal interaction, mobile devices, e-mail, social media, training, blog and portal, conferences, and wikis, to communicate, exchange information, and disseminate knowledge among themselves (Adamseged, 2018; Odor, 2018; Szabb, Obemayer & Csepregi, 2015; Ahmad, 2018; Mohan, 2020; Kathaluwage & Victor, 2019; Yu & Zhou, 2015). These channels facilitate effective communication and enable the sharing of ideas, messages, expertise, and resources among academic librarians to enhance their work performance and collaboration.

Factors that act as barriers to the work performance of academic librarians include wages, organizational culture, job satisfaction, work stress, training and development, work environment, and job security (Abuhasheh, Aldmour & Masa’deh, 2019; Alromaihi & Alshomaly, 2017; Pandey, 2020; Al-Omari

& Okasheh, 2017; Sanyal, Hisam & Ba-Omar, 2018; Wang, Lu, & Sui, 2015). These factors can negatively impact academic librarians' motivation, commitment, job satisfaction, and overall performance, ultimately hindering their ability to carry out their duties effectively. More so, Bankole et al. (2023) disclosed that the staff working in libraries exhibited commendable job performance. They consistently demonstrated appropriate responses to issues, maintained punctuality for work and appointments, and efficiently prioritized tasks for timely completion in their respective libraries.

Research Methodology

The study adopted a descriptive survey research design to examine the influence of knowledge management on the work performance of academic librarians in selected academic institutions in Kogi State, Nigeria. The study population included 67 academic librarians from different cadres in the selected institutions. The librarians were selected using a total enumeration technique. A well-structured questionnaire called "Knowledge Management and Work Performance of Academic Librarians Questionnaire" (KMWPAL) was used to collect data. The questionnaire consisted of six sections: demographic information, types of knowledge shared, channels for knowledge sharing, factors promoting knowledge management practice, influence of knowledge management on work performance, and barriers to work performance. The questionnaire included closed-ended, open-ended, and item statements with response options measured on a four-point Likert scale format. The researcher developed the questionnaire based on relevant literature and ensured its content validity through assessment by experts in the Department of Library and Information Science, University of Ilorin, Kwara State, Nigeria. The questionnaires were distributed to academic librarians in five selected institutions between May 8 and May 20, 2021. A total of 56 completed and usable questionnaires were returned, resulting in a response rate recorded in Table 2. The collected data were analysed using SPSS software, employing descriptive statistics such as frequency counts, percentages, mean and standard deviation. The results were presented using tables. Clear instructions and confidentiality were provided to the respondents, and measures were taken to prevent plagiarism.

Table 1: Sample size of the respondents

S/N	Name of selected institutions	Population	Sample size
1	Federal College of Education, Okene.	15	15
2	Federal University, Lokoja.	14	14
3	Kogi State Polytechnic, Lokoja.	16	16
4	Prince	13	13

	Abubakar Audu University, Anyigba.		
5	Salem University, Lokoja.	09	09
	Total	67	67

Table 2: Questionnaire distribution and response rate across selected academic Institutions in Kogi State, Nigeria

S/N	Name of selected Institution	Questionnaire Distributed	Questionnaire Returned	Usable	Return Rate (%)
1	Federal College of Educatio, Okene.	15	12	12	80.0%
2	Federal University ,Lokoja.	14	12	12	85.7%
3	Kogi State polytechnic, Lokoja.	16	12	12	75%
4	Prince Abubakar Audu University, Anyigba.	13	12	12	92.3%
5	Salem University ,Lokoja.	9	8	8	88.8%
Total		67	56	56	83.5%

Presentation and Interpretation Results

Table 3: Distribution of respondents by Institutions

Institution	Frequency	Percent (%)
Federal College of Education, Okene.	12	21.4
Federal University Lokoja.	12	21.4
Kogi State Polytechnic, Lokoja.	12	21.4

Prince Abubakar Audu University, Anyigba.	12	21.4
Salem University, Lokoja.	08	14.4
Total	56	100

Table 3 showed that 12 (21.4%) respondents were from Federal College of Education, Okene; Federal University, Lokoja; Kogi State Polytechnic Lokoja and Prince Abubakar Audu University, Anyigba, respectively. At the same time, 8 (14.4%) of the total respondents were from Salem University, Lokoja, Kogi State, Nigeria. This implies that Salem University, Lokoja had the least number of respondents.

Table 4: Distribution of the respondents by gender

Gender	Frequency	Percent (%)
Male.	29	52
Female.	27	48
Total	56	100

Table 4 shows that 29 (52%) respondents were males, while 27 (48%) were females. This implies that the majority of the respondents were males.

Table 5: Distribution of respondents by age

Age Range	Frequency	Percent (%)
25-34 years.	09	16
35-44 years.	21	37
45-54 years.	15	27
55 years and above.	11	20
Total	56	100

Table 5 showed that 9 (16%) of the respondents were within the age range of 25-34 years; 21 (37%) of the respondents were within the age range of 35-44 years; 15 (27%) of the respondents were within the age range of 45-54 years; while 11 (20%) of the respondents was 55 and above. This reveals that most of the respondents were within the age range of 35-44 years old.

Table 6: Distribution of respondents by designation

Designation	Frequency	Percent (%)
Assistant Librarian.	06	11
Librarian II.	21	38
Librarian I.	17	30

Senior Librarian.	08	14
Principal Librarian.	04	07
Total	56	100

Table 6 shows that 6 (11%) of the respondents were Assistant Librarians, 17 (30%) of the respondents were Librarian I, 21(38%) of the respondents were Librarian II, 8 (14%) of the respondents were Senior Librarians while 4 (7%) of the respondents were Principal Librarians. This implies that the majority of the respondents were in the junior Librarian designation cadre.

Table 7: Distribution of respondents by educational qualification

Educational qualifications	Frequency	Percent (%)
B.Sc/B.A/B.Tech.	10	18
M.A./M.Sc.	31	55
Ph.D.	15	27
Total	56	100

Table 7 shows that 10 (18%) of the respondents have B.sc/B.A/B.Tech, 31 (55%) of the respondents have M.A./M.Sc while 15 (27%) of the respondents have Ph.D. This implies that the majority of the respondents have higher degrees or postgraduate degrees of University..

Table 8: Distribution of the respondents by work experience

Work experience	Frequency	Percent (%)
1-5 years.	07	13
6-10 years.	32	57
11-15 years.	17	30
Total	56	100

Table 8 shows that 7 (13%) of the respondents have 1-5 years of work experience, 32 (57%) of the respondents have 6-10 years of work experience while 17 (30%) of the respondents have 11-15 years' experience. This implies that most of the respondents of this study have 6 to 15 years of work experience

Research question 1: What are the types of knowledge shared by academic librarians in selected academic Institutions in Kogi State?

Table 9: Mean and standard deviation scores of types of knowledge shared by academic librarians in selected academic Institutions in Kogi State, Nigeria (N = 56)

Types of Knowledge	SA	A	D	SD	Mean	SD

Experience.	47(84%)	8(14%)	-	1(2%)	3.80	0.51
Ideas.	36(64%)	20(36%)	-	-	3.64	0.48
Expertise/Skill.	35(63%)	20(36%)	-	1(2%)	3.58	0.60
Documents/Books.	26(46%)	29(52%)	1(2%)	-	3.44	0.54
Intelligence.	24(43%)	31(55%)	-	1(2%)	3.39	0.59
Social knowledge (e.g. entertainment).	23(41%)	24(43%)	9(16%)	-	3.25	0.72
Memos and guidelines.	22(39%)	26(46%)	7(13%)	1(2%)	3.23	0.74
Weighted mean = 3.48						

As shown in Table 9, The result indicated that the major types of knowledge shared by respondents were experience (Mean = 3.80, SD = 0.51); ideas (Mean = 3.64, SD = 0.48) and expertise/Skill (Mean = 3.58, SD = 0.60)

Research question 2: What are the channels for knowledge sharing by academic librarians in selected academic Institutions in Kogi State?

Table 10: Mean and standard deviation scores of channels for knowledge sharing by academic librarians in selected academic Institutions (N = 56)

Channels	SA	A	D	SD	Mean	SD
Social media (Facebook, Twitter, LinkedIn).	45(56%)	11(20%)	-	-	3.80	0.40
Verbal interaction.	38(68%)	17(30%)	1(2%)	-	3.66	0.51
Staff meetings.	31(55%)	25(45%)	-	-	3.55	0.50
Mobile devices (e.g. mobile phones).	32(58%)	23(41%)	-	1(2%)	3.54	0.60
Seminar and workshop.	31(55%)	24(43%)	-	1(2%)	3.53	0.54
Online group discussion.	21(38%)	29(52%)	5(9%)	1(2%)	3.25	0.69
Training session.	18(32%)	36(64%)	2(4%)	-	3.29	0.53
Short messages (SMS).	12(21%)	24(43%)	19(34%)	1(2%)	2.84	0.78
Mentor and mentee.	10(18%)	20(36%)	25(45%)	1(2%)	2.70	0.78
Weighted mean = 3.35						

As shown in Table 10, The result revealed that the channel used mostly for knowledge sharing by the sampled respondent were social media-facebook, Twitter, LinkedIn (Mean = 3.80, SD = 0.40); verbal interaction (Mean = 3.66, SD = 0.51), staff meeting (Mean = 3.55, SD = 0.50); seminar and workshop(Mean = 3.53, SD = 0.54), mobile devices(Mean = 3.54, SD = 0.60) and eminar and workshops (Mean = 3.53, SD = 0.54).

Research question 3: What are the factors promoting knowledge management practice of academic librarians in selected academic Institutions in Kogi State

Table 11: Mean and standard deviation scores of factors promoting knowledge management practice of academic librarians in selected academic Institutions in Kogi State (N = 56)

Factors	SA	A	D		Mean	SD
Leadership.	38(68%)	16(27%)	2(34%)		3.64	0.55
Technology.	28(50%)	28(50%)	-		3.50	0.50
Organizational culture.	30(54%)	24(43%)	-	2(4%)	3.46	0.69
The hierarchical structure of the organization.	28(50%)	25(45%)	3(5%)		3.44	0.60
Individual characteristics.	20(36%)	35(63%)	1(2%)		3.33	0.51
Environment.	16(29%)	37(66%)	-	3(5%)	3.23	0.54
Weighted mean = 3.43						

As shown in Table 11. The result revealed that the factors promoting knowledge management practice by the sampled respondent were leadership (Mean = 3.64, SD = 0.55); technology (Mean = 3.50, SD = 0.50); organizational culture (Mean =3.46, SD=0.69) and hierarchical structure of organization (Mean = 3.44, SD = 0.60) amongst others.

Research question 4: What is the influence of knowledge management on work performance of academic librarians in selected academic institutions in Kogi State?

Table 12: Mean and standard deviation scores of influence of knowledge management on academic librarians' work performance in selected academic Institutions in Kogi State (N = 56)

Statement	VH	H	L	VL	Mean	SD
Performing library routines.	42(75%)	14(25%)	-	-	3.75	0.44
Contribution to the overall development of the library.	31(55%)	25(45%)	-	-	3.55	0.50
Using communication skills.	32(57%)	23(41%)	-	1(2%)	3.54	0.60
Loyalty to the library.	30(54%)	25(45%)	1(2%)	-	3.52	0.54
Enthusiasm to learn new things.	31(55%)	23(41%)	1(2%)	1(2%)	3.50	0.63

Resourcefulness and creativity.	29(52%)	26(46%)	-	1(2%)	3.48	0.60
Sense of responsibility.	26(46%)	29(52%)	-	1(2%)	3.43	0.60
Working with others.	23(41%)	33(59%)	-	-	3.41	0.50
Meeting deadlines.	23(41%)	32(57%)	1(2%)	-	3.38	0.59
Regularity at work.	23(41%)	26(46%)	6(11%)	1(2%)	3.26	0.73
Weighted mean = 3.48						

The results in Table 12, revealed that performing library routines (Mean = 3.75, SD = 0.44); using communication skills (Mean= 3.54, SD = 0.60); contribution to overall development of the library (Mean = 3.55, SD = 0.50); resourcefulness and creativity (Mean = 3.48, SD = 0.60); loyalty to library (Mean = 3.52, SD = 0.54) and enthusiasm to learn new things (mean = 3.50, SD = 0.63) were the some of the influence of knowledge management on work performance of the respondents sampled.

Research question 5: What are the barriers militating against the work performance of academic librarians in selected academic Institutions in Kogi State?

Table 13: Mean and standard deviation scores of barriers militating against work performance of academic librarians in selected academic Institutions in Kogi State (N = 56)

Barriers	SA	A	D	SD	Mean	SD
Stress.	43(77%)	13(23%)	-	-	3.77	0.43
Lack of acknowledgment of work done.	41(73%)	14(25%)	-	1(2%)	3.70	0.57
Lack of job security.	41(73%)	14(25%)	-	1(2%)	3.70	0.57
Lack of contingent rewards and wages.	37(66%)	17(30%)	1(2%)	1(2%)	3.60	0.62
Lack of feedback on performance.	31(55%)	21(38%)	4(7%)	-	3.48	0.63
Lack of motivation.	31(55%)	21(38%)	3(5%)	1(2%)	3.46	0.69
Lack of staff training.	28(50%)	26(46%)	1(2%)	1(2%)	3.44	0.63
Poor communication between managers and subordinates.	24(43%)	30(54%)	2(4%)	-	3.40	0.56

Low job satisfaction.	23(41%)	30(54%)	2(4%)	1(2%)	3.34	0.64
Work overload.	15(27%)	40(71%)	1(2%)	-	3.25	0.48
Weighted mean = 3.51						

As shown in Table 13, the results revealed that the barriers militating against the work performance of the sampled respondent were an acknowledgement of work done (Mean = 3.70, SD = 0.57); lack of contingent rewards and wages (Mean = 3.60, SD = 0.62); stress (Mean = 3.77, SD = 0.43) and lack of job security (Mean= 3.70, SD = 0.57).

Discussion of the findings

Knowledge sharing is known to be positively related to improving employees' work performance (Lee, 2019). One of the significant findings of this study is that the types of knowledge commonly shared among academic librarians in selected academic institutions in Kogi State, Nigeria were experience, ideas, expertise, and skills. The findings of the present study is in tandem with other previous studies carried out in Saudi Arabia and Nigeria, which argue that when academic librarians are encouraged to share knowledge within the organization, their ability to generate and create new ideas are significantly enhanced (Alyoubi, Nayah, Adel, Ibraheem & Rakibul, 2018); a librarian may be able to overcome challenges encountered on the job were colleagues who possess required knowledge skill and expertise and is willing to share such skill (Odunewu & Haliso, 2019).

Channel is a means used to communicate, exchange information or ideas between individuals. One of the study's significant findings is that academic librarians' standard channels for knowledge sharing in selected academic institutions in Kogi State, Nigeria, were social media, staff meetings, seminars and workshops, verbal interactions, and mobile devices. The findings in the present study agree with Mohan (2020), whose research revealed that social media tools used by academic librarians include Facebook, Twitter, Linked In, YouTube as it creates a virtual space for online discussion without distance as a barrier. Odor (2018) also established that people are more comfortable working with their mobile phones than laptops to share documents, emails, and content.

Certain factors promote the knowledge management practice of academic librarians; the study revealed that the factors that promote knowledge management practice of academic librarians in selected academic institutions in Kogi State, Nigeria, were leadership, technology, organizational culture, and hierarchical structure of the organization. This supports the findings of Merat and Bo (2013), whose research discovered that the participation of people in leadership activities goes hand in hand with knowledge management as they primarily depend on face-to-face sharing of knowledge within the organization. This means that proper leadership in academic libraries to coordinate all the processes involved in knowledge management by directing subordinates on what and how to carry out activities will promote knowledge management practice.

The knowledge management process in the organization has a significant relationship with work performance (Rahman & Hasan, 2017). The study revealed that knowledge management influences the level of work performance of academic librarians. The findings of the study revealed significant areas in which knowledge management highly influenced the level of work performance of academic librarians in selected academic institutions in Kogi State, Nigeria, which were that of performing library routines, using communication skills, contributing to the overall development of the library, resourcefulness and creativity, enthusiasm to learn new things and loyalty to the library. This supports Lin (2019), who stated that knowledge management had influenced academic librarians' work performance through creating, sharing, and applying knowledge to their daily activities. This means that when academic librarians create and share knowledge, it will increase their work performance.

Barriers that militate against the work performance of academic librarians are individual factors that cause them no to carry out their activities properly. This study revealed that the barriers that militate against work performance of academic librarians in selected academic institutions in Kogi State, Nigeria were lack of acknowledgment of work done, lack of contingent rewards and wages, stress, and lack of job security. The finding supports Matino (2018) who stated that employee behaviour is associated with wages and that employee demonstrates better individual performance and performance based on their satisfaction with their wages. Employees who find themselves subjected to greater demands and responsibilities than they can handle suffer from raised stress levels detrimental to their work performance (Abuhasheh, Aldmour & Masa'deh, 2019).

Conclusion

Knowledge management is a range of practices used to identify, create, represent, distribute and adapt insights and experience. It is the identification of different knowledge needed to carry out activities and supports organizational goals. Consequently, academic libraries should encourage academic librarians to engage in knowledge management activities to enhance their work and organizational performance. When academic librarians apply distributed knowledge to their activities, it influences how they carry out such activities. Therefore, knowledge management has a positive influence on the work performance of academic librarians in Kogi State, Nigeria.

Recommendations

The following recommendations are made based on the findings of the study

1. Academic library management should ensure that structures that will promote knowledge sharing practice among librarians are in place. This will motivate academic librarians to participate in knowledge management activities.
2. Academic library management should provide technology to carry out knowledge management activities. This will make the sharing and storing of knowledge very easy.

3. Academic librarians should be encouraged to share their experience, expertise, skill, and ideas with colleagues. This will improve their performance in carrying out library activities and tasks.
4. Academic libraries management should provide a conducive environment for librarians by making the workplace stress-free and acknowledging work done. This will help in increasing their level of work performance.
5. Academic librarians should ensure that they participate in training and development programs set by the organization as it will help increase their knowledge and equip them with the necessary skills needed in performing activities.

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Cultural Orientation and Alternative Health Seeking Behaviour of Pregnant Women in Kwara State, Nigeria

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Abstract

Pregnant women constitute a very important group requiring effective and efficient health care delivery system. In most cases, pregnant women would require the expert knowledge and attention of doctors and other health professionals who have been trained to attend to them. Maternal health and health seeking behaviour as a concept in the past decades were perceived as solely a medical concern, neglecting the possible influence of cultural orientation on the dynamics of maternal health. Most African societies hold a shared belief and perception that conception, pregnancy, labour and delivery are events that are mysterious. Therefore, this study by its design and approach seeks to examine the relationship between cultural orientation and the alternative health care seeking behaviours of pregnant women in Kwara State, Nigeria. The study adopted a cross-sectional survey using qualitative and quantitative methods for data collection with the use of questionnaire as instrument to generate quantitative data and In-depth interviews to source for qualitative data. Eight hundred and seventeen respondents participated. The findings of the study revealed that cultural orientation has significant relationship with the health seeking behaviour of pregnant women in the study with pregnant women displaying their alternative health seeking behaviour. This means that the cultural orientation of pregnant women in Kwara State influences their alternative health seeking behaviour. It is recommended that the health seeking behaviour of pregnant women in Kwara State for institutional category must be upgraded with the health system made more robust and dynamic to meet the real needs of the pregnant women. The health seeking behaviour of the pregnant women could be better as there is ray of hope based on the findings that they displayed a positive health seeking behaviour, attitude, as well as practices. Health practitioners and policy makers should encourage pregnant women in their localities through sensitization, enlightenment and reducing the cost of public medical health treatments.

Keywords: *Culture, Health, Maternal morbidity, Pregnant Women, Alternative Health Seeking Behaviour*

Introduction

Maternal morbidity and mortality globally reflects one of the failures of human development (Digambar, Chimankar & Sahoo, 2011). Child delivery by many women in low resource nations is associated with complications, morbidity and in so many cases, maternal mortality (Kistiani, 2009). Yearly, about 525,000 women lost their lives globally as a result of pregnancy problems and maternal complexities, among which developing countries

specifically experience about 99% casualties and Sub-Saharan Africa records 66% maternal morbidity cases (Haider, Qureshi & Khan, 2017, Islam & Masud, 2018). A crucial aspect of enhancing maternal health is to identify the factors that propel or prevent women from adopting healthy choices in their lifestyle or their utilization of medical care and treatment; the underlying assumption being that people's behaviour is best understood with reference to an individual's perception of his/her social environment (Tipping & Segall, 1995).

Health seeking behaviour refers to activities taken by individuals with respect to disease symptoms experienced (Ige & Nwachukwu, 2009). There is a growing trend that factors promoting 'good' health seeking behaviour are not only rooted solely in the individual, but also have more collective, forceful and interactive elements (Owumi & Raji, 2013). Ehiemere, Ezeugwu, Maduakolam and Ilo (2017) noted that a woman's health seeking behaviour during pregnancy period depends greatly on her culture, experience, beliefs, financial level, autonomy, educational level and power to make decisions. Most African societies hold a shared belief and perception that conception, pregnancy, labour and delivery are events that are mysterious. It is this definition, understanding, belief and perception about pregnancy that determine the behaviour, rituals and customs of people towards pregnancy (Kaye, 2006 cited in Mubiru, 2012).

Women's health with much emphasis on pregnant women has become a matter of great interest such that various stakeholders in the health sector such as, women rights activists, medical doctors, international organizations, researchers and donor agencies, human rights groups, through various conferences and platforms clamor for the improvement of the health status of women and reduction in maternal morbidity and mortality to the barest minimum. Therefore, this empirical research endeavors objective is to investigate and analyze the alternative health seeking behaviour of pregnant women in Kwara State with a view to highlighting the dynamic socio-cultural factors that come to play when pregnant women attempt to utilize the health facilities available.

Research questions

1. What is the pattern of health seeking behaviour of pregnant women in Kwara State, Nigeria?
2. What is the cultural orientation of pregnant women in Kwara State, Nigeria with regards to alternative health seeking behavious?
3. What is the influence of cultural orientation on health seeking behaviour of pregnant women in Kwara State, Nigeria?

Literature Review

The World Health Organisation (2002), asserted that many factors dictate people's health, including their lifestyle, education, living environment, social status, income, gender, country's health system, and genetic makeup. Abour-Zahr and Wardlaw (2003) noted that the benefits of enhancing healthcare seeking behaviour are remarkable, particularly in environments where public health resources and social services are limited. Similarly, antenatal care is a

major key component of maternal service in enhancing a wide range of health outcomes for children and women. It is a strategy to advance intervention for enhancing maternal nutrition and to improve on skilled birth attendance at birth and utilize health facilities for emergency obstetrics care.

Some studies have indicated that apart from deficient health care services in many areas, especially in developing nations, certain non-disease-specific and disease specific cultural beliefs may influence the health care-seeking behaviour of people (Feyisetan, Asa & Ebigbola, 1997 cited in Promtussananon, 2013). Aktar (2012) asserted that health seeking behaviour is not an isolated occurrence event but a major part of a woman's social status in her community and family. It is a consequence of a growing mix of her economic, personal, social, familial cum religious factors. Lucas and Gilles (2003) aver that human behaviour is an important area of focus in public health with sociologists and medical anthropologists providing precise professional expertise. The occurrence of social medicine corresponded with increasing recognition of the connection between the health of individuals, communities and social status. The goal of social medicine is to establish the major determinants of diseases and health in the community and to put in place mechanisms for alleviating ill health and suffering through political actions.

Lucas and Gilles (2003) further noted that social medicine is premised on some fundamental assumptions. Health is a birthright; it is a key responsibility of the state. Health and development are inter-related; education enhances health, social factors (behaviour, social organisation, culture, health care seeking behaviour, allocation of family resources etc) have profound impact on health. When people take decisions pertaining to their personal health, they weigh the risk involved or benefits of a specific behaviour. They do this in a way that is dictated by their social rootedness, life-style, present physical environment, religious beliefs and their overall outlook on life as a whole (Norman & Benneth, 1996; WHO, 2002; Orubuloye, 2003 cited in Iyalomhe and Iyalomhe, 2012).

Yahaya (2004) noted that Nigeria as a country is a patriarchal society by tradition where the female sex is discriminated against or made disadvantaged from childhood. In most rural areas, gender disparity is well pronounced with the female folks basically receiving less societal attention than their male counterparts. The insufficient and inadequate access to health care services is made pronounced by economic, demographic and socio-cultural factors that include the behaviour of families, communities, and culture, income, social status, education, access to health facilities, availability of healthcare services, health-decision making power, and age which play vital roles in aggravating high MMR in the country (Yahaya, 2004).

When an individual assumes a sick role, it will be observed that the person seeks medical advice and usually cooperate with medical personnel to obtain health care in the country. Health care seekers in Nigeria, like any other developing nation tend to do so premised on the available resources at the disposal of the individual family (Nyonator and Kutzin, 1999; HERFOR,

Nigerian Health Review, 2006 cited in Akande and Owoyemi, 2009). Several reasons are responsible in health seeking behaviour between households in the nation, including the seriousness of the illness, equality of health facilities, socio-cultural influences, and level of education with income. Lack of accessibility to and affordability to high cost of health care are the most familiar hindrance to optimal health seeking in urban and rural communities (Tarim et. al. 2000; Thind and Anderson 2003; Thind and Cruz 2003 cited in Taffa et. al. 2005).

According to Iyalomhe and Iyalomhe (2012), Nigerian rural populace displays objectionable health seeking behaviour on account of their ontological and cosmological motion which ascribes the root cause of ill health and diseases to entities way beyond the domain of the stethoscope. Fundamentally, religious belief, patients' interpretation of reality and utilization of traditional African medicine influence health care. Health care managers must give rapt attention to patients' interpretation of illness and underlying health beliefs during contact with consultants, in the curative and in handling evolving complications of traditional medicine and the ensuing ethical dilemmas.

Shaikh and Hatcher (2004) noted that men control almost all aspects of available resources and decide when and where pregnant women should seek care in Pakistan. Again, in most cases women were not permitted to visit healthcare providers or health care facilities independent of their relatives, or even take personal choices to utilize financial resources or money at their disposal on health care. Thus, the lack of independence to seek healthcare without strict permission of their husbands or the head of families may result ultimately to lack of attention to their health and the failure of these woman to access when needed for emergency situations.

Magadi et. al. (2006) in their apt comparative analysis of the utilization of maternal care services between teenagers and older mothers in Sub-Saharan Africa noted that the younger generation of women were more likely to embrace and go for antenatal care late, express insufficient antenatal care visits when pregnant and give birth to their babies outside the hospital facilities when compared to the older pregnant women. In their study in India, Das et. al (2010) found that absence of time to get to the healthcare facilities, poor quality of housing, custom, lack of water supply, poverty, population and hazardous population were all connected to the decision to choose where to deliver baby. They further noted that cultural norms and lack of institutional access were identified as the major factors influencing home delivery.

Okojie (1998) in his study found out that a community's belief pertaining to the cause of an ailment including the effectiveness of an alternative treatment are important determinants of health behaviour among women in the rural areas. In their study, Kruk et. al (2010) found that community beliefs about the importance of health facility delivery, knowledge of the attendant benefits of health professional-attended delivery community perception of quality of care given were seen to be related with health facility delivery. McCaw-Binns, Laa Geanade and Ashley (1995) noted that women who sense that their

immediate family friends and members were uncooperative were twice as unlikely to present themselves for antenatal care compared to other women.

Ojamiga and Gilbert (1992) in their study on access to healthcare by women in developing nations found out that socio-cultural indices impact negatively on access to health care by women in them. In their study of determinants of antenatal care, Trinti et al. (2007) found out that predisposing characteristics, need, and external environmental factors are the most significant factors associated with antenatal. In their study, Stephenson, Baschieri, Clements, Hennink and Madise (2006) observed that urban female education in the community, exposure to family planning information, residence, husband's approval of family planning in the community, religion, and mean number of women in the primary sampling unit with one former birth in a health facility were strongly related with the desire to deliver in a health facility. They also found that Muslim women were less likely to report delivering their last child in a health facility than catholic women, while protestant women were more likely to report having delivered in a health facility than catholic women. In their study, Ohasi et. al. (2014) found out that the perceived quality of women's domestic relations had an impact on their maternal health seeking behaviour. Ohasi et. al (2014) further averred that to improve women's health in developing nations, the demand for health services and associated health seeking behaviour must be encouraged and increased in addendum to enhancing physical accessibility to health facilities (Chiang et.al, 2012).

Theoretical Framework

Andersen's Behavioural Model

The Andersen behavioural model as a health conceptual model aimed at describing the factors that brings about the utilization of health services. Andersen's behavioural model sees access to health services as a consequence of decisions made by individuals in society who are constrained by their objective position in society and the availability of healthcare services. A major incentive for the development of this model was to offer measures of access. Andersen in his exposition discusses four concepts of access that can be perused through the conceptual framework. Potential access in this model is the presence of enabling resources, allowing the individual to seek care if needed. Realized access in this particular model is the actual utilization of care. Equitable access is driven by demographic characteristics and need whereas inequitable access is a result of social structure, health beliefs, and enabling resources.

The utilization of health services (ante-natal care, dental care, inpatient care, and physician visits etc.) according to this model is premised on three basic factors which are: predisposing, need and enabling factors. Predisposing factors are basically concerned with features such as age, health beliefs and race. These factors represent the inclination to utilize health care facilities. According to him, an individual is more motivated to use health care service benefits within the social structure. For example, an individual who believes that healthcare services are useful, effective and efficient for treatment will

likely take advantage of available services and utilize them. The predisposing factors are premised on the argument that a family's propensity to utilize health services can be predicted from a given set of personal characteristics which existed before the illness. This long list of characteristics can further be placed into three basic sets: health beliefs, family composition and social structure (Andersen, 1995). Other specific indices include sex, age, family size, social class, and ethnicity. These help to locate the position of the family in the society which could have impact on their lifestyle, their social and physical environment.

The Andersen's behavioural model explains the complex nature of health seeking behaviour of these pregnant women. The study at one end reflects the interplay between the cultural orientation and alternative health seeking behavior of pregnant women in the society. The social milieu in which they live determines their perception, attitudes then their final utilization of the health care facilities. The health seeking behaviour of pregnant women is influenced by their shared cultural beliefs regarding conception, pregnancy, labour and child delivery.

Research Methodology

The study adopted a cross-sectional survey research design of mixed method approach of convergent type. The study adopted both quantitative and qualitative methods for data collection. The study location is Kwara State located in the North-Central zone of the country. The Igbomina tribe, Nupe tribe, Offa tribe and Yoruba of Ilorin and many other tribes exist in Kwara state and coexist in the city of Ilorin bringing about a meeting point of culture and cultural beliefs and practices. Many Federal and State establishments can be found in the State including the University of Ilorin, Ilorin; University of Ilorin Teaching Hospital, and the Federal Training Centre, as well as the Kwara State University, Malete. Kwara State also houses the General and Specialists Hospitals owned by the State government. Private hospitals also exist in all the sixteen local government of the state and multiple of traditional medicine practitioners exist alongside with the private and public hospitals to meet the health needs of the populace. The target population consists of pregnant women who patronize public antenatal clinics in Kwara State, Nigeria. That is, those pregnant women who were duly registered with these health centers in Kwara State, Nigeria.

Multistage sampling technique was adopted for the selection of samples required for the study. The first stage was cluster sampling which was first of all used as it was required to take sample across the three senatorial districts or across the sixteen Local Government Areas of the state. The second stage is the purposive sampling method which was adopted to select the hospitals to meet the objectives of the study in the state where pregnant women receive antenatal care. The last stage is the convenience sampling method to select pregnant women who were willing to participate in the study after they had been fully notified and sensitized by the hospital officials to do so on the days they attended their antenatal.

The data for this study were collected using questionnaire and interview with In-depth Interview. Questionnaire was the primary instrument for collecting

quantitative data for the study. This study was enhanced by making use of in-depth interview of medical practitioners, pregnant women, and elderly women who are knowledgeable in the area of maternal health practices and health seeking action of pregnant women.

Analysis of the data was first done by presenting univariate and bivariate tables of simple frequencies and percentages. Again, the data gathered analyzed with the employment of inferential statistics. Simple Linear Regression was adopted for this study to enable us know the degree of relationship between the independent and dependent variables, and the relative predictive power of the independent variable on the dependent variable. The in-depth interview was analyzed using content analysis and all categories of responses from the IDIs were processed and compared to identify common themes.

Presentation and Interpretation of Results

Socio-Demographic Characteristics

For the purpose of data analysis in this particular study, the sampled pregnant women are referred to as respondents. In analysing the socio-demographic characteristics of the respondents, the simple frequency counts and percentage was adopted. The bio-data considered here include age, religion, marital status, and ethnicity. The results of this first part of the analysis are presented in the table 1.

Table 1: Socio-Demographic Characteristics of the Respondents

S/N	Variable		Frequency	Percent %
1.	Age	14-23	197	24.1
		24-33	271	33.2
		34-43	250	30.6
		44-53	94	11.5
		54 years & above	5	0.6
		Total	817	100
2.	Religion	Christianity	387	47.4
		Islam	401	49.1
		Traditional	21	2.6
		Others	8	1.0
		Total	817	100
3.	Marital Status	Married	683	83.6
		Single	54	6.6
		Separated	32	3.9
		Divorced	27	3.3

		Others e.g. widow	21	2.6
		Total	817	100
4.	Ethnicity	Hausa	175	21.4
		Igbo	112	13.8
		Yoruba	328	40.1
		Others	202	24.7
		Total	817	100.0

Source: Researcher's Field Survey, 2022

Table 1 shows the socio-demographic characteristics of the respondents, A careful examination of the distributional percentage frequencies of the respondents by age shows that 24.1% (197) of the respondents were between 14 to 23 years old; 33.2% (271) respondents reported that they were between 24-33 years old; 30.6% (250) respondents said that they were between 34-43 years old; 11.5% (94) respondents claimed that they were between 44-53 years old and 0.6% (5) respondents were 54 years old and above. Majority of the respondents are in the age bracket 24-33 years. This age bracket is good and ripe or favourable for their reproductive health as they are well matured. However, this is a pointer to the government that the population will keep growing and they should be proactive in their health plans and policies to make adequate provision for children to be born. On religious affiliation of the respondents, 47.4% (387) respondents signified that they practised Christianity, 49.1% (401) respondents reported that they were Muslims, while 2.6% (21) respondents claimed to be adherents of traditional religion while 1.0% (8) respondents claimed that they practised other religions. The table shows that respondents that are Muslims are more than those who are Christians. This may attest to the fact that Ilorin is predominantly occupied by Muslims and one could conclude that most of the pregnant women are from Muslim homes.

On the marital status of the respondents, 83.6% (683) respondents were married, 6.6% (54) respondents were single, 3.9% (32) respondents were separated, 3.3% (27) respondents were divorced while 2.6% (21) respondents were in the others category. This shows that majority of these respondents were married. The reason for this result among the married respondents who form the majority may not be farfetched. This could be because of cultural and traditional practices ingrained in the people that encourage majority of the pregnant women in Kwara State to consummate marriage before cohabitation. On the ethnicity of the respondents, 21.4% (175) are Hausa by tribe, 13.8% (112) are Igbo and 40.1% (328) are Yoruba while 24.7% (202) are from other ethnic groups. This shows that overwhelming majority of the respondents are from the Yoruba tribe. This could be because Kwara State has a sizeable number of Yoruba dweller both indigenes and residents.

Alternative Health Seeking Behaviour of the Respondents

Table 2: Alternative Health Seeking Behaviour of the Respondents

S/N	Variable		Frequency	Percent %
	Healthcare facilities	Traditional healers	214	26.2
		Private Hospitals & clinics	190	23.3
		Govt. Hospitals & clinics	270	33.0
		All of the above	125	15.3
		None of the above	8	2.2
		Total	817	100
	Efficacy of traditional medicine	Yes	130	15.9
		No	687	84.1
		Total	817	100
	Traditional healer patronage	Lately	133	16.3
		Long time ago	346	42.4
		Never	338	41.3
		Total	817	100
	Health providers that is safer and more effective	Traditional healer	163	20.4
		Orthodox health provider	424	51.4
		Both	230	28.2
		Total	817	100
	Health care providers they patronized in the last four months	Doctor	524	64.0
		Traditional healer	224	27.6
		Others	69	8.4
		Total	817	100

Source: Researcher's Field Survey, 2022

Table 2 shows the variables related to alternative health seeking behaviour apart from public hospitals of pregnant women in the study setting. A close examination of the distribution of the respondents by the healthcare facilities they have in their communities shows that, 26.2% (214) respondents had access to traditional healers; 23.3% (190) had access to private hospitals and clinics; 33.0% (270) respondents had access to government hospitals and

clinics, 15.3% (125) had access to all of the above while 2.2% (8) had access to none of the above. This clearly shows that majority of the respondents (33.0%) had access to government hospitals and clinics while only (2.2%) lack access to health facilities. This shows that on maternal access to pregnancy care, many of the respondents have reasonable access to see health personnel when they need them. The data presented here implies that government hospitals and clinics are very common healthcare facilities and are available in Kwara State. This result reflects the growing mix of various health care services utilization options or alternatives available to them.

On the efficacy of traditional medicine for pregnancy care, the respondents were asked to give their opinion and the results shows that 15.9% (130) rated it has been efficacious for pregnancy care while 84.1% (687) rated it has not been efficacious for pregnancy care. As can be seen in Table 2 that majority of the respondents 84.1% (687) do not believe in the efficacy of traditional medicine for pregnancy care. To further buttress this position, a pregnant woman at Lafiagi said:

> *"Traditional medicine worked for our mothers in the past. We cannot totally put it away because it does not have all the advantages that General Hospital has".*
>
> *(IDI,Pregnant woman/32years/Lafiagi/2022).*

A more touching one experienced by a woman at the General Hospital Ilorin who said:

> *"No one can advise me not to use both systems. My sister-in-law was a victim. We were both pregnant and she was brought to Ilorin and she stopped using what the family gave us to be using for a reason. She later had complications that they could not handle and she died".*
>
> *(IDI, Pregnant woman/35years/Ilorin/2022).*

Apart from these, a pregnant woman has this to say in the interview sessions

> *"My upbringing is such that my parents have four children and my mother gave birth to all of us in the traditional way, not the hospital way. The information from my mother's experience gives me confidence to utilise the traditional birth attendants (TBA) who took care of some of us. Their power, experience and wisdom is different from that of medical doctors taking care of us here as everyone has his gift from*

heaven especially the spiritual aspect of giving birth to children. I am in Kaiama now and the hospital offer services different from the TBA. The situation that is going to be on ground will determine whether i will give birth in the hospital or with the TBA".

(IDI, Pregnant woman/37years/Kaima/ 2022).

To further buttress this position, a pregnant woman has this to say:

"My husband's sister is also pregnant but they live in the city. Her husband has so much belief in the efficacy of traditional medicine and instructed her to patronize them regularly. She only registered in the hospital for basic check-ups and immunization. The last time I saw her, she told me she has not been to the hospital for two months but has been seeing the traditional medicine practitioner. She emphasized that their services include the spiritual aspect of the pregnancy and that she is comfortable with their treatment and care".

(IDI,Pregnant woman/36years/Jebba/2022).

Another pregnant woman also has this to say:

"I patronize traditional care for some reasons and also come for check-up because there are enemies everywhere. We have seen and heard about some pregnant women who use only hospital both government and private, that are good. Yet, they went into labour room and they died while giving birth. For some it was their children that died while for some both died. It is possible that they did not protect themselves spiritually. One must protect herself since no police is going to arrest you for trying to protect yourself during pregnancy".

(IDI,Pregnant woman/40years/Lafiagi/2022).

The general impression from the quotations above is that for these pregnant women attending antenatal, though traditional care has been found to be less efficacious for pregnancy care or to be in vogue especially in the cities, yet, there are many of them who have internalised the traditional method and still romance it. Yes, the government hospitals have more to offer them than traditional care. There is need for more sensitization of pregnant women by the government and their agencies.

On the opinion of respondents on the last time they patronized a traditional healer, 16.3% (133) respondents claimed to have patronised a traditional healer lately while 42.4% (346) respondents reported that they patronised traditional healers long time ago and 41.3% (338) respondents claimed they have never patronised traditional healers. Comments made by some of these respondents in this regard are highly instructive. This shows that majority of the respondents 42.4% (346) respondents patronised traditional healers long time ago. This could be as a result of the availability of the modern healthcare facilities in their communities or change in value.

The opinion on the healthcare provider that is safer and more effective by the respondents indicated that 19.8% (163) respondents believed that traditional health provider is safer and more effective. 52.0% (424) respondents believed that orthodox health provider is safer and more effective while 28.2% (230) respondents considered both health providers to be safe and effective. The implication here is that we may find women in large numbers who still patronize traditional medicine for a long time. Thus, government must make provision for improving traditional medicine while expanding and improving the health facilities. This shows that majority of the respondents 52.0% (424) opined that orthodox health provider is safer and more effective during pregnancy care. However, it can also be seen that those who believe in both are relatively large. This may be due to environmental influence or factors located in their social milieu promoted as older women, other pregnant women and family members.

The opinion on the health care providers they patronized in the last four months by the respondents indicated that 64.0% (524) respondents patronized medical doctor in the last four months. 27.6% (224) respondents patronized traditional healers in the last four months. 8.4% (69) respondents patronized others in the last four months. This show that majority of the respondents 64.0% (624) reported that they patronized medical doctors in the last four months. This shows the women have multiple alternatives and exhibit various health seeking behaviour.

Cultural Orientation and Health Seeking Behaviour of Respondents

Table 3: Cultural Orientation and Health Seeking Behaviour of Respondents

S/N	Variable		Frequency	Percent %
1.	Do you independently take healthcare decisions for your pregnancy?	Yes	367	44.6
		No	450	55.4
		Total	817	100
2.	Who determines when you start antenatal care?	Husband	412	50.4
		In-Laws	52	6.4
		Self	77	9.4
		Self and Husband	276	33.8
		Total	817	100
4.	Do you conveniently go for health care when the sun is out in the morning?	Yes	128	15.7
		No	689	84.3
		Total	817	100
6.	Where will you deliver your baby?	At home	12	1.5
		Hospital	605	73.8
		Traditional home	166	20.5
		Church	22	2.7
		Mosque	2	0.2
		Others	10	1.2
		Total	817	100
7.	Why would you want to give birth in such facility?	Cost effective	334	40.9
		Spiritually secured	111	13.5
		Family influence	372	45.6
		Total	817	100.0
8.	Who determines where you give birth?	Husband	368	45.0
		Self	68	8.3
		Both	296	36.2
		Relatives	85	10.4
		Total	817	100
9.	What mostly determine your health	Income	204	25.0
		Distance of residence	163	20.0

seeking behaviour?	Cultural Orientation	250	30.5
	Level of Education	200	24.5
	Total	817	100

Source: Researcher's Field Survey, 2022

Table 3 shows the variables on cultural orientation of the pregnant women in the study. The opinion on whether they independently take healthcare decisions for pregnancy revealed that 44.6% (367) respondents independently took healthcare decisions for their pregnancy, 55.4% (450) respondents expressed contrary view. This implies that a large pool of the respondents 44.6% (367) claimed they do not take independent healthcare decisions for their pregnancy. It is only to some extent they are allowed to freely do some things concerning their health which is not too good if they know the right actions to take on health issues.

The opinion on who determines when they start antenatal care by respondents indicates that 50.4% (412) respondents opined that their husbands determined when to start antenatal care; 6.4% (52) respondents pointed out that their in-laws determined when to start antenatal care; 9.4% (77) respondents claimed that they determined when to start their antenatal care while 33.8% (276) respondents reported that they and their husbands determined when to start antenatal care. It has some implications though as some healthcare or antenatal issues that they know is right may not be done meaning they are still restricted during pregnancy to take the best decisions. This shows that the majority of the respondents sampled on this item; 50.4% (412) noted that their husbands determined when to start antenatal care. The implication of this issue is that pregnant women are subjected to their husbands when it comes to decision making on antenatal care. The reason for this could be attributed to the cultural belief that places husband as the family head.

The opinion on whether they conveniently go for health care when the sun is out in the morning by respondents revealed 15.7% (128) respondents claimed they conveniently go for health care when the sun is out in the morning while 84.3% (689) respondents reported that they do not conveniently go for health care when the sun is out in the morning. This shows that overwhelming majority of the respondents 84.3% (689) respondents did not conveniently go for health care when the sun is out in the morning. This could be attributed to the cultural beliefs that prohibit pregnant women from going out in the sun. Different things are said about pregnant women walking in the sun. The comments from some of the pregnant women are instructive. One pregnant woman from Offa has this to say:

> *"Some think that pregnancy is just a natural thing. Capital no. There are rules that are cultural and spiritual that guide pregnancy. Just like there are biological laws that guide pregnancy. One must try to adhere to*

them not to cause herself and her family problems".

(IDI, Pregnant woman/Offa/2022).

Another pregnant woman said this:

"It is better for someone to listen to what the elderly women say about the spiritual and cultural aspect of pregnancy. There is reality about this and one must help herself for God to help her. One must listen to the words of the elderly".

(IDI, Pregnant woman/Omu-Aran/2022).

Yet, another woman has this to say:

"When some pregnant women think they are wiser and more knowledgeable than the older people who have seen things and have experience about pregnancy, then they are joking and may soon be in trouble".

(IDI, Pregnant woman/ Share/2022).

Opinion on where to deliver their baby shows that 1.5% (12) respondents wanted to deliver their babies at home, 73.8% (605) respondents wish to deliver their babies in the hospital, 20.5% (166) respondents wanted to deliver theirs in the traditional home, 2.7% (22) respondents prefer to deliver their babies in the church, 0.2% (2) respondents wished to deliver their babies in the mosque. The remaining 1.2% (10) respondents wanted to deliver their babies in other places. This shows that majority of the respondents representing 73.8% (605) wished to deliver their babies in the hospital. This is a reflection of the fact that modern women know the benefits of modern health services.

The opinion of 40.9% (334) respondents to give birth in the desired facilities is due to cost effectiveness. A group 13.5% (111) respondent wanted to give birth in the facilities due to spiritual security while the remaining 45.6% (372) respondents wanted to give birth in their facility due to family influence. This shows that a good number of the respondents patronized hospital for antenatal care based on family influence. This may point our attention to the ability of the family to influence healthcare decisions for women. Additionally, 45.0% (368) respondents reported that their husbands determined where to give birth, while 8.3% (68) respondents claimed they themselves determine where to give birth. A good number 36.2% (296) respondent said their husbands and they determine where to give birth and 10.4% (85) respondents believed that

their relatives determine where to give birth. This revealed that majority of the respondents questioned, 45.0% (368) signified that their husbands determined where to give birth. Again, a reason for this could be attributed to the cultural belief that recognises husband as the head of the family.

Cultural Orientation and Alternative Health Seeking Behaviour of Pregnant Women

This section thus sets out to determine whether or not cultural orientation and alternative health seeking behaviour of pregnant women are statistically significant and related. With this method, it was possible to appraise the strength and predictive relationship existing between the dependent and independent variables.

Table 4: Summary of Simple Linear Regression Test of Significance between Cultural Orientation and Alternative Health Seeking Behaviour

Variables	Co-efficient	Standard Error	t-statistics	P-value
Constant	0.240	0.040	6.062	.000
Culture	0.279	0.070	3.895	.000
R square: 0.705 No. of Observation: 817 Adjusted R square: 0.704 R: 0.840				

Source: SPSS computation 25.0

Interpretation of Findings

Judging from the regression analysis results in Table 4, it is clear that there is a direct and positive relationship between cultural orientation and alternative health seeking behaviour of the pregnant women. Thus, the figure 0.240 represents the intercept. This intercept means that whether there is cultural orientation or not, there will be the existence of 24% alternative health seeking behaviour in the study setting. Cultural orientation (0.279) represents the magnitude of their relations to alternative heath seeking behaviour. Standard Error used as the parameter estimate to check the significance of the hypotheses. Any hypothesis will be taken to be statistically significant when the computed standard error is less than half of the numerical value of the parameter estimate. From the outcome of the regression analysis, it so obvious that the computed standard errors of the regression model are (0.040) for intercept, while B1 (0.070) is for the slope. From the standard errors, the null (H0) hypotheses should be accepted and we therefore conclude that the standard error of the parameter estimate (cultural orientation) validate the contribution of the parameter estimate to alternative health seeking behaviour of the pregnant women used for the study.

The empirical value of T-test for the intercept is (6.062) while the slope is (3.895) with its theoretical value at 0.05 level of significance as 1.960. Since

the empirical values of the intercept (B0) and the slope (B1) that is 6.062, and 3.895 respectively are greater than the theoretical value (1.960), therefore, we reject the null hypotheses and accept the alternative hypotheses. Thus, the independent variable (cultural orientation) has significant bearing with alternative health seeking behaviour. Hence, the test is statistically significant.

Furthermore, the R-Square (R2) measures the goodness of fit of the regression model. It represents the proportion of total variation of the dependent variable that is explained by the independent variable. Based on this regression result, about 70% of the total variation of the dependent variable (alternative health seeking behaviour) is explained by the independent variable (cultural orientation). Hence, it shows us the best fit of the regression model.

Discussion of Findings

Attempt is made in this section to clearly discuss the findings of the study. Results from the findings show that the characteristics of the pregnant women are derived from their bio-data. That is, personal indices as specified by the findings such as age, religious affiliation, marital status and ethnicity. However, this summary forms the major finding of the research: the pregnant women who are the main respondents in this study utilized other health care alternatives; the study shows that people from the various ethnic groups took part in the study because of the inclusion of the three senatorial districts in the state as well as the nature of the facilities being used as referral centres; the study reveals that use of traditional medicine is part of the health care seeking behaviour of the pregnant women attending antenatal in these government facilities as traditional health care providers were still available to them reflecting their alternative health seeking behaviour.

Result from the finding shows that alternative health seeking behaviour of pregnant women is predicated on their cultural orientation. Cultural orientation was found to be related to the health seeking behaviour of pregnant women in the study with pregnant women displaying their alternative health seeking behaviour. This means that the cultural orientation of pregnant women in Kwara State influences their alternative health seeking behaviour. For example, pregnant women require the help and support of their husbands and significant others during pregnancy. This is expected because pregnancies of healthy women when channeled properly are expected to end with a positive live outcome. The decision to take healthcare actions is influenced by their husbands because of the patriarchal nature of the society and this may bring about certain problems to the women such as delay in going for healthcare, late booking to see doctors, no-booking to see doctors, and skipping of necessary appointments with the doctor. In giving credence to this position, Akhtar, Hussain, Majeed and Afzal (2018) noted that maternal deaths are not only the result of failure to receive care but, an outcome of complex social, cultural and economic factors. In a study by Egbunime, Egboka, and Nwankwo (2015) in Anambra State, it was found that husband's decision was seen as the major factor determining health seeking behaviour of pregnant women. In the same vein, Akande and Owoyemi (2009) reported in their study that cultural beliefs are a major influence on health seeking especially on delays caused in reporting very early in health facilities.

On the issue of pathways in health seeking in the study, the study shows that obtaining antenatal cares entails so many paths as pregnant women seek healthcare. Modern medicine is the most viable and most patronized option as far as health seeking is concerned for the pregnant women in the study. This is as a result of the advantages and benefits it has over all other pathways or options. Orthodox medicine that was introduced by the west has not been able to erase traditional medicine and the cultural values of the people. However, because of the cultural background of the people, many still hold on to their beliefs in traditional medicine rooted in their background beliefs. That is modern medicine has not been able to totally replace traditional medicine that some see as inappropriate. It is therefore established in this study that pregnant women still hold on to the traditional treatment though they have subscribed to modern health care. This result is corroborated by Fakeye, Adisa and Musa (2009) in their study in Nigeria where they reported the wide use of herbal medicine by pregnant women highlighting the immediate need for healthcare givers and practitioners to be very aware of the situation and make possible efforts to obtain information about herb usage during antenatal care.

Conclusion

The concept of health seeking behaviour, maternal and child health in the past decades were perceived as solely a medical concern, neglecting the possible influence of cultural factors on the dynamics of maternal health. With new developments through research, multidisciplinary and interdisciplinary approach to health matters, it is now glaring that a holistic approach to the phenomenon of maternal health seeking behaviour for pregnant women would go a long way to help resolve issues and throw more light into alternative health care seeking behaviour of pregnant women to help reduce the worrisome maternal mortality rate in the country. This particular study by its design and approach has utilized various methods and theory to glance through the alternative health care seeking behaviour of pregnant women in Kwara State, and has contributed to knowledge, thus enhancing our understanding of the health seeking behaviour of pregnant women in an institutional setting in Kwara State especially from a sociological perspective.

Drawing from the findings of this particular study, it was concluded that the health seeking behaviour of pregnant women in Kwara State for institutional category must be upgraded with the health system made more robust and dynamic to meet the real needs of the pregnant women. The health seeking behaviour of the pregnant women could be better as there is ray of hope based on the health seeking behaviour they displayed with their attitude, as well as their practices.

The health seeking behaviour of pregnant women always differs from one society and cultural background to the other. This work examined the alternative health seeking behaviour of pregnant women visiting ante-natal clinics in Kwara State with a view to highlighting cultural orientation that hinder pregnant women from utilizing the health facilities and also their practices of antenatal. From this study, it could be concluded that the pregnant women that were studied varied in terms of socio-cultural features. This had varied implications for the pregnant women observed alternative health

seeking behaviour. Age, religion, marital status, and ethnicity were all examined in the study to have implications for the alternative health seeking behaviour of these pregnant women. In view of the findings from this study, it is the contention of this work that explanation for the alternative health seeking behaviour of pregnant women in Kwara State depends largely on the cultural orientation inherent in their social milieu.

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Information Access: A Prospective Pathway to National Transformation and Development in Nigeria

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Abstract

Development is critical and essential to the sustenance and growth of any nation and Information is an important key of achieving this sustainable national development. For a state or society to achieve a sustainable national development, the quality of its information should be improved. This paper attempts to explain the concept of information, the concept of sustainable national development and relationship between information and sustainable national development. The paper provides an insight into various challenges confronting information in Nigeria such as illiteracy, digital divide, gender divide, inadequate public knowledge of the FoI Act, poor record keeping practices and infrastructures etc. It finally suggested way on how to solve challenges confronting access to information in Nigeria. This is done through allocation of enough funds to various information institutes, improving on the infrastructural facilities in information centers, discouraging gender disparity by an enlightenment program, ensuring that access to information, open access and information provider reflected in national development plan etc.

Keywords: *Information Access, Transformation, National Development, Gender Inequality, Libraries, Nigeria*

Introduction

Information at all levels and in all its forms constitutes a vital tool for addressing virtually all global problems. It is the stimulus of all the thoughts and actions of living creatures. Information, in its various forms is the prerequisite for the functioning of modern society because success in every area of industry is attributed to the intelligent use of information of the appropriate types. Information is means to an end. It is a key Instrument for bringing about changes in knowledge, values and behaviors and life styles required to achieve sustainability and stability within and among countries. The idea of form and structure is central to the understanding of information from its origins in the Latin word informare, meaning to give form, to describe (Sukovic, 2008).

Information is any entity or form that provides the answer to a question of some kind or resolves uncertainty. It is thus related to data and knowledge, as data represents values attributed to parameters, and knowledge signifies understanding of real things or abstract concepts. Access to information is the ability for an individual to seek, receive and impart information effectively. This sometimes includes “scientific, indigenous, and traditional knowledge; freedom of information, building of open knowledge resources, including

open internet and open standards, and open access and availability of data; preservation of digital heritage; respect for cultural and linguistic diversity, such as fostering access to local content in accessible language; quality education for all; including lifelong and e-learning; diffusion of new media and information literacy and skills, and social inclusion online, including addressing inequalities based on skills, education, gender, age, race, ethnicity and accessibility by those with disabilities, and the development of connectivity and affordable ICTs, including mobile, the internet and broadband infrastructures"(UNESCO 2015, UNESCO 2018).

Efficient flow, access to, and the use of information have become crucial factors in determining the economic strength of nations. Davis and Davidson (1991) state that nations would prosper or falter depending on their investment in building an information infrastructure and since human knowledge improvement presupposes information flow and sharing, the collective intellectual abilities of a nation, its human capital, will also depend on access to information (Crawford, 1991). Kuunifa (2011) state that access to information and transparency of governance is essential to ensuring accountability and prevents corruption. Micheal Buckland defines six types of barriers that have to be overcome in order for access to information to be achieved. Identification of the source, availability of the source, price of the user, cost to the provider, cognitive access, acceptability.

The Concept of Sustainable National Development was previously basically on the concept "Development". However, the Bruntland Commission shifted the attention by reshaping and modifying the concept to "Sustainable Development." The most interesting aspect of sustainable development is the fact that it puts into consideration the present conditions of people as well as not compromising those that come later. Therefore, the concept of sustainable national development remains the modern parameter of measuring development. In the 1987, the United Nations (UN) released Brunt Land Commission report which offered the most widely recognized definition of sustainable development as development that meets the need of the present without hampering the ability of future generations to meet their needs (Wikipedia, 2009).

Sustainable development is efficient management of resources for human survival, taking into consideration both the present and future generations (Adejumo, 2014). In another definition by Munasinghe (2004), sustainable national development is a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental systems. Age (2005), identified some objectives which sustainable national development is expected to realize: increase capital income and employment, promoting human welfare satisfying basic needs; protecting the environment. Considering the path of future generation, achieving equity between rich and poor and participation on a broad basis in development and decision making is important.

Since the 1980s, the concept of sustainable development has been widely used. The term gained popularity when it became fashionable for experts to use it as a way of responding to global economic concerns, equity and distribution. In year 2000, 189 member countries of the United Nations adopted the Millennium Development Goals (MDGs) to address the issue of sustainability in development. In this regard, the United Nations outlined eight goals to be achieved in 2015.The motivations for the goals were to eradicate poverty and hunger; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability and develop a global partnership for development. However, by 2015, many developing countries including Nigeria were far from achieving the MDGs. Coming to terms with the reality that the MDGs were far from being achieved in many developing countries, the United Nations member states at a summit in 2015 adopted a 2030 agenda for achievement of a set of 17 sustainable development goals to end poverty, fight inequality and injustice and tackle climate change. To achieve sustainable development, the world summit on sustainable development suggested that countries must ensure the full participation of their citizens in development programmes and strengthen the capacities of citizens to access and utilize timely information

Objectives of the Study

The study was carried out to examine the role of information in transformation and development of Nigeria. The specific objectives of the study are to;

1. highlight the roles of information to development of Nigeria
2. show the relationship between information and sustainable national development
3. determine the strategies that could be adopt to ensure the achievement of sustainable development in Nigeria
4. examine the challenges confronting access to information for sustainable development of Nigeria.

Literature Review

Access to Information and Sustainable National Development: The Relationship

Information is a vital tool to development. This is because, for any nation to develop, it needs to have and provide relevant, updated and adequate information on food security, democracy, health, education, gender equality etc. Development is the transformation of community into socially, economically, politically, educationally, orderly, and materially desirable conditions, with the aim of improving the quality of life of the people. It is also referred to as the uniform distribution of resources, the integration of the people into national economy, it is a socio-economic process which seeks to bring about a more equitable distribution of resources and income within the society (Mundi, 2008 as citrd in Adekoya & Ajilore, 2012). Development is

also a noticeable growth from one state or stage to another which is higher, desirable, or more advanced than the previous.

Development is championed through information. For any nation to achieve an enviable or creditable level of development, the citizens of such a nation must have access to information. Information and sustainable national development are interwoven, intertwined, and interconnected. While on the one hand, development is geared towards producing or creating something new or more advanced for the society and its members. On the other hand, information is a tool which can enhance the desired sustainable development. Sustainable development has been defined as the development that meets the social, economic and technological needs of the present without compromising the ability of future generations to meet their own needs. To attain sustainable development, the roles of information cannot be ignored.

Some of the most important policy advances linking the information society and sustainable development have occurred in the areas of access to information and participation since 1992. In Principle 10 of the Rio Declaration, the government of the world affirmed that the public's right of access to information, participation and justice in decision-making is instrumental in protecting the environment and in integrating environmental values into development choice (Petkova, Elena et.al 2002). These norms of equitable and environmentally sound decision-making are, to a large degree, fundamental pre-requisites for the operation of a sustainable national development. Within the realm of policy discussions regarding the access to information, we may, however, focus primarily on the first two access principles: information and public participation. These processes reflect the two sides of a healthy ongoing dialogue between national governments and their citizens – ensuring flows of information from government to citizen and from citizen to government.

Meaningful participation in democratic processes requires a citizenry that is well-informed. And commitment to open and transparent governance is a non-negotiable if people are to get the information they need to hold their governments to account, build trust, reduce corruption and be active and meaningful participants in their own development. However, worldwide demand for access to information has grown in recent years, driven by at least three interrelated forces: the urgency and scope of environmental problems, the increasingly active character of civil society and the revolution in information technology. The importance of the issue has been recognized for decades though. According to Elena Petkova et al in Closing the Gap: "The importance of developing and sharing environmental information through scientific exchange, educational programs and the media, has been recognized at the international level since at least the UN Conference on the Human Environment in 1972. In the decades since, advocates for right to know legislation have argued that the right to know is a critical tool in fighting corruption and waste…worldwide, 44 countries had passed access to information legislation as of 2000" (Petkova, Elena et.al 2002).

Right to know legislation is based upon the logic that better information enables decision-makers to make better decisions; broad access to information promotes better decisions by mobilizing demand for sustainable solutions to problems; and access to information empowers citizens to take a more active role in providing improved environmental performance independently of the state (Petkova, Elena et.al 2002).

This logic introduces the second element of the access principle: the right to participate in decision-making. This element reflects the importance of ensuring that all relevant issues-ranging from defining the scope of a problem to developing solutions for it-are addressed (Petkova, Elena et.al 2002). The role of public participation has shifted over time to include keeping governments accountable for their actions, identifying and understanding the public interest, and developing the substance of policy (Berle et.al 2002). People cannot play their full part in society without access to information. They cannot exercise their rights and claim their entitlements without information, nor can they participate fully in democratic processes. It is in this context that Doctor (1992) opines that improved access to information fuels some of the changes the society is experiencing from information-economy to "information democracy", which he defined as a socio-political system in which all people are guaranteed the right to benefit from access to information resources. Right to information, and particularly the right of access to information held by public authorities, has attracted a great deal of attention all over the world.

The right of citizens to have access to information acquired by public agencies is founded in the ideal political principle that government should be of the people, by the people, and for the people. Access to information, also referred to as Freedom of Information (FoI), and refers to a citizen's right to access information that is held by the state. It is the ability of citizens of a country to have free access to information enabled by legislation. In many countries, this freedom is supported as a constitutional right. FoI obliges government to disclose as much as is possible about its workings.

According to IFLA reports on Development and Access to information, access to information is defined as the rights and capacity to use, create, and share information in ways that are meaningful to each individual, community, or organization. From the foregoing, therefore, it can be perceived that information is an instrument or tool for achieving national development. It can be deduced that access to information, in all its dimensions, is a fundamental ingredient in the struggle to achieve more inclusive societies. However, we must not overlook the critical role of those who effectively translate that information into accessible knowledge and purposive use. Traditional media, civil society organizations, and public institutions such as libraries have performed this critical intermediary function by curating information, extending informational resources to communities in need, and offering social spaces for convening, learning, creating, and problem-solving in their communities. Such actors have been tremendously important in shaping the ways individuals interact with and apply information, while also helping communities leverage their knowledge and skills toward positive ends such as educational achievement and stronger civic participation. As such, libraries can act as agents of change to advance the SDGs. An assessment of the situation in Nigeria reveals that libraries at different levels

have critical roles to play in surmounting the challenges of information accessibility.

Materials and Methods

A Community-driven approach was used for building the paper list used in this literature review. However, data for this paper was collected through the literature review whereby all papers with information about information access and national development were collected and used in this study. Collection of papers was done using various online tools with relevant information including LibHub - a Library Gateway to Information resources (http://libhub.kiox.org), Google scholar (scholar.google.com). The literature searching was conducted after three major steps; (i) Search formulation where the topic was analyzed to give key concepts (Information Access, Sustainable National Development and Gender Inequality), (ii) Choosing the appropriate information sources, and (iii) Use the identified keywords in step (i) to conduct search in the LibHub, Google scholar. The searches were restricted to recent publications.

Discussion of Findings

Library as an Agent of Sustainable Development

In the world where the amount of digital content is predicted to double every two years, the ability of people to locate and authenticate information is essential. However, the library is an institution that meets these people's information needs. That has been its role historically: providing a place for people to visit, ask questions, and access and use information resources. In doing so, libraries have long played a role as an enabler of individuals in their paths for lifelong learning. Take for instance the public library which is a community-based institution, and has the added role of meeting community-wide needs. By applying their inherent resources, including technology infrastructure, knowledgeable staff, and social space, public libraries are able to offer a range of services that address the economic, health, educational, and civic needs of their communities. In doing so, libraries can support the SDGs by acting as agents of change at the local level.

One of the reasons why illiteracy rate is high in developing countries is because many people relapse into secondary illiteracy for what of adequate and relevant reading materials to sustain and consolidate the reading skills acquired in the classroom. Without any shadow of doubt, the extent to which young people and workers of today will be creative, informed and knowledgeable will be shaped by the boundaries of the contents of the library resources available within their environment or community. A wide variety and plentiful supply of resources are required to encourage independent study so that young people or workers from an early age can learn how to think so that their convictions and views are formed as a result of active mental effort. All these efforts can serve as solid foundation for the successful concept of sustainable development in Nigeria. By the second half of the 19th century, Nigeria has experienced such a proliferation of books of all sorts that the nature of the librarian's work was radically altered, being well-read no longer

a sufficient characteristic for post. The library of today should no longer be a library of the 17th century image.

Today's libraries, especially academic, school, digital, national, special and public libraries to play their actives roles as an educational tool to sustainable development it must be well information systems. As far as the concept of sustainable development is concerned, information has always played a very important part in human life. For some people libraries are so abstract that it can not have any impact on their practical life. Consequently, such people believe that libraries are irrelevant to sustainable development. The misconception persists because of people's ignorance of what libraries are all about. They fail to realize that libraries are one of the most (if not the most) useful enterprise ever undertaken by man. This is evidence by human development, which shows that libraries with its information have been the greatest force that has contributed in shaping human civilization.

Moreover, information is a vital tool to development. For any nation to develop, it needs to have and provide relevant, updated and adequate information on food security, democracy, health, education, gender equality etc. Libraries can provide such access to information that would enable people live gainful lives as they specialized at acquiring, organizing, preserving and disseminating materials irrespective of the form in which it is packaged in such a way that when it is needed it can be found and put to use (Karki, 2006).

Quality Education

Education is key to improving the livelihood of individuals, families and communities, and it is a critical vehicle through which citizens can feasibly aspire to improve their livelihoods. Yet education can manifest the inequalities that exist in many nations, hampering the prospects of young people. However, meaningful access to information is closely intertwined with education. Clearly, the possibility to connect to the library can open up exciting new possibilities to access materials and tools for learning. Libraries are very relevant to the development of educational system. Okiy (20006) quoting Akintunde (2004) stated that libraries have always served as tools for educational advancement at all levels of education. Libraries drive the 'An Educated and Informed National Pillar of 2030 Agenda' directly in that they collect, organize and disseminate information that society access and uses to inform themselves on various issues of life. However, attainment of the Vision extends beyond just informing and educating, it cuts across all the pillars by empowering communities through knowledge and the ability to access information for themselves.

Gender Equalities

The goal 4.5 of the UN 2030 Agenda is to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. Libraries have been playing a key role in promoting gender equalities however, should be more active in cater for the services of people with disabilities.

Partnership for the Goals

In the world where the amount of digital content is predicted to double every two years, the ability of people to locate and authenticate information is essential. Libraries led the world by developing Media and Information Literacy. Libraries make internet access available to the community at no or low cost. In many countries, public and educational libraries are the major or only providers of such access.`

Challenges of Information in Nigeria

The fact is information constitutes the major instrument for sustainable human development and fulcrum around which every other activity revolves. Nation which has recorded tremendous feats in the world heavily relied on the instrumentality of information. Access to information faces great difficulties because of the global digital divide. A digital divide is an economic and social inequality with regard to access to, use of, or impact of information and communication technologies (ICT). The divide within countries may refer to inequalities between individuals, households, businesses, or geographic area, usually at different socioeconomic level or other demographic categories. Meanwhile, in Nigeria there is still a wide gap between those who have ready access to computer and the internet, and those who do not. There is a digital divide between rich and poor, young and old in terms of computer use.

However, in the area of gender divide, women's freedom of information and access to information is far from being equal to men's. It is the access to information gender divide. Social barriers such as illiteracy and lack of digital empowerment have created stark inequalities in navigating the tools used for access to information, often exacerbating lack of awareness of issues that directly relate to women and gender, such as sexual health. There has also been example of more extreme measures, such as local community authorities banning or restricting mobile phone use for girls and unmarried women in their communities (Chupke, 2018). A number of states, including some that have introduced new laws since 2010, notably censor voices from and content related to the LGBTQI Community, posing serious consequences to access to information about sexual orientation and gender identity (Deeplink blog 2018). However, in Nigeria there seems to be a daily decline of information standards due to poor implementation of the access to information law. One of the obvious challenges in the implementation of the access to information law is that government institutions have hardly had to keep record until now. Thus, when Nigerians seek information, apart from the ignorance of the public officers about the Act, those who request information or records confront situations where such information do not even exist.

Poor Record Keeping Practices and Infrastructure

Record keeping in most Nigerian government Ministries, Departments and Agencies (MDAs) is still manual-based. Sebina (2005) highlights that legal provisions for access to information would be fruitless where good quality records are not created, where access to them is difficult, and where procedures are lacking on records disposal. A visit to some of the MDAs in

Nigeria reveals a picture of how difficult it will be to obtain basic information. Information and records in many public institutions are still paper based and tied up in bundles of stacks of files. Majority of the documents containing the information have been torn and eaten by insects and rodents. Few MDAs have computerized all these documents. Therefore, some of the information that might be requested by the public might not be easily available within seven days, as stipulated by the FoI Act as some public records are not in proper shape and so retrieval of some information may take more days. The time limit within which decisions must be made on requests for access to records and information is an important means of ensuring that public authorities process requests efficiently and that applicants are satisfied and received their information within a reasonable time. In the opinion of Sebina, constitutional guarantees of access to information would be fruitless where good quality records are not created, where access to them is difficult, and where procedures are lacking on records disposal.

Inadequate public knowledge of the FoI Act

The freedom of Information act 2000 provides public access to information held by authorities. It does this in two ways: Public authorities are obliged to publish certain information about their activities and, members of the public are entitled to request information from public authorities which denial may lead to hate speech. Another challenge facing access to information in Nigeria which should be a concern to librarians is how to ensure that ordinary people have a fair knowledge of the FoI law, the procedures and conditions outlined in them, the remedies available in the event of denial of access to information, and most importantly, the potential impact of the law on people's lives. This clearly presents a problem, as unsuspecting persons have fallen prey to profiteers and street vendors who print wrong versions of the FoI Act for sale.

There is a wide belief, unfortunately encouraged by legal practitioners, that ordinary people will not be able to understand the FoI Act like all other laws of the country that are legal text. Most ordinary people do not read legal texts, and since FoI law is essentially legal text, it is unlikely that many ordinary people will read the original text. Even among mainstream advocates of the FoI Act, very few who are not in the legal profession actually read texts of laws or draft laws which will make the provisions of the Act ineffectual if not read and understood by the public. The issue of literacy level of Nigerians is actually accounting for this challenge. Nigeria literacy level is very low. Making the general populace to have an understanding of the law is not an easy task.

Conclusion

As we move from the age of industrialization into the age of information, it would seem appropriate for us to consider the implications of access to information in sustainable development and vice-versa. The paper explained the vital roles access to information play in the development of Nigeria nation. The discussion clearly revealed that in our contemporary knowledge and information driven age, access to information make enormous contributions to national development. More so, the achievement of national development

will be feasible provided all the information agencies including libraries are given the desired attention to contribute their quota in that direction.

Recommendations

The following are some of the suggestions:

1. There is need for allocation of enough funds to various information institutions to enable them to be able to meet up with the demands of sustaianble national development
2. There is need for a Committee Managing and Supervising Acts to ensure implementation of Acts design for a particular developmental programme in the society;
3. For the purpose of achieving sustainable national development, the learning environment must be made conducive environment. As such, the dilapidated infrastructural facilities such as libraries in schools and colleges must be improved;
4. Government at all levels federal, state and local must contribute their respective quota to the implementation of policies relating to access to information. This will ensure a speedy achievement of sustainable national development.
5. Gender disparity and boys and girls discrimination on access to information should be discouraged by a particular enlightenment programme using media (such as radio, television, etc.)
6. Libraries and information centers should be encouraged to promote the adoption of access to information as part of the post 2015 agenda (2030 agenda) in particular sustainable development Goals.
7. The relevant ministries should ensure that access to information, open access and information providers (such as libraries, and information centers) are reflected in the National development plans.
8. The Nigerian School Library Association should collaborate with other Library and Information associations/bodies such as COAR, FAO, and IFLA- to raise awareness of open access and access to information in the context of sustainable development goals (SDGs).
9. Every government or public institution must ensure the provision of appropriate training for its officials on public's right to access to information or records held by government or public institution- the Act mandate.

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E-resources Usage by Students in Tertiary Institutions: How Do Libraries and Librarians Interfere?

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Abstract

This paper discussed the usage of e-resources by students in tertiary institutions. It adopted a revie of literatures on various issues relating to e-resources usage in tertiary institutions including types of e-resources used, purpose of e-resources and the various challenges confronting students in the use of e-resources. The roles of librarians and libraries in facilitating effective usage of e-resources by students of tertiary institutions were also discussed.

Keywords: *E-resources usage, Librarians, Libraries, Students, Tertiary institutions*

Introduction

The library is a core component of the university that houses all the resources, including e-resources, needed for effective teaching and learning and has the capability to inspire both students and staff alike (Barrett and Douglas, 2004). Clark (2006) stated that in recent years, the emergence of Information and Communication Technology (ICT) facilities and resources including e-resources has considerably changed not only the educational theory and process, but also the university libraries services and facilities. The potential of e-resources in the university is such that it can help sustain the quality of teaching and learning as well as reinforce the relationship between learners and curriculum.

The provision of e-resources within the university library provides the university community with a wide range of information resources and stimulates users' perception of information (Garner, 2006). Evidence suggests that e- resources have granted access to a broader range of knowledge beyond the university enclave (CILIP, 2001). Developed countries, in particular, have integrated and deployed the use of e-resources into their education system, mainly through and with the support of the library. The library plays the role of housing the e-resources and making it available and accessible for the academics and students alike just as it also provide the needed support, through the librarians in terms of collaborating with the teaching faculty on the appropriate e-resources to be used in implementing a particular curriculum.

Roles of Library and Librarians in Facilitating E-resources Usage in Tertiary Education

Aina (2014) emphasised the 'Information specialist' role of the librarians as key in the provision of e-resources to support teaching and learning in educational institutions. He further stated that the librarians perform the role of information specialist through the provision of leadership and expertise in acquiring and evaluating information resources in all formats, including e-resources. Access to information resources in all formats, including e-resources is much needed in guaranteeing effective teaching and learning outcomes delivery in universities (Bashorun, Isah and Adisa, 2011). The university library through the librarians brings an awareness of information issues into collaborative relationship with teaching faculty, administrators, students, and others while also providing lecturers and students with information on strategies and skills for using the e-resources within and beyond the university library.

The impressive change on the university library in recent years has varied its role. The antiquated library was solely a store of books located within the university, supporting lecturers and students with physical information. However, the university library of the 21st century has evolved into a learning laboratory situated prominently within institution, providing non-traditional materials such as computers, internet and audio-visual means, in addition to traditional resources such as books, reference materials and periodicals, (Aina, 2009; Angello, 2012). Egberongbe (2011) in his own view described the typical university library as a "centralised information and ICT centre" designed to support the university curriculum and provide resources that meet the educational and recreational needs of both the staff and the students". Interestingly, the university library has played an important role in the university community, especially when ICT was integrated in its services (McDonald, 2006).

The integration of e-resources into teaching and learning as well as the support given by the university library to ensure success in the integration of e-resources into the school curriculum has had a vast influence on the education sector. This recent technological innovation has created a significant evolution in role of the university library over the last few decades (Ingersoll and Culshaw, 2004). However, in spite of the widespread nature of ICT-based resources and applications, there are few studies conducted on the role of the university library in provision and facilitation of use of e-resources for teaching and learning in universities.

In the developed countries' literature indicates that university libraries provide disparate traditional and non-traditional services and also advanced ICT services that provide sophisticated access to e-resources that support the curriculum. Surprisingly, other studies have showed that many university libraries in developed countries lack decent basic ICT resources (Liguete, 2007; Turner, 2006; Tilbian, 2005). In addition, Barstad, Audunson, Hjorsteter, and Oslie. (2007) found in their study that the majority of academic staff and undergraduates use the e-resources in the university library infrequently just as he added that students claimed that their lecturers never encouraged them to visit the library not to talk of accessing the e-resources available therein.

Turning to the developing countries, the e-resources in the university library have been widely circulated due to their importance. The extensive nature of the new digital environment has dominated the developing countries' considerations in integrating the ICT-based resources into their libraries (Moahi, 2002). However, very few countries have taken real initiatives to supply their educational institutions, or indeed embrace the fusion of ICT-based resources with traditional materials into the university library to enable the library to respond adequately to the curriculum needs of the faculty staff and students. In addition, insignificant research has been conducted on the role of the university librarians in the provision of e-resources for teaching and learning..

Magara and Nyumba (2004) emphasised that most developing countries struggle to enlarge their library services and concentrate on providing sufficient e-resources and services for the university community. However, the status of the university library as well as the integration of e-resources in educational institutions in some developing countries is still ambiguous and negligible in other countries due to its failures in different sectors. There are other factors that influence the development of e-resources in the university library, which include budget, bureaucracy issues and mismanagement (Swee and Abdullah, 2005). Todd (2004) also reiterated the role of university library in facilitating e-resources use by undergraduates to include: provision of ICT facilities, ICT resourcing/infrastructural support, provision of technical support and human/training support.

Developing countries have striven to pursue the technological revolution and adoption of and integration of e-resources into the education system through the university ibrary,(Al-Mekhlafy and Al-Basha, 2000). Albirini (2006) described the situation in developing countries regarding the deployment of ICT-based resources including e-resources into the education system through the university library as improving because governments in most developing countries have responded to the challenge by initiating national programmes to introduce ICT facilities and resources integration and application into education with the university library equipped with the needed resources to ensure the success of the programmes.

Libraries, information centres and librarians play valuable roles in meeting undergraduates' information needs, facilitating and making access to information resources relevant in meeting their needs. The traditional functions of librarians are being transformed and made compatible with the demands of the electronic age which has ICT facilities as the driving force.. However, there is a great demand on the roles the librarians would play in facilitating the use of e-resources among the undergraduates in Nigerian university libraries. With the emergence of ICT the role of librarian has definitely change from traditional to modern services oriented. Ogunsola, Akindojutimi and Omoike (2011) asserted that advances in ICT and computer applications to the functions and services of libraries have brought remarkable benefits to the users, libraries and librarians. Such benefits include provision of fast, effective and efficient services, ease of access to vital statistical records, cost reduction, elimination of duplication of work, improved networking and cooperation among libraries. It is very essential for librarians to know about the undergraduates demand for e-resources which forms an integral part of their information needs.

Moreover, libraries have the primary objectives of acquiring, organising, preserving, retrieval and dissemination of relevant and useable information resources in all formats including e-resources to support research work among users, including undergraduates, in Nigerian university libraries. Lee (2008) stated that in reflecting on events and trends in the library, on campus and beyond campus e-resources accessibility have already overtaken print resources in their importance to library collections, and promise of e-resources for undergraduates in the future are as boundless as those of the printing press are to scholarship and as important to our ability to support learning of users in the university.

Raitt (2005) posited that the fast-paced technological developments have changed the way the undergraduates' access and retrieve information since information is regarded as an important resource and valuable input with power for societal development. It is power as it is the basis of all planning, indeed of all activities such that it is making libraries and librarians to change in their response to changes in the learning and research environment. On the other hand, Krolak (2006) stressed that libraries and librarians assist in finding, using and interpreting appropriate information that opens up opportunities for life-long learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking and ultimately empowerment in an increasingly complex world. This equitable access to information is essential to enable educated and informed citizens to participate in a democratic global community.

Consequent upon this, the role of libraries and librarians is also changing as librarians themselves have been re-evaluating their role as reflected in many literatures. According to Bhatti (2009), librarians have continuously emphasised the provision of good library service as more important to the user than the mere physical library building. This perspective is also evident in several other studies by Khan and Ahmed (2013), Khan and Bhatti (2012) and Shan and Shaheem (2013). In Pakistan, Bukhari, Ranjha, Ahmad and Naz (2010) conducted a study on library use by undergraduates of the foundation course in University College of Liberal Arts and Sciences and findings from the study indicated that 47% of the respondents agreed that library had sufficient space for users, while 53% of the respondents do not agree with this statement. 56% of the respondents agreed with library staffs attitude regarding borrowing books while 44% of the respondents did not. Moreover, 46% of the respondents indicated that librarians assisted them in searching for e-resources to meet their needs. Also, Khan and Bhatti (2012) conducted a study on the departmental libraries of the University of Peshawar. Their study found out that most of the departmental library services were below standards as far as e-resources provision and usage facilitation are concerned. Major issues were identified as lack of budget, inadequate information technology infrastructure, inadequate administrative parameters, and poor physical facilities.

Odu and Afebende (2015) conducted an evaluation of undergraduate students' perception and utilization of electronic information resources and services at the University of Calabar library. The study, which involved 300 registered library users found that the students were well aware of the electronic library resources and services. Librarians are great facilitators of electronic resources

utilisation among undergraduate students. One of their roles is to ensure that users are well aware of the available e-resources. According to Odu and Afebende (2015), the use of directional signs by librarians to guide users to electronic resources area in the library really proved to be a good publicity for about 30.0% of the students to use the electronic library resources. More importantly, the librarians often educate the users on the electronic library resources which was further affirmed by Odu and Afebende (2015) that 25.6% of the respondents became aware of the availability of e-library resources and services during orientation programme for fresh students.

Librarians in university libraries are primarily saddled with the responsibility of providing services to an elite clientele including undergraduates. Librarians in this information age require serious deployment of ICTs and enormous skills to increase efficiency in the way they serve the users (Shidi, Igyuve and Tyonum, 2015). Edem and Ani (2015) studied the development of electronic libraries in Nigerian universities and discovered that librarians have really being playing a big role in ensuring that varieties of electronic resources like e -journals and online databases are accessible to their users. Consequent upon the students' lack of adequate knowledge and skills in accessing and using electronic information, Lwehabura (2008) suggested that librarians and teaching staff should become role models and mentors to students in using electronic resources. It was also recommended that the staff should adopt an active learning and student-centred approach in their teaching as well as strengthening ICT literacy programmes as intervention measures for improving students' skills in using electronic resources.

Taylor and Francis (2013) conducted a survey on facilitating access to free online resources with emphasis on the challenges and opportunities for the library community. The study pointed out that librarians have a critical role to play in helping their users spend less time searching and more time finding and reading content that they need for their research or studies. General search engines will be increasingly challenged to provide the level of filtering that will be required and librarians are well placed to develop methodologies and systems for the evaluation and presentation of a wider range of information resources, tailored to the needs of a specific institution. However, support is required from a range of stakeholders in the scholarly information supply chain.

Taylor and Francis (2013) survey highlighted that 94% of librarians already help their users find free online content. Meanwhile, as far as facilitating discovery of free online electronic information resources is concerned, the role of a librarian mainly falls into two key areas: 1) central work to evaluate and select resources following a clear methodology, and 2) providing guidelines and training to users to improve their search and evaluation skills.As observed by Johnson, Trabelsi and Tin (2003), librarians have been a major player in creating an environment that is responsive to the scholarly information needs of a diverse group of library users. More specifically, librarians locate, select and describe quality Internet resources, and provide access to journal databases and electronic book collections, providing users with full-text content from a wide range of online resources and publications, including peer-reviewed journals. This clearly demonstrates that the library works with faculty, researchers, scholarly societies, and publishers in developing and managing a collection of enriched online scholarly resources.

Taylor and Francis (2013) further pointed out certain areas for improvement and innovation to facilitate access to free online electronic information resources by librarians, which include; creation and adoption of metadata standards to signal how 'open' content is; improved identification of free articles in hybrid journals; permanence of access and reliable archiving for free content; comprehensive indexing of quality free resources by discovery systems; provision of usage statistics for free online content, consistent across publishers; improved integration of free content with link resolvers; development of a wider range of trusted repositories linking to free content; improved user interfaces for accessing library-surfaced content; more training and support in information literacy skills for students and faculty; and lastly, development of metrics for evaluating impact of content (free and paid-for) on institutional performance. According to Wanyenda (2008), it is the responsibility of university management to facilitate ICT skills development by allocating resources in terms of funds, expertise and time. However, Msuya (2002) noted that, lack of funds limit universities to facilitate access to skills development materials like manuals, brochures, and CDs/DVDs with regards to internet access.

Constraints to Usage of E-resources Provision and Access in Tertiary Institutions in Nigeria.The introduction of e-resources and services is a welcome development to information dissemination in tertiary education. Their use by students poses some challenges and concerns (Gwazah, 2011). Chisenga (2004) cited in Egberongbe (2011) listed some factors hindering the use of e- resources in Nigeria higher institutions as including lack of strategic planning, lack of or inadequacy of reliable funding, lack of use of internet to provide information services to users and a lack of consistent training for users in new ICT services. Oduwole and Akpati (2003) identified some of the constraints in accessing e-resources to include insufficient number of terminals available for use despite high demand, and inadequate electricity supply. A major problem however identified by Egberongbe (2011) is lack of information retrieval skills for exploiting e-resources, thus making the level of usage of e-resources by students very low. Ashcroft and Watts (2005) noted that high cost of hardware, software and particularly the constraints attributable to internet service providers were significant barriers to the provision of electronic resources.

Isah (2010) mentioned slow internet access and lack of constant power supply as major factors inhibiting the use of e-resources. However, other less limiting factors were non-availability of e-resources relevant to students' information needs and dislike for reading from screen. In addition, Damilola (2013) reported poor electricity supply and poor internet connectivity as great hindrances to the use of e-resources. Other factors were insufficient skills, financial problem, poor training programme and excessive academic workload. Achonna (2008) investigated students' access, usage and problems faced in use of e-journal resources at the Yaba College of Technology library and reported low usage of e-journal resource while lack of ICT skills, inadequate provision of computers, and power outrage were considered as major problems being faced in use of resources by students. The author suggested the need for training in ICT skills acquisition, provision of adequate computers; need to popularise the information technology and its usage and to motivate the students to use e-journal resources. Okello-Obura

and Magara (2008) highlighted internet and OPAC as the commonly used e-resources by students. According to them, Emerald and EBSCO full-text databases contain titles that would be most relevant to the academic needs of students. Nevertheless, the use of these two products was only minimal.In the same vein, Watts and Ibegbulam (2008) surveyed some of the barriers to the use of e-resources available at the Medical Library of College of Medicine, University of Nigeria, Nsukka and reported that lack of an adequate ICT infrastructure and affordable online access, absence of in-depth ICT skills and information searching skills among the users and cost of using the cybercafé are key among the barriers to the use of electronic resources.

The study of Olarongbe and Ibrahim (2011) revealed that slow internet connectivity (59.8%), lack of constant power supply (47.8%), and lack of online access (42.4%) were major factors hindering the usage of e-resources by learners. Similarly, other constraints like lack of technical know-how (27.7%), dislike for reading from a lit screen (27.2%) and a lack of awareness of e-resources (22.3%) limit the popularity of usage of e-resources.Other factors affecting the utilization of e-resources that are identified include lack of competence of the e-resources users, lack of knowledge, negative attitudes and poor practices and inadequate, and limited infrastructure (Manda, 2005).In another study, Alison, Kiyngi and Baeiraake (2012) found that utilisation of e-resources was influenced and sometimes often encumbered by human and institutional factors including poor information literacy, low bandwidth and limited number of resources available to users.

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