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Physically Challenged Undergraduates' Satisfaction with Library and Information Services in Kwara State Higher Institutions

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ABSTRACT

Despite the fact that academic libraries put their effort to satisfy the needs of their users, they however still neglect some group of users (physically challenged) in the information and service provision. This study was therefore undertaken to find out the physically challenged undergraduates satisfaction with library and information services in Kwara State higher education institutions. Survey research design was adopted to give in-depth information about the study while data was collected through questionnaire. Five research questions were answered by study. The results revealed that information needs of the physically challenged undergraduates in various higher institutions are the same. The level of availability and accessibility of information materials and services to these groups of users was also revealed in the study. Limitations such as non-inclusion of the physically challenged students in the decision making process of the library as well as unavailability of specific information materials that suits the disability of the physically challenged students in the library was also identified. Based on these findings, the study recommends training of library staff to meet the needs of physically challenged users and inclusion of these special group of users in the decision making process of the library concerning their collection development.

Keywords: Physically challenged, Library, Library and information services, Satisfaction, Higher institutions.

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I. Introduction

Physically challenged people have the same information needs as people without disability. Just as the people without disability might read a newspaper, listen to a CD or download electronic information from the Internet, physically challenged people also want access to relevant information in their chosen accessible format.

Libraries are service organisations which give services without discrimination to their numerous users, including the physically challenged people. As more people with disabilities attend higher institutions, it is incumbent upon library management to provide higher level of services to them than they do to normal users. No doubt, this group of people is making use of libraries and requires enhanced assistance in their search for the numerous information they need. According to Ekwelem (2013) a crucial requirement for libraries is that the information they preserve and deliver in many formats must be made available to all including physically challenged users. In the words of Harnon (2005), academic libraries are service organizations that, within the context of the institutional mission, meet the information needs of the populations they serve and develop the information literacy abilities of students whom, it is hoped, among other things, to become life-long learners who are able to locate, retrieve, evaluate, and apply information and convert it into knowledge. As service organizations, libraries are concerned about service quality and its impact on current and future users of library collections and services. An academic library is the "heart" of the learning community, providing a space for students and faculty to conduct and carry out their research and advance or build on their knowledge. In the university system, an academic library is the centre of academic life. A university library or any other library attached to an institution of higher education is created to support the aims and objectives of its parent organization.

According to Adesina (2003), majority of library users in an academic library are students. Hence, Popoola (2008) stated that the information resources and services

available in academic libraries must be capable of supporting research activities among students and faculty members. These students could be the physically challenged or normal library users. The physically challenged students will need assistance while in the library but the normal students may need little or no assistance. According to Eskay and Chima (2013), libraries and librarians provide access to essential information that people need to participate in the emerging information society. Therefore, they have a moral obligation to make information available to all categories of users regardless of their gender, age, race, political affiliation or disability. Such inclusive, non-discriminatory service however still remains the ideal rather than the norm as some people remain underserved in terms of access to information. Academic libraries can help by being aware of official institute policy towards physically challenged students, providing an individualized educational programme, well-structured buildings that can accommodate all forms of disabilities and providing adequate information resources to them. Although there are conflicts on the various terms used in describing individuals with disabilities, various authors however, have come to accept the term "physically challenged" as a term for individuals with various forms of disability like blindness, deafness, loss of limbs, and mental retardation, as well as other forms of muscular, nervous, and sensory disorders (Ilayaraja & Manoharan, 2012). Of particular interest, is the fact that individuals with disabilities encounter physical access limitations (Viney, 2006) as cited in Lawal-Solarin (2012). The glory of a library is to have the fulfillment of satisfying users need irrespective of the physical and intellectual condition of the user. Harnon (2005) says students with disabilities are not a problem; they are an opportunity. Like all other students they are individuals who have potentials, and the academic library has a role to unleash and develop such potentials.

Willsher (2009) states that the physically disabled student has often been marginalized or ignored and has been inappropriately placed in the same category as other minority groups in higher education. Because of either a physical or learning disability, disabled students have been much more challenged in educational environments than other groups of students. Ekwelem (2013) states that; in recent times, a good number of articles have discussed technologies that would enable students with disabilities to take full advantage of library services. However, the sad truth is that the proliferation of information does not guarantee its accessibility. Availability does not equate to accessibility. The truth is that people with disability cannot use a library that has been designed for non-disabled users. Okoye (2010) submitted that in situations where a person with disability is not able to cope, negative perception that people have about them may manifest. This can result in stereotyping, derogatory labelling, and depersonalization. Inability to cope may also lead to the portrayal of people with disability as helpless, mindless, suffering and deserves sympathy and alms (Okoye, 2010). This opinion was supported by Adesokan (2003) when he noted that most challenged persons suffer rejection, isolation, and maltreatment from other members of the society. He opined that physically challenged persons are shown negative attitudes in the Traditional society where terms such as Abirun meaning handicap, Didinrin meaning imbecile, Abami meaning strange person, and Alawoku meaning mentally imbalance are used to refer to them. The World Health Organization's (WHO) International Classification of Functioning, Disability and Health, commonly known as ICF, regards all human beings as having some decrement in health and therefore some disability.

Since the university library is committed to provide excellent resources and services, it has to develop an improved quality of their services in order for the physically challenged student not to have feeling of being left out of the service provision as well as for them to survive the world of changing information needs. University libraries are established to support teaching, learning and research in universities. However a great problem arises as the university library building and other infrastructure was built without putting into consideration the ability of the physically challenged students to have adequate passage and movement when entering the library and accessing information material in the library. Accessibility according to Iyoro (2004) has been identified as one of the pre-requisites of information use. But all the libraries visited were designed essentially to cater for normal students rather than the challenged. There are no ramps, no elevators, Moreover, all the libraries extended to upper floors. Some are with bad railings. In addition, most of the libraries are not spacious for students on wheelchairs to move around. Some university libraries have low shelves, others are with high shelves. Though the chairs and tables in almost all the libraries visited are comfortable for the physically challenged but some have plastic chairs and tables for library users. It is also clear that the services rendered to the physically challenged students are the same as the services rendered to those without any form of physical challenges but the truth is that special attention needs to be given to the physically challenged students as they tend to be slow when carrying out any form of activity. In Nigeria, the physically challenged students' information needs are not adequately provided for and the level of accessibility to information material is at a very low level thereby making these groups of students have a negative perception about the whole functionality of the library. While studies have been conducted on normal student's satisfaction with library services; determining the satisfaction of the physically challenged students seems to have been neglected. Applegate (1997) sees user satisfaction as a personal, emotional reaction to a library service or product. Meanwhile, tertiary education institution in Nigeria generally and Kwara State particularly consist of both normal students and physically challenged. Hence, the need to take care of the library needs of the two categories of students especially the physically challenged to the satisfaction level is germane. It is in this light that the study examines the satisfaction of the disabled undergraduates with library services.

II. Objectives of the Study

The main objective of the study is to examine the physically challenged students' satisfaction with library and information services in selected Nigerian universities. The specific objectives are:

1. To identify the information needs of the physically challenged students.
2. To examine information materials availability and services provided for the physically challenged students in the institutions under study.
3. To examine accessibility of the physically challenged students to the library and its resources.
4. To examine the extent of satisfaction by the physically challenged students with library and information services.
5. To identify problems confronting the physically challenged students in their attempt to use the academic libraries in the selected tertiary education institutions.

III. Research Questions

The study attempts to answer the following research questions:

1. What are the information needs of the physically challenged students?
2. Are information materials and services available for the physically challenged students in the institutions under study?
3. Do physically challenged students have access to the library and its resources?
4. What is the extent of satisfaction by the physically challenged students with library and information services?
5. What are the problems confronting the physically challenged students in their attempt to use academic libraries in the selected tertiary education institutions?

IV. Literature Review

Lawal-Solarin (2010) in an article titled Banks and the Physically Challenged quoted MSN Encarta Dictionary which defines physically challenged as an inability to perform some or all the tasks of daily life or a medically diagnosed condition that makes it difficult to engage in the activities of daily life. According to the World Book Encyclopedia (2005), some people are born with disabilities, while others develop them later in life. There are however, many types of challenges or disabilities; both physical and mental, and they vary greatly in causes, degrees and treatments. Common disabilities include blindness, deafness, and deformity, loss of limbs, mental illness, mental retardation, and muscular, nervous and sensory disorders. Lawal-Solarin (2010) referencing Abosi and Ozoji (1985) state that a person is considered physically challenged if he or she cannot carry out his or her daily assignment after corrective measures have been taken. Amusat (2009) affirms that disability is both a cause and a consequence of poverty. There is a strong relationship between disability and poverty with a cyclical tendency – poverty makes people more vulnerable to disability and disability reinforces and deepens poverty.

Yeo (2005) affirms that disabled people constitute one of the poorest, socially excluded and marginalized groups within the society. Also, the common view, held by policy makers and the public at large, is that disabled people and disability issues are Charity and Welfare matters and not Human rights (DFID 2008). Viney (2006) rightly noted that the physically challenged patrons encounter physical access limitations such as retrieving books from the shelves. Okoli (2010), observed horrors of architectural buildings which have discouraged many challenged patrons from having education. Bradley (2006) as cited in Lwal-Solarin (2012) opined that challenged students start out with the same qualifications and aspirations as normal students, but because they encounter barriers they perform poorer.

Disability is an important factor, along with gender, race and caste that interacts to impoverish people and keep them poor (Mji., MacLachan, Melling-Williams, & Gcaza, 2009). People with disability are often excluded from the mainstream of society, and hence, may not contribute to the development of the society at all or optimally. A person with disabilities is defined as a person that has a speech, hearing or vision problem, such as learning disabled, crippled, or mentally or emotionally disturbed.

A recent review of disability issues in Nigeria identified many factors why the disability agenda continues to suffer. Notable among them were: the absence of disability discrimination laws, lack of social protection, poor understanding of disability issues by the public, and poor access to rehabilitation services. The report recommended, among others, the collection of robust and reliable data, and advocate for the passage of the disability bill into law (Lang and Upal, 2008). In Nigeria, WHO estimates the number of people with disability to be 19 million or approximately 20% of the country's population (Lang and Upah, 2008). There are no credible and robust statistics in Nigeria about most things, including disability. There is therefore a big knowledge gap that needs to be bridged.

In Nigeria according to Adamu (2009), there are more than 19 million physically challenged people. Between 75 and 90 per cent of them live below poverty line due to years of neglect by the society, especially their lack of access to paid employment. Many misconceptions and misinterpretation of the physically challenged were highlighted by Alamu (1991) cited in Kotso (2010), when he stated that Nigerian society often regards physically challenged persons as unwell, unable to work, read and in need of help and people that deserve pity. As defined by the World Health Organisation (1996) impairment refers to an abnormality of the body structure, appearance, organ and system functioning. Disability is the consequence of impairment in functional performance and activity, handicap is the consequence which is reflected in interaction with, adaptation to the surroundings.

Lawal-Solarin (2013) noted that the wheelchair mobile Nigerians lack access to the banking halls. This is due to the anti-metal cubicles at the entrances to banks in Nigeria, which have denied this disadvantaged group the opportunities of planning for future investment.

Adebowale (2009) in a study investigating the nearness of public places like schools, banks, hospitals, recreation sports, offices etc. from the residence of the physically challenged, notes that on the average about 40% of the physically challenged are not satisfied with the distance they have to cover.

The physically challenged patrons enter libraries for the same reasons as anyone else, primarily because they have reading or information needs and accesss to a full range of professional assistance should be available to them, in the same way as it is to other members of the public. Tester (1992) cited in Babalola and Haliso (2011) defined information need as the lack of appropriate information on which to base choices that could lead to benefits or services that may improve people's wellbeing. Information need is described as an anomalous state of knowledge (ASK) (Belkin, et al. 1982) while Wilson (1981) considered information need as a secondary need that results from an individual's efforts to satisfy basic human needs. These needs could be physiological such as food, clothing and shelter; affective, such as the need for achievement, self-expression and self-actualization or cognitive, such as the need to learn a skill. Three elements- the person himself or herself, the roles that he has to perform at the workplace or in the society and the physical, political, economic, social-cultural and the general work environment of the individual define the contexts for the basic and the resultant information needs.

Shon (1999) asserted that visually impaired persons exhibit a spectrum of special needs as a result of their sensory limitations. The range of such needs is manifested in the series of differences demonstrated by the person's abilities, attitudes, learning styles and motivation. The number of individuals with visual impairment is growing, most of whom demonstrate various development, postural and behavioural problems. McCarthy (2002) buttress the assertion by Shon by pointing out that not only does visually impaired need access to an adequate collection of materials, they also need to learn information literacy skills as well. Many do not receive rudimentary instruction in area such as the arrangement of the library, the library classification system – Dewey or LC or even the differences between fiction and notification.

Atinmo (1999) found that the information need of the physically challenged patrons of the library such as visual disabilities in Nigeria are varied just like those of sighted individuals but unlike the sighted, they need apprropriate format or auxiliary aids to help them access their reading interests. A study carried out by Ruth (1991) in Autralia focused on the likely characteristics and needs of potential clients of information services, where disability was the defining criterion. It was reported that the information needs of individuals with disabilities are likely to include but not limited to service information, the nature of handicapping conditions, environmental accessibility, civil rights, financial assistance and advice, research and statistics, and service delivery models.

Access to Information and Communication Technology is a major determinant of how information rich or information poor a country is. The developing countries are disadvantaged in terms of access to information infrastructure and this greatly limits their capacity to meet the information needs of the visually impaired (Rowland 2008; Eskay and Chima 2013). Due to advances in Information and Communication Technologies (ICTs), information is now available in different formats that can be accessed through various media (Eskay and Chima 2013). However, as Friend (2009) observed, less than 5% of the information materials available to sighted library users are accessible to the visually impaired.

V. Related Studies

Lawal-Solarin (2013) conducted a study on a survey of library and information services to the physically challenged students in academic libraries in Ogun State, Nigeria. Findings showed that 20 (83.3%) of the respondents encounter physical or environmental barrier to gain access or use the library. 18 (75%) encounter attitudinal barrier while 24 (100%) of the respondents do encounter technological barrier.

Etubi (2011) carried out a survey on the information needs of the physically challenged students of the University of Jos and he found out that information on class assignment was ranked first by 69%, 17.2% ranked it as second most needed information while 6.9% ranked it third and another 6.9% ranked it fourth in their scale of preference. Information on project work was ranked as the second most needed by 13.8% of the respondents while it was ranked third by 6.9% and fourth by 79.3% of the respondents. Information on the next lecture topic was ranked as the first most needed by 17.2% of the respondents, second by 62.1%, third by 6.9% and fourth by 13.8%. Information on general knowledge was ranked first most needed by 13.8%, second by 6.9% and third by 79.3% of the respondents. Information on campus affairss was ranked as the fifth most needed by 100% of the respondents. This result revealed that the physically challenged students in University of Jos need information on their class assignments followed by information on their next lecture topic and information on general knowledge.

A survey carried out in libraries of four institutions on information resources available to the physically challenged patrons by Lawal-Solarin (2010) revealed that the largest number of respondents 16 (66.7%) rated accessibility to textbooks as poor while 12 (50%) of the respondents found accessibility to journals in their libraies to be poor. Similarly, 16 respondents (66.7%) found accessibility to Abstract and Indexes to be poor. At the same time, 18 (75%) rated accessibility to thesis and dissertations as poor. In addition, 19 (79.2%), 16 (66.7%), and 14 (58.3%) rated accessibility to CD Rom, OPAC and online bibliographical sources as poor respectively while 12 (50%) of the respondents rated accessibility to audio-visual materials poor.

According to Adetoro (2004) the need for information on inclusion and equity issues for the physically challenged was expressed by 248(83.5%) of respondents. The need for current affairs was also high 215 (72.4%) while information on social sciences was demanded by an appreciable 191 (64.3%) o the respondents. Other informtion need areas which recorded high response rates were employment and job opportunities information with

173 (34.2%) respondents and local area/community information 160 (54%). Politics and government related information was the only area that recorded low demand from the respondents. From the foregoing, it is evident that persons with disabilities need information and therefore it is essential that providers and producers of information for persons with disabilities in Nigeria should establish thier reading interest and information needs for improved service provision. This information needs will help these people with disabilities function and essentially improve their knowledge and well-being.

A study by Dequin, Schilling and Huang (1988) examined the attitudes of academic librarians towards disabled patrons. They found that over 50 percent of the surveyed librarians held slightly positive attitudes towards disabled patrons. More specifically, they found that younger librarians (20-29 age group), female librarians and librarians who had contact with disabled patrons had "more favourable attitudes". One can infer from this conclusion that merely interacting with disabled patrons can increase a person's comfort level and attitudes for future interactions of a similar nature.

VI. Research Design

A survey research design was adopted for this study. The survey research involves the act of conducting a study of specific groups. It critically examines events, opinions, objects, attitudes, subjects or ideas with the aim of providing accurate information about the phenomenon being studied (Kothari, 2013). The survey method is very appropriate in this study because it allows the researcher to survey all the physically challenged students in the participating institutions.

a. Population of the Study

The target population of this study consist of the the visually impaired students (blind), the hearing impared students(deaf), as well as students on wheel chairs and clutches at the university libraries of University of Ilorin, Ilorin, Landmark University, Omuaran, Kwara State University, Malete, Al Hikmah University, Kwara State College of Education and Kwara State Polytechnic.

b. Sample and Sampling Technique

Total enumeration sampling technique was adopted for this study. This was to be able to involve all the physically challenged students in the selected tertiary institution. On the whole, a total of 47 physically challenged students represent the sample for this study.

c. Instrument for Data Collection

A researcher designed questionnaire titled 'Physically Challenged Information Service Satisfaction Questionnaire' was used for the collection of data in the study. The questionnaire was designed to identify the kind of services libraries provide and how satisfied respondents are with the services. The questionnaire was divided into section A, B, C, D, E and F. Section A required the respondents bio-data information, section B contained items on information needs, section C contained items on availability of information materials and services to the physically challenged, section D contained items on accessibility of information resources, section E contained items on satisfaction of the physically challenged students with library and information services, while section F contained items on problem the physically challenged encounter when using information services of their library.

d. Validation of the Instrument

In order to ensure content and construct validity of the questionnaire used for data collection in this study, the instrument was given to two specialists in LIS research for scrutiny and expertise judgement with the view of checking the appropriateness of language to enable it measure what it is supposed to measure before administering the instrument. The reports by the experts justified the instrument as been valid and adequate.

e. Reliability of the Instrument

To ensure the reliability of the questionnaire used in this study, a test-re-test reliability method of two weeks interval was adopted. The instrument was administered to 10 physically challenged students of Federal College of Education Special Oyo. These 10 students did not eventually take part in the study. The reliability co-efficient through Crobach Alpha returned an $r = 0.92$. This justified the instrument as reliable for the data collection in this study.

f. Data Collection Procedure

The questionaires was administered directly to the physically challenged respondents by the researcher in each of their institutions. Instructions were given on how to fill the questionnaire and they were assured of confidentiality of the responses. Completed copies of questionnaire were collected immediately after filling from the respondents.

g. Data Analysis Method

Data analysis method explains how the researcher intends to present, analyse and interprete data collected. The data gathered from the research was analysed using appropriate descriptive statistical methods and tools such as frequency counts and percentage table.

VII. Analysis and Results

Total of 50 questionnaires was intended for the study, 47 respondents were contacted from Unilorin, KWASU, Al-Hikmah, and Kwara polytechnic. The other schools such as Landmark University and Kwara State College of Education were not included in the analysis because Landmark University did not have physically challenged students and the College of Education was on strike as at the time the questionnaire was administered.

TABLE I
BIO-DATA OF RESPONDENTS

Variables		Frequency	Percent
Age	15-25	30	64
	26-35	16	34
	Others	1	2
	Total	47	100
Gender	Male	24	52
	Female	23	48
	Total	47	100
Marital status	Single	41	87
	Married	6	13
	Total	47	100
Type of disability	Visually impaired	1	2.1
	Hearing impaired	17	36.2
	Assistive device users	29	61.7
	Total	47	100
Institution	University of Ilorin	30	64
	Kwara State University	3	6
	Kwara State Polytechnic	10	22
	Kwara State College of Education	0	0
	Landmark University	0	0
	Al-Hikmah University	4	8

Table 1 shows that 30 respondents representing (64%) are between the age group of 15 to 25years, 16(34%) are between the age of 26 to 35years and only 1(2%) is above the age of 35years. Regarding the gender of the respondents, 24(52%) are male while 23 (48%) are female. In addition, 41(87%) are single, 6(13%) are married. The results on the type of disability of the respondents reveal that 1(2.1%) are visually impaired, 17(36.2%) are hearing impaired while the remaining 29(61.7%) are Assistive Device Users. Of the total population, it can be deduced that 30 (64%) are from the University of Ilorin, 10(22%) are from the Kwara State Polytechnic, 4(8%) are from Al-Hikmah University, 6(3%) are from the Kwara State University, while Landmark University and Kwara State College of Education have no respondents.

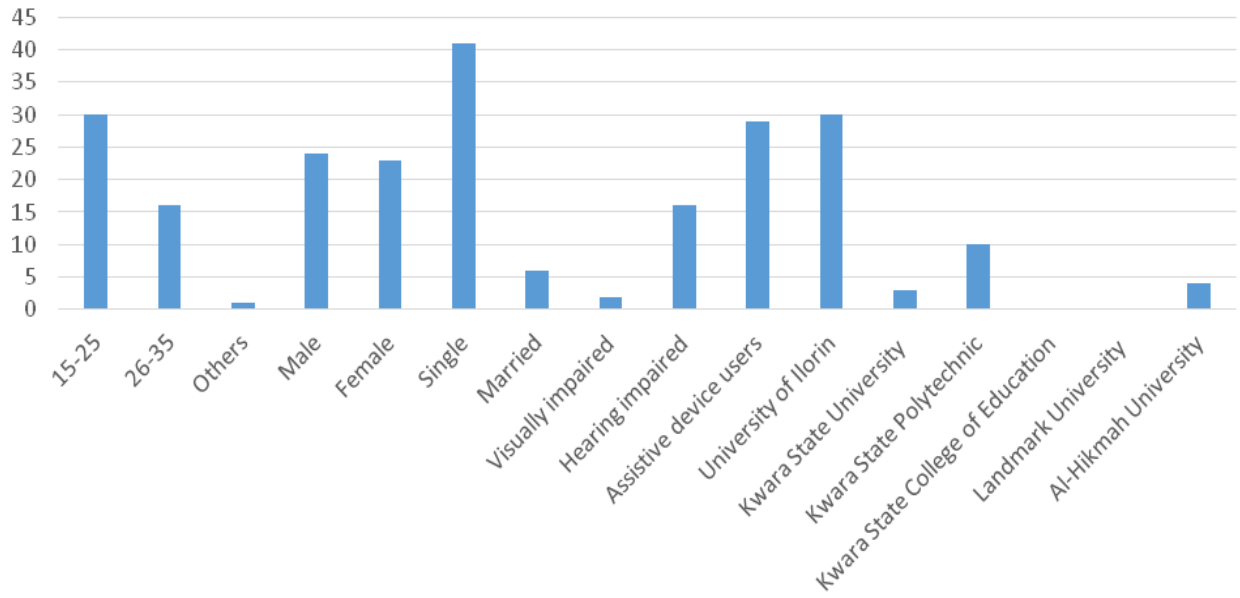


Fig. 1. Graph showing the demographic variables of the respondents.

TABLE II
FREQUENCY OF LIBRARY VISITS

Variables	Frequency	Percent
Daily	10	21.3
Two/Three times a week	17	36.1
Once a week	1	2.1
Once in a month	3	6.4
Often	3	6.4
Rarely	6	12.8
Never	7	14.9
Total	47	100

Table 2 reveals that many of the respondents visit the library two to three times a week 17 (36.1%), 10(21.3%) of the respondents visit the library daily, 1(2.1%) visit the library once a week, 3(6.4%) visit the library once a month, another 3(6.4%) visit the library often, 6(12.8%) rarely visit the library and 7(14.9%) have never visited the library.

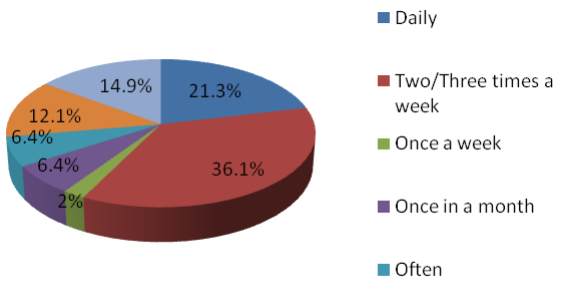


Fig. 2. A pie chart showing how often respondents visit the library.

TABLE III
RESPONDENTS INFORMATION NEEDS

Information Needs	SA	A	NS	D	SD	Total
I am mostly in need of educational materials	40(86%)	7(14.9%)	-	-	-	47(100%)
I am mostly in need of historical information	7(14.9%)	5(10.6%)	5(10.6 %)	20(42.6%)	10(21.3%)	47(100%)
I am mostly in need of sports information	27(57.4%)	10(21.3%)	-	4(8.4%)	6(12.8%)	47(100%)
I am mostly in need of current affairs information	32(68.1%)	13(27.7%)	-	2(4.3%)	-	47(100%)
I am mostly in need of entertainment information	34(72.3%)	11(23.4%)		1(2.1%)	1(2.1%)	47(100%)
I am mostly in need of internet related information	35(74.5%)	9(19.1%)	1(2.1%)	2(4.3%)		47(100%)
I am mostly in need of social-cultural information	13(27.7%)	13(27.7%)	9(19.1%)	7(14.9%)	5(10.6%)	47(100%)
I am mostly in need of occupational information	25(53.2%)	10(21.3%)	6(12.8%)	4(8.5%)	2(4.3%)	47(100%)
I am mostly in need of physically challenged information like associations and charity organisations for the physically challenged	36(76.6%)	3(6.4%)	3(6.4%)	3(6.4%)	2(4.3%)	47(100%)

In an attempt to maximize time and space, strongly agree and agree responses were merged together as agree, while disagree was merged with strongly disagree responses to form disagree. From the table above, 47 (100%) strongly agree that they visit the library for educational information, 12 (25.5%) of the respondents agree that they visit the library for historical information, 5(10.6%) are not sure, 30(63.8%) of the respondents disagree about needing historical information. Furthermore, 37 (78.7%) agree that they need sports-related information, while 12(25.5%) disagree that they need sports-related information, 45(95.7%) agree that they visit the library for current affairs-related information while 2(4.3%) are not sure if they are in need of current affairs information. Also, 45(95.7%) agree that they need entertainment-related information while 2(4.3%) do not need information on entertainment. A total of 44 respondents (93.6%) agree that they need internet-related information, 1(2.1%) of respondent indicated not sure while 2(4.3%) disagree with needing such information. A total of 26 respondents (55.3%) agree that they need socio-cultural information, 9(19.1%) of the respondents are not sure about needing socio-cultural information while 12(25.5%) disagree to such needs. Also 35(74.5%) agree that they need occupational information, 6(12.8%) are not sure while 6(12.8%) of the respondents disagree to such needs. In addition, 39(82.9%) agree that they need information on the physically challenged like associations and charity organisation, 3(6.4%) are not sure while 5(10.6%) disagree that they need such information.

TABLE IV
INFORMATION MATERIALS AVAILABLE TO THE PHYSICALLY CHALLENGED STUDENTS

Information Materials	SA	A	NS	D	SD	Total
General books	34(72.3%)	7(14.9%)	1(2.1%)	-	-	42(89.4%)
Subject books	34(72.3%)	7(14.9%)	1(2.1%)	-	-	42(89.4%)
Recreational materials	19(40.4%)	12(25.5%)	11(23.4%)	-	-	42(89.4%)
Magazines	15(31.9%)	10(21.3%)	16(34%)	1(2.1%)	-	42(89.4%)
Newspapers	34(72.3%)	8(17%)	-	-	-	42(89.4%)
Journals	20(42.6%)	16(34%)	6(12.8%)	-	-	42(89.4%)
Government publication	11(23.4%)	11(23.4%)	20(42.6%)	-	-	42(89.4%)
Video tapes	1(2.1%)	2(4.3%)	14(29.8%)	7(14.9%)	18(38.3%)	42(89.4%)
Audio CD's	-	2(4.3%)	15(31.9%)	7(14.9%)	18(38.3%)	42(89.4%)
Microfilm's	-	1(2.1%)	18(38.3%)	5(10.6%)	18(38.3%)	42(89.4%)
Braille	-	1(2.1%)	17(36.2%)	3(6.4%)	21(44.7%)	42(89.4%)
Talk books	-		18(38.3%)	3(6.4%)	21(44.7%)	42(89.4%)
Computer	23(48.9%)	7(14.9%)	7(14.9%)	2(4.3%)	3(6.4%)	42(89.4%)
Pictures books	-	2(4.3%)	18(38.3)	3(6.4%)	9(40.4%)	42(89.4%)

Table reveals that 41 respondents (87.2%) agree that general books are available to them while 41(87.2%) agree that there are subject books available to physically challenged students in the library, however 1(2.1%) of the respondents is not sure of its availability. A total of 31 respondents (65.9%) agree that there are recreational materials available to the physically challenged students in the library, while 11(23.4%) are not sure of its availability. A total of 25 respondents (53.2%) agree that there are magazines available to physically challenged students in the library, while 16(34%) of the respondents are not sure and 1(2.1%) disagree that magazines are available to the physically challenged users. 42(89.4%) agree that there are newspapers available to physically challenged students in the library, 36(76.6%) agree that there are journals available to physically challenged students in the library, while 6 (12.8%) of the respondents are not sure of its availability. Also 22 respondents (46.8%) agree that there are government publications available to the physically challenged students in the library, 20(42.6%) are not sure while 3(6.4%) agree that there are videotapes available to physically challenged students in the library, 14(29.8%) are not sure, and 25(53.2%) of the respondents disagree to its availability. 2(4.3%) simply agree on that there are video CDs available to physically challenged students in the library, 15 (31.9%) are not sure, while 25(53.2%) totally disagree that such materials are not available. Similarly, 1(2.1%) agree that there are microfilms available to the physically challenged students in the library, 18(38.3%) are not sure, while 23(48.9%) totally indicated that they are not available to them. 1(2.1%) indicated that Braille is available to the physically challenged students in the library, 17(36.2%) are not sure, while 23(48.9%) of the respondents answer that Braille is not available in the library. 18 (38.3%) of the respondents are not sure if there are talk books available to physically challenged students in the library, while 24(48.9%) disagree. 30(63.8%) accept that there are computers available to physically challenged students in the library, 7(14.9%) are not sure, while 5(10.6%) disagree. 2 (4.3%) simply agree that there are picture books available to the physically challenged students in the library, 18(38.3%) are not sure, while 12(25.5%) of the respondents disagree.

TABLE V
SERVICE AVAILABILITY

What are the services available for you in your library?	Yes	No	Total
Transcription services for the physically challenged	-	40(85.1%)	40(85.1%)
Reference services	38(80.9%)	2(4.3%)	40(85.1%)
Online reference services for physically challenged users who can't move freely about	3(6.4%)	37(78.7%)	40(85.1%)
Abstracting and Indexing services	22(46.8%)	18(38.3%)	40(85.1%)
Current Awareness Services	24(51.1%)	16(34%)	40(85.1%)
Inter-library loan Services	5(10.6%)	35(74.5%)	40(85.1%)
Designated staff for services to the physically challenged	2(4.3%)	38(80.9%)	40(85.1%)
Guided tours for the physically challenged	3(6.4%)	37(78.7%)	40(85.1%)
Orientation programs for the physically challenged by the library	1(2.1%)	39(83%)	40(85.1%)
Book reservation services	25(53.2%)	15(31.9%)	40(85.1%)
Special library network with the physically challenged students	3(6.4%)	37(78.7%)	40(85.1%)

Table 5 lists the services available to the physically challenged students in the library. A total of 40 respondents (85.1%) indicated that there are no transcription services for physically challenged students in the library. A total of 38 respondents (80.9%) indicated there are reference services for the physically challenged students in the library, while 2 (4.3%) disagree. 3 (6.4%) indicated there are online reference services for the physically challenged students in the library, while 37 (78.7%) disagree. Also 22 respondents (46.8%) indicated there are abstracting and indexing services for physically challenged students in the library, while 18 (38.3%) disagree. Furthermore, 24 (51.1%) indicated there are current awareness services for the physically challenged students in the library, while 16 (34%) were of the contrary opinion. 5 respondents (10.6%) indicated there are inter-library loan services for the physically challenged students in the library against 35 (74.5%) who are of contrary view. 2 (4.3%) indicated there are designated staff for physically challenged students in the library, while 38 (80.9%) disagree. 3 (6.4%) indicated there are guided tours for the physically challenged students in the library, while 37 (78.7%) indicated no. 1 (2.1%) indicated there are orientation programs for the physically challenged students in the library, while 39 (83%) indicated no. 25 (53.2%) indicated there are book reservation services for the physically challenged students in the library, while 15 (31.9%) indicated no. 3 (6.4%) indicated there are special library networks for the physically challenged students, while 37 (78.7%) indicated no.

TABLE VI
INFORMATION ACCESSIBILITY

Information Resources	SA	A	NS	D	SD	Total
Textbooks	26(55.3%)	12(25.5%)	-	2(4.3%)	-	40(85.1%)
Journals	18(38.3%)	16(34%)	5(10.6%)	-	1(2.1%)	40(85.1%)
Newspapers	26(55.3%0	11(23.4%)	1(2.1%)	2(4.3%)	-	40(85.1%)
Dictionaries	27(57.4%)	12(25.5%)	-	1(2.1%)	-	40(85.1%)
Braille	2(4.3%)	-	10(21.3%)	6(12.8%)	22(46.8%)	40(85.1%)
Video and Audio Books	1(2.1%)	-	12(25.5%)	4(8.5%)	25(48.9%)	40(85.1%)
Electronic materials	2(4.3%)	3(6.4%)	11(23.4)	3(6.4%)	21(44.7%)	40(85.1%)
Reading machines	1(2.1%)	-	12(25.5%)	5(10.6%)	22(46.8%)	40(85.1%)
Talk books	-	-	14(29.8%)	4(8.5%)	22(46.8%)	40(85.1%)
Library catalogues	24(51.1%)	12(25.5%)	1(2.1%)	1(2.1%)	2(4.3%)	40(85.1%)

Table 6 shows how accessible information is to physically challenged students. The results reveal that a considerable number of respondents have access to resources such as textbooks, journals, newspapers, dictionaries. However, limited number of the respondents indicated access to resources such as Braille, Video and audio books, electronic materials, reading mechanics, talk boos and library catalogue.

TABLE VII
SATISFACTION WITH THE LIBRARY SERVICES

Satisfaction Items	SA	A	NS	D	SD	Total
I am very satisfied with the information materials available at the library	5(10.6%)	23(48.9%)	5(10.6%)	6(12.8%)	1(2.1%)	40(85.1%)
I am satisfied with the accessibility of information resources	3(6.4%)	22(46.8%)	8(17%)	6(12.8%)	1(2.1%)	40(85.1%)
The consultation services is satisfactory	2(4.3%)	18(38.3%)	8(17%)	9(19.1)	3(6.4%)	40(85.1%)
I am satisfied with Special services rendered to the physically challenged students	1(2.1%)	9(19.1%)	8(17%)	16(34%)	6(12.8%)	40(85.1%)
Attitude of library staff towards my disability is satisfactory	1(2.1%)	18(38.3%)	6(12.8%)	9(19.1%)	6(12.8%)	40(85.1%)
I am satisfied with how my information needs are met	1(2.1%)	17(36.2%)	9(19.1%)	10(21.3%)	3(4.3%)	40(85.1%)
The reading environment of the library is conducive	2(4.3%)	10(21.3%)	4(8.5%)	18(38.3%)	6(12.8%)	40(85.1%)
The architectural design of the library is built to satisfy my disability	1(2.1%)	4(8.5%)	3(6.4%)	19(40.4%)	13(27.7%)	40(85.1%)

Table 7 shows that 27(57.4%) of the respondents accept that information materials available to the physically challenged students in the library are satisfactory, 5(10.6%) are not sure, while 7(14.9%) indicated not satisfactory. A total of 25 respondents (53.2%) agree that accessibility of information resources to physically challenged students in the library are satisfactory, 8(17%) are not sure, while 7(14.9%) indicated not satisfactory. Also 20 respondents (42.6%) accept that consultation services available to physically challenged students in the library are satisfactory, 8(17%) are not sure, while 22(46.8%) indicated not satisfactory.

10(21.3%) of the respondents are satisfied with special services provided for them, 8(17%) are not sure, while 22(46.8%) are not satisfied. 19(40.4%) of the respondents indicated their satisfaction with the library staff attitude towards physically challenged students, 6(12.8%) are not sure, while 15(31.9%) are not satisfied. 18(38.3%) indicated that information needs of the physically challenged students in the library are satisfactorily met, 9(19.%) are not sure, while 13(27.7%) are not satisfied. 12(25.5%) showed that the reading environment of the library is conducive for the physically challenged students, 4(8.5%) are not sure, while 24(51.1%) indicated dissatisfaction. 5(10.6%) indicated that the library's architecture satisfies their disability, 3(4.4%) are not sure, while 32(68.1%) indicated the building do not satisfy their disability.

TABLE VIII
CHALLENGES ENCOUNTERED AT THE LIBRARY BY THE PHYSICALLY CHALLENGED

Challenges	SA	A	NS	D	SD	Total
There are not enough information materials for physically challenged users in the library	11(23.4)	12(25.5%)	6(12.8%)	11(23.4%)	-	40(85.1%)
The services provided in the library to the physically challenged is not satisfactory	12(25.5%)	12(25.5%)	4(8.5%)	11(23.4%)	1(2.1%)	40(85.1%)
The library environment is not accommodating for the physically challenged	15(31.9%)	12(25.5%)	4(8.5%)	9(19.2%)	-	40(85.1%)
The furniture in the library are not relaxing enough for the physically challenged	18(38.3%)	15(31.9%)	2(4.3%)	5(10.6%)	-	40(85.1%)
The architectural design of the library is not well structured to suit physically challenged users	28(59.6%)	10(21.3%)	1(2.1%)	1(2.1%)	-	40(85.1%)
The library does not have adequate space to move freely.	29(61.7%)	7(14.9%)	1(2.1%)	3(6.4%)	-	40(85.1%)
There is limited library staff to attend specially to physically challenged users	30(63.8%)	10(21.3%)	-	-	-	40(85.1%)
There are no orientation programs specially for physically challenged users	35(74.5%)	5(10.6%)	-	-	-	40(85.1%)
There are no departmental or faculty libraries in the various faculties of the school	32(68.1%)	7(14.9%)	-	1(2.1%)	-	40(85.1%)
The staff attitude to the physically challenged users is bad	10(21.3%)	8(17%)	5(10.6%)	16(34%)	1(2.1%)	40(85.1%)
There is no parking space meant specially for the physically challenged users	30(63.8%)	9(19.1%)	-	1(2.1%)	-	40(85.1%)
The level of interaction between staff and physically challenged users is poor	17(36.2%)	10(21.3%)	2(4.2%)	10(21.3%)	1(2.1%)	40(85.1%)

Table 8 reveals the various challenges faced by physically challenged students in the library. The table indicates that there are not enough materials available to physically challenged students, services provided to physically challenged students in the library are unsatisfactory, the library environment is unaccommodating to physically challenged students, the furniture in the library is not comfortable enough for physically challenged students, the library's architectural design is not suitable for physically challenged students, and there is no much space for physically challenged students in the library. Other challenges include inadequate number of staff to attend specially to the physically challenged students in the library. Limited or no departmental or faculty libraries for physically challenged students in the library, bad attitude of library staff towards the physically challenged students in the library, inadequate parking spaces for the physically challenged students when using the library and poor interaction between library staff and physically challenged students in the library.

VIII. Discussion of Findings

The result on the physically challenged undergraduates' satisfaction with library and information services in academic libraries in Kwara State indicates that physically challenged students also need information for the same reasons as anyone else. The need for educational information, current affairs, sports, internet-related information, socio-cultural and occupational information was considerably high. This corresponds with Moya, Owino and Ogenga (1986) and Moahi and Monau (1993), who stated that the information needs of the disabled relate to education, job opportunities, careers, politics, economy, social-cultural events as well as those that can help them better understand and cope with their disabilities. The same goes for Adesina (2003) who identifies the information needs of physically challenged students to include information on educational development, social and personal development, and recreational information.

Based on availability of information materials and services, printed materials and computer form the major materials available in the libraries under study, while reference services and current awareness services form the major type of services rendered to the physically challenged students. Materials such as Braille, reading machines and electronic materials such as microfilms, videotapes, CDs etc, are not available to them. This is supported by Dike (1992) who established that non-availability of information sources has led faculty and students not to use library services. However, this results contradicts Basharu (2000) who stated that libraries of

non-governmental organisations (NGOs) and private association such as Niger wives, an association of foriegn women married to Nigerian men, Anglo-Nigeria welfare association for the blind, Nigeria society for the blind, National Library Service for the Blind and Physically Handicapped make information materials in alternative format available for use by the physically challenged in Nigeria.

In terms of services, Ogba (2000) contends that library services to the physically challenged is a very important aspect of information services and that the physically challenged patrons of the library have been long denied in library service which no doubt would have been of immense help in their everyday living. Relevant to this, Kerscher (2006) posits that the libraries in special educational institutions represent the physically challenged they serve and are also centres of information services for the physically challenged. A major role of libraries serving the physically challenged is the development of the standards for fully accessible, highly functional information systems that is effective in meeting their information and educational needs.

The results reveal overall satisfaction by the physically challenged respondents in this study to be very low. This corresponds with Unomah (1987) who reported that 28% of the physically challenged were frustrated based on the fact that the information sources are not readily available and that there is a relationship between the availability of information sources and the use of library services which leads to utmost satisfaction.

IX. Conclusion

From the survey that was carried out, the major conclusion is that the physically challenged patrons of academic libraries are not included in the decision making process of the library. The decision process is the stepping stone for all the array of services or activities to be given to these special groups of patrons in the library. All the services provided to the physically challenged users are the same with services provided for the non-physically challenged patrons of the library. The physically challenged students are not properly catered for in terms of materials, services and accessibility that can make them derive the utmost satisfaction they desire.

X. Recommendations

There are varieties of ways to satisfy students who are physically challenged in academic libraries. The following recommendations will reduce the level of frustration and will give them a sense of belonging when using the library. Some of such recommendation includes:

There should be adequate provision of the required information resources and services of the libraries to enable maximum satisfaction of the special students in the institutions through the intervention of NGOs and government.

- Libraries should acquire some important textbooks in the formats suitable for the physically challenged students.
- Orientation programs should be done specially for the physically challenged patrons.
- Department or faculty libraries should be built, so that physically challenged patrons can have easy access to their information needs in the library without visit the main library of their institution.
- Trained library personnel should be designated to the different categories of physically challenged users for effective interaction and communication and should have a change of attitude towards them.
- Constructed library shelves should made accessible to the height of the wheelchair special persons.

In addition, all library and information services available to other persons should be made available to the physically challenged individuals in a manner which is not stressful. The information should be in a format that the physically challenged can use and should be made readily acceptable to such individuals.

The information resources available in libraries and institutional information systems must be capable of supporting research activities among physically challenged patrons of the library. The principle underpinning library and information services provision to the physically challenged should be that of availability, use and satisfaction with the available information materials.

XI. Suggestion for Further Studies

Further research can be carried out separately on the physically challenged students. The study will however select a category of physically challenged students in various institutions to know the level of information availability for their disability. A good example of such study can be: availability and accessibility of library resources to the blind. Furthermore, more study can be carried out on the Impact of library and information services on the reading habits of physically challenged students in special education institutions.

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