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Instructions for authors

The PNLA Quarterly publishes both peer-reviewed and high-quality non-peer reviewed articles. Please indicate whether you would like your article to go through blind peer review when you submit it.

Authors should include a 100-word biography and mailing address with their submissions. Submit feature articles of approximately 1,000-6,000 words on any topic in librarianship or a related field. Issue deadlines are

Peer-reviewed articles:

October 1 (Winter)
January 1 (Spring)
April 1 (Summer)
July 1 (Fall)

Non-peer-reviewed articles

October 1 (Fall)
January 1 (Winter)
April 1 (Spring)
July 1 (Summer) for non-peer-reviewed content.

Please email submissions to mbolin2@unl.edu in rtf or doc format.

Would you like to serve as a peer reviewer? Please contact the editor at mbolin2@unl.edu
President's Message

Michael Burris

On behalf of the Board of the Pacific Northwest Library Association, thank you for your continuing support of our association. The term “our” is an apt one in this case, as we are all “owners” of PNLA and we all share an interest in it continuing as an strong organization that effectively serves the needs of its members.

As is true for many other library associations, PNLA finds itself struggling to remain relevant in the face of a tough economic picture. As has been the case for some time, PNLA is also working to carve out its identity in an increasingly crowded association landscape. PNLA continues to have a strong core of dedicated members who are committed to the association. For this the Board is very grateful. On the other hand, evidence gathered from our recent survey shows that PNLA is “down the list” when it comes to potential members spending their limited professional development money. At some point the number of members will trickle away. A strategy is needed to attract new interest in the association while not forgetting that we have a responsibility to fill the needs of the members we currently have.

The PNLA Board strongly feels that PNLA provides services that are of value to members of the library community in the states and provinces than comprise its membership. Specifically, the annual conference, the PNLA Leads leadership institute and the Young Readers Choice Awards continue to be seen as highly valuable.

Having identified our “niche“, the goal is to ensure the continued success of these programs. At its February meeting, the Board identified strategies to work towards this goal. The first is setting PNLA Leads on a strong footing. The 2010 Leads institute was highly successful. The institute draws participants from all PNLA member states and provinces and these are the staff who will be making a huge impact on the libraries for which they work. The PNLA Board strongly believes that the “leading from any position” approach that the Institute takes is of value and that encouraging participation from professionals and para-professionals alike makes for a highly rewarding and useful experience for a broad cross-section of the library community.

In order to provide the strong footing required, the PNLA needs revenue. As the PNLA conference is the association’s only significant source of income, the second strategy
is to develop a “best of the Northwest” conference that will draw on the excellence of state and provincial conferences in Alaska, Alberta, British Columbia, Idaho, Montana and Washington. Our recent survey showed that in general, respondents continue to like the August dates and prefer the conference moves locations. PNLA will continue the tradition of a late summer conference, and will ensure that all states and provinces are able to host the conference, while focusing on those locations that are proven revenue generators. These changes will take effect beginning with the 2013 conference.

The third strategy will be the continued support for the YRCA program. The Pacific Northwest Library Association’s Young Reader’s Choice Award is the oldest children’s choice award in the U.S. and Canada. The Board will provide the tools necessary for the awards continued relevance and the extremely high standard of quality that the program is known for.

The strategies are ambitious and will require a great deal of work. The PNLA Board discussed at length how best to accomplish the goals that have been set. High on the list was the need for continuity. In view of that, the Board, at its meeting in February, passed the following motion:

*That the Board elections be suspended for 2011-2012 elections, which will add another year to executive board member terms, in order for the board to develop a plan of action to deal with sustainability.*

The motion was approved.

We look forward to reporting to all our members on our progress. PNLA is very grateful to the continued support of our members and looks forward to providing you great value for your membership in the coming years.

**From the Editor**

**Mary Bolin**

This issue of the *PNLA Quarterly* has peer-reviewed articles on a variety of interesting topics. The journal was peer-reviewed in the past, and returning it to that status helps us make a different kind of contribution to the scholarly and professional conversation. Thanks to the authors who submitted their work for peer review. Thanks to the peer reviewers who took the time to examine articles and make recommendations. We are always looking for people who would like to be peer reviewers. Contact me if you are interested.
Incorporating Accreditation into Strategic Planning in Academic Libraries: A Look at Nine Libraries in Washington State

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Introduction

Accreditation for universities and colleges is a milestone achievement. Failing an accreditation review can have a dire impact on an institution. A successful accreditation process should be a major goal of all involved at the institution, as it brings with it a validation of that institution. The academic library is included in accreditation reviews, so library personnel should plan to succeed in the process. The purpose of this article is to investigate whether such planning is evident or explicit in the mission and planning documents of nine academic libraries in Washington State.

Literature Review

"Regional accreditation is the most highly regarded form of institutional accreditation." (Heu, 2009, p. 256)

"Southeastern University has lost its accreditation, and officials at the 130-year-old school say they do not expect to offer a fall term." (De Vise, 2009, B2)

As the previous citations show, accreditation of a university or college is an important achievement. Accreditation brings with it opportunity, but does not of itself guarantee institutional success. "Accreditation of an institution ... certifies to students and the general public that the institution has appropriate purposes and the resources needed to accomplish its purposes; can demonstrate that it is accomplishing it purposes; and gives reason to believe it will continue to accomplish its purposes." (Heu, p.250-251)

Accreditation also qualifies an institution as eligible to receive and disburse federal grants and student loans, which has an impact on its ability to attract and retain students (Lee 2008, p.2; "Grambling State University Has Accreditation Restored," 2004).

The academic library has a role in the accreditation process and must contribute to the review. A number of authors, for a number of years, have suggested ways academic libraries can approach the self-study process and utilize it. While often not explicitly stating that planning is a required component of addressing accreditation requirements, the subject is implied by the fact that they propose actions; actions require at least minimal planning.

Bangert and Gratch (1995) suggest a number of ways that librarians other than the dean or director can involve themselves in the self-study process. They suggest that these individual leadership roles are important "To improve visibility and credibility outside the library" and recognize that accreditation is a "milestone moment" in the life of an institution (p. 698). Proposed actions include the collection of syllabi and the co-development of program review assessment strategies.
In her investigation of four institution’s accreditation processes, Casserly (1987) noted several characteristics of successful and unsuccessful ones when she examined the self-study process as a planned change process. In her article, the term "successful" refers to the perceptions of participants regarding the planned change process criteria, not the outcomes of the accreditation visits. She noted that the "commitment" of those in leadership positions had a significant impact on perceptions of success. Lack of commitment often was linked with lack of success. While she did not define what commitment was, it can be inferred. She notes that additional outcomes are potential outcomes of self-studies: "These data indicate that a number of outcomes ... were not realized or perceived to be realized ... Among these are the development of an ongoing system of institutional research, self-analysis, and self improvement, all aspects of rewards and most aspects of ownership ... " and then further wrote "that other than helping to achieve accreditation they usually did not benefit or improve the institution," (p. 89-91 and p.94 respectively). In general, if the result of a self-study is merely the production of a report, then the process is perceived as unsuccessful and the leader perceived to lack commitment. Perhaps follow-through is a term that helps describe a component of what is lacking in commitment.

Kells (1988), notes a similar lack of success, or lack of follow-through. Regarding the intentions of conducting a self-study, he wrote that "It is probably fair to say that with a few notable exceptions the second and third or the basic intentions (improvement and a better, ongoing study capacity) have resulted far less frequently from program self-studies than many have hoped for." (p. 98).

Thus, commitment in the self-study process can be demonstrated by the results, which should include more than only a report. There should also be ongoing self-study capacity and organizational improvements; reward could perhaps be a third condition and could be demonstrated in one way by the provision of the funding needed to implement improvements or shore up deficiencies (Cf. Budd, 2005, p. 162.)

Wolff (1995) sees the campuswide impact of involvement in ways similar to those of Bangert and Gratch. He also sees as potentially beneficial the outside review that is an inherent part of the accreditation process, "There is an opportunity now to use the accrediting process to stimulate fundamental rethinking of the mission, role, and operation of the library. ... the self-study is reviewed by a team of outside evaluators who can validate and influence the future direction of the library ..." (p. 77). He sees the review process, as did Casserly, and Bangert and Gratch, as a useful tool. It is one means of clarifying and defining the "library’s mission in relationship to the institution" (p. 81) that can "define what contributions to student learning are expected from it. These direct and primary educational goals should become part of a library mission statement" (p. 85).

Lindauer (1998) sees it much the same way: "librarians, in collaboration with faculty in the disciplines and other academic staff, need to define for their institutions the key functions and resources perceived to be directly (or indirectly) linked to valued outcomes, such as student learning, teaching, and scholarly activity." (p. 560).

These authors see the self-study process as an opportunity to make accreditation not only a requirement, but a constructive event in the organizational health of the library, to clarify its mission within the larger institution, and to promote the profile of the library and librarians campuswide. They identify similar potential benefits, while also identifying that not achieving those benefits is both somewhat common (Kells) and results in a less successful self-study, whether accreditation is achieved or not (Casserly).
Budd (2005) and Lindauer (2002) note that the accreditation standards and the review processes have a budgetary characteristic. Budd notes that "If financial support has been diminishing, accreditation may be used as a tool to persuade the administrators of the college or university that the accrediting body would look more favorably on the institution if support for the library were enhanced." (p. 162). Lindauer notes that "Librarians also speculate that [standards] without specific text to describe the expectations for collections, and size of staff and budget some institutional leaders might decrease the level of support for libraries and learning resources." (p. 16).

Overall then, the accreditation review can help the library with the clarification of its mission, its prominence and role on campus, and perhaps its budget as well. The standards academic libraries and their parent institutions must meet, however, are not stagnant. Bollag (2006), Lee (2008), and Lindauer (2002) all demonstrate that the criteria and the process for accreditation reviews are dynamic. Lindauer (1998) also notes that librarians "often do not organize their data and other supporting documentation in ways that are accessible or meaningful to academic administrators and accreditation teams, nor do they use language that reflects what is used in campuswide planning documents." (p. 547).

The issue of necessary planning is implicit in the previously cited articles and has been suggested for well over a decade. The topic of planning is spotlighted most clearly by Barker and Smith (1998), who wrote:

"Accreditation fits into the strategic planning model with the assumption that the articulated goals include a statement that the requirements of the accrediting agency will be met at the time of the next review ... When strategic plans are reviewed, incorporating a review of the "must" statements of the accrediting agency ... serves to make self-study on ongoing process. Further, with the current emphasis being given to accountability, if (when) institutions must respond to outside agencies on specific issues, the processes will be in place."

Has such a clear approach been incorporated in practice?

Case Study

Mission statements, vision statements, and strategic planning are routine accessories / paraphernalia to academic library web sites. For this case study, I collected web accessible mission, vision, and planning documents for nine academic libraries in Washington State. I chose the six publicly funded institutions and then three others in an effort to anonymize the results. (NOTE 1) I then searched those documents for references to the accreditation process that all must undergo. The results are in TABLE I. As is shown, accreditation, while sometimes noted, has a non-existent profile as a goal or strategic objective in these documents.

Three examples of accreditation being mentioned demonstrate its importance. In one case, a commendation was used as an example of pride in accomplishment:

"The Libraries was commended in the University's [previous] accreditation review for its rich collections, well-qualified staff, and "exceptional service to students, staff development, and a commitment to planning and assessment of service." "
On the other hand, a recommendation from the review team led to actions to address the shortcomings:

"... the [accrediting agency] requested a focused interim report to address ... [the] Libraries’ lack of engagement in "a fundamental and thorough planning effort, informed by assessment, to consistently support the University's academic mission."

The third example is:

"The agenda for the University Library during [this academic year] was set by the need to write the first draft of the ten-year Accreditation Report ... All of this was preparation work for the Accreditation visit ..."

(This statement demonstrates an almost ad-hoc approach to accreditation, yet accreditation is nothing if not a predictable requirement.) Collectively, all three demonstrate that accreditation studies can have a significant impact in various ways.

In none of the libraries examined is a successful accreditation review made a prominent goal (based on the information taken from the documents available), rather, it remains a lacking element in mission and planning documents. Succeeding in such a manner that the library’s processes could become a college or university model to follow, as in Heu’s case (p. 255), could, and perhaps should, be stated. Currently, though, the accreditation self-study appears to be undertaken as a sort of add-on duty and not as a fundamental objective. Planning, prominently, for accreditation self-studies could bring benefits already mentioned as well as alleviate many of the issues with accreditation visits. Budd (2005, p. 161) has noted that it’s necessary to anticipate needs and concerns that accrediting teams might have. Lindauer (1998, p. 546-547) wrote noted the issue of organizing and presenting data in meaningful ways to both internal administrators and external reviewers, and Wolff (1995) noted that doing so requires time and planning, because "... as time pressure builds to complete a written report ... there is an inevitable reversion to traditional indicators of quality. Developing new approaches to self-study and team evaluation requires significant preplanning and conceptual development" (p. 79).

Standards are not stagnant (as mentioned earlier) so it’s important to be aware of them. Mission and goal statements abound with statements of proposed goals; placing accreditation success as one of those goals can help an organization focus its activities and avoid failure or mandatory interim reviews. Barker and Smith state that it is worthwhile to have incorporated the accreditation process into the strategic plan, so that the organization is ready for the process when it happens - - and it happens at predictable times.

In the documents reviewed there are areas where a successful accreditation review could be named as an explicit goal. Libraries allude to outside agencies in their planning documents and mission statements; doing so is not an alien concept. As already shown, accreditation has made its way in some manner into a few of the documents. Analogous references to processes similar to accreditation reviews are also evident. Examples of such statements and the potential for accreditation requirements being noted are:

[Institution 2] "The Libraries pursue goals of excellence in faculty ... by meaningful administrative and peer review."

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Peer review for the individual could parallel the process of peer review for the organization.

[Institution 8] "We aspire to exceed the needs and expectations of the [academic] community ..."

Exceeding accreditation expectations could be highlighted as well.

[Institution 9] "Examine organizational initiatives and structures from successful academic libraries ..."

Specify that to be considered a successful library, the library examined must have been successful in its accreditation review.

Conclusion

Accreditation is a milestone event for an academic institution and its academic library. Based on the review of available documents from nine academic libraries in the state of Washington, such incorporation of the accreditation review process has not happened. Accreditation remains, at best, only implicit in the missions and goals of those libraries. At worst, it is simply an event that happens on a regular basis with little institutional preparation and groundwork in place. There are opportunities to spotlight accreditation reviews and success a goals in academic library planning documents. As Barker and Smith (1998) recommended, the process could be incorporated into the strategic planning process by proposing in such plans a goal that "the requirements of the accrediting agency will be met at the time of the next review" and by "incorporating a review of the "must" statements" into the process." They continue, "Further, with the current emphasis being given to accountability, if (when) institutions must respond to outside agencies on specific issues, the processes will be in place."

NOTE 1 The documents reviewed are note cited for reference to preserve anonymity; the purpose of the study was to examine the prominence of accreditation in general, not at specific institutions.

Works Cited


"Grambling State University Has Accreditation Restored." Jet 105.1 (2004): 10


Table 1

<table>
<thead>
<tr>
<th>INSTITUTION*</th>
<th>DOCUMENT REVIEWED**</th>
<th>ACCREDITATION NOTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strategic plan and goals (Current)</td>
<td>No.</td>
</tr>
<tr>
<td>2</td>
<td>Plan 2000-2005 (Revised recently)</td>
<td>Yes; Acknowledges the process exists.</td>
</tr>
<tr>
<td>3</td>
<td>Mission statement (A few years old)</td>
<td>No.</td>
</tr>
<tr>
<td>4</td>
<td>Annual report (A few years old)</td>
<td>Yes; Explains the impact of preparation for the accreditation visit.</td>
</tr>
<tr>
<td>5</td>
<td>Mission statement (Undated)</td>
<td>No.</td>
</tr>
<tr>
<td>6</td>
<td>Mission statement (Undated)</td>
<td>No.</td>
</tr>
<tr>
<td>7</td>
<td>Strategic plan and goals (Current)</td>
<td>Yes; Advertises the positive commendation of an earlier accreditation visit.</td>
</tr>
<tr>
<td>8</td>
<td>Mission statement (Undated)</td>
<td>No.</td>
</tr>
<tr>
<td>9</td>
<td>Strategic plan and goals (Current)</td>
<td>Yes; Explains that planning is being undertaking as part of the actions needed to produce a required interim report for the accreditors.</td>
</tr>
</tbody>
</table>

* Institutions are listed in a randomized order (http://www.randomizer.org/)

** Documents have been given standardized titles and were viewed in December 2010.
The Use of Web 2.0 Tools and Social Networking Sites by Librarians, Information Professionals, and Other Professionals in Workplaces in Nigeria

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Introduction

This article reports on research that attempted to find out how library and information professionals and others in their workplaces are responding to the increasing importance and visibility of web 2.0 tools and social networks at work in Nigeria. The mention of an online community at work may bring to mind an image of employees chatting aimlessly away. Perhaps the furthest thing from the mind of a chief executive is to implement such collaborative tools within the organization. New technologies have probably already changed the way most knowledge workers work as well as their work environment and will very likely do so even more in the future into the direction of a more virtualized world. Email and IM are already prevalent, and newer tools are in the marketplace. Social networking sites are web-based services that allow individuals to either construct a public or semi-public profile within a bounded system, or articulate a list of other users with whom they share a connection, view, and traverse their list of connections and those made by others within the system (Boyd and Ellison, 2007). According to the same authors, the first recognizable social network site was launched in 1997. Facebook began in early 2004 as a Harvard-only social networking site (Cassidy, 2006). The nature and nomenclature of these connections may vary from site to site. In the workplace, participants are not necessarily "networking" or looking to meet new people; instead, they are primarily communicating with people who are already a part of their extended social network. To emphasize this articulated social network as a critical organizing feature of these sites, Haythornthwaite (2005) labeled them "social network sites." The Web in the 90s helped to reduce the barriers regarding time, place and cultural boundaries, and contributed in the effective user communication and access to information. With evolution of these tools not only do they function in effective communication but also in the development of collaboration and networking of the users which led to the terminology, social networking. Web 2.0 is much more than just pasting a new user interface onto an old application. It is a way of thinking, a new perspective on the entire business of software— from concept through delivery, from marketing through support. Web 2.0 thrives on network effects: databases that get richer the more people interact with them, applications that are smarter the more people use them, marketing that is driven by user stories and experiences, and applications that interact with each other to form a broader computing platform (O’Reilly, 2006). The same author defines Web 2.0 as a set of economic, social, and technology trends that collectively form the basis for the next generation of the Internet—a more mature, distinctive medium characterized by user participation, openness, and network effects. The specific technologies and tools of these new developments are collectively known by the name “Web 2.0” as opposed to Web 1.0 which was “read only” Web 2.0 includes blogs, podcasts, wikis, photo-sharing, social bookmarking, collaborative document tools, instant messaging, mash-ups,
and really simple syndication (RSS), among others (Lemley and Burnham, 2008) Similarly, Boulos and Wheeler (2006) find collaborative activity to be “an important component for success in web-based environments”. Furthermore, Bender (2003) states that collaboration enhances learning by helping students “understand questions, develop arguments, and share meaning and conclusions among a community of learners”.

Turning their attention to potential advantages of Web 2.0 tools for education, Boulos, Maramba, and Wheeler state that Web 2.0 tools allow “anytime anyplace” learning, which is especially useful to “students and clinicians in remote and rural areas”. In a study examining the impact of Web 2.0 tools on teaching information literacy, Brown and Bussert (2007) conclude that student learning will increase due to “personal engagement, use of preferred learning-styles, and application to daily life”. In foreshadowing a possible role for medical librarians, Sandars and Schroter (in a survey of 3,000 medical students and 3,000 medical practitioners) find a high awareness of Web 2.0 technologies but a lower indication of actual use. Respondents are interested in using the tools for educational purposes but note a need for training in the use of these technologies. There is no gainsaying the fact that the new online and offline applications have generated plenty of media attention, not least because of the vertiginous growth in their user numbers, according to the report, the statistics are mind boggling: there are now 12.6 million people in the UK using Facebook, Online Research (2008) and many of these users are knowledge workers. There may be no available statistics of their usage in Nigeria and reasons for their sudden emergence and usage but their growth is not in doubt. Knowledge work is a relatively new and dynamic area of research that has emerged as a direct response to the changing organizing processes that pervade many contemporary organizations. The primary product of knowledge work is knowledge, which is disseminated across and through organizations. Knowledge work in Nigeria is still a new concept. Knowledge workers include librarians, information professionals, computer scientists, teachers and other professionals and some of these constitute the target population for this study. According to Hitwise (2008) Intelligence, social networking sites were behind only Google as the second most visited website in the UK in September 2008. The importance of these technologies lies less in their technical attributes than in the way they deepen and extend human networks. Thus, a central concern for many libraries, information centres and indeed other organizations today is how to respond to the opportunities and challenges that new social network technologies offer. Indeed social networking sites and tools whether they are online or offline and their web 2.0 counterparts were primarily like most ICT business application or environment based. However they have come to be applied in other sectors including library and information based environments, with many librarians and information managers facing questions such as: How to adapt? Should Facebook be banned from libraries and information related workplaces? Or should they open their own Facebook group or start their own Twitter feed? Should they invest in new technologies? And if so, which ones? These are the trends in Europe and America and indeed the developed world. However, the reverse is the case in most developing countries particularly, Nigeria. Currently, there are no reliable data regarding how many people use social networking sites, although marketing research indicates that these sites are growing in popularity worldwide (comScore, 2007). Observations revealed that these technologies are not being so much explored and their use embraced by various work groups and professionals.

Indeed, the rise of network power is not in doubt. But with power comes responsibility. Like all human institutions, networks can work for good or ill and employers and management are swift to conclude that employees accomplish less work because of time spent using social networks and web 2.0 tools perhaps to the detriment of overall workplace productivity. It would appear that the use by employees of social networking and Web 2.0 in the workplace is, in reality, an excuse for them not to work – or, worse still, to
get jobs elsewhere. For information science professionals, there is the constant fear that social networking is going to be a fresh way for malware to enter the enterprise. It is no surprise, says research by web filtering company Bloxx, that over 90 per cent of IT professionals from UK public and private organizations believe access to social networking websites should be restricted or banned (Buckley, 2009). Yet many security experts think this could be a mistake. According to the same author, there are two sides to Web 2.0, there is nice integration with customers and it can be used as a fast information source.

Library and information professionals (LIPs) and other professionals in Nigeria, no doubt use these tools but there is need not only to document this but to conduct a usage analysis, study the patterns of use, impact on work environments and library users and management issues at workplaces. Another issue is the weakening line between use of social networks for professional, official uses and personal use. It is difficult for a head of a library or information manager to determine when a worker is actually using a social network tool for personal use or professional use. In most cases, work hours and increasing periods of those hours are spent by workers on social networks, a development being frowned upon by management in workplaces all over the world. This has led to outright bans of use of these social networks during work hours or use of restriction software to block off access to social networking sites in workplaces across the world and indeed in LIP-based workplaces in Nigeria.

Furthermore, in most of these workplaces there is apparently no concern about an acceptable use policy for ICT and social networking sites, even though the social networking sites and tools hold tremendous professional and social benefits for workers and organizations in this place libraries and information centres. It has been observed that social networking sites and Web 2.0 tools have been found to be very useful to professionals in the developed world. Conversely, the use of these ICT tools is not prominent in the developing world, including in Africa and Nigeria. In light of this, this study is aimed at assessing how library and information professionals (LIPs) and other professionals are embracing these tools for professional and personal development in the Nigerian workplace. This study will survey use of the social networking sites and tools by LIPs in Nigeria and what they use the tools for vis-à-vis what roles they play as reviewed from literature on their use in the UK and America. The study will like to know which of these tools actually help knowledge workers to collaborate more effectively and efficiently. What are the potential benefits provided by the new technologies that are currently being advertised under the “Web 2.0” label? A richer understanding of the growing power of networks in LIP-related workplaces in Nigeria is needed and their inherent tensions is forcing organizations and individuals to consider a range of potential implications. Ellison, Steinfield and Lampe (2007) in a study on benefits of Facebook "Friends" Social Capital and College Students' Use of Online Social Network Sites, examining the relationship between use of Facebook, a social network site, and the formation and maintenance of one’s community. The study assesses bonding and bridging social capital, it explores a dimension of social capital that analyzes one's ability to stay connected with members of a previously inhabited online community.

Much of the existing academic research on Facebook has focused on identity presentation and privacy concerns (e.g., Gross & Acquisti, 2005; Stutzman, 2006). Looking at the amount of information Facebook participants provide about themselves, the relatively open nature of the information, and the lack of privacy controls enacted by the users, Gross and Acquisti (2005) argue that users may be putting themselves at risk both offline (e.g., stalking) and online (e.g., identity theft). Other recent Facebook research examines student perceptions of instructor presence and self-disclosure (Hewitt & Forte, 2006; Mazer, Murphy, & Simonds, 2007), temporal patterns of use (Golder, Wilkinson, & Huberman, 2007), and the relationship between profile structure and friendship articulation (Lampe,
Ellison, & Steinfield, 2007). Silius and Miilumäki (2009) in a study on Students’ Motivations for Social Media Enhanced Studying and Learning assumed that Web 2.0 based social media services were efficient tools for students. However, their prediction failed, which caused them to study students’ motivations for social network site usage in the study context. The paper describes research conducted in spring 2009. The results of the study show that when the content of a social network is useful for the user he/she takes an advantage of it and informs other users about it. The students generally thought that a social networking site in the context of studying needs some particular purpose and this added value must become clear to every user (Forsblom & Silius, 2002). So also a need for workplaces and professionals to know why they should use Web 2.0 tools and social networking sites, in Nigeria use of these tools become more interesting since most reviewed literature are from countries abroad. Sari, Hans Schaffers, Kristensen, Löh, and Slagter (2007) in a study on collaborative knowledge workers concluded that the biggest challenge for organizations is therefore to find out how to motivate people to explore innovative ways of using technologies, how to introduce these technologies to teams and how to make sure organizations benefit most from their potential. Web technologies seem to be highly promising in supporting collaboration and communication in informal networks and communities as well as in the professional workplace. Collaborating knowledge workers currently see themselves confronted with an increasingly broad range of collaboration support tools. Web 2.0 and collaborative tools have the potential to increase the effectiveness as well as efficiency of teams, by speeding up the co-creation of knowledge (Sari et al., 2007). Chui, Miller, and Roberts (2009) in their work on six ways to make Web 2.0 work, and find that technologies known collectively as Web 2.0 have spread widely among consumers over the past five years. Social-networking Web sites, such as Facebook and MySpace, now attract more than 100 million visitors a month. As the popularity of Web 2.0 has grown, companies have noted the intense consumer engagement and creativity surrounding these technologies. Many organizations, keen to harness Web 2.0 internally, are experimenting with the tools or deploying them on a trial basis.

These questions bother the researcher, what would the average employee be doing with those 40 minutes a day they are spending on Web 2.0 if access were banned? Would they be working? Or would they be talking to colleagues around the staff canteen, emailing friends, out on lunch breaks, using their mobile phones and blackberries to access Twitter, or feeling disenchanted with their employers for making them work late and not allowing them to tell their colleagues? They could even be working on their CV in Word. But if they are at their laptop/computer, they could at least be working at the same time in a different window. Gartner analyst Monica Basso recommends that companies look at social networking both as a tool for the business, and also as a way to retain new generation employees. “Digital natives – today’s younger generations who speak natively the language of computers, mobiles, video games and the internet – are protagonists for massive technology adoption and a consequent adaptation of human behaviour,” says Basso (Buckley, 2009). Finally, the author concludes that future generations will drive change in workplaces and worker behaviour, attitudes, skills and styles. Organizations will need to adapt HR programmes and management styles accordingly. Indeed, there are now HR departments using Facebook to keep employees up-to-date with information, to contact them, receive information from them, and to organize meetings. Despite the abundant analysis of Web 2.0 and social networking sites, relatively little attention has been paid to how library and information professionals and other knowledge workers are responding to the flood of opinions and information centered on this, particularly those from Nigeria.
Research Objectives

The objectives of this research are as follows:

- Determine perception/attitude of library and information professionals and other professionals in workplaces in Nigeria to use of Web 2.0 tools and social networking sites.
- Identify Web 2.0 tools and social networking sites that are used by library and information professionals and related professionals.
- Conduct a usage analysis of Web 2.0 tools/social networking sites by LIPs and other knowledge workers.
- Determine extent of use of Web 2.0 and social networking tools by the professionals.
- Examine purposes of Web 2.0/social networking sites’ use by librarians and information professionals and other knowledge workers.
- Make tentative recommendations about how librarians and other related professionals could use Facebook and other social networking sites based on the study findings and related literature.

Research Questions

In order to achieve the above stated objectives, this study will answer the following research questions:

1. What is the attitude/perception of LIPs and other professionals in Nigeria to use of Web 2.0 tools and social networking sites?
2. What Web 2.0 tools and social networking sites do they use?
3. How do LIPs and others use the tools?
4. What is their extent of use of these tools?
5. What purposes do LIPs and others use the tools for?
6. What recommendations can be made about use of the tools by LIPs and others?

Literature Review

Web 2.0 and Social Networking Sites

These two concepts are used interchangeably in most of the reviewed literature with both concepts related to sharing of information resources and online communities whilst web 2.0 refers more to actual applications networking sites refer more to communities built online. In clear terms, Web 2.0 also referred to as new media technologies – encompass a wide variety of web-related communication technologies, such as blogs, wikis, online social networking, virtual worlds and other social media forms. Web 2.0 refers to a perceived second generation of web development and design that facilitates communication, secure information sharing, interoperability, and collaboration on the World Wide Web. According to Wikipedia, "Social media are primarily Internet-based tools for sharing and discussing information among human beings. It is as a result of its concepts that have led to the development and evolution of web-based communities, hosted services, and applications; such as social-networking sites, video-sharing sites, wikis, blogs, and folksonomies, RSS, podcasts and IM. (Wikipedia,http://en.wikipedia.org/wiki/Web_2.0) The term Web 2.0 was first used in front of a large audience by Eric Knorr, executive editor of InfoWorld, in December 2003 special issue of the business IT magazine CIO, with the title "Fast Forward 2010 - The Fate of IT", in his article "2004 - The Year of Web Services" (Rogers, 2009). Still according to Rogers (2009), Social media is information content created by people using
highly accessible and scalable publishing technologies. At its most basic sense, social media is a shift in how people discover, read and share news, information and content. It's a fusion of sociology and technology, transforming monologue (one to many) into dialog (many to many) and is the democratization of information, transforming people from content readers into publishers. According to (Alexander, 2006) few can agree on even the general outlines of Web 2.0. It is about no single new development.

Moreover, the term Web 2.0 is often applied to a heterogeneous mix of relatively familiar and also very emergent technologies. Social media has become extremely popular as it allows people to connect in the online world to form relationships for personal and business. The term most often refers to activities that integrate technology, social interaction, and the construction of words, pictures, videos and audio. Most of these tools started as business applications and were designed for real time communication before finding their ways to education, learning and every sphere of human endeavour. Another of such tool is that of instant messaging. These solutions are so close to oral communication that they not only allow two-way communication but a few users simultaneously, conference chatting and even voice communication and such Internet based providers include MSN, Skype. However, as a result of security issues most large organization in the UK and America forbid their use and opt for more trusted software such as Lotus SameTime, Jabber and so on whilst Nigerian corporations, organizations and information centres instead of purchasing more secure software for use forbid use of instant messaging outrightly. Another noteworthy tool is NeetMeeting (www.ibm.com/lotus/sametime), a standard component of Windows used by corporations for internal communication and most corporations allow this tool for information exchange only inside or only outside the company local area network, LAN, setting up a firewall in-between (www.microsoft.com/windows/NetMeeting/default)

Furthermore, web 2.0 is described by O'Reilly (2005) as a system where: Users build networks (professional, recreational etc.); People are the content of sites; Emphasizes online sharing and collaboration. There are many tools associated with Web 2.0 but few of them will be discussed in this paper. Media sharing sites such as Flickr, discussion groups and, email lists such as yahoogroups. Social networking sites will also be considered even though there are differences in these tools. RSS feeds can more recently been seen being used for many different purposes. Bloggers created a different type of media, by adding audio and video files as the primary content to their posts. Listeners can subscribe to their favourite audio blog, also called a podcast, and download the audio files to be played on personal computers or mobile devices, D’Souza (2006). This created a media which resembles a radio show, where the shows are almost always archived for future listening. While video blogs, also known as vlogs, created a type of archived video shows. All types of web applications are using feeds to share data within social networks, through enhancing accessibility to productivity tools, research tools, watch lists, and sharing peer created content. The numbers of applications that are using feeds are growing daily. feeds are most commonly used with web sites that are frequently updated, like blogs and news sites. By creating a ‘feed’, the author can easily syndicate his or her content in a format that others can access by subscribing to the feed. When the author changes the content on the site, it’s automatically updated on the desktop or web page of every single person who subscribes to that feed. RSS is most commonly found in blogs or news web sites, but it is becoming more common to see on any web site that is updated frequently. Feeds help make web content a powerful communication tool.

A wiki is a type of free online writing space that allows users to add, modify, and update its pages. If something is missing or incorrect in a wiki and permissions allow you to edit the wiki, you can easily add your thoughts or make changes to the wiki. It is essentially
a fully editable web site for example Wikipedia. Photo sharing tools work as a combination of things. They serve as online storage spaces for photos, with the ability to tag and organize each photo, as well as publishing your images to whomever you want. Other users who review images in these photo sharing web sites have the opportunity to leave comments for the photographer on any image that has been made available. Some photo sharing web sites offer the ability to edit your photos online, make notes, post your photos to a blog and a variety of other features.

Podcasting is very similar to a radio broadcast with the main differences being transmission via the Internet and producing pre-recorded content. Podcasts can be enhanced through the use of images, video as well as links to web site content. Broadcasting over the internet offers students and teachers access to a worldwide audience, with authentic feedback from around the world. Video sharing refers to web sites or software that enables a user to publish and share their video content. There are a variety of different services which offer public and private sharing of video content, as well as the ability to edit videos online.

**Use of Web 2.0 Applications and Social Networking Sites**

This section includes a brief review of recent statistics about the use of the Web 2.0 tools and social networking sites in the private sector to highlight how they are used. As Friedman (2006) has put it, the world has become flat and the network is becoming the work environment; collaborative virtual workspaces adapt to context and enable working from everywhere and at anytime. In that study he found that one of the key challenges identified in collaborative working is the paradigm shift from application-oriented to activity-oriented collaboration environments. This paradigm shift implies that collaboration applications should be designed based on an analysis of the collaboration routines of end-users in their working environment. The study investigates the role of Web 2.0 technologies in shaping the collaborative working environment for professional knowledge workers, and to analyze the potential conditions for success in such Web 2.0 enabled working environments. Lemley and Burham (2008) in a study on Web 2.0 tools in medical and nursing school curricula investigates the extent to which social networking tools are being used in the curricula of medical and nursing schools. As new Internet technology tools are introduced, educators in health-related disciplines have the opportunity to incorporate these new tools into the curriculum to enhance instruction and the learning process. Wikis, blogs, and other social networking tools may all be used both to augment the educational method and to increase its efficacy. From the responses received to the surveys, it appears that Web 2.0 tools are slowly being introduced into the curricula of medical and nursing schools for a variety of uses. However, given the small sample size, it is difficult to predict whether the use of Web 2.0 tools portends a growing trend in education or merely represents a passing fad. The environment in Nigeria differs considerably and a study of this nature is important. One reason why the tools are used is that managers have come to realize that social networking sites have various useful roles within a corporate setting (Spira, Friedman, and Hadler, 2002).

Silius and Miilumäki (2009) in a study of Students’ Motivations for Social Media Enhanced Studying and Learning, say that using Web 2.0 based social media services such as Facebook, LinkedIn, etc. have recently become well known especially among young people. There is clearly something appealing in web-based social services. In social networking sites a user can participate intensively in activities in the service, share contents, debate and share opinions and create different kinds of groups for different needs. Social networking sites such as MySpace, Facebook, Bebo and Ning are websites used to
build online networks and communities. Their study and another one have results that show that when the content is useful for the user he/she takes an advantage of it and informs other users about it (Boyd, 2007). This fact was repeated in many of the students’ answers. “When users’ first experiences of system usage were positive the information about the system started to spread to other students, for example, in coffee table discussions.” The students in the study generally thought that a social networking site in the context of studying needs some particular purpose and this added value must become clear to every user (Forsblom & Silius, 2002). Through these devices knowledge and ideas are shared, new partnerships are formed and creative sparks are lit (Spira, Friedman, and Hadler, 2002). User behaviour and expectations are being shaped by their experiences as customers of businesses and online organizations, and with virtual communities and social networks. Governments have also begun to use these tools for timeliness and exchanges with the public and this initiative might herald an increasingly important approach to government service delivery (egovemnt 2004 report). A study in the workplace in Nigeria is hence justified.

O’Reilly Media has identified eight core patterns that are keys to understanding and navigating the Web 2.0 era. This Media report details the problems each pattern solves or opportunities it creates, and provides a thorough analysis of market trends, proven best practices, case studies of industry leaders, and tools for hands-on self-assessment. To compete and thrive in today’s Web 2.0 world, technology decision-makers—including executives, product strategists, entrepreneurs, and thought leaders—need to act now, before the market settles into a new equilibrium. These trends manifest themselves under a variety of guises, names, and technologies: social computing, user-generated content, software as a service, podcasting, blogs, and the read–write web. Taken together, they are Web 2.0, the next-generation, user driven, intelligent web. This report is a guide to understanding the principles of Web 2.0 today, providing you with the information and tools you need to implement Web 2.0 concepts in your own products and organization. The typical user spends about 20 minutes a day on the site, and two-thirds of users log in at least once a day (Cassidy, 2006; Needham & Company, 2007). Despite this, however, reading the increasingly negative stories in the media about employees ‘wasting time’ on social media sites such as Facebook, one could be forgiven for thinking that they are an evil to be resisted at all costs, transforming focused and highly productive employees into a morass of lazy, good-for-nothings who spend their days competing with one another to collect the most cyber-friends (BT, 2007). Still at BT Company, the firm took a different view. While some companies begin the impossible task of shutting out social media tools, at BT they just completed a web ‘liberalization’ project to make sure all our employees can access social media sites. Why? Because BT sees social media tools as a huge opportunity to transform the way their employees interact with each other, with ‘the company’, and with our customers, partners and suppliers. When over 4,000 of your employees voluntarily join a Facebook group called ‘BT’, it’s time to take note. The team at BT also had to convince management and policy makers on the need for staff to use social networking tools internally and externally (BT, 2007)

The principles of social networking are not confined to social networking sites. First of all, media sharing sites such as flickr, Youtube, and Teachertube also contain elements of social networking. The difference is that media sharing sites revolve around media materials, whereas the starting point for social networking sites is socializing (Darlsgaard, 2008). However, in this paper social networking sites will include media sharing sites that share pictures, videos, links and audio files. Further, social networking can also be accomplished by relations between weblogs, or by use of social awareness services such as twitter or friendfeed. Sari, Hans Schaffers, Kristensen, Löh, and Slagter (2007) in their paper on Collaborative Knowledge Workers: Web Tools and Workplace Paradigms Enabling

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Enterprise Collaboration 2.0 investigates the role of Web 2.0 technologies in establishing networked forms of collaboration across organizational boundaries and explores emerging forms of collaborative working, to enable identification of emerging trends in web technologies and a better understanding of the actual collaboration problems of knowledge workers. The study concluded that the biggest challenge for organizations is therefore to find out how to motivate people to explore innovative ways of using technologies, how to introduce these technologies to teams and how to make sure your organization benefits most from their potential. Their conclusions also posed questions: Also the question how to introduce these technologies as well as the new way of working they require in organizations has not fully answered yet. Should such new ways of working be stimulated in a top-down manner, or should one rely on bottom-up emergence?

Charnigo and Barnett-Ellis (2007) reported in a survey of over 100 academic libraries visited to gather their opinions about Facebook and found that while some librarians were excited by the possibilities of Facebook, many considered it outside the realm of the profession. The survey looked at librarians’ awareness of Facebook, how they might have used it, any policies relating to how it can be used in their organization and possible services they might be offering through Facebook. Presently, use of web 2.0 tools has been applied to the library only over the past couple of years as with the use of ICT in libraries. Maness (2006) found that librarians are only beginning to acknowledge and write about Web 2.0, primarily in the form of weblogs. Also, according to (Bradley, 2007), (King and Porter, 2007) most of the writing about Web 2.0 and libraries either describes the potential use of Web 2.0 in the library, presents a case study of the use of one Web 2.0 tool in a library, or presents a “how-to” guide for libraries to implement Web 2.0 applications. There is little research that focuses on the evaluation of Web 2.0 applications in the library, especially in the case of Nigerian university libraries. However, a recent study by Alonge (2009) found a forum of ‘Nigerian Librarian’ on Facebook and reported that the forum had 57 members and that Facebook could well serve as a venue for libraries for outreach and collaboration purposes for students and other users. The same study concluded that social networking tools could enhance professional, scholastic and social collaboration (Alonge, 2009). The OCLC (2007) report looked at social networking and examined four key areas including user practices and preferences on their favourite social spaces and these included:

- User attitudes about sharing and receiving information on social spaces, commercial sites and library sites.
- Information privacy; what matters and what does not
- Librarian social networking practices and preferences; their views on privacy, policy and the potential of social networks for libraries

Other literature worth considering is JISC (2007), which considers the role of social software and social networking in education. The recent JISC information sheet looked at students perceptions of social software. It highlights the benefits of using social software to learners and the issues for managers, networks and practitioners. Social software could support learning and make it more creative and interactive, however there are skills development issues. JISC have also produced briefing papers more generally on web 2.0 and social software in education (JISC, 2007b) and a report which explored web 2.0 content for Learning and Teaching (JISC, 2007c). Facebook is the most popular social networking site in the UK (Secker, 2008) Besides, it is being used for social networking, there are now many library related groups on Facebook, including groups such as Librarians and Facebook. By the end of 2007 the site was reported to have over 60 million users, being most popular in the UK, US and Canada. The largest network on Facebook is the London network which has over 2 million users (Wikipedia). Furthermore, Secker (2008) pointed out that many
librarians have now joined Facebook for purely social reasons more or less but the study shows that this can overlap into the professional world as it is being used by several professional library groups and for promoting library related events. Facebook and other social networks also have a number of library related tools which this study will explore to see how professionals in Nigeria are making use of them. In a way, this study will attempt to discover how much librarians and other related professionals are using these tools for research purposes, for socials, work and so on.

On the other hand, many people use RSS feeds as a way to keep current on topics that are of interest to them. Rather than checking every web site they have found that relates to that topic, they subscribe to the RSS feeds for those web sites. When something new is posted to any of those sites, they will get the new information with the date of the posting, whether as a full article or as a title and summary with a link to follow for the complete article. Boyd and Ellison (2007) look at history of such collaborative tools and key developments that have occurred with social networking sites over the years, functionality and uses of social networking sites. Different kinds of relations are possible with use of Web 2.0 tools and social network sites. 1) people working together collaboratively, and 2) people engaged in similar or related activities (Darlsgaard, 2008). These are some of the other reasons why professionals use social networks: Communicate and network with clients & colleagues; Better support for clients and colleagues; Collaborate with clients and colleagues; Promote the library and its resources; Share information with clients & colleagues; Increase interactivity; Enhance existing ways of working; Improve workflow & productivity; Stay informed and keep in touch with clients’ needs. The growing popularity of online social networking and video content is deepening as a Nielsen Company research (2003) showed web users’ engagement with the internet and is causing a dramatic shift in the global online landscape - both for consumers and for advertisers.

Social network sites such as such as Friendster, CyWorld, and MySpace allow individuals to present themselves, articulate their social networks, and establish or maintain connections with others. These sites can be oriented towards work-related contexts (e.g., LinkedIn.com), romantic relationship initiation (the original goal of Friendster.com), connecting those with shared interests such as music or politics (e.g., MySpace.com), or the college student population (the original incarnation of Facebook.com) (Ellison, Steinfield and Lampe, 2007). Social networks support both the maintenance of existing social ties and the formation of new connections. Much of the early research on online communities assumed that individuals using these systems would be connecting with others outside their pre-existing social group or location, liberating them to form communities around shared interests, as opposed to shared geography (Wellman, Salaff, Dimitrova, Garton, Gulia, & Haythornthwaite, 1996). It is clear that the Internet facilitates new connections, in that it provides people with an alternative way to connect with others who share their interests or relational goals (Ellison, Heino, & Gibbs, 2006; Horrigan, 2002; Parks & Floyd, 1996). However, administrators and managers need to understand what works and what does not, in this area, as a body of best practices has evolved (Spira, Friedman, and Hadler, 2002). A new study by Saba and Human Capital Institute, HCI (2010) show that 66% of government organizations have adopted social networking and collaboration tools. Figg, & Rutherford (2010) in a study on using social networks to enhance pre-service teachers’ understanding of professional identity, sought to find out how participants use the tools, and how it fosters or impedes identity of pre-service teachers. Quantitative data was collected in the form of frequency of visits, number of unique visitors, and length of time on the site, were collected using Google Analytics. Qualitative data sources in the form of individual or group blog posts, wiki posts, resource posts, or bulletin board posts were collected and analyzed using a content analysis process. Vrettaros, Tagoulis, Giannopoulou and Drigas (2009) in an empirical study on use of Web 2.0 by Greek adult instructors in educational procedures.
conducted to learn if Greek educators can learn to use and even adopt the use of Web 2.0 tools and services in the educational process and in which extend, where the type of learning is either distant learning, blended learning or the learning takes place in traditional classroom. Griffith and Liyanage (2008) in an introduction to the potentials of social networking sites in education find characteristics of these sites which the study reviews and then compares to evaluate the trust and privacy issues of shared information available to any given social group. It concludes, that trust and privacy play a critical role when SNS are used for the purpose of teaching and learning. A project on University of Leicester students demonstrated how valuable Twitter can be. The study found it a useful tool for developing peer support, with activity rising prior to assessment deadlines or exam revision; creating personal learning networks, often in situations when they were physically isolated from peers; and arranging social meetings. The researchers found Twitter attractive as a data collection tool for recording the student experience and assessing it using free online analysis tools (Buckley, 2009)

In a paper by Shrager (2009) on Web 2.0 use in law libraries an attempt to fill a small portion of this void by focusing on a sample group of academic law libraries. It will not endeavor to broadly cover the specifics of these technologies. As noted, many, including members of the law library community, have done this already. Unfortunately, the popularity of Web 2.0 outside the library environment has caused some inside the library community to respond with trepidation. Some caution that libraries must compete aggressively in the information marketplace and join the Web 2.0 “revolution,” or risk becoming irrelevant to their users. Some academic law libraries considering use, or expansion of their use, of Web 2.0 technologies? They believe that it is arguably more significant philosophically than practically. Knowledge of Web 2.0 applications itself will be valuable when students enter legal practice (Broussard, 2008). According to the American Bar Association’s 2009 Technology Survey Report, 12% of respondents’ firms have social network pages (an increase from 4% increase in 2008), and 43% indicated that they personally have used one of these sites (an increase from 15% the previous year). Moreover, as Schilt noted, experimentation with this and other Web 2.0 technologies will help librarians develop skills to assist faculty in best uses of these tools,56 knowledge that may be especially useful as more and more classes are being conducted, at least in part, online (Makdisi, 2003). The study focused on common Web 2.0 applications found in library settings. Specifically, it investigated whether the libraries are interacting with patrons using virtual reference, RSS Feeds, Blogs, Twitter, Facebook. Generally, findings show that all but one of the studied libraries use some form of Web 2.0 application. The most widely used application was instant messaging services. Six of the nine libraries offered virtual reference using Meebo, Liveperson, or directly from services such as Google Talk, Yahoo! Messenger, or AOL Instant Messenger. Least popular appeared to be Twitter, found to be used by only one library, and Podcasts, which none of the law libraries appeared to offer through their websites (Shrager, 2009) Blogs were also found at five of the law libraries (http://www.ll.georgetown.edu/blog/). Further, the data from (Shrager, 2009) indicates that institutional size may have some impact on the extent to which academic law libraries are likely to use Web 2.0 tools, but only at the extremes. The data further suggests that in some, but not all cases, Web 2.0 tools take time to catch on with users and librarians. What all the speculation above suggests is the need for further study to fully understand the behavior of librarians in selecting Web 2.0 tools and how they use them. Surveys of librarians and personal interviews would provide valuable information about the reasons for libraries’ choices, the full extent to which any tools have been promoted to users beyond mention on library websites, as well as evidence of success or failures in experimenting with these tools. Some information cannot be fully understood without this type of inquiry (Shrager, 2009)
Review of literature on usage monitoring and social network analysis aforementioned support further research on use of web 2.0 and networking tools in workplaces, particularly from perspectives of a developing country, Nigeria.

Methodology

A survey design that employed a web based questionnaire for data collection was used in this study. The study examined the use of Web 2.0 tools and social networking sites by librarians and other related information professionals, etc., in workplaces in Nigeria. The survey questionnaire was posed to the librarians, information professionals and other professionals in the various relevant workplaces in Nigeria.

Sample

A total of 250 questionnaires were filled online and returned out of which 200 were completed successfully and useful for the data analysis on the study. This 200 properly completed by librarians, information professionals and other professionals represent the sample for the study.

Instrument

A questionnaire on the use of Web 2.0 tools and social networking sites was designed by the researcher. This design was informed by the literature review, objectives and research questions of the study and previous instruments used in related studies. The questionnaire was divided into two parts. There were 18 items in all. Section A required the respondents’ bio-data information while section B contained the items. The instrument included closed ended items of Yes and No response format and some open ended supply type format.

Validity and Reliability

The questionnaire after its design and development was given to two experts in Web 2.0 and its related research. Based on suggestions, comments and observation by these two experts who have good knowledge of Web 2.0 tools some items in the questionnaire were modified while some others were removed and substituted. This exercise authenticated the content and face validity of the questionnaire. After the validation, the questionnaire was administered on 20 respondents out of the envisaged population through test-retest reliability of two weeks interval. The results obtained were subjected to Cronbach Alpha and the reliability co-efficient reported an $r = 0.98$ which is valid and reliable for future use (Campbell and Fisk, 2004).

Procedure of Administration

The researcher posted the web link to the online questionnaire to individuals and to users of groups of the selected librarians and other related information professionals as well as other professionals on their online forums and email discussion lists and email addresses. The survey was carried out from December 2009 to January 2010. A period of one month was given to the respondents to respond to the items in the (online) questionnaire and data collected at the database backend. At the expiration of the one month, a total of 200 properly completed questionnaires were returned and these were used for the analysis in the study.
**Data Analysis**

Data collected on the study were analyzed using percentages and frequency counts.

**Results and Discussion**

The results of the analysis performed on the study are reported as follows:

Fig. 1 Demographics: Occupation/Profession

<table>
<thead>
<tr>
<th>QUESTION 1</th>
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<tbody>
<tr>
<td>Banking</td>
<td>10</td>
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<tr>
<td>Business</td>
<td>12</td>
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<tr>
<td>Education</td>
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<tr>
<td>Government</td>
<td>2</td>
</tr>
<tr>
<td>Public service</td>
<td>96</td>
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<tr>
<td>Telecommunications</td>
<td>16</td>
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<tr>
<td>OTHERS</td>
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<td>Academics</td>
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<td>Health</td>
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<td>Higher</td>
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<tr>
<td>Lecturing</td>
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<tr>
<td>Librarian</td>
<td>8</td>
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<tr>
<td>Areas of librarianship</td>
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<tr>
<td>Library/Information Services</td>
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<tr>
<td>Medical Library</td>
<td>2</td>
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<tr>
<td>Private</td>
<td>2</td>
</tr>
<tr>
<td>Shipping/maritime</td>
<td>2</td>
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<tr>
<td>Student</td>
<td>2</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
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<tr>
<td>Teaching and Research</td>
<td>2</td>
</tr>
</tbody>
</table>
Fig. 2: Sex Distribution

Table 1
Research Question 1: What is the attitude/perception of LIPs and other professionals in Nigeria to use of Web 2.0 tools and social networking sites? A series of questionnaire items elicited for the attitude and perception of respondents to use of Web 2.0 tools and networking sites (see table 1 above). A great number of respondents ‘agree’ that they like and feel pleasant with use of the tools. 100 respondents of the total 200 also ‘agree’ that use of the tools was effective in their work for communication and file sharing. See Fig. 3 above for details.

Research Question 2: What Web 2.0 tools and social networking sites do they use? A series of questions were asked: (1) Does your workplace use any of the Web 2.0 tools or social Networks? 40 of the respondents to this question say their workplaces do not use any of these tools and (55 respondents) use the tools in their workplaces.
Respondents were asked if access to web 2.0 tools and networking sites were restricted in offices and 57 respondents said ‘no’ whilst 26 of them said ‘yes’. Restrictions in offices seem to be a growing issue for further research.

Another questionnaire item to answering research question 2 was (2) Do you own any video/audio content on your blog, website, facebook pages or any other social networking site or Web 2.0 tool you use or belong to? 53 respondents do not own any such contents and 17 respondents own contents on networking sites. The implications of this findings are that professionals in Nigeria who use these tools not only playback audio/video contents created by other users (as represented by 53 respondents) but own and create their own contents (17 respondents)

<table>
<thead>
<tr>
<th>Fig. 5</th>
<th></th>
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<tbody>
<tr>
<td>yes</td>
<td>17</td>
</tr>
<tr>
<td>no</td>
<td>53</td>
</tr>
</tbody>
</table>
Again, a further questionnaire item (3) was, ‘What is the subject content of video/audio files created by you or by other users that you playback on facebook and other social networking sites and other Web 2.0 tools?’
Essentially, Fig. 6 above shows what library and information professionals and other professionals create and or use contents on Events and Documentaries, etc., on these tools in workplaces in Nigeria.

Research Question 3: (1) How do LIPs and others use the tools? Questionnaire item asks, how did users know about Web 2.0 tools and social networks? Results gleaned from Fig. 7 below show that friendships (whether professional or otherwise) seem to be driving force of awareness of the Web 2.0 tools and networking sites to most users. Detailed breakdown of respondents’ responses can be found on Fig. 7 below.
(2) Another question item to answer research question 3 was to ask respondents why use web 2.0 from their mobiles? The item in the online questionnaire was, ‘Purpose of use of Web 2.0 tools and social networks on mobile phones’. 1 respondent said the software would not install on his/her mobile and (18 respondents) did so as a result of ease of access and (15 respondents) because it was easy to use.
(3) Is access to any of these Web 2.0 tools and social networks such as yahoo messenger, etc., restricted during work hours with office based Internet connection? Results show that 57 respondents say there are no restrictions to their use of the tools in their workplaces. A high number of respondents (26) say they have restrictions to use of the tools in their offices. Charnigo and Barnett-Ellis (2007) reported on use of the tools in workplaces and these findings show 57 respondents are not restricted from using the tools in their workplaces but of growing concern (26 respondents) are being restricted from using them in offices. Greenwood and Cooke (2008) in their findings indicated in prior research that lack of hardware and network infrastructure pose less of a barrier to access than does lack of ICT skills, lack of motivation either to use computers or to gain ICT skills, and line manager resistance to staff using computers or accessing ICT training in work time. Review of literature also found that increasingly employers of labour considered use of Web 2.0 tools and social networks in office as waste. With 26 respondents denied use of the tools in their offices, calls for more research into restriction and adoption of ICT policy in workplaces in Nigeria. See Fig. 9 below.

<table>
<thead>
<tr>
<th>No</th>
<th>57</th>
</tr>
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<tbody>
<tr>
<td>Yes</td>
<td>26</td>
</tr>
</tbody>
</table>
(4) Question item was, Do you use yahoo messenger, email, facebook, iLike, twitter or any other social networking sites/Web 2.0 tools from your mobile phones? A greater number of respondents (36) say they do not use the tools from their mobiles. Further research may want to know why this is so. See Fig. 10 below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>no</td>
<td>36</td>
</tr>
<tr>
<td>yes</td>
<td>33</td>
</tr>
</tbody>
</table>
Research Question 4: What is their extent of use of these tools? (1) Respondents were asked extent of use? The frequency count on Fig. 11 below shows that online forum/newsgroups with 46 respondents are the most used. 36 respondents use blogs, 28 respondents used wikis and 20 respondents played back video content via online video. These results show that online forums and newsgroups were the most used. Again, one respondent had never used any of the tools. Most respondents therefore were using most of these tools contrary to some reviewed literature that these tools were not being used in Nigeria.
Fig. 11
blogs 36
Forums/newsgroups 46
Onlinevideo 20
Photo sharing 17
wikis 28
Podcasts 6
rss 16
Virtual Worlds 10
Online Office 16
Social bookmarking 4
Linked-In 1
E-Mails 1
None 1

(2) Respondents were asked, ‘How often do you use social networking sites e.g Facebook, Twitter?’ And from Fig. 12 below (38 respondents) the highest number of respondents use the tools daily whilst at the bottom of the ladder (2 respondents) use the tools quarterly.

Fig. 12
Daily 38
Never 12
monthly 5
Fig. 13 above shows the results to usage of specific web 2.0 tools such as Wikis showing frequency counts.

Research Question 5: What purposes do LIPs and others use the tools for? One of the questions asked was, (1) What do you use instant messaging (IM) such as yahoo Messenger, MSN, AOL, googletalk, etc., for? Results show that 12 of the respondents (highest) use IM for entertainment purposes and 2 respondents indicated for marketing purposes, one respondent each for conversation purposes, educational and “do not use”, respectively. This finding is supportive of Rogers (2009) that various professionals should research into use of social networking sites for marketing and public relations. This notwithstanding, these findings also buttress (ALA, 2007) that users consider social networking sites and Web 2.0 tools as fun tools (12 respondents of a total of 17 respondents to this question used the tools for entertainment purposes) and this may influence their use for professional purposes. However, one respondent used the tools for education related purposes and use of the tools for education in Nigeria can be pursued by further research.
(2) Where do you envisage social networking sites and Web 2.0 tools can be used on your job? See Fig. 15 below for detailed breakdown.

### Fig. 15

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>40</td>
</tr>
<tr>
<td>Communication</td>
<td>54</td>
</tr>
<tr>
<td>Education</td>
<td>58</td>
</tr>
<tr>
<td>Feedback</td>
<td>30</td>
</tr>
<tr>
<td>Filesharing</td>
<td>31</td>
</tr>
<tr>
<td>Marketing</td>
<td>20</td>
</tr>
<tr>
<td>Public Relations</td>
<td>35</td>
</tr>
</tbody>
</table>

### Fig. 14

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertainment</td>
<td>12</td>
</tr>
<tr>
<td>Marketing</td>
<td>2</td>
</tr>
<tr>
<td>Other--educational</td>
<td>1</td>
</tr>
<tr>
<td>Other--gisting</td>
<td>1</td>
</tr>
<tr>
<td>Other--I don't use these services</td>
<td>1</td>
</tr>
</tbody>
</table>
Recommendations and Conclusions

The purpose of the study was to conduct a usage analysis of Web 2.0 tools and networking sites by librarians, information professionals and other professionals in Nigeria and to identify what these applications were used for by these professionals. The findings generally show that professionals in the Nigerian workplaces are using these tools mostly for entertainment purposes. In this context, a number of recommendations are proffered. Employers and management of workplaces can channel this employee interest to use these tools to foster collaboration, communication, file sharing, feedback, marketing, public relations and education in their domains depending on what sectors they belonged to rather than outright ban of the use Web 2.0 and social networking sites during work hours. Workplaces and organizations that do not encourage the use of Web 2.0 tools and social networking sites can begin to foster their use particularly, online forums and newsgroups, online blogs, wikis and online videos. The opinion of a friend or colleague in the office about the use of Web 2.0 and social networking sites is also a key to use of the tools by professionals in Nigeria. Protagonists and enthusiasts of use of these tools in libraries, other workplaces must develop programmes to give education about use of these tools to counter fear and privacy issues the findings attribute as reasons why potential users do not use them. For ease of use of these tools by users, it is recommended that they activate social networking sites on their mobile phones as a great number of respondents supported this.
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APPENDIX A
Questionnaire (Online and was available at http://www.survey.mgpredict.com)
Study on Use of Web 2.0 Tools and Social networking Sites by Librarians, Information Professionals and other professionals in Workplaces in Nigeria
- What sector is your profession in?
  Academics/Education
  Business
  Marketing
  Telecommunications
  Public service
  Banking
  Farming
  Artisanship
  Entrepreneur
  PR
  Other
- Sex
  Male
  Female
- Age Group
  20-30
  31-41
  42-52
  52-62
  Other
- Education Level
  O'level
  NCE
  OND
  HND
  Degree
  Postgraduate
  Other
- Use of Web 2.0
  Are you registered with any social networking sites such as Facebook, Twitter, LinkedIn, etc?
  Yes
  No
  Do not know
  - How do you rate yourself in terms of use of these tools?
    High Daily
    Low Weekly
    Average Monthly
    Do not know]
    Once in a while
    Other.
- What do you understand by Web 2.0? (in your own words briefly describe this)
- Using Facebook, Hi5, Twitter and other social networking sites is a good idea
  Agree  
  Disagree  
  Do not know
- Using LinkedIn, Facebook, Twitter, etc., is pleasant to me
  Agree  
  Disagree  
  Do not know
- I like the idea of using social networking sites for my professional work
  Agree  
  Disagree  
  Do not know
- The use of the social networking sites makes my communicating and sharing information with others effective
  Agree  
  Disagree  
  Do not know
- Does your workplace use any web 2.0 tool or social networks?
  Yes  
  No  
  Other
- Challenges to use
  I do not know how to use the tools
  Financial problems
  Technical problems
  Lack of access to the tools
  Other
- My main responsibility at work is?
  Marketing
  Promotion of services
  Communication
  Library administration
  Children
  Hospitality
  Knowledge management
  Knowledge sharing
  Advertisement
  Learning
  Research
  Other
- Check the web 2.0 tools you use (i.e. if yes)
  I use RSS
  I use wikis
  I use blogs
  I use online video
  I use photo sharing
  I use newsgroups/forums
  I use social bookmarking
  I use virtual worlds
  I use twitter, facebook, hi5 and other social networks
  I use instant messaging, IM such as yahoo messenger, AOL, MSN, googletalk, etc
  I use podcasts/webcasts/vodcasts
I use Teachertube, Youtube, Facebook, etc., to watch video or share video
I use online forums
I belong to email/discussion lists such as yahoogroups, etc., based on various groups and topics
I use personal websites
I use institutional websites
Other
  • What group types do you belong to on social networks you use?
Professional
Marketing
Technology
Education
Sports
Tourism
Hobbies
Other..
  • Do you have groups/blogs of your own created by you on any of the social networks?
Yes
No
Other
  • If your response to earlier question is ‘yes’, what is the focus of group types you created?
Professionally related
Social based
Fashion related
Technology
News
Library related
Cultural associations
Human rights
Shopping
Other
  • How often do you use these tools?
Daily
Weekly
Once in a couple of weeks
Monthly
Other
  • Is access to any of these web 2.0 and social network tools such as yahoo messenger, etc., restricted during work hours with office based Internet connection?
Yes
No
Other
  • Are you aware of any technology adoption policy or ICT user policy governing referring to use of these web 2.0 and networking tools in your workplace?
Yes
No
Other
  • Is there any encouragement in management of your organization (workplace) to promote the use of these web 2.0 and social networks for communication of circulars, memos, file sharing, knowledge sharing, etc?
Yes
No
Other
  • Do you use RSS?
  Yes
  No
  Other
  • Purposes of use of RSS
    Check the boxes for purposes of use
    For Library related issues such as news and events?
    For university-wide news?
    For organizational use?
    For e-journals/online databases?
    For links to other websites on related topics to your search (as you find on twitter and facebook, etc)
    For general news and information?
    Work related?
    Research information
    Other
  • Do you search information on wikis?
  Yes
  No
  Other
  • Purposes for use of wikis
    Check the following boxes depending on why you use wikis
    Training resources?
    Project planning?
    Other
  • Do you use blogs?
  Yes
  No
  Other
  • Do you use podcasts for advice on search skills, orientation hours, listening to instruction, learning, teaching or general information etc?
  Yes
  No
  Other
  • Purposes for use of blogs
    Check the relevant boxes below
    General materials, news and other information?
    Library and information related- such as new books, book reviews, etc.?
    Work related information?
    Research/scholarly purposes?
    Communication?
    Learning and teaching?
    Marketing
    Employee/customer profile
    Knowledge/opinion sharing?
    Other
  • What do you use instant messaging (IM) such as yahoo messenger, ICQ, MSN, AOL, googletalk, etc., for?
    Social networking
    Professional networking
    Information sharing
    Sharing library related information
Voice chat
Marketing
File sharing
Picture sharing
Reference services
Advice on library services
Communication
Research
Learning and teaching
Work related
Scholarly communication
Others
  • What do you use Emails, Email discussion lists and discussion forums for?
Communication with clients and colleagues
Information sharing
Knowledge sharing
To stay well informed
Work related purposes
Personal purposes
Office communication
File sharing
Dissemination of information
Library related
Learning and teaching
Work related
Scholarly communication
PR
Marketing
Other
Public, School, and University Libraries in Xela, Guatemala and Lincoln, Nebraska: A Comparative Report

Margaret Mering

Margaret (Meg) Mering is the Principal Catalog and Metadata Librarian at the University of Nebraska-Lincoln. She can be reached at: mmering1@unl.edu.

Introduction

What would it be like to live in a country where owning a book or borrowing one from the library could not be taken for granted or where leisure reading is a foreign concept to most of the population? Guatemala is such a country. I pondered this question during my 2010 month long visit to Quezaltenango, Guatemala.

This article provides a comparative analysis of libraries in Guatemala, a developing country, and the United States, a developed country. Specifically, libraries in Xela, Guatemala are compared with libraries in and Lincoln, Nebraska, my home town. This article also identifies the needs and priorities of libraries in Guatemala and examines what is being done to address these concerns. Information for this article was obtained by visiting public, school, and university libraries in Xela and Lincoln. I also met with the directors of two library related community service organizations. While conducting this research, I attended a Spanish language school. This intensive language instruction helped me prepare for my library interviews. The interviews for the Xela libraries were conducted in Spanish. The questions were presented in writing and orally.

Background

A background on Guatemala, the city of Quetzaltenango and the local culture is important to understanding Quetzaltenango's libraries. Quetzaltenango is known to its inhabitants as Xela, the original Mayan name for the city. After Guatemala City, Xela is the second most populous city in Guatemala. Its population is approximately 300,000 people. Over 60 per cent of the population is indigenous. The city is the main population center of
the country’s Quiche Mayans. A little more than a third of the population is Ladino. The remaining population is European or other nationalities. Xela, a highland city, is at an altitude of about 8,000 feet. It is surrounded by two active volcanoes, Santa Maria and Santiaguito (Argueta, 2007). Xela is a focal point for retail and wholesale business. It is a transportation hub and home to several outdoor markets which sell produce – fruit, vegetable, livestock, grains, you name it. Nine universities offer classes in Xela. The city is also known for its Spanish language schools. It has over 50 language schools.

Xela and its surrounding communities are a reflection of what the rest of Guatemala is like. The median age of Guatemalans is 19.7 years. The country’s official language is Spanish. At least 23 indigenous languages are also spoken. Quiché, Mam, Cakchiquel and Kekchi are the four main Mayan languages. Spanish is not universally understood among the indigenous population. Two-thirds of the population is Roman Catholic. Many Mayans practice a blending of Catholic and Mayan beliefs. An estimated 30 per cent of the population is Evangelical Pentecostal Protestant. More than half of the population is below the poverty line (Central Intelligence Agency, 2011). “Indigenous peoples’ poverty rates are 2.8 times higher than the rest of the population (United Nations, 2009, p.38).” The majority of the country’s wealth is held by 22 families.
Guatemala's geographic location between the Caribbean Sea and the Pacific Ocean make it a target for hurricanes and other natural disasters. In 1998, Guatemala was hit by Hurricane Mitch. In 2005, it was hit by Hurricane Stan. During my visit, Tropical Storm Agatha occurred along with the eruption of Volcano Pacaya. Travel plans were delayed by as much as a week. For several days, driving the 125 miles of the PanAmerican Highway between Xela and Guatemala City was not possible. Guatemala City's airport also shut down during this time. The damage was not so much wind as flooding and mudslides. The resulting loss of crops had a negative impact on Guatemala's agriculture based economy.

As of 2007, Guatemala's adult literacy (i.e., ages fifteen and over) rate is 73 per cent as compared to the United States' rate of 99 per cent. Literacy for 15-24 year old males in Guatemala is 88 per cent Literacy for 15-24 year old females is 83 per cent. (UNCIEF, 2010) 53.5 per cent of indigenous people aged 15-19 have not completed primary education, as compared to 32.2 per cent of non-indigenous (United Nations, 2009, p.33). “Indigenous girls tend to be more disadvantaged than indigenous boys. Only 54 % of indigenous girls are in school, compared with 71 % of indigenous boys. By age 16, only a quarter of indigenous girls are enrolled, compared with 45 % of boys (United Nations, 2009, p. 144).”

In 1996, a 36 year civil war formally ended. The war left more than 100,000 people dead or displaced. An estimated 1 million people relocated to another country. (Central
Intelligence Agency, 2011) Violence continues to be a concern, particularly in Guatemala City.

![Biblioteca Alberto Velasquez – Shows damage from Tropical Storm Agatha](image)

**Comparative Assessment of Guatemalan Libraries with US Libraries**

In researching libraries in Xela, I also visited comparable libraries in Lincoln Nebraska so that I might provide a comparative assessment. The information about the Guatemalan libraries is presented side-by-side with their United States counterpart. Summaries are provided that compare the differences between the two library systems.

**Public Libraries: Biblioteca Alberto Velásquez of Xela and Bennett Martin Public Library, Lincoln, Nebraska**

**Biblioteca Alberto Velásquez:**

Biblioteca Alberto Velasquez is the only municipal library in Xela. This fact seems even more significant when you realize the high cost of books in Guatemala and that the city only has four bookstores, two of which primarily cater to English speaking visitors. The library is in the same building as the Museo de Historia Natural. The building once served as the city's jail. The library occupies a single floor. It is painted a dingy dark yellow. On one side are small windowless rooms that house the newspaper, children and Mexican sections of the library. When staffed and not gated off, patrons may browse these sections. A larger room houses a computer lab. It is the most heavily used part of the library. Thanks to donations from international NGOs the lab opened in June 2009. The bulk of the library collection is kept in a back room of the library. Request for books are made at a barred window located at the back of the library. The library has no book displays and makes no attempt to promote books. A bookcase haphazardly displays current periodicals.

The library has a fifteen drawer card catalog. The catalog has a feeling of neglect. The catalog cards are wrinkled by water damage. Cards for new materials do not appear to being added to the catalog. The latest publication date I found was 1999. I observed that materials were classified by Dewey. The cataloging seemed similar to the first edition of AACR. The library does not have an online catalog or a web site to promote the libraries services. How patrons know what the library owns is not entirely clear. I received conflicting information on whether materials can actually be checked out from the library. From my
personal observations, the library primarily serves as a study hall for high school students and a place for computer instruction.

**Bennett Martin**

Bennett Martin is the main public library in Lincoln, Nebraska. It is part of a seven branch library system. In addition, Lincoln City Libraries' bookmobile provides service throughout Lincoln and Lancaster County, Nebraska. The main library is a four story, almost 50 year old building. Although the building fades somewhat in comparison to the newer branches, it has a lot of natural light and seems very welcoming. The library includes the Heritage Room of Nebraska Authors, the Polley Music Library, and a periodicals room. An auditorium and a conference room are available to be used by local groups and organizations for educational, civic, and cultural purposes. It has reference and circulation desks. It has an open stack library which has children, teen, fiction and non-fiction sections. It provides access to resources in a variety of formats (e.g., print, DVD, Internet). Library users can use computers in the library to access electronic databases to locate information on the Internet, or to use word processing and other software. The library offers instruction on using computer applications. The library has a number of book displays promoting new arrivals and materials on various subjects. Printed booklists on a wide variety of subjects are available for children of all ages. The library also has handouts for various programs. Examples include the Ames Reading Series, the library's annual book sale, and the Nebraska Literary Heritage Association's Lunch at the Library book discussions (Kelley, 2010).

![Bennett Martin Public Library Reading Room](image)

Like many public libraries in the United States, Bennett Martin's web site, catalog, and databases can be accessed in and outside the library via the Internet. The library's integrated library system is Dynix. Up to 150 items can be checked out at one time for one three-week period and may be renewed for one additional three-week period if no one is waiting for them. Video games and DVDs labeled "DVDs to Go" check out for seven days (Kelley, 2010). In November 2010, Lincoln Libraries launched a service that allows eBooks to be downloaded to patrons' eReaders for several weeks at time. Seventy-eight percent, or 205,049, of Lincoln and Lancaster County residents own library cards. During fiscal year 2008-09, the library loaned 3.35 million items (Mertes, 2010) Bennett Martin provides programs and services for all ages. Bennett Martin and the rest of the library system partner with 30 agencies to provide outreach to the community.
Comparison: The differences between Biblioteca Alberto Velásquez and Bennett Martin are numerous. The Lincoln library is widely used by all ages of its community. It fosters a love for reading and provides a diverse range of resources, services and outreach activities. On the other hand, Xela's library does little to promote what resources it does have and offers few services to its users. The library serves as a study hall for secondary students. Like Lincoln's library, Biblioteca Alberto Velásquez offers instruction on using computer applications. However, it has no web presence to tell about its collection, services or policies. It has no online catalog or active card catalog. Users have no access to electronic databases, books or journals. They certainly are not able to download eBooks to their eReaders. Few, if any, Xela users have eReaders.

Other obvious differences between the two public libraries can be found. One public library serves all of Xela. Bennett Martin is one of seven public libraries in Lincoln. A bookmobile also serves Lincoln and Lancaster County. Biblioteca Alberto Velásquez occupies a single floor of a building. Bennett Martin is a four story stand alone building. Xela's library largely has closed stack with the exception of the newspaper, children's and Mexican sections. A bookcase displays its current periodicals. Lincoln's library has open stacks. In addition to having a periodicals room, the library also has the Heritage Room of Nebraska Authors and the Polley Music Library.

School Libraries: Xela, Guatemala vs. Lincoln Nebraska

Xela

In Xela, primary school covers the first six years. Secondary school covers the next six years. The first three years of secondary school are referred to as básica. Basic math, science, social science, literature, English and Spanish are taught during these years. The remaining three years are spent learning a trade or taking college prep classes. Public primary schools are not expected to have libraries. Theoretically, all secondary schools should have libraries. In reality, that is not the case. School librarians have no additional training beyond what is required to be a teacher. In Guatemala, the only university providing training in library science is the Universidad de San Carlos de Guatemala's main campus in Guatemala City which offers a Bachelor's level program. Most, if not all, professionally trained librarians work in the nation's capital and nowhere else (Ramirez-Leyva, 2004)
Instituto Femenino de Educación Básica de Occidente Arts and La Escuela de Artes y Oficios

Five hundred female students attend IFEBO Arts. One hundred and thirty female students attend the technical arts trade school. Technical arts include cooking and sewing. These two public schools are located in the same building. The students who attend the first three years do not necessarily continue on to the trade school. Those attending the trade school appeared to be older than the traditional aged high school student and did not wear the school uniforms.

The focus of the small, single room school library is on the básica students. The majority of the library materials are kept behind a service counter. One bookcase with a handful of books is located in the main part of the library. What resources the library has appear to be largely textbooks and encyclopedias and in print. It has no book displays. It has a card catalog but it is not currently being used. It is not kept in public view. The library does not have an online catalog or any computers. The librarian claimed to have the entire library collection memorized. Any organization scheme was lost when the previous librarian retired four years ago. The librarian's primary responsibilities are to photocopy library materials for the students' assignments and to answer reference questions. Books can be loaned to students to take to their classrooms or homes but not for long. Students must leave their ID card when they borrow a book.

Miguel Angel Asturias Academy

This Academy, founded in 1994, is a private, non-profit school for pre-school, primary and secondary students. Approximately 300 indigenous and non-indigenous students from various economic backgrounds attend the school. Through subsidized tuition, the school hopes to eliminate disparities in education. The Academy's teaching philosophy, based on Paolo Freire's Pedagogy of the Oppressed, encourages independent thinking and learning, developing leadership skills and raising awareness of social justice issues. (Miguel Angel Asturias Academy, January 3, 2010)

In May 2010, when I visited the school, it had no library. At least a thousand potential library books were housed in the cramped office of the volunteer coordinator and one of the English language teachers. A third floor was being added on to the school. As
part of that construction, a library was being built. According to the Academy's blog, the library was to open in January 2011 (Miguel Angel Asturias Academy, November 30, 2010)

A month before my visit, volunteers from McGill University's “Librarians Without Borders” spent ten days at the school helping to plan for the new library. Based on the organization’s recommendations, Miguel Angel Asturias Academy's library promises to be very different from the library for IFEBO Arts and La Escuela de Artes y Oficios. The Academy's library is intended to serve its students, their family, and, by extension, the community of Xela. It will be brightly decorated to be welcoming and to encourage people to use it. The library will have computers. Comfortable chairs and benches will be available for reading and studying. The library will have open stacks. Programming for all grade levels and family members will be offered. A collection development policy will be created. An online catalog will be created by using LibraryThing. The circulation of books will begin with one day loans within the school and increase in length with the approval of the school's library committee. (McGill Librarians Without Borders, 2010)

Lincoln, Nebraska

All public elementary, middle and high schools in Lincoln have libraries. Some elementary school librarians cover more than one library. Educational requirements for school librarians include a Nebraska teaching certificate plus a K-12 media specialist's endorsement, which may be part of a Masters in Education, or a MLS.

Lincoln High School

Lincoln High School was founded in 1871 and is the oldest of the seven public high schools in the city. Approximately, 1,700 students attend Lincoln High. The student body is more diverse than many schools in Lincoln. Students are from 42 countries. They speak at least 22 different languages. Lincoln High is one of only two high schools in Nebraska that participates in the International Baccalaureate Program. Sixty-five per cent of graduating seniors will attend community colleges or four year colleges or universities. Many will be first generation college students. Fifty per cent of Lincoln High students receive subsidized lunches.

Lincoln High's school library is newly renovated. It is very inviting. Two school librarians, one secretary and one audio visual/computer technician manage it. The book displays and décor reflect the diverse student body. The size of the collection is around 20,000 volumes. The Library Company online catalog can be accessed in and outside of the library via the Internet. The library and the labs connect to it have close to 150 computers available for student use. Five items of any format can be checked out at a time for three weeks. They can be renewed for a second three weeks. Databases and other electronic resources are available online. Materials can be interlibrary loaned between public schools in Lincoln.

On average 25 classes visit the library in a given week. The library offers instruction on using computer applications, evaluating resources, writing papers, and searching the online catalog. It also offers programs for Teen Read Week, student moms and a variety other (Gannon, 2010).

Comparison: Whereas Lincoln High School has a comprehensive library that offers a large variety of services and resources to its students, the primary purpose of the library of IFEBO Arts and the Technical Arts School is to answer reference questions and to photocopy
pages of books. The Xela secondary school library does not provide instruction on computer applications, evaluating resources, writing papers, or searching its catalog. The librarian is not teaching research skills that might further the students' educational opportunity. The library does not have computers, electronic databases and other resources that might assist in that goal. It does not encourage leisure reading. The idea of reading for pleasure appears to be a foreign concept. The library does not display resources that might be read for pleasure or support the school's curriculum. It does not offer programs for Teen Read Week, student moms and other support reading for fun.

Miguel Angel Asturias Academy's new library holds a lot of promise. It will certainly be a dramatic improvement over the public secondary school's library. It will have open stacks. It will have books for leisure reading and ones that support the school's curriculum. It will have computers It will promote reading and will have programs for students of all grade levels and their families. Developing the collection and the programs for the Academy's library will take time and will not be immediate.

University Libraries: Universidad de San Carlos de Guatemala and Universidad Rafael Landívar vs. Nebraska Wesleyan University

Xela

Nine universities offer classes in Xela. Universidad de San Carlos de Guatemala is the most internationally recognized among them. Only three of the universities have actual campuses which include libraries. The remaining universities share classrooms with secondary schools. The main campuses for these universities are all located in Guatemala City.

Universidad de San Carlos de Guatemala

Xela's campus is one of fifteen regional centers of the Universidad de San Carlos de Guatemala. The areas of study are agronomy, architecture, engineering, economics, law and medicine. During Guatemala's civil war, a lot of protest came from this Xela university's faculty and students. People associated with the university are known to have been killed or disappeared during the war. The many murals on campus which sympathize with the guerillas are reminders of the civil war. Today's student body continues to be politically active. The main student organization is called Asociación de Estudiantes.
Universitarios de Occidente. One of AEUO's main missions is to inform the public of what is happening with the country and the government. Classes are not held on Fridays so that students can be involved in AEUO and other related student activities.

Universidad de San Carlos de Guatemala library

The library is located on the second floor of one of the campus buildings. There are no branch libraries. The library includes many rows of cubicles and a lab. It has closed stacks. The Xela campus shares an online catalog with the main Guatemala City campus. Ebsco databases are available for patron's use. The automated system is called Glifos, a company used by universities in Mexico, Guatemala and other Latin American countries. The computers used by the library appear to be older. The monitors are all behind glass walls. In order to use the computers, patrons must ask the library staff to activate the computer. Newer computer also located in the library are not in use. One card catalog cabinet has not yet been removed from the public area of the library. Materials can be checked out by completing a handwritten form.

Universidad de San Carlos de Guatemala
Mural at Law College, Universidad de San Carlos de Guatemala

Mural at Universidad de San Carlos de Guatemala

Mural at Universidad de San Carlos de Guatemala
Mural at Universidad de San Carlos de Guatemala

Mural at Universidad de San Carlos de Guatemala

Universidad de San Carlos de Guatemala: Sign pointing to library
Medical College mural at Universidad de San Carlos de Guatemala

Mural at Universidad de San Carlos de Guatemala

**Universidad Rafael Landivar**

Universidad Rafael Landivar
Universidad Rafael Landivar

Universidad Rafael Landivar is a private Catholic University. It has two campuses in Xela. Each campus has a library. In comparison to Universidad de San Carlos, the campus I visited seemed well maintained and very clean. I saw no evidence that the student body was politically active.
The organization of the Universidad Rafael Landivar's library is similar to that of Universidad de San Carlos' library, but on a smaller scale. The library has many rows of cubicles and a lab. It also has closed stacks. Some consideration is being given to having open stacks. Some security issues need to be resolved before this change can occur. The Xela campus shares an online catalog with the main Guatemala City campus. However, databases and electronic journals are not available at the Xela campuses. The few 100 print periodicals owned by the library are listed in the card catalog only. The automated system is Ex Libris. The computers used by the library appear to be older. Materials can be checked out by completing a handwritten form.

Lincoln, Nebraska

The University of Nebraska's main campus, Nebraska Wesleyan University, Union College, and Kaplan University are all located in Lincoln. In addition, Lincoln has a community college and a number of trade schools. Several colleges and universities located elsewhere in the state offer classes in Lincoln.
Nebraska Wesleyan University

Nebraska Wesleyan University (NWU), founded in 1887, is a private institution and has an affiliation with the United Methodist Church. It offers more than 50 majors and 18 pre-professional programs. Approximately 1,600 undergraduates, 225 graduate students and 275 adult learners attend the university. Ninety per cent of the undergraduates are from Nebraska. Most of them are traditional college age students. The university has a wide variety of student organizations, including seven Greek chapters. (NWU, 2010)

The University's Cochrane-Woods Library has four floors. The library includes the University's Archives and Special Collections and the Nebraska United Methodist Church Historical Center. The Cooper Foundation Center for Academic Resources is also located in the library. The computer lab in the library contains more than 50 computers, roughly half running the Macintosh operating system and half running Windows. NWU shares its Dynix integrated library system with eight other academic institutions, as part of the Nebraska Independent College Libraries Consortium. The library has open stacks. Some back files of journals are house in the science building. Databases and other electronic resources are available online. Students may check out items for three weeks, with the possibility of two renewals. Interlibrary loan is a heavily used service. Course and subject specific research guides have been created for student use. Librarians provided research help on a one-on-one and by visiting classes. (Brownfield, 2010)

Comparison: At the college and the university level, more similarities can be found between the libraries of Xela and Lincoln than with the school and public libraries. All the libraries studied have online catalogs. The two Xela libraries share a catalog with the main campuses of their universities. The Lincoln library shares an ILS with eight other academic institutions in its consortium. Databases and other electronic resources are available at Nebraska Wesleyan University and Universidad de San Carlos. They are available at the Universidad Rafael Landivar's Guatemala City campus but not at its Xela campus. The two libraries at the Xela universities have fewer computers for patrons’ use. The computers at NWU are newer than ones at the two Xela university libraries. NWU is more service oriented. It provides research help and training. Library facilities at NWU are far more spacious and welcoming than the ones in Xela.
Current Library Initiatives

A number of initiatives are underway to improve libraries in Guatemala. Two service organizations in particular have been behind these initiatives: The Reicken Foundation of Guatemala and Child Aid. The mission of these two agencies is to support community libraries for smaller towns and villages. They seek to change the cultural attitude toward reading. In other words, they are promoting the idea that reading is not just for school and work but is also for fun. They take different approaches toward improving libraries. The Recken Foundation focuses on creating libraries that help develop and empower communities. Child Aid trains librarians to provide literacy training to their communities and schools.

Riecken Foundation

The US-based Riecken Foundation, founded in 2000, has built and continues to help support twelve libraries in Guatemala and more than 50 in Honduras in rural communities. These libraries serve as the only libraries for their communities. The towns may previously have had libraries that were cramped, unstaffed storage areas with a handful of outdated books. Until 2008, the Foundation's funding for the libraries came predominantly from a single donor. It is now working to find other partners to help fund the libraries. The libraries are referred to as “community” libraries to distinguish them from public libraries operated by the government and to reflect the mission of the libraries. A primary focus of these libraries is to work on community development. The Foundation seeks to get the commitment and the involvement of the community in establishing and maintaining the libraries. Boards of directors made up of community members oversee the libraries. The Boards' responsibilities are to create a mission statement and a set of rules for the library, to negotiate with local authorities, to manage the library's finances, and to recruit library employees. Each library has a librarian and, if finances allow, a library director.

(Guggenheim, 2010) The directors for the two Riecken libraries that I visited in San Carlos Sija and Cabrican, towns in the same department as Xela, were employed part time. Volunteers from the community also assist with the running of the libraries.

Riecken libraries have open stacks. When a library first opens, it has a minimum of 1,000 books. The books are mostly in Spanish. A small per centage are in Mayan languages of the community. Roughly half of the books are meant for young children. The Foundation has discovered that reference; self-help and how-to books tend to be the most popular reading materials. Each new library has five computers. The libraries in San Carlos Sija and Cabrican and several other Riecken libraries cannot afford the cost of the Internet. Library users can use the computers in the libraries for word processing and other software. The libraries offer instruction on using computer applications. In addition, they support programs and activities that encourage community development, build leadership skills, family literacy, reading programs and story hours (McCarthy, 2008). San Carlos Sija's library promoted activities and programs which advocated Quiche Mayans and Ladinos working together for the good of the community. Other programs included teaching family values and introducing children to career possibilities (Vasquez de Leon, 2010). Cabrican's library organized teenagers to be community leaders. For younger children, the library sponsored a poster contest about respecting nature (Bulux-Tzul, 2010).

Child Aid

For over fifteen years, Child Aid has been working in Guatemala. Their core program is called Reading for Life. They partner with International Book Project, International Book
Bank and other agencies to distribute books to 42 libraries in rural communities. Child Aid helps libraries develop long-term plans, catalog their collections and create a book lending program. The Riecken library in Cabrican is one of the libraries that receive books from Child Aid. Librarians are trained to conduct literacy outreach in their communities. The focus is teaching reading comprehension skills to primary school aged children. Librarians bring reading activities into schools and create leisure reading programs. The hope is children will develop a life time habit of reading. Education is the number one way to get people out of property (Van Keppel, 2010).

Biblioteca Comunitaria, San Carlos Sija, Quetzaltenango, Guatemala

Biblioteca Comunitaria, San Carlos Sija, Quetzaltenango, Guatemala
Conclusion

Overall, libraries in Lincoln have a much larger and more diverse range of resources than libraries in Xela. Lincoln libraries provide access to materials in multiple formats. All libraries have online catalogs which help identify what is available to patrons. They offer a large variety of services and outreach activities to their communities. They seek to foster a lifelong love of reading and promote the importance of effective reading and research skills. The physical locations of libraries in Lincoln are spacious and inviting.

Xela's libraries, on the other hand, appear to have largely print collections. They have few services to offer their users. They have no web presence to tell about their collections, services or policies. They do not have book displays of new acquisitions, which might encourage reading. Xela libraries have mostly closed stacks. The spaces for libraries are limited in size and are not all that welcoming.

The greatest disparity is between school and public libraries in Lincoln and Xela. At the college and the university level, more similarities can be found between the libraries in Xela and Lincoln. Both Universidad Rafael Landivar and Universidad de San Carlos have...
computers for patrons use within the libraries. Granted, they have fewer computers than Nebraska Wesleyan University. The Xela university libraries, like NWU, have online catalog systems that they share with other libraries. Students at San Carlos even have access to electronic databases, journals and books.

A number of initiatives are underway which offer solutions for narrowing the gap between public and school libraries in Xela and Lincoln. Riecken and Child Aid placed a primary focus on children by providing literacy and education programs. They have created welcoming libraries and replaced worn out books with current books. They are working to change the cultural attitude toward reading. In other words, they are promoting the idea that reading is not just for school and work but is also for fun. Riecken supports programs and activities that encourage community development and build leadership skills. Hopefully, educational and community activities such as these will be offered not only in rural Guatemala but also in larger communities such as Xela. These activities are important steps toward getting the citizens of Guatemala out of poverty. Libraries have an important role to play in reaching this goal.

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Information Needs of Public Library Patrons: A Survey of Users of Kwara State Library, Ilorin, Nigeria

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Introduction

Information is a common term, often used by people of different professions. Despite being common and important in all human activities, it is a term that is difficult to define because it has several dimensions; meaning different things to different people. To some, it is news while others refer to it as facts or a processed data. Thus, there is no exact definition of information. What is however apparent is that there is a connection between data, information and knowledge. Rubin (1998) provided a relationship between these three and wisdom as follows:

Data are raw and unprocessed, information is a processed data from which meaning arise and it is communicated, and knowledge is further processed information that is organized and interrelated and more broadly understood and applied. Wisdom is knowledge applied to the benefit of humanity. p.495

Information is a resource that is naturally needed in all human endeavors; very crucial to the development of a nation, without which there would be no society. Thus, it is
now commonly observed that the material prosperity of a nation is linked almost directly to its information wealth. Information availability and its free flow through an effective dissemination network represent a necessary pre-condition for the emergence of a crop of well-informed citizenry. Today, there is the 'information industry'. The developed world, especially Europe and United States of America, is investing a lot in this industry, given its important role in the national economy, employing a large workforce. One can readily infer that information is indispensable in human life, hence a basic human need, which has an all-permeating significance to all and sundry.

With the deluge of available information, each person needs information of increasing variety. The information needs of a particular group of users and for a specific situation or organization are difficult to determine. There is not one simple system to cope up with all information needs. This explains why the public library has come to play a significant role as a repository of knowledge to serve the information needs of all groups in the community where it is located. The library is the most widely-used source of information available to literate societies. Librarians must be aware of the kind of information being sought and how it can be obtained. Because of the rapidly escalating cost of purchasing and archiving print journals and electronic media, the library has the duty to provide and maintain efficient services (Thanuskodi, 2009).

**History of the Public Library**

The first libraries opened to the public were the collections of Greek and Latin scrolls which were available in the dry sections of the many buildings that made up the large Roman baths. These were considered as important places in the lives of Romans. Built as public monuments, they were used by everyone whether rich or poor, free or slave. A person could eat, exercise, read, drink, shop, socialize and discuss politics in them. The modern equivalent would be a combination of a library, art gallery, bar/restaurant, gymnasium etc.

However, they were not leading libraries. The 'Halls of Science' run by different Islamic sects in many cities of North Africa and the Middle East in the 19th century were opened to the public. Some of them had written leading policies, but they were very restrictive. Most patrons were expected to consult the books in situ (to consult the collections without moving them from their original place of deposition).

The later European university libraries were not opened to the general public, but accessible by scholars. A selection of significant claims made of early libraries operating in a way at least partly analogous to the modern public libraries was said to have been found in England and Africa tracing their origins to the desire of European colonialists to have access to the information resources of their countries. As a result, the public library they established typically provided access to specialized groups of European descendants and to elite Africans, not to the general public. For example, the first Lagos Public Library in Nigeria, established in 1932 was with a grant from the Carnegie Corporation of New York. Though nominally public, it was inaccessible to most Nigerians because it was located on the ground of the government house. In former British colonies in Africa, donations of English language books significantly aided the development of public libraries. The British Council, which was instrumental to the establishment of libraries in many African countries, continued to maintain libraries in Nigeria, Sierra Leone, Uganda, Ghana, Kenya, Egypt and Tanzania. Most public libraries are located in urban areas, except for some extended services to some rural areas in some of these countries (Kelly, 1966).
Kwara State Library Board

After the creation of Kwara State along with others in 1967, the need for a public library service in it became pressing. The Northern regional library, Kaduna was decentralized for the new States to establish their own. The area court building was chosen as a suitable place that could accommodate the new library, before it moved to its location in October 1967. Apart from the inherited library materials from the defunct northern region, a total sum of 300 pounds was released to the Interim Administrative Council to purchase more books for the library. On 1st April 1968, the Kwara State Library commenced services to the public after which it was realized that the borrowed building was quite unsuitable due to its closeness to the central market. The problem of accommodation persisted for two decades during which the library moved from one building to the other. The lack of a befitting infrastructure was a setback to the library and frantic efforts were made by many to secure a suitable and permanent building for the library.

In November 1987, the then military Governor, Lt. Col. Ahmed Abdullahi laid the foundation of a purposefully-built library where it presently occupies. The completed building was commissioned by the then military president, Ibrahim Badamasi Babangida on 21st November 1990. Between 1990 and 2001, the teeming reading population in the State made use of the library. Within a decade and half, the building got dilapidated, its stock became out-dated and irrelevant to the information needs of users. On assumption of duty as Governor, Dr. Bukola Saraki visited the dilapidated library and promised it a face-lift. Renovation started on 23rd November, 2005. The transformed library building was commissioned and put back to use 1st July 2006 (Kwara State Library Handbook, 2006).

Like other libraries, it comprises the Administrative, Technical Services and Reader Services, Acquisitions, Cataloguing/Classification, Circulation, Reference, Automation, Children and Serials divisions as well as an Internet café. Electronic resources are available through dedicated websites for the library while it uses ALICE for windows for its automation and an electronic device system for the security of its collection. The library was established primarily to serve as local center of information that will make all kinds of knowledge and information readily available to its numerous users irrespective of their age, sex, race, religion, nationality, language or social status. However, there is no total claim to it that the library has fulfilled these service provision obligations to its numerous patrons.

Statement of the Problem

Due to its nature, orientation and philosophy, the public library is saddled with the onerous responsibility of catering for the diverse and ever-changing informational, educational, socio-cultural and recreational needs of the entire members of its community of operation. However, it is generally believed that the public library suffers the most neglect in term of funding and operational neglects. Yet, provision of needed information at the right time and format to its users is central to its existence; since access to the right kinds of information is of critical importance to the general well-being of the individuals and indeed the nation.

Against this backdrop therefore, this study investigates information needs of users at the Kwara State Library, Ilorin. What constitutes the information needs of the library users; what services and resources are available in the library for meeting these needs; how do the users meet such needs and what constraints are they faced with? These are the questions to which the study will provide answers.
Specific objectives of the research are to:

1. identify the information needs of the users at the Kwara State Library, Ilorin;
2. identify how their various information needs are met;
3. ascertain the relevance, currency and adequacy of the library resources in meeting these needs;
4. establish the constraints militating against meeting the needs; and
5. find out other ways by which they satisfy their information needs.

Study Justification

No doubts, numerous studies exist in this area of study, which could be categorized into two broad categories namely those concerned with academic environments and those focusing on industrial populations. The category on academic environment can be broken down further into studies on students Adedibu & Adio (1997), Ajiboye & Tella (1997), Bhati (2008), Tahir, Jawad & Mohammed (2008), Mahajan (2009) Tella (2009) while those focusing on faculty members include Sriyani (2002), Bhati (2009), Devendra (2009), Rafiq & Ameen (2009), Thanuskodi (2009), Tahir, Mahmood & Shafique (2008) and Tella (2009). Others concerning industrial populations include those of Ocheibe & Abba (2003), Mumtaz, Hussain & Abdulnesir (2004), Amin (2007), Yousefi & Yousefi (2007), Salina & Majid (2009), and Raza, Fatima & Upadhyay (2010). Though these constitute a large quantum of existing literature in this study area, their concerns are clearly different from that of the present study; implying that studies are rather scanty in the specific area of public library users’ needs. Hence, the justifications for this study.

Review of Related Literature

The justification for information seeking models is tied to the need to understand what library users actually do when they are in need of and are searching for information. This is so important because it may be very different from what the librarians think the users do. Theoretical models of information seeking, based on empirical research or reflection on experience, have their significance rooted in being capable of assisting librarians to create a library and information skills approach that will respond particularly to the users’ information needs.

Therefore, this study adopts The Information Seeking Model as adapted from Wilson and Krieklas (1983); which suggests that the user perceives a need in the context of his/her environment; which at any given time can be his/her work place, school, home etc. In such environments, the user will perceive an information need (how to perform a particular task, get prepared for an examination or an interview, social, cultural, political education/awareness). The perceived need will lead the individual to commence a process of searching for the required information, thereby making demands upon a variety of information sources. These sources may include information systems (public and/or school libraries); human resources (neighbours, elders, opinion leaders, experts and/or colleagues); and other resources (personal library, and/or media).

The above manifestations (information seeking behavior) culminate into either a success or a failure; successful, if the required information is located for use, resulting in the satisfaction/non-satisfaction of the original perceived need. Satisfaction here is a function of successfully locating information that satisfies the original need; while the contrary is when the located information fails to satisfy the original need. When this happens, the information seeking process is repeated continuously until satisfaction occurs.
Thus, information seeking begins when someone perceives that the current state of knowledge is less than that needed to deal with some issues/problems and ends when that perception no longer exists. Thus, the seeking process ends when the perceived need has been satisfied.

Each of the steps that one uses while going through the information seeking behavior process, as outline in the model, may be referred to as strategy, which Kuhlthau (1992) viewed as ‘a tactic used to seek information or to work through a stage of the search process’; the entire search process composing of strategies. A strategy include asking a friend or neighbour for information (human resources), visiting the public library (information systems), or using one's personal library (other resources). Some information seeking behavior may require only one strategy such as using the public library. When all the needed information is found, resulting in satisfaction of the user's information need, the search process is ended. Some information seeking behavior may require many strategies with the user calling upon a variety of information sources because the information need is not thoroughly satisfied.

The Significance of User Studies to Library Practice

In library science, a users study can be defined as a ‘scientific diagnose of the information needs of library users with the aim of effective service provision by libraries or officers (Oyediran-Tidings, 2004). This is an age-long academic exercise, usually motivated by eagerness to accomplish the goal of information explosion and strong drive for excellence in every human endeavor. Mabawonku (2004) asserted that there have been studies about the information needs of various interest groups and professionals portraying their peculiarities and sources consulted to meet the needs. Nnadozie (2004) opined that research on information needs is in the realm of library user studies while Oyediran-Tidings (2004) underscored the need to move up the ladder of rendering an acceptable and appreciable service by gearing efforts towards the discovery of the anticipated information in the context of the information provided and the presentation of information satisfactorily.

Aina (2004) stressed that for libraries to be able to meet the information needs of their users, they need to conduct users’ studies. This involves determining the profile of the users in term of demographic and personal information. User studies also help in determining their information needs, their information seeking behaviours and sources of meeting such needs. Specific user-related characteristics that have been measured in the past, according to Powell (1997) include: frequency of library/information use, reasons for use, types of library/ information use, attitudes and opinions regarding libraries, reading patterns, level of satisfaction, demographic data, personality, life-style and awareness of library services.

Akinwumi (1996) stated that for any library to be functional, the services so provided should correspond as closely as possible to the needs of the users. Aina (2004) explained that through users’ studies, libraries are well-placed to know those who use their services, what their information needs are, and what services will likely meet the information needs. Also, this type of study enables libraries to evaluate their services. He stated further that the user is very critical to the services of a library, and must be constantly asked to assess the services and resources provided. This will help the library to improve upon its services; since no matter how large the stock of a library is, if the services and resources provided are not utilized, the library will end up being a storehouse.
Information-seeking behavior of students, researchers, and professionals has been the focus of enquiry for decades. Initially, however, user studies were conducted primarily to evaluate library collections. These were followed by studies of the research habits of individuals or groups that would lead to the design of appropriate information systems and services. In mid 1980s, the focus shifted to holistic approaches to information-seeking behavior. According to Line (2000), new studies of information users and their needs are even more necessary in the age of the Internet.

Review of Some Empirical Studies

Yousefi and Yousefi (2007) summarized the results of an investigation of information seeking behavior and needs conducted at Irankhodro Axle Manufacture Company in Iran, examining professional factors in information behaviors; especially the professional factors affecting information needs, information seeking behavior, and library usage of engineers, social scientists, and accountants of the company. The study also examined the role of new information environments in the information seeking process. Its questionnaire is designed to examine the role of the library and the role of librarians in the searching process.

Bhati (2009) investigated the information gathering behaviour of arts scholars in Sri Lanka’s universities; using the questionnaire to collect both qualitative and quantitative data and descriptive statistical methods applied in the analysis of data. About 70% response rate was achieved with each university considered as a cluster. Its findings revealed that Arts scholars gather information for three basic types of activities namely; teaching, research and administration. The respondents spend 45-55% of their time in the library and the majority ranked “to keep up with current developments” as the main reason for seeking information. In comparison to Scientists, Arts scholars appear to use publishers’ catalogues as the most important source for new developments in their relevant fields. Many do not use index card files or outside assistance in searching literature. These findings indicate that information seeking may be motivated by a wide variety of needs, including personal, professional and entertainment. The successful operation of a library depends to a large extent on the choice of library collections. The collection should meet the needs and requirements of users.

Kumar (2009) found that most users visit the library to borrow books, study and do research, locate information from books and journals, and do light reading. The purpose of visits depends on time available and the need to keep up-to-date. On the respondents’ library use patterns as an effective method of understanding information requirements, the study revealed that most users gave priority to book trade catalogues, bibliographies, indexes and abstracts, addition lists, and book reviews for being aware of the current literature. The lower ranking given to the Internet, e-journals, and CD-ROMs is due to the lack of availability and skill to use them, although they do use seminar papers, projects from colleagues, contact with original authorities, information or documentation centres, and the Internet. Respondents like to visit other libraries as well, and suggested networking among local, university, state, public, subject, national, and government libraries. Faculty members and research scholars face difficulties in access because of multiple factors. Most face a considerable problem of time to read or look for information in the library. They also face problem of lack of library automation. Automation is a key factor in improving library services for researchers. Faculty and researchers are not familiar with appropriate sources, and they need skill maintenance activities to update their knowledge of reference tools and other sources.
Sadeh (2008) studied the issues involved in the design of the product, the way in which the product was built to address the needs of both information seekers and libraries, and the use of usability studies to affirm the overall design and help shape fine points of the interface. The study described the need for and realization of a new kind of interface for searching and obtaining library materials, an interface designed around user needs and decoupled from, though interoperating with, current library systems. The paper describes a product that was released in May 2007-the Primo® system from Ex Libris-as an example of a new solution for the discovery and delivery of library collections. The paper demonstrates how users’ expectations, which emanate from the everyday experience on the Internet, can be addressed by library software in a way that corresponds to librarians’ requirements and the libraries’ technological infrastructure.

**Hindrances to Information Provision by the Public Library**

Public library services are not without problems, especially in developing countries like Nigeria. In spite of the fact that public libraries have existed over a long period in Africa, they are perhaps one of the least developed agencies of the colonialists; being generally in a state of neglect. They are poorly funded with their collections largely outdated; low staff quality. Unlike during the colonial era and immediately after, when libraries were founded either by governments or donor agencies, the situation has deteriorated considerably in the last decades, especially since the introduction of Structural Adjustment Programme by the World Bank in most African countries.

Public libraries were the first causality when these countries had economic crises, devalued their currencies, leading to library budget cuts. Public libraries were vulnerable because most of the resources are not produced locally, hence they could not procure books, journals and other necessary resources that required foreign exchange, while only a few of them have Internet access. Unlike other types of libraries, they could not obtain financial support from any other source. The specific users groups of other library types work to ensure that their libraries are not neglected by sourcing funds from other sources. Public libraries do not have clients with sufficient clout who could ensure that they are so sustained.

Today, most public libraries in Africa are in a pathetic state (Aina 2004) and Nwosu (2006) identified some of the problems facing the public library in Nigeria to include funding, philanthropy, laws and legislation, recognition/respect for the profession, patronage, hospitality towards the library. All these are against the backdrop of the fact that public library users are in constant need of information: peculiar, dynamic, ever-changing and are sometimes articulated or not. For it to meet up with its effective and efficient information service delivery expectations therefore, it must be involved in frequent study of its users’ information needs. Thus, an investigation of the information needs of users at the Kwara State Library is hereby justified.

**Research Methodology**

This is a social survey research. The population for the study comprises all the registered users of the Kwara State Library, Ilorin, whose total number as at the time of this data collection stood at 920 out of which 138 users who were found using the library at that moment; representing 15% of the population were drawn as sample through the simple random sampling technique. A self-designed instrument, *Information Needs Questionnaire (INQ)* was the main instrument used for data collection from randomly selected users, having been developed based on the literature review and the study’s objectives. Having
been validated by two experts in the field, a test retest of the instrument provided a reliability coefficient of 0.82. This was complemented with a structured interview, conducted with the Serials Librarian. Data collection exercise took place between 12th and 17th October, 2009. On completion and return, 134 copies (87%) were found useable for the purpose of analysis. Data collected using these instruments were presented for analysis using the descriptive methods.

Data Presentation and Analysis

Demographic Characteristics of Respondents

Respondents in age brackets 10-15 (30.5%) and 16-20 (40.3%) are in the majority while those of older age ranges are quite few. This explains why 91.8% are found unmarried; implying the predominance of the young singles as constituting majority of the library users. Expectedly therefore, their distribution along educational qualifications showed that 98.5% respondents are students; majority of who are in higher institutions of learning.

Table 1: Respondents’ Information Needs in the Library

<table>
<thead>
<tr>
<th>Information Sought</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information concerning course/profession</td>
<td>116</td>
<td>86.6</td>
</tr>
<tr>
<td>General information/current affairs</td>
<td>52</td>
<td>38.8</td>
</tr>
<tr>
<td>Information for personal development</td>
<td>48</td>
<td>35.8</td>
</tr>
<tr>
<td>Information on government activities/politics</td>
<td>26</td>
<td>19.4</td>
</tr>
<tr>
<td>Information on business &amp; economic affairs</td>
<td>21</td>
<td>15.7</td>
</tr>
<tr>
<td>Information on health/social welfare</td>
<td>18</td>
<td>13.4</td>
</tr>
<tr>
<td>Information on sports</td>
<td>12</td>
<td>8.6</td>
</tr>
<tr>
<td>N= 134</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Taken together, information needs relating to respondents’ course/profession (86.6%); personal development (38.8%); general information/current affairs (35.8%); government activities/politics (19.4%) indicated their predominance among the respondents while the other needs regarding business/economic affairs (15.7%); health/social welfare (13.4%) and sports (8.6%) when combined with the former showed the widespread/diversity of their information needs.

Table 2: Sources of Meeting Respondents’ Information Needs

<table>
<thead>
<tr>
<th>Sources</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td>98</td>
<td>73.1</td>
</tr>
<tr>
<td>Library</td>
<td>97</td>
<td>72.4</td>
</tr>
<tr>
<td>Colleagues/friends</td>
<td>42</td>
<td>31.3</td>
</tr>
<tr>
<td>Television</td>
<td>42</td>
<td>31.3</td>
</tr>
<tr>
<td>Radio</td>
<td>32</td>
<td>23.9</td>
</tr>
<tr>
<td>Place of worship</td>
<td>28</td>
<td>20.9</td>
</tr>
<tr>
<td>Others</td>
<td>03</td>
<td>2.2</td>
</tr>
<tr>
<td>Beer parlour</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N=134</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interestingly, Internet and Library 73.1% and 72.4% respectively featured in this response prominently; indicating that the library enjoys equal popularity with Internet as means of satisfying respondents’ information needs. This is an unusual situation considering that the perceived pervasiveness of the Internet these days. This was followed by colleagues/friends and then television (31.3%) each, as main sources of meeting their information needs. The low response rate for radio (23.9%) is however unexpected given the widely-held belief about its all-pervading popularity as a source of wider reach among majority of the information-hungry populace.

To fulfill their varying information needs, 65.7% majority visit the library often while the remaining 34.3% occasionally do to undertake a number of activities expected to satisfy their perceived needs. During such visits, certain sections of the library are of preference as shown in the table below.

Table 3: Sections of the Library Visited by Respondents

<table>
<thead>
<tr>
<th>Sections Visited</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Reading section</td>
<td>75</td>
<td>56</td>
</tr>
<tr>
<td>Reference section</td>
<td>27</td>
<td>20.1</td>
</tr>
<tr>
<td>E-library section</td>
<td>10</td>
<td>7.5</td>
</tr>
<tr>
<td>Children section</td>
<td>7</td>
<td>5.2</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>11.2</td>
</tr>
<tr>
<td>Handicapped section</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
<td>100%</td>
</tr>
</tbody>
</table>

Typical of public library use, the General Reading section attracted most users (56%); followed distantly by the Reference (20.1%). Curiously, the E-library (7.5%); Children’s (5.2%) and Handicapped (0%) were most unattractive to users on visit to the library. The remaining 11.2% indicated other sections such as Humanities, Science and Technology, Serials and Social Sciences. During visits to these sections, different activities undertaken by the respondents are presented in the table below.

Table 4: Activities Undertaken by Respondents in the Library

<table>
<thead>
<tr>
<th>Activities during Library Visit</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtaining materials/information on subjects of interests</td>
<td>84</td>
<td>62.7</td>
</tr>
<tr>
<td>For personal/private study</td>
<td>72</td>
<td>53.7</td>
</tr>
<tr>
<td>Studying, using my own resources</td>
<td>64</td>
<td>47.8</td>
</tr>
<tr>
<td>Reading for general knowledge acquisition</td>
<td>54</td>
<td>40.3</td>
</tr>
<tr>
<td>Hiding away from friends and distraction</td>
<td>17</td>
<td>12.7</td>
</tr>
<tr>
<td>Others</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>To relax myself</td>
<td>3</td>
<td>2.2</td>
</tr>
<tr>
<td>N=134</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of significance is that most respondents 62.7%; 53.7%; 47.8% and 40.3% visit the library to: obtain materials/information on subjects of interests; have personal or private study; study using their own materials and reading for general knowledge acquisition respectively. This indicates that the typical use pattern in this library which is not only about need diversity but also the heavy reliance on owned materials by most users. That way, the library provides a conducive environment for reading and study more than providing for needed, relevant materials.
For majority of those using library materials, direct browsing of the shelf (76.1%) is the most popular means of accessing needed materials as only 17.2% and 6.7% remainders use the catalogue and seek assistance from library staff respectively.

The various kinds of resources sought by this category of users are as indicated in table 5.

Table 5: Library Resources Sought

<table>
<thead>
<tr>
<th>Library Resources Sought</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>117</td>
<td>87.3</td>
</tr>
<tr>
<td>Newspapers</td>
<td>43</td>
<td>32.1</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>38</td>
<td>28.4</td>
</tr>
<tr>
<td>Internet</td>
<td>38</td>
<td>28.4</td>
</tr>
<tr>
<td>Magazines</td>
<td>28</td>
<td>20.9</td>
</tr>
<tr>
<td>Encyclopedia</td>
<td>24</td>
<td>17.9</td>
</tr>
<tr>
<td>Journals</td>
<td>18</td>
<td>13.4</td>
</tr>
<tr>
<td>Government publication</td>
<td>15</td>
<td>11.2</td>
</tr>
<tr>
<td>Audio/visual materials</td>
<td>10</td>
<td>7.5</td>
</tr>
</tbody>
</table>

N=134

That the most consulted resources in the library are textbooks (87.3%) agrees with the fact that over 98% users are students as revealed by demographic composition of respondents earlier on presented. It is also a positive indicator of a wide variety of needs that several other kinds of resources are equally sought after. The relationship between the response for Internet (28.4%) and that in Table 2 (73.1%) is that whereas the latter is in the context of the sources sought by respondents to meet their information needs globally, the former referred to the specific resources sought within the library. This means that only a few respondents actually approach the library to demand for Internet access. This may be partly due to the fact that several means of Internet accessibility are available to the citizens which made the library to be of little significance in this regard.

As a pointer to their satisfaction with materials sought, only 42.5%, 21.6%, 18.7% and 17.2% spend between 3-4, 5-6, 1-2 and over 7 hours respectively in the library. These imply the extent to which their interests could be sustained while using the library.

Table 6: Constraints to Meeting Respondents’ Information Needs

<table>
<thead>
<tr>
<th>Constraints</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate relevant materials</td>
<td>62</td>
<td>46.3</td>
</tr>
<tr>
<td>Lack of information retrieval tools in the library</td>
<td>49</td>
<td>36.6</td>
</tr>
<tr>
<td>Inadequate time to seek needed information</td>
<td>28</td>
<td>20.9</td>
</tr>
<tr>
<td>The library proximity problem</td>
<td>22</td>
<td>16.4</td>
</tr>
<tr>
<td>Uncooperative attitude of the library staff</td>
<td>22</td>
<td>16.4</td>
</tr>
<tr>
<td>Ignorance of where and how to obtain needed materials</td>
<td>11</td>
<td>8.26.7</td>
</tr>
<tr>
<td>Unconducive state of the library Other</td>
<td>94</td>
<td>3</td>
</tr>
</tbody>
</table>

N=134

Principal constraints to meeting their needs include inadequate relevant materials (46.3%) and lack of information retrieval tools in the library (36.6%). Whereas the former response may be explained against the backdrop of the general state of neglect, which is
the hallmark of public libraries, and its attendant under-funding, the latter response may not be unconnected with ignorance of available retrieval tools in the library by respondents; more so that library catalogue use was earlier found unpopular among them. Under ‘Others’, specified constraints are erratic power supply and inadequate toilet facilities.

To overcome these, most respondents want the library to acquire current, relevant materials (64.9%); provide IT facilities (47%); conduct regular user studies to determine users’ information needs (36.6%); organize periodic library display, exhibition and current awareness programmes (24.6%) and provide extension services (18.7%).

**Discussion of Results**

Results from the findings revealed that majority of the Kwara State Library, Ilorin users are students whose period of library use is mostly seasonal (during external examinations such as GCE, SSCE, NECO and JAMB). That textbooks are their most consulted sources though relying heavily upon their own materials thereby using the library as a study convenience, a reading centre, mostly were suggestive of the nature of use to which users put the library. It is considered as a reading centre where users do less of in-depth consultation of the library resources in preference to their own. This agrees with the findings of Oyediran Tiding (2004) that most users of Yaba College of Technology library visit the library to make use of their own materials. This is incongruent with the philosophy of the public library which is a community wide services provision to every member without prejudice to age, sex, social, economic, educational, cultural and religious variations.

That the library users seek information concerning their course/profession, may be due to the quest for certificate and to pass examination being the major reason for their visit to the library. Mabawonku (2004) corroborated this in her finding that most artisans in Ibadan, Nigeria, seek information concerning their professions (job related) revealing why they visit the library, type of information they seek and how they access them. This implies that users are more concerned with fulfilling their immediate academic needs than general quest for knowledge. This contrasts the finding by Bhati (2009) that information seeking may be motivated by a wide variety of needs, including personal, professional and entertainment emphasizing that users’ requirements must be met. In support of this position, Kumar (2009) also found users visiting the library mainly to borrow books, study and do research; locate information from books and journals and do light reading.

The finding on the library resources sought indicated that textbooks are on high demand than other sources probably because they are mainly students; thus supporting earlier findings of Franker and Adam (2004), Oyediran-Tiding (2004) and Nnadozie (2006) who reported that textbooks are the most used library resources. This is probably because their major concern as students, is academic pursuit, especially examination success. However, this contrasts with the finding of Raza et al (2010) that most researchers use the library e-journals, while newspapers and bibliographic services are the most used research materials.

**Conclusion**

The Kwara State Library is yet to serve the typical, multi-faceted informational, educational, recreational and cultural needs of all segments in the community of its operation as expected of a public library. As at present, only the student-segment of the State Library public is being served.
Recommendations

On the basis of the conclusion drawn above, it is hereby recommended that:

1. The library authorities should reappraise the general purpose of its existence; which is to cater for the diversified information needs of every segment of its community of operation and not a part of it; by conducting periodic user needs studies to plan for concrete, realistic, realizable and presentable budgetary demands.

2. The Library Administrator should be articulate in this regard; but much more in presenting, lobbying, pressurizing its funding agencies into a positive disposition towards the realization of better understanding and eventual recognition of the important roles the public library can play in the community.

3. In both the internal and external affairs of the library, its authorities require a dynamism to help sell out the library to important members of its community so as to win their sympathy for the library cause. Conversely, service provision and delivery philosophy should change from the age-long retroactive to a more proactive one as encapsulated in the cliché ‘If mountain refuses to go to Moses, then Moses must go to the mountain’.

References


Harnessing ICTs for Political Empowerment of Rural Women in Ethiope East Local Government Area of Delta State, Nigeria

Esoswo Francisca Ogbomo

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Introduction

Empowerment of women means investing in women's rights with legal backing, and moral and financial support to enable women function effectively. The empowerment of women involves assessment of women's needs and designing programmes to address those needs. The aim is to help women gain more control of their lives (Garba, 1999). According to Onibokun, Kumuyi and Akinsete (1995) empowerment of women means self reliance for women for autonomous decision making in all areas of the society and the economy. It is intended to enable women to have authority and create an enabling environment to fully participate in decision-making, policy formulation, and design and implementation of development plans.

Garba (1999) noted that there are two dimensions of the empowerment concept with respect to women: the static and dynamic. The static concept of women's empowerment regards empowerment in terms of their capacity to participate in decisions that directly or indirectly affect their lives, and to influence those decisions. This refers to the notion of women having an effective voice. Consequently, women are assumed to be disempowered when they cannot influence decisions that alter their lives. This view may suggest that an effective voice could be given to women who do have one or that disempowered women could be exogenously empowered. The dynamic concept regards empowerment as a process of developing the capacity of individual (in this case women) to participate effectively in making and implementing decisions that directly or indirectly affect them. Viewed as a process, empowerment is something an individual or group of individual acquire over time.

Several studies such as (Abdullahi, (1990); Akande, (1990); Alele-Williams, (1990) and Ahmed, (2006) have shown that women in private and public sector organizations generally participate very minimally in decision making compared with their male counterparts. Even where women do participate, their level of participation is shown to be insufficient to exert significant influence on the major decisions made by bodies to which they belong. In a highly patriarchal society such as Nigeria, where men have always dominated the core decision-making organs, there is an obvious and pressing need for the empowerment of women so that they can meaningfully participate in processes whose outcome will affect their lives.

Nigerian women had a long history of empowerment before colonial rule (Garba, 1999). In fact, women were far more empowered (politically, socially, and economically) before colonialism. The alien culture and beliefs brought in by colonialism negated most of the rights and privileges hitherto enjoyed by them. The foregoing indicated that alongside
men’s political association in most parts of Nigeria, women also had their own well-
organized political groups which were solely managed by women leaders in various
communities. For instance, among the Yorubas (one of the major ethnic groups in Nigeria)
an *Iyalode* or woman leader is appointed to the *Alafin or Ooni’s* (the king’s) council of chiefs
to represent women in the community. In most palaces in southern Nigeria, women just as
men had their own governing and chieftain councils headed by the *Iyalode* (women leaders)
which administer the needs of women and make representation to the various kings. The
*Iyalode* works to protect the interest of women and to ensure that their dignity is
maintained. Although these arrangements still exist in Nigeria, the powers of the *iyalode*
have been substantially reduced since the colonial period (Garba, 1999).

Complementing the *Iyalode* in the Yoruba area, Igbo women’s movement i.e. a
dynamic trading group in the south have always had (before and after colonial times)
appreciable political and economic influence through established associations that are well
managed and solely run by them. Their power and influence go beyond issues that affect
trade to issues of governance at the state level. Despite the problems introduced by the
colonial administration, Igbo women’s movement and some others in southern Nigerian
have struggled to maintain some respectable level of power and influence in their
communities (Garba, 1999). Many of the pre-independence struggles of Mrs. Fumilayo
Ransom Kuti in western Nigerian, Margaret Ekpo and the Aba women riot of 1949 in eastern
Nigeria and that of Hajjiya Gambo Sawaba, of northern Nigeria, targeted the colonial assault
on women rights.

Women’s numeral strength in the population is not reflected in the political life and
decision-making processes and structure of the nation. They are inadequately represented
at the Senate, House of representative and state house of assemblies. At the Local
Government Councils, women are either completely absent or grossly under-represented, as
well as at the highest decision-making levels (executive, legislative, judiciary) in the country
(National Policy on Women, 2000). In line with the above, Abdullahi (1990) asserted that
women in Nigeria have come a long way in their struggle for expectancy. Politics is an area
in which women have always been involved but in rather passive way. Long before the
colonial masters, women like Amina of Azauzau, Moremi of Ife were women of repute, who
sacrificed themselves in the services of their varied communities (Garba, 1999).

The Universal Declaration of Human Rights states that everyone has the right to take
part in the government of his/her country. The empowerment and autonomy of women and
the improvement of women’s social, economic and political status is essential for the
achievement of both transparent and accountable government and administration and
sustainable development in all areas of life. The power relations that prevent women from
leading fulfilling lives operate at many levels of society, from the most personal to the
highly public. Achieving the goal of equal participation of women and men in national
decision-making will provide a balance that more accurately reflects the composition of
society and is needed in order to strengthen democracy and promote its proper functioning
(National Policy on Women, 2000). In this respect, women’s equal participation in political
life plays a pivotal role in the general process of the advancement of women (Platform for
Action, 1996). Women’s equal participation in decision-making is not only a demand for
simple justice or democracy but can also be seen as necessary condition for women’s
interests to be taken into account. Without the active participation of women and the
incorporation of women’s perspective at all levels of decision-making, the goals of equality,
development and peace cannot be achieved.
According to Platform for Action (1999), women have demonstrated considerable leadership in community and informal organizations, as well as in public office. However, socialization and negative stereotype through the media, reinforces the tendency for political decision-making to remain the domain of men. Likewise, the under-representation of women in decision-making positions in the areas of art, culture, sports, the media, education, religion and law have prevented women from having a significant impact on many key institutions. Owing to their limited access to traditional avenues to power, such as the decision-making bodies of political parties, employer organizations and trade unions, women have gained access to power through alternative structures, particularly in non-governmental organization sector. Through non-governmental organizations and grassroots organizations, women have been able to articulate their interests and concerns and have placed women’s issues on the national, regional and international agendas.

Abdullahi (1990) observed that prior to Nigerian civil war after the achievement of independence, there was a general feeling that the voice of women was an unavoidable ill. Women were given some amount of hearing at the local government level. The first meeting of women’s movement was organized in 1953 under the guidance of Mrs. Kuti as President. By 1960/61, National Council of Women’s Society (NCWS) has been established and branches were operating in Enugu, Kaduna, Lagos and Ibadan. The women’s council was a non-partisan organization. Their interest was for those of their less fortunate sisters. This organization was a non-formal one, as it comprised of wives of top civil servants and their duty was to advice their men regarding the affairs of the state. Nigeria became independent in October 1960. The post-independence era ushered in a new set of women interested in politics. Hauwa Kulu Abata was the National Democratic Party (NPD) women leader in the North in the last civilian regime. Madam Lilia Dogon Yaro was the National Party of Nigeria (NPN) women leader while Mrs. Oyibo Odinamadu was vice president of Unity Party of Nigeria (UPN) (Garba, 1999).

The role of ICTs in facilitating (political) information exchange is manifested in the way information flow faster, more generously, and less expensive throughout the planet for decision-making and for development (Ahmed, et al. 2006). Also ICTs can be a powerful catalyst for political and social empowerment of women, and the promotion of gender equality (Women 2000 and Beyond, 2005). The Beijing Development and platform for action adopted at the fourth world conference on women in 1995 drew attention to the emerging global communication network and its impact on public policies, as well as the attitudes and behavior of individuals. It called for the empowerment of women through enhancing their skills, knowledge, access to and use of information technologies (United Nation, 1995). From the above, it also included a strategic objective ‘increase the participation and access of women to expression and decision making in and through the media and new technologies of communication’. The WSIS plan of action contains references to the special needs of women in relation to capacity building (removing the gender barriers to ICT education and training) enable environment (promotion of participation of women in formulating ICTs policies): ICTs applications (e-employment and e-health): cultural diversity and identity (strengthening programs focused on gender sensitive curricular in formal and non formal education and media literacy); media (balanced and diverse portrayal), follow up and evaluation (gender specific indicators on ICTs use and needs and measurable performance initiators to access the impact of ICTs project on the lives of women and girls should be developed). The use of ICTs in governance has set the stage for greater transparency and the possibility for greater citizen participation. Gurumurthy (2004) defined e-governance as a term used to describe among other things, the use of ICTs to improve government interaction with citizens. ICTs facilitate the sharing of information or idea by different nations of the world. This will aid most African countries to borrow a leaf from other countries reform policies and implementation so as to adopt it for the development of
African nation. As Joe and Pitroda (1994) pointed out, ICTs are information tools that are most potent to democratization and good governance, i.e., the access of ordinary people to information via information technology is the strongest breath of fresh air pushing political equality that we have had since the beginning of the industrial era.

People around the world are using new technologies in unprecedented ways for networking, movement building, political participation and advocacy. Women and their organizations have pioneered strategic and empowering uses of ICTs to promote women’s rights. The fourth world conference on women, as well as the five and ten-year reviews of the implementation of the platform for action in 2000 and 2005, led to massive networking and mobilization of the women’s movement globally through ICTs (Women 2000 and Beyond, 2005). Examples of networking initiatives are: Association for Progressive Communications Women’s Networking Support Programme (APC-WNSP), International Women’s Tribune Centre (IWTC), Agencia Latin America de information (ALAI), FEMNET Africa, ISIS International Network of East-West Women, the European and North American Women Action (ENAWA), and many others have constituted an effective global communications network in support of women’s advocacy through training activists, facilitating online dialogues, debates and discussions across countries and regions and aggregating content in websites. This network also advocate actively for expanding the coverage and commitment of governance around media and ICTs issues.

Within the context of increasing monopolies in the communications sector, women’s media and communications networks are taking full advantage of new technologies to amplify the voices of marginalized women. The emergence of ICTs has facilitated the establishment of alternative media organizations and NGOs covering issues that are not given adequate attention by the mainstream media and to reach out to large sections of the population that were previously not served by the mainstream media (Women 2000 and Beyond, 2005). In the same vein, Holmes (2004) noted that the Internet has brought women’s news and views into the public domain, with countless websites specifically, if not exclusively at women.

ICTs can contribute to increasing women’s networking for social women’s participation in the political process, supporting the work of elected women officials, and increasing women’s access to government and its services. ICTs are a forceful tool to improve government and strengthen democracy and citizen empowerment. It can help foster more transparent governance by enhancing interaction between government and citizens, revitalizing civic institutions and public debate, promoting equity and equality, and empowering minorities (United Nations Economic and Social Council, 2000). It can be particularly powerful in providing a voice to women who have been isolated and invisible.

According to Mead (2003), in recent years, e-governance has become a priority area of many governments resulting in the implementation of programmes that apply ICTs in delivering government services and promoting transparency and accountability. Beyond delivery of government services and information to the public using electronic means, e-governance focuses on using these new technologies to strengthen the public voice to revitalize democratic process, and refocus the management, structure, and oversight of government to better serve the public interest. E-governance is significant for the exercise of citizenship and direct public participation in government activities, both of which are key elements in women’s empowerment and achievement of gender equality. Gender responsive governance involves the active and meaningful participation of women in all levels of decision-making and ensuring greater transparency and accountability in government.
Hafkin and Taggart (2002) observed that ICTs is a powerful tool to improve governance and strengthen democracy. It is particularly useful for giving a voice to women in developing countries who so frequently have been isolated, invisible and silent. One way that ICTs can contribute to the political empowerment of women is as a tool for women’s networking and social and political advocacy. ICTs is particularly useful for increasing the transparency and accountability of government, an application from which women’s advocacy group already are profiting in countries such as India and Bangladesh (Tandon, 2004).

E-governance has been used by government to strengthen their electoral and legislative system, improving access to justice and public administration and improve capacity to deliver basic services. In developed countries, the use of the Internet for public service delivery is widespread. In developing countries, where connectivity is poor, community-based approaches to delivery public services are being explored. In isolated instances, women’s participation has been a part of the design of e-governance. For example, in Central America, an action research project is being conducted with women’s organizations in Costa Rica and Nicaragua, and groups of women are being empowered with the help of ICTs to engage with public policy. The research points to how information normally produced for public administration may be difficult for women to understand since it is not generated with the citizens in mind (Martinez and Reilly, 2002). E-Seva, an e-governance initiative in south India, is among the few initiatives where women’s, collectives efforts are also being seen as playing the role of information intermediaries at the community level, linking people with the state machinery. Women are trained to be managers of e-seva centers and their participation in public life is seen to be enhancing their social status. ICTs are also particularly useful in increasing the transparency and accountability of government, an application from which women can particularly profit. One example demonstrated how women used ICTs to call upon a national government and a local administration for greater accountability and transparency. When women students in Bangladesh faced administration in action in response to increasing instances of campus rape, they publicized their situation on the Internet. The resulting international and national response pressured the university administration to conduct an inquiry (Akande, et al., 1990).

Methodology

Descriptive survey was employed for the study. Ten villages were randomly selected from the fifty-nine villages in Ethiope East local government area. Furthermore, 300 women were randomly selected as sample size from the ten villages.

Questionnaire and observation were the instruments for data collection. The data were analyzed using descriptive statistics such as percentages and frequencies.
Findings and Discussion

Table I: Age distribution of the respondents

<table>
<thead>
<tr>
<th>Age brackets</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>112</td>
<td>37.33</td>
</tr>
<tr>
<td>31-40</td>
<td>82</td>
<td>27.33</td>
</tr>
<tr>
<td>41-50</td>
<td>62</td>
<td>20.67</td>
</tr>
<tr>
<td>51-65</td>
<td>44</td>
<td>14.67</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

Table I shows that majority, i.e., 112 (37.33%) of the respondents are within the age bracket of 20-30 years. This implies that majority of the respondents are within the age bracket of 20-30 years. It could be deduced from this study that women in Ethiope East Local Government Area are within the age bracket of 20-30 years of age.

Table II: Educational qualification of the respondents

<table>
<thead>
<tr>
<th>Educational qualification</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal education</td>
<td>56</td>
<td>18.67</td>
</tr>
<tr>
<td>Primary school certificate</td>
<td>68</td>
<td>22.67</td>
</tr>
<tr>
<td>WAEC/TCII</td>
<td>76</td>
<td>25.33</td>
</tr>
<tr>
<td>NCE/Diploma</td>
<td>42</td>
<td>14</td>
</tr>
<tr>
<td>B.Sc and above</td>
<td>58</td>
<td>19.33</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

Table II above shows that majority 76 (25.33%) of the respondents holds WAEC/TCII certificate. It could be deduced from this analysis that majority of the rural women in Ethiope East Local Government Area are educated.

Table III: Occupation/employment status of the respondents

<table>
<thead>
<tr>
<th>Employment status</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self employed</td>
<td>171</td>
<td>57</td>
</tr>
<tr>
<td>Employed by government/other organizations/individuals</td>
<td>69</td>
<td>23</td>
</tr>
<tr>
<td>Unemployed</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

Table III shows the distribution of respondents by employment status. 171 (57%) are self employed, 69 (23%) are employed by government/other organizations/individuals, while 60 (20%) are unemployed. From this analysis, it could be deduced that rural women in Ethiope East Local Government Area are self employed.
Table IV: Availability of ICTs

<table>
<thead>
<tr>
<th>ICTs available</th>
<th>Agree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
</tr>
<tr>
<td>Radio</td>
<td>271</td>
<td>90.33</td>
<td>7</td>
<td>2.67</td>
</tr>
<tr>
<td>Computers</td>
<td>119</td>
<td>39.67</td>
<td>17</td>
<td>5.67</td>
</tr>
<tr>
<td>Mobile phone</td>
<td>242</td>
<td>80.67</td>
<td>56</td>
<td>18.67</td>
</tr>
<tr>
<td>Telephone line (landline)</td>
<td>85</td>
<td>28.33</td>
<td>175</td>
<td>58.33</td>
</tr>
<tr>
<td>Television</td>
<td>258</td>
<td>86</td>
<td>37</td>
<td>12.33</td>
</tr>
<tr>
<td>Fax</td>
<td>26</td>
<td>8.67</td>
<td>197</td>
<td>65.67</td>
</tr>
<tr>
<td>Scanner</td>
<td>53</td>
<td>17.67</td>
<td>192</td>
<td>64.67</td>
</tr>
<tr>
<td>CD-ROM</td>
<td>65</td>
<td>21.67</td>
<td>180</td>
<td>60.33</td>
</tr>
<tr>
<td>Internet</td>
<td>89</td>
<td>29.67</td>
<td>150</td>
<td>50.33</td>
</tr>
<tr>
<td>E-mail</td>
<td>74</td>
<td>24.67</td>
<td>181</td>
<td>60.33</td>
</tr>
</tbody>
</table>

Table IV shows that the radio, television, mobile phone and computer are available for use by the respondents. Although, there is little or minor evidence of the availability of other ICTs such as telephone (Landline), Internet and E-mail. This implies that ICTs are available for use by majority of rural women in the local government area. It could be deduced from the analysis that ICTs are available for the empowerment of rural women in Ethiope East Local Government Area.

This finding of this study corroborates that of Women 2000 and Beyond (2005) which reported that experience has shown that reaching women in developing countries particularly in rural areas is facilitated by using multiple forms of media and communication technologies, i.e. ensuring that new technologies, such as computers and the Internet are combined with technologies that reach many women such as radio, television, and printed media.

Table V: Women’s use of ICTs for political activities

<table>
<thead>
<tr>
<th>Political activities</th>
<th>Agree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
</tr>
<tr>
<td>Participation in governance</td>
<td>207</td>
<td>69</td>
<td>68</td>
<td>22.67</td>
</tr>
<tr>
<td>Eradication of gender inequality in government</td>
<td>169</td>
<td>56.33</td>
<td>86</td>
<td>28.67</td>
</tr>
<tr>
<td>e-governance</td>
<td>70</td>
<td>23.33</td>
<td>165</td>
<td>55</td>
</tr>
<tr>
<td>Voting system</td>
<td>241</td>
<td>80.33</td>
<td>46</td>
<td>15.33</td>
</tr>
<tr>
<td>Political campaign</td>
<td>178</td>
<td>59.33</td>
<td>103</td>
<td>34.33</td>
</tr>
<tr>
<td>Access to government and its services</td>
<td>185</td>
<td>61.67</td>
<td>95</td>
<td>31.67</td>
</tr>
<tr>
<td>Interaction with political representatives (councilors, legislators, senators, etc.)</td>
<td>146</td>
<td>48.67</td>
<td>106</td>
<td>35.33</td>
</tr>
</tbody>
</table>

In table V, it could be seen that women’s political activities are highly dependent on the effective use of ICTs except for e-governance which yielded a low result of 70
It could be deduced from the analysis that rural women use ICTs for their political activities in Ethiope East Local Government Area.

Table VI: Sources through which rural women in use/access ICTs

<table>
<thead>
<tr>
<th>Sources</th>
<th>Agree No</th>
<th>Agree %</th>
<th>Disagree No</th>
<th>Disagree %</th>
<th>Undecided No</th>
<th>Undecided %</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home</td>
<td>250</td>
<td>83.33</td>
<td>42</td>
<td>14</td>
<td>8</td>
<td>2.67</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td>Cyber cafe</td>
<td>116</td>
<td>38.67</td>
<td>173</td>
<td>57.67</td>
<td>11</td>
<td>3.67</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td>Community information centre / telecentre</td>
<td>88</td>
<td>29.33</td>
<td>177</td>
<td>59</td>
<td>35</td>
<td>11.67</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td>Phone centres</td>
<td>218</td>
<td>72.67</td>
<td>66</td>
<td>22</td>
<td>16</td>
<td>5.33</td>
<td>300</td>
<td>100</td>
</tr>
<tr>
<td>Friends/relatives</td>
<td>217</td>
<td>72.33</td>
<td>47</td>
<td>15.67</td>
<td>36</td>
<td>12</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

In the table above, 250 (83.33%) of the respondents showed that most of the respondents have ICTs in their homes, 218 (72.67%) of the respondents use ICTs in phone centre, closely followed by this is friends/relatives which yielded 217 (72.33%). The number of respondents that use/access ICTs in cybercafés are 116 representing 38.67% and least is 88 (29.33%) representing those that use/access the ICT facilities in the community information centre. This implies that a majority of the respondents use/access the ICTs at home and phone centre.
Table VII: Problems of ICT use by women

<table>
<thead>
<tr>
<th>Problems of ICTs</th>
<th>Agree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
</tr>
<tr>
<td>Absence of electricity/electricity interruption</td>
<td>247</td>
<td>82.33</td>
<td>41</td>
<td>13.67</td>
</tr>
<tr>
<td>Lack of some ICTs in my village / community</td>
<td>251</td>
<td>83.67</td>
<td>28</td>
<td>9.33</td>
</tr>
<tr>
<td>Lack of ICT skills</td>
<td>248</td>
<td>82.67</td>
<td>38</td>
<td>12.67</td>
</tr>
<tr>
<td>High cost of ICTs / I cannot afford the ICTs</td>
<td>264</td>
<td>88</td>
<td>14</td>
<td>4.67</td>
</tr>
<tr>
<td>High cost of access charges</td>
<td>253</td>
<td>84.33</td>
<td>14</td>
<td>4.67</td>
</tr>
<tr>
<td>Lack of awareness of some of the ICTs</td>
<td>256</td>
<td>85.33</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Absence of telecentres/ information centres/cyber cafe / phone booths in my village</td>
<td>240</td>
<td>80</td>
<td>36</td>
<td>12</td>
</tr>
<tr>
<td>Illiteracy/ICT illiteracy</td>
<td>271</td>
<td>90.33</td>
<td>28</td>
<td>9.33</td>
</tr>
<tr>
<td>No mobile phone network / telecommunication coverage in my village</td>
<td>103</td>
<td>34.33</td>
<td>179</td>
<td>59.67</td>
</tr>
</tbody>
</table>

From the table above, it could be inferred that absence of electricity/electricity interruption, lack of some ICTs in the village/community, lack of ICTs skills, high cost of ICTs, high cost of access charges, lack of awareness of some of the ICTs, absence of telecentre/information centre/cyber cafe/phone booths in the village, and illiteracy are the problems militating against women’s use of ICTs in Ethiope East Local Government Area. Also, majority of the respondents 179 (59.67%) disagreed to the fact that ‘no mobile phone network/telecentre/telecommunication coverage’ in Ethiope East Local Government Area is a problem militating against the utilization of ICTs by women. The findings of this work agree with the explanation of Hafkin and Odame (2002) who noted that ‘although there is observable importance of ICTs in women’s empowerment; it has not really taken it full weight in Nigeria as a result of problems militating against the proper utilization of information and communication technologies as tools for development’. Also, the findings support those of Division for the Advancement of Women (2002) and Livingstone (2002) who found that there are multiple challenges to ICTs becoming a positive force for women’s empowerment. They include expensive financial resources which is needed to make ICTs available and effective, the large percentage of women in developing countries work in the informal sectors, lack of awareness to women to the benefits of ICTs, poverty, illiteracy, epileptic power supply, limited resources resulting in poor infrastructure, lack of basic amenities, connection cost and computer illiteracy.

Results from observation shows that the identified ICTs are actually available as the respondents had indicated. Also, the respondents without formal education were interviewed by the researcher and their responses were also similar to those as indicated in the questionnaire.
Conclusion and Recommendations

The study concludes that ICTs are essential tools for empowering rural women in Ethiope East Local Government Area of Delta State. Inspite of the imperativeness of ICTs in empowerment of rural women in the local government area, certain impediments were identified as preventing the actualization of the role of ICTs in empowerment of rural women. Some of the impediments include absence of electricity/electricity interruption, lack of some ICTs in the villages/communities, lack of ICTs skills, high cost of ICTs, high cost of access charges, lack of awareness on some of the ICTs, absence of telecentre/information centre/cyber café and illiteracy. If the identified impediments are not taken care of, there may be information gap and rural women empowerment in Ethiope East Local Government Area may suffer set back.

Recommendations were however made in order for the role of ICTs in the empowerment of rural women to be achieved.

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

(1) Information and Communication Technologies (ICTs) such as computers, scanner, radio, mobile phone, television, and Internet should be made available in the rural communities for women's use in Ethiope East Local Government Area of Delta state.

(2) Government and other organizations should organize training programmes on the use of ICTs so that women can use them for their empowerment.

(3) The cost of accessing/using the ICTs should be subsidized or reduced. For example, the cost of phones, recharge cards and Internet charges should be subsidized to a minimum or affordable price.

(4) Community information centre, telecentres, phone booths, and cyber café should be established in the villages that lack such.

(5) Electricity should be restored to places where these ICTs are available to enable women make maximum use the facilities. The need for the organization to acquire high powered generator which will serve as backup for Power Holding Company of Nigeria (PHCN). The PHCN should try to supply light as at when due and their billings should be moderate.

(6) Extension of mobile phone network/telecommunication coverage should be made available in villages that do not have network.

References


The Seattle Public Library Century 21 Collection: Balancing Metadata Complexity, Processing Expediency, and User Experience

Tracy Guza

Tracy Guza is an MLIS candidate at San Jose State University and worked on the Century 21 collection at The Seattle Public Library as a Student Librarian/Digital Projects Assistant in Special Collections. Ms. Guza has an avid interest in metadata for visual resources, digital collections, and the promotion of such collections. With past experience in public and academic libraries as well as the advertising world, she hopes to combine her LIS skills with her knowledge of creative assets to revolutionize visual organization. She is a member of VRA, ARLIS, ALA and ACRL and presented at Seattle's InfoCamp 2010 on Digital Asset Management for Creative Agencies. She can be reached at: tracyguza@mac.com.

Introduction

The Seattle Public Library exhibits several online collections including the Seattle Historical Photograph Collection, the Northwest Art Collection and the Alaska-Yukon-Pacific Exposition Digital Collection. Each collection employs metadata comprised of Dublin Core elements customized in various ways to best suit each collection.

The Century 21 Exposition Digital Collection is comprised of over one thousand photographs taken by Werner Lenggenhager, a Boeing employee and avid photographer intent on documenting numerous aspects of Seattle local history including the construction, buildings, exhibits, crowds, and events surrounding the 1962 Seattle World's Fair. The Century 21 collection also includes a variety of objects and ephemera donated by various sources including promotional posters, brochures, restaurant menus, programs and guidebooks.

The digitization of the Century 21 Exposition Digital Collection presents some unique challenges and the metadata strategy warrants detailed examination to determine the best mix of elements, metadata standards, and processes to employ in order to provide the optimal user experience with the most expedient and thorough processing given limitations in resources and the use of the ContentDM collection management system.

Statement of the Problem

Many of the photographs in the Century 21 collection depict art objects and architecture. Merely using Dublin Core elements to capture the information about the photographers, artists, architects, mediums and locations in each image may not allow for adequate depth of description to enable maximum findability for the user group that will include architecture enthusiasts and scholars worldwide. With a collection of this caliber, maximum exposure must be considered and reflected by employing metadata of an appropriate granularity. Given this motivation, ultimate interoperability should be a consideration along with the man-hours required to process materials. In addition, the
anniversary of the Century 21 Exposition is in 2012, so there is a timing concern to take into account with regard to complexity versus expediency.

**Background**

**ContentDM**

ContentDM is software managed by OCLC that allows online access to digital collections. Each collection can be initiated with a unique configuration of metadata elements. The default is Dublin Core, but there is the option for extending to include VRA Core 4.0 as well. ContentDM also allows for creating local controlled vocabulary lists or employing terms in a number of standard vocabularies such as the AAT, ULAN, TGM, and LCSH. It is worth noting that ContentDM is a flat database structure, not a relational database structure.

**Collections**

The existing digital collections featured on The Seattle Public Library website differ slightly in the categories of information or fields displayed for public view. Fields that are searchable vary slightly per collection as well. For instance, the Seattle Historical Photographs contain an architect field when a building is the main subject. On the Northwest Art Collection, the artist is the first field in each record. The Alaska-Yukon-Pacific materials are primarily compound objects. These collections set a precedent for creating customized fields and values for the Century 21 materials to best meet the needs deemed appropriate for the collection and its potential user group.

It is worth noting that the existing digital collections at The Seattle Public Library have been initiated and processed by different employees over the years and some of the information regarding decisions about the inclusion of certain metadata elements has not been adequately documented. In most cases, the data dictionaries exist, but discrepancies between the mapping of ContentDM fields and the Dublin Core elements are not explained. In one example, dc.format was specified where dc.source may have been a more appropriate mapping selection given the content.

**Resources**

There are several staff members working on various digital projects at The Seattle Public Library. Three librarians each assume responsibility for their own digital projects with one responsible for the Seattle Historical Photographs, one focused on digitizing the Seattle City Directories, and another on the new Century 21 materials. Digitization projects are juggled with staffing the Special Collections reference desk and assisting patrons with genealogy research, along with standard public services duties.

The Seattle Public Library Special Collections department has one librarian dedicated to cataloging all special collections materials and digital collections. This librarian performs research on digital collections materials and assigns subject headings. In addition, there is one part-time student librarian assigned to digital projects for the fourth quarter in 2010.
Literature Review

The literature related to this project includes similar studies describing various combinations of metadata element sets under consideration for the online display of images and objects. In addition, literature related to the acceleration of processing in traditional archival settings is included as well as basic articles pertaining to interoperability, software limitations and user retrieval. Finally, an examination of a comparable local digital collection employing the ContentDM collection management software proves most useful in informing the final metadata element mix for the Century 21 collection.

The Visual Image User Study (VIUS) at the Pennsylvania State University was a grant-funded project started in 2001 to assess requirements for a digital image delivery system. As described by Attig (2004), a core component of the requirements analysis for VIUS included the development of a metadata element set that would satisfy several divergent needs including the IMS Learning Resource system as well as user preferences regarding the retrieval of visual resources.

The resulting theory was that a system for multidisciplinary discovery would work best with a combination of metadata elements - some from Dublin Core providing a bridge and solid foundation, other elements from VRA Core to add depth and richness, and several administrative elements necessary for integration with the IMS. VRA Core was included because it allowed for the distinction between the works and the images depicting the works. Mapping the elements presented issues, as they were not semantically or structurally similar, however.

In an email from Henry Pisciotta of Pennsylvania State University Libraries (H. Pisciotta, personal communication, September 30, 2010), he further described the challenges the VIUS team experienced while considering the pros and cons of incorporating VRA elements in their "merged superset." The VIUS Project began at the same time that the VRA standard was evolving into VRA Core 4.0 as a result of the publication of Cataloging Cultural Objects: A Guide to Describing Cultural Works and Their Images (CCO). Changing elements made for a moving target for the VIUS Project team.

Ultimately, although a prototype system called LionShare was planned for the image retrieval system, a custom image system was never developed at Penn State. According to Pisciotta, the university ended up using ContentDM to support the image databases and adopted whatever portions of VRA Core elements suited their needs. The trick to integration was the relational or hierarchical nature of the VRA elements versus the flat structure inherent to ContentDM. Mapping the VRA elements to Dublin Core elements proved a suitable compromise.

Webster (2007) describes using VRA Core elements in the processing of three experimental collections at Cornell University. This project bears similarities to The Seattle Public Library Century 21 project in the type of items in one of the collections (images of architecture and art) as well as the workflow of the department. Three collections were included in the initial grant funded project at Cornell - an image collection featuring ancient Greek inscriptions, a collection of slides and photos from anthropological research in the Peruvian Andes, and a collection of materials on South Asian architecture. Webster recounts that "it was immediately clear that we (the librarians at Cornell) had an opportunity with these three projects to develop a metadata structure and a workflow that might serve not only as a data management mechanism for these collections but provide us with a model for future image digitization projects" (2007, p.113).
The timing of the projects coincided with the release of the VRA Core 4.0. The Cornell librarians used VRA in conjunction with the collection management software Luna InsightsTM. During implementation, the team realized the largely experimental nature of selecting VRA Core 4.0 as the element set and repeatedly examined whether it was too complex, whether they should also incorporate Dublin Core, if this solution was scaleable in the context of their workflow to accommodate future collections, and whether outward interoperability was adequately enabled.

Ultimately, the attempt to apply the VRA standard to three diverse collections proved a rigorous test vetting all the team's concerns. Since the metadata was being informed by contributions from the faculty members that created the images, the team found that "one cannot simply take non-compliant metadata and mechanically mold it into perfect VRA Core format without considerable additional human effort" (2007, p.117). In addition, locally developed terminology was needed particularly for the Peruvian collection, which did not readily conform to existing controlled vocabularies. Finally, the VRA standard was likely too complex for this implementation and may not lend itself well to future developments such as the addition of social tagging.

The Colorado Digitization Project (CDP) is a collaboration between archives, historical societies, libraries and museums dedicated to displaying online collections chronicling Colorado's rich history. The collections include photographs and images of objects and range in topic from portraits to fossils and maps. Garrison (2001) describes how the participating institutions not only used different approaches in cataloging the items, they employed diverse metadata schemes including EAD, MARC, Dublin Core and VRA Core.

To create the union catalog linking all the collection items, the CDP chose Dublin Core as the common denominator. The mandatory elements include Title, Creator, Subject, Description, Identifier and Format. For authority control, the CDP developed a local controlled vocabulary containing Colorado specific subjects and an authority list for the names of Colorado authors. This information specific to a geographic area is extremely pertinent to the Century 21 project, due to the collections' focus on the local artists and architects involved in the Seattle World's Fair.

Greene and Meissner's (2005) More Product, Less Process: Revamping Traditional Archival Processing bears examination in terms of balancing the complexity of processing materials with staff time and ultimately, user access to the materials. While this study does not examine metadata, rather archival processing, it brings up several parallel challenges in terms of identifying the bare minimum of information sufficient to promote use.

Greene and Meissner postulate that if archivists processing collections are going to effectively serve the needs of users, they must "adopt a much more flexible conception of what it means to "process" a collection (2005, p.233)" and that the level of processing may vary from one collection to another depending on the collection and the users. In addition, this study concludes that archivists and processors should "be paying more attention to achieving basic physical intellectual control over, and thus affording research access to, all our holdings rather than being content to process a few of them to perfection" (p.237).

In archives, item level arrangement and description can really gum up the works even when less than item level description will enable a satisfactory level of user access. In metadata, this can be compared to the use of too many elements and sub elements or excessive granularity. In standards like VRA Core, processing can become quite complicated.
and it is worth examining the needs of the end users, how materials will be accessed, and the resources available for processing.

A number of articles discuss interoperability, metadata harvesting, retrieval and the system limitations of ContentDM. Chan and Zeng (2006) discuss how it would be preferable for all participants sharing metadata to use the same schema, that "although it is a conceptually simple solution, it is not always feasible or practical, particularly in heterogeneous environments serving different user communities where components or participating collections contain different types of resources already described by a variety of specialized schemas."

The use of crosswalks is explored as a way to establish equivalency between elements in different schema to convert data from one standard to another. Absolute crosswalks (dc.title = vra.title) and relative crosswalks (dc.creator = vra.agent) are discussed in greater detail.

Han, Cho, Cole and Jackson (2009) relate the tension between a system like ContentDM and external aggregators specific to the use of Dublin Core elements, especially with the use of unique fields. Since ContentDM allows for the creation of user facing fields that do not map back to a specific Dublin Core element, these fields can be lost or ignored by external aggregators.

The Beisler article (2009) explains a comparison between Dublin Core metadata in ContentDM records with results of harvesting by OAIster and WorldCat (OCLC). Beisler notes that "often metadata that are created with local end-users in mind will be in conflict with its interpretation by the metadata harvesters" (p. 65). While Google crawls ContentDM collections all on its own, metadata harvesters like OAIster exhibit interoperability issues markedly in dealing with inconsistencies caused by the inherent versatility of unqualified Dublin Core.

Ironically, the same simplicity and flexibility that make unqualified Dublin Core the common denominator preferred for harvesting efforts can be fraught with subjectivity dependent on many factors including interpretation of best practices, local controlled vocabulary and improper use of elements and fields in ContentDM. Amongst other interesting findings, Beisler examined two records of photographs in the University of Nevada, Reno digital collections and compared the original Dublin Core metadata in ContentDM with the OAI-PMH record and the MARC-like OCLC record. The creator field provided a mapping example. It is relatively stable from Dublin Core to OAIster (dc.creator = author/creator), but mapped to the MARC field 720 (Added Entry - Uncontrolled Name).

Conclusively, the most important takeaway from this research is that if someone can look at your metadata in any format and know what is being described, the metadata is performing sufficiently. Beisler advises communicating with the data harvester especially if concerns about certain fields arise specific to a collection.

Indeed, vocabulary control and choice of ContentDM field can play an integral role in user discovery of digital collection materials. A study by Noone (2009) examining digital postcard collections revealed some discrepancies in the subject field caused by the variety of controlled and uncontrolled vocabularies. It is noted that "the rigidity of LCSH is counterintuitive to the concept of a user-centered system" and that careful consideration must be given to the ContentDM field employed to display information.
On the subject of using a flat metadata structure like Dublin Core for describing images of architectural works, Whiteside (2007) seems quite adamant that a relational structure like VRA Core is preferable. The complexity of a collection should be considered by evaluating the number of views of a built environment depicted in the images as well as by the inclusion or future inclusion of architectural plans or drawings which require more levels of description for access.

Finally, an investigation of comparable digital collections was performed to inform the final metadata structure for The Seattle Public Library collection. The University of Washington Digital Collection contains images from the Century 21 Exposition as well as a collection called Architecture of the Pacific Northwest. While the photographs from the Century 21 Exposition feature a very pared down element set with fields for photographer but not architect, the example from the architecture collection features both the photographer and the architect. The data dictionary revealed that both map to the Dublin Core creator (dc.creator) field.

The Metadata Librarian at the University of Washington shed additional light on the use of fields and mapping (T. Gerontakos personal communication, October 1, 2010). Although VRA Core was briefly considered for use with the digital collections, Gerontakos explained that the cataloging team at the University of Washington decided on Dublin Core for both ease of entry directly into ContentDM as well as harvester end use.

Even in cases where a description of the image and the work depicted in the image may have warranted the type of relational information enabled by VRA Core, the variety of uses for the metadata dictated adherence to Dublin Core. In some cases, multiple creator elements are employed to best capture the information associated with the image and the subject of the image. This structure also allows for relatively simple transformation of the exported data from ContentDM into XML, a semi-automated process performed by the metadata team at the University of Washington.

**Research Question**

What are the optimal metadata elements required to capture the richest descriptive information on the Century 21 collection while still balancing processing expediency?

Secondarily, will the metadata mix result in optimal retrieval for users?

**Methodology**

Upon reviewing the literature and comparable collections in conjunction with the components of the Century 21 collection materials, the team at The Seattle Public Library collaborated on a data dictionary. Due to the workflow and the precedent set by the existing digital collections, it was determined that Dublin Core elements would provide the most suitable common denominator. The creator element was repeated to accommodate the photographer as well as architects, artists or authors. Careful attention was paid to ensuring that the Dublin Core elements were being used for the appropriate types of information, as previous collections sometimes strayed from the suggested parameters.

Since there is only one cataloger generating subject headings for many collections both digital and print, LCSH subject headings will comprise the primary subject field and a controlled vocabulary would be locally developed to populate the architect, artist and author
fields. The creation of this local vocabulary will be the responsibility of the librarian working on the Century 21 collection in collaboration with the student librarian and the cataloger.

ContentDM fields would be configured to align with the data dictionary and the metadata collected and entered into a spreadsheet during the scanning process. At this point data would be collected from the back of each photo where the photographer made careful notes. The size would be recorded along with the date stamped on the photo.

An additional field called 'Browse by' would not map to a Dublin Core element in ContentDM, but would aid user discovery by allowing search by building or topic. There is the risk that this field will be ignored in harvesting or ignored during data transformation, but it will provide immediate search help to users on the collection site.

Supplementary information will be provided in the description field to inform users of the history associated with each group of photos. For instance, the description field for a Lenggenhager photo would contain a sentence about the photographer as well as a sentence or two about the general subject, such as a note on the history of the Alaska Pavilion. Although the title would be unique to each photo taken directly from the photographer's caption on the verso, the descriptions would apply to a group of photos on the same subject area in order to save a processing step.

A comprehensive subject guide would be developed including the history of the Century 21 Exposition and a resource list. Finally, a spreadsheet detailing the architects, designers, structural engineers and contractors associated with the buildings would be created from various sources and made available for the researchers accessing the collection online. Adding these supplementary resources will enhance user experience without requiring the addition of too many complex metadata elements. A final step to promoting findability might be to add the collection to the Wikipedia page about the Century 21 Exposition as suggested by Lally and Dunford (2007).

Results

While it was valuable to research comparable projects and literature to determine the best way to structure the metadata, ultimately fixed resources and the desire to provide immediate access to part of the collection materials played an integral part in determining the final metadata structure. The Dublin Core elements used for the Century 21 Digital Collections are as follows:
<table>
<thead>
<tr>
<th>Field Name</th>
<th>Dublin Core Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Title</td>
</tr>
<tr>
<td>Photographer</td>
<td>Creator</td>
</tr>
<tr>
<td>Architect</td>
<td>Creator</td>
</tr>
<tr>
<td>Artist</td>
<td>Creator</td>
</tr>
<tr>
<td>Author</td>
<td>Creator</td>
</tr>
<tr>
<td>Subjects (LCSH)</td>
<td>Subject</td>
</tr>
<tr>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td>Date</td>
<td>Date Created</td>
</tr>
<tr>
<td>Browse by</td>
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</tr>
<tr>
<td>Notes</td>
<td>Description</td>
</tr>
<tr>
<td>Date Digital</td>
<td>None</td>
</tr>
<tr>
<td>Type</td>
<td>Type</td>
</tr>
<tr>
<td>File Format</td>
<td>Format</td>
</tr>
<tr>
<td>Measurements</td>
<td>Description</td>
</tr>
<tr>
<td>Digitization Specifications</td>
<td>Description</td>
</tr>
<tr>
<td>Identifier</td>
<td>Identifier</td>
</tr>
<tr>
<td>Source</td>
<td>Source</td>
</tr>
<tr>
<td>Collection</td>
<td>Relation (Is Part of)</td>
</tr>
<tr>
<td>Rights Management</td>
<td>Rights</td>
</tr>
<tr>
<td>Copyright Status</td>
<td>Rights</td>
</tr>
<tr>
<td>Contributing Institution</td>
<td>None</td>
</tr>
</tbody>
</table>

**Discussion**

Processing of the Century 21 materials is underway and the team in Special Collections at The Seattle Public Library gleaned important knowledge from the exploration of the specific needs of this collection. The data dictionary for Century 21 (see Appendix) and especially the Dublin Core mapping can be applied to the existing Seattle Historic Photograph collections online in order to create more consistency for standards and best practices.

In addition, there is acknowledgement of the fact that it takes a village to accomplish digitization projects effectively. Finding the best ways to capture the information on creators truly will require a continued level of collaboration between staff members to ensure consistency. The basic day-to-day operations including populating and sharing spreadsheets and performing certain steps in a predefined order will contribute greatly to the efficiency of project workflow.

There is tremendous benefit to performing a thorough analysis of comparable projects and literature and weighing all the angles during the metadata planning phase. Planning should not be discounted and shortcuts should not be introduced until there is a solid foundation for the data structure and an established workflow along with proper
documentation. Subsequent scanning, data entry and uploading tasks are the easy part of the project compared to establishing a precedent incorporating best practices and standards ensuring the long term success of the project.

Conclusion

While everyone would love to have unlimited resources, reality dictates that best practices and resource limitations directly inform metadata planning and digitization workflow. It is challenging to achieve the right balance between a suitable level of descriptive metadata, processing effort and user experience. The Seattle Public Library Century 21 Collection provides an example of striking this balance and also substantive guidance on achieving an appropriate level of quality using existing resources for projects of this type.

References


## Appendix

### Data dictionary - Century 21 Digital Collection

<table>
<thead>
<tr>
<th>Field Name</th>
<th>Dublin Core Mapping</th>
<th>Description</th>
<th>Authority/Source</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Title      | Mandatory Repeatable Public Searchable | Title | Two types:  
- Transcribed, preferred.  
- Title as represented, (omit initial articles when possible and capitalize only the first letter of the first word) Formulated. Describe the work's most prominent features. When possible, use the order who, what, where, when. |  
|            |                     | Transcribed: MARC field 245a, b  
- Written caption from WL photos  
- Formulated (if adding uncatalogued materials from other collections, e.g., SCFoundation) | If the caption provided by the photographer is adequate, place it in the Title field. Then, the Notes field should include this phrase: Title taken from photograph. If the caption provided by the photographer is inadequate, a created title should be placed in the Title field; the Notes field should then read: Caption on image: "Image title." |
| Author     | Mandatory (for written documents) Repeatable Public Searchable | Creator | Creator: Person or entity primarily responsible for the creation of the intellectual content of the resource. Use "Author" for written documents. | Indicates individual or architectural firm responsible for creation of object. Example: Sculptor, artist, weedr, etc.  
- MARC 100 (person)  
- MARC 110 (corporation)  
- If none exists, MARC 700  
|            |                     |             | Library of Congress Authorities | Enter group or organization names in full, direct form (avoid abbreviations unless in LC)  
- Use inverted name or use name form in LC  
- Use birth and death dates only if found in LC |
| Photographer| Mandatory (for photographs) Repeatable Public Searchable | Creator | Creator: Person or entity primarily responsible for the creation of the intellectual content of the resource. Use "Photographer" for photographs. | The name of the photographer associated with the creation of the image in hand. It should represent as closely as possible the creator's name or the company's name at the time of the creation of the image. Input Lastname, Firstname for all personal names.  
- Use LC Authority File for form of name, if available.  
- If the name of the photographer is not known, use "Unknown" |
<p>| Architect  | Mandatory Repeatable Public Searchable | Creator | Indicates individual or architectural firm responsible for building. | Use for architect(s) of building(s) depicted in photographs, in addition to &quot;Photographer&quot; field. |
| Artist     | Mandatory | Creator | Indicates individual responsible for artwork. | Use for creator(s) of artwork(s) depicted in photographs, in addition to &quot;Photographer&quot; field. |</p>
<table>
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<tr>
<th>Component</th>
<th>Mandatory</th>
<th>Repeatable</th>
<th>Public</th>
<th>Searchable</th>
<th>Description</th>
</tr>
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<tr>
<td>Subjects (LCSH)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Subject headings and corporate/personal names (enter using creator input guidelines)</td>
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<tr>
<td>Subject</td>
<td>Repeatable</td>
<td>Public</td>
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<td></td>
<td>MARC 600 fields based on LCSH (preferred).</td>
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<tr>
<td>Description</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Descriptive text, remarks, and comments about the digital object. This information can be taken from the object or provided by the contributing institution.</td>
</tr>
<tr>
<td>Description</td>
<td>Repeatable</td>
<td>Public</td>
<td>Searchable</td>
<td></td>
<td>MARC fields such as 260, 300, 500</td>
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<tr>
<td>Date</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>For WL photos, use date stamped on back of photo.</td>
</tr>
<tr>
<td>Date</td>
<td>Repeatable</td>
<td>Public</td>
<td>Searchable</td>
<td></td>
<td>Follow dates with a question mark to show approximate or circa date (1997?)</td>
</tr>
<tr>
<td>Browse By</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Necessary for keyword search in ContentDM software</td>
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<tr>
<td>Browse By</td>
<td>Repeatable</td>
<td>Public</td>
<td>Searchable</td>
<td></td>
<td>For WL photos, use folder labels (e.g., &quot;Alaska Pavilion&quot;).</td>
</tr>
<tr>
<td>Notes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Information found elsewhere in the metadata should not be repeated. Judgment should be exercised to determine what is and isn't useful information. Examples:</td>
</tr>
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<td>Searchable</td>
<td></td>
<td>- Title from handwritten caption on verso.</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Created by ContentDM</td>
</tr>
<tr>
<td>Date Digital</td>
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<td>Searchable</td>
<td></td>
<td>Date of creation or availability of the digital resource.</td>
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<td>Field</td>
<td>Description</td>
<td>Example</td>
<td></td>
<td></td>
<td></td>
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<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type</td>
<td>The nature or genre of the content of the resource.</td>
<td>DCMI Type Vocabulary: <a href="http://dublincore.org/documents/dcmi-type-vocabulary/">http://dublincore.org/documents/dcmi-type-vocabulary/</a></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>File Format</td>
<td>Electronic format of the digital file.</td>
<td>Internet Media Type Scheme (e.g., image/jpeg; application/pdf): <a href="http://www.iana.org/assignments/media-types/">http://www.iana.org/assignments/media-types/</a></td>
<td></td>
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<td>Measurements</td>
<td>Physical dimensions of master digital file.</td>
<td>Record measurements in cm (width x height)</td>
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<td></td>
<td></td>
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<td>Digitization Specifications</td>
<td>Record technical information about the digitization of the resource.</td>
<td>Example: Master image scanned on Epson 10000 XL flatbed at 600 pixels per inch, 24 bit color, saved as TIFF file. Photoshop used to reduce access image to 600 pixels on long edge; master image file size: 553,416 bytes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifier</td>
<td>A character string that clearly and uniquely identifies a digital object or resource.</td>
<td>For monographs and non-serial items: 3-character institution identifier followed by collection identifier followed by bibID (MARC 935): ex: spl_c21_2150863)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>When applicable, use the Source element to cite any other resource from which the digital resource was derived</td>
<td>Example: Original version: 8x10 black and white photographic print. Can use link to catalog record for catalogued items (ex: <a href="http://seattle.bibliocommons.com/item/show/217441030">http://seattle.bibliocommons.com/item/show/217441030</a>)</td>
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<td>Searchable</td>
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<td></td>
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<td><strong>Repeatable</strong></td>
<td><strong>Public</strong></td>
<td><strong>Searchable</strong></td>
</tr>
<tr>
<td></td>
<td>Ex: The Seattle Public Library</td>
<td>Ex: The Seattle Center Foundation - owner and scanning</td>
<td>The Seattle Public Library - metadata</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Problems of the Book Publishing Industry in Nigeria: The Onibonje Publishers Experience after 50 Years

Iwu Juliana James

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Introduction

Book publishing has been defined and discussed by various authors. Granis (1967), defined it “making public-to send forth among the people-the words and pictures the creative minds have produced, that editors have worked over, that printers have reproduced. He further explained it as “a formidable succession of activities no one of which can by itself, be called publishing. It is only when a manuscript has been transformed into a book and then distributed to its intended market place, that the process of publishing is complete. Lee (1979) defined publishing using its characteristics. According to him, there are three crucial components of book publishing. They are: book editing, book design, and book production.

Methodology

This research consists of secondary (internal files and reports, lists, and catalogues of publications) and primary data (interviews asking open-ended questions).

Early History of Book Publishing in Nigeria

The very first printing press in Nigeria was established in Calabar in 1846 by Rev. Hope Waddell of the Presbyterian church of Scotland Mission. The press was used to print Bible lessons and later arithmetical books for schools. (Ajibade 2003)

In 1854 another missionary based in Abeokuta, Rev Henry Townsend of the Church Missionary Society (CMS), established a press. Five years later, (1859) he used it to print the very first newspaper in Nigeria “Iwe Irohin”. From that effort grew what we know today as the CMS Press, which has published thousands of books in Nigeria.

Background to the Study

Onibonoje Publishers is located at Felele layout, Molete area Ibadan. Onibonoje was established in 1958 by Mr. Gabriel Omotayo Onibonoje. The company celebrated her 50th anniversary in 2009. It was started as a family venture, one man business otherwise known as sole proprietorship (Company owned, financed and managed by an individual. The person decides on everything. This company is likely to have limited funds and personnel); with eight (8) persons and later grew to one hundred and fifty workers (150).

Due to the politics of neo-colonial publishing, Onibonoje Publishers philosophy is to promote indigenous authors and talents. To provide reading materials relevant to the
Nigerian context; reading materials that enhances our curriculum, cultural values and indigenous language. The country's 1989 constitution, deals with the educational objectives of state policy. The sub-section 19(4), says simply that "Government shall encourage the learning of indigenous languages." The policy mandated the teaching at the Primary and Junior Secondary school levels of the child's mother tongue or, in the alternative, some indigenous language of wider communication in his place of domicile.

The company publishes educational books to cover: Pre – primary, Primary and Post primary levels of education. Books to assist in both teaching and learning process; covering the entire curriculum. The company usually strives to identify Nigerians who are highly skilled and talented writers. Onibonoje has devoted both time and resources in publishing mostly school books.

The company has only one office in Nigeria. It has a chief executive officer CEO, who is in charge of all operations; technical and administrative. All other persons report to him. Apart from the managing director (MD), who acts in the absence of the CEO. Other units include technical services, personnel, editorial and accounts.

The company has since inception to date published about eight hundred (800) titles in subjects like Accounts and Book keeping, Business studies, Commerce, Economics, Home economics, Civics, Citizenship education, Geography, Government, History, Social studies, Agricultural Science, Biology, Chemistry, Mathematics, Statistics, Physics, Creative Writing, Literatures, Yoruba, Creative arts, Christian Religion Knowledge (CRK), Education, Social Studies, Health Education, Family living, English, and junior African Literature. Attached are comprehensive copies of the company’s publications.

The company has produced textbooks which has and still supports the educational curriculum of the country. Considering when it was established, at the time when the Nigerian child had to make do with foreign or totally Christian literature. Onibonoje came up with literature with African aesthetics. In this regard, Onibonoje can be said to have promoted and still promotes literacy since it can boast of 60% output of publishing, in indigenous languages.

**Challenges**

A SWOT analysis will enable us to identify (at a glance) basic problems and possible opportunities. The SWOT (strengths, weaknesses, opportunities and threats) analysis is a technique used by organizations to appraise in details, its internal working in order to come up with ways to improve its operations by building on its strengths, eliminating its weaknesses, exploiting the opportunities and avoiding the threats. In doing so, it would identify critical factors that can affect its operations and will be able to plan for the future.
Problems of Book Publishing in Nigeria

Severe infrastructural problems:

At the time of this research, there was no stable electricity; the interviews disclosed that they could not even remember the last time there was power supply from the Power Holdings Company of Nigeria (PHCN). From observations, the only surviving generator they have may soon pack up due to age and over use. Power cuts are rampant in all urban centres, and several non-metropolitan areas lack electricity supply entirely.

While examining the problems of Nigerian publishing with special focus on NEPA, NITEL, and NIPOST. Adesanoye (1995) has named the three as partners in inefficiency. Nigerian government promise to generate 6,000 megawatts of electricity by December 2009, is still an illusion for now and Nigerians still don’t enjoy electricity supply. In 2009 several industries had to move out of the country to other neighboring countries for reasons bothering on this issue. Publishers are therefore are faced squarely with the high cost of running generators for its day to day activities.

Lack of a marketing programme:

There is the problem of information on books published in the continent. Adebisi (2009) stated with disappointment that the main challenge facing the publishing industry in almost all African countries was the dearth of information on what’s being produced. Lack of reliable data on a number of titles published annually in different categories was also identified as one of the factors not helping the industry to advance for a larger share of the market in educational books. He charged APNET to take this up as an urgent responsibility to build the expected capacity. If book sellers and buyers are not aware of the existence of a particular book, how can such a book be stocked and bought.
The internet which is now been used widely in developed countries to advertise and sell books is still a luxury item which is out of reach of the majority in African countries.

**Self-Publishing:**

The self-publishing option is one in which the author manages the overall publishing, distribution and marketing processes him/herself. This option gives the author much more personal control of the whole process and allows him/her to earn more money per copy than through a commercial publisher. It also involves a lot of work by the self-publisher who is responsible for performing all of the functions and services that a commercial publisher would normally look after.

This model is normally less time-consuming in terms of elapsed time, since there is no manuscript submission and approval process involved. On average, the self-publishing process can save 6 to 12 months over the commercial publisher model. Self-publishing leads to too many mediocre books being published and Minimal marketing support for the vast majority of books being published

**Undercapitalization:**

Onibonoje book publishing company opens only between Monday-Wednesday (three days), as a measure to cut cost. As at the time the time of this research, the company has only twelve 12 staff, compared to its initial start off of 350 members of staff. There was staff downsizing; also a measure to cut cost. Owing largely to the drastic devaluation of the naira.. The purchasing power of the majority of consumers has fallen drastically. Nwankwo (1993), states that “crisis and business do not go together, more so when the economic environment is already traumatized. Crisis is the situation in which Nigeria has been. Business, particularly that of publishing had anything but fun since then”. Odozi (2009) observed that when faced with the large problem of financing a major book project, the publisher cannot but apply to banks for loan; in a depressed economy like Nigeria’s, the chargeable interest is fixed at 17%. Due to undercapitalization, Okilagwe (1996) foresees that the book publishing industry will continue to record stunted growth.

**Substandard production:**

It is no longer news that publishers in Nigeria have resorted to the use of low-grade materials (e.g., newsprint instead of high grammage wood-free paper) in book production while editorial and design proficiency have declined drastically due to inadequate training facilities. There are now many instances of books published in the country, even those produced by some of the major publishing houses, where pages are not straight and are smudged with large blobs of ink. Uneven print density and print images, barely legible half-tones, poor finishing/binding and various other production flaws are now common in Nigeria. The majority of books produced in the country do not meet internationally acceptable standards in physical and visual quality, or in the quality of content.( Ifaturoti, 1997)

**Inadequate productivity of Nigeria’s paper mills:**

There are three pulp and paper mills in Nigeria with a total installed pulp capacity of 102,000 mt per annum and a paper capacity of 207,000 mt per annum. Since 1990, the production of newsprint had been declining from 31,000 mt out of an installed capacity of...
100,000 mt per annum, to only 3,000 mt, in 1993. The Nigerian Newsprint Manufacturing Company (NNMC) had remained shut since 1994, due to problems of spare parts and other logistic problems. The Nigerian Paper Mill (NPM) at Jebba produces industrial grade paper, specifically kraft and kraft linerboard. The old paper machine had a capacity of 12,000 mt but since 1994, a new machine with capacity of 65,000 mt has gone on stream. Production of paperboard in 1990 was 12,498 mt and declined progressively to 2313 mt in 1992 from where a gradual upturn began. Paperboard production by 1996 was 19,744 mt and production had remained at this level. The third mill is the Nigerian National Paper Manufacturing Company Ltd (NNPMC) Iwopin with a proposed installed capacity of 100,000 mt/yr of printing and writing paper. After a protracted history of delays only 30,000 mt/yr of printing and writing paper was installed by 1995. Test production with imported pulp resulted in 2,500 mt of printing and writing paper in 1995 and 966 mt in 1996. Production has not increased appreciably from this mill ever since. The production in the pulp and paper industry has been constrained by inadequate working capital, spare parts and long fiber availability.

**Book reading culture:**

Atinmo (1998) traces the cultural and linguistics factors responsible for lack of reading for leisure among the neo-literates. She attributed the poor reading habits of such people to the entrenched oral forms of social communication, and noted that even such people wanted to read, it would be difficult for publishers to meet the reading materials needs of small populations whose local languages might not exist in written forms.

Adegoke (2001), observed "that the majority of people who are literate hardly read for pleasure. Students for example, tend to read just to pass their examinations, many hardly read books outside their disciplines. Nigerian graduates of all levels are often not really information literate and/or sophisticated.

Okwilagwe (2001), disagrees with all the afore mentioned. He says, "Nigeria has a good reading culture and Nigerians buy books." he further buttressed that Nigerians are mostly utilitarian users of book.

**Piracy and copyright in the electronic age:**

Echebiri A. (2005) says there is an alarming growth of book pirates in Nigeria. He went ahead to say that "Nigerian book pirates are even now known to employ sales representatives of their own and often time succeed in selling books to, and oftentimes unsuspecting or willfully colluding school officials." Okwilagwe (2001) opines that books are not adequately available for purchase in Nigeria and that this is the genesis of book piracy and photocopy activities in the country.

**Recommendations and Conclusion**

In view of all identified challenges and considering the prospects of book publishing in Nigeria, the following is recommended:

Paper mill: Government should establish other paper mill other than the three mills in Nigeria (Jebba for industrial paper, Oku-Iboku for newsprint and Iwopin for wood free paper) are facilitated to produce to their full capacity. Possibly, these three paper mills should be privatized.

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• INFRASTRUCTURAL DEVELOPMENT: The infrastructure in Nigeria should be developed to the level required to sustain the publishing houses. In the meantime, governments and policymakers in these countries should be putting in place an environment to enable their local book publishing industries recover from the recession.

• ADOPT NEW TECHNOLOGIES: Many of the established publishing houses in African publishers should turn to the new technologies on the internet for their publications. It is unwise to wait for nine to twelve months for a book to be published. This undue delay can lead many to self-publishing since it is easy to publish on the web without delay.

• BOOK EXPOSITIONS AND READING CAMPAIGNS: There is high need to regularly organize book expositions and reading campaigns.

• Governments in Nigeria should create favourable book publishing atmosphere which will impact meaningfully on book development. Financial support should also be given to publishers.

In conclusion, this paper has highlighted the pivotal challenges faced by book publishers in Nigeria. To contend with these problems, publishers need to make serious commitment to invest and develop the indigenous book market; the government needs to attach more strides to support small and struggling publishers with financial subsidies, it also needs to apply more efforts at promoting literacy and the reading culture. Until then, book publishing will continue to face hardships.

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The State of School Libraries in Nigeria

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Introduction

Education has been proven to be a weapon for the development of attitudes and values which are capable of building a nation. Commenting, Bamigbola (1990) stressed that education today is an important legacy which any responsible nation must strive to bequeath to its citizens; For schools to be meaningful and purposeful, they must be adequately equipped and staffed. A nation is incapable of growing if illiterates outnumber those who are literate pupils. Dike (1998) points out that illiterate parent do not own books or consult them. They cannot serve as reading models or share books with children. Furthermore, with such high illiteracy, the whole nation has a weak intellectual culture and spirit of inquiry; With such problems school libraries face a heavy responsibility to provide services that will satisfy the educational and recreational information needs of the society.

Ontario, Canada’s former Minister of Education Gerard Kennedy recognized the critical role of school libraries in society when he announced the grant of $17 million in March 31, 2005, to improve school library collections so as to improve student achievement. He stated that libraries have a powerful influence on stimulating interest in reading and strengthening research and critical-thinking skills of students (Rosenfeld, 2005)

Operating in a primary, junior or senior secondary school, it involves collections of books and other learning materials organized by trained professionals and placed in one or two big rooms in the school for the use of the pupils and teachers.

The objectives of school libraries according to Ezinwa (1993) is to acquire, process and make available to pupils and students, a wide range of books and A/V materials to supplement and enrich the teaching and learning situation in schools.

Adefarati (2002) identifies the objectives of the school library as follows:

(i) to encourage the development of skill in reading

(ii) to prompt reading habits to some literacy appreciation

(iii) to sort for subject information center and support the school curriculum

(iv) to inculcate intellectual development

The National Policy on Education in Nigeria (1981), section 3 Nos. 5 and 10 states that libraries are one of the most important educational services. The policy recommends that every state ministry of education should provide funds for the establishment of school libraries.
libraries and for the training of librarians and library assistants. The Nigerian government, however, has not provided serious financial backing to support the policy. As a result, the libraries that exist have few materials and low patronage.

Otong (2002) reveals that only a few schools effectively introduce their pupils to school library. Okiy, (2000) reiterates that the poor state of library services creates problems for the effective implementation and sustenance of Universal Basic Education (UBE).

Adetoro (2004) observes that the oil boom of 70’s in Nigeria brought relative growth and prosperity in acquisition of materials for libraries. However the 80’s heralded hard times and brought about cutbacks in staff and funding which slowed down school library development nationwide.

**Problems Facing School Libraries in Nigeria**

**Declining financial support**

About 90 per cent of the schools are substantially government funded. In recent times, government has not faithfully released due grants to the schools. The lack of financial resources retards positive change.

Fund must be made available not only for the procurement of information sources but also for the improvement of library services in order to meet the information needs of the students. On their own contribution, Oloruntoba and Bolarinwa (2000) observed that for proper functioning of a school library, every state ministry of education should provide funds for the establishment of libraries in all our schools. Even where school libraries exist they are not well funded and therefore cannot extend the scope of library services to the larger segment of the children that really need the services. An interview with some of the head teachers shows that the issue of school library development is not in their plan at all and they could not be blamed for this lapse as the federal and state ministry of education has no budget allocation for such.

**Inadequate infrastructure and equipment**

The most widely experienced disappointment in public school today is the dilapidated structure called library which can not be compared with what obtain in the private schools in Nigeria. The buildings housing the library do not merit the standard specification in terms of library space per pupils while the furniture is grossly inadequate. This was further summarized by Ojoade (1993) that state of school libraries in Nigeria; do exist in secondary schools, but many almost in name, because all the elements required for them to operate are not put in place. This observation is peculiar to the terrain of the school libraries in Nigeria, part of libraries are sometimes converted to classrooms or where staff meeting are held without any consideration to whether such will be conducive for learning. Most school libraries in Nigeria lack tables, chairs, fans; shelves etc., the absence of these facilities continue to retard information advancement in Nigeria.

Similarly, Adetoro (2004) studied a comparative analysis of school libraries development and use in selected public and private school in Ogun State found that the schools use improvised accommodation, lacks qualified personnel while the library are occasionally and infrequently used. This is as a result of the fact that facilities, resources
and equipments are not sufficient and most of them are dilapidated especially in public schools.

**Employment of unqualified personnel**

Staffing is also part of the problems hindering effective use of library and information centre in primary and secondary schools in Nigeria. The idea of using unqualified personnel as school/teachers/librarian has not helped matters as most of them will not be able to assist in the full exploitation of library resources as they were not educationally equipped to do so.

Though this scenario is also attainable in some of the developed countries, for example a research was carried out in Canada 2003/04 by Information and Communication Technologies in schools of survey reported that there is significant and widespread reduction of full-time teacher-librarian staffing in most parts of Canada. The data reflects the decline in school library resources and reduction on numbers of teacher-librarians across the country. Although the research results showed that more than 93% of schools have library facilities, very few schools have full-time teacher-librarians. On average, a school has 75% a part-time teacher-librarian, meaning that many libraries are not professionally staffed.

Elaturoti (1983) in a study of some secondary school libraries in the western part of Nigeria found the situation 'regrettably poor'. There were very few or no staff to manage existing school libraries.

**Emptiness of the book shelves**

Kantumoya (1992) observed that African libraries are stocked with foreign literatures that are not only out of date but also irrelevant to the information needs and interests of the people. Collection development has become more difficult in recent times with escalating book and publishing cost. Also, as a result of gross under-funding by Nigerian government, current books, periodicals, magazines, fictions and non-fictions that can support teaching and student use in the school’s library were not there.

The school libraries are warehouse for old books, some of which were covered with dust that had gathered over time, with mismatched chairs and tables blending well with the ageing bookshelves. In the Northern part, development of school libraries have been described as "accidental", even though almost all the secondary schools had libraries but books were not there. In the Northern part, development of school libraries have been described as "accidental", even though almost all the secondary schools had libraries but books were not there. Muogilim, (1984) concluded that a teacher librarian will face problem of book selection because they were not particularly trained to do so.

The high cost of books does not help matters at all, government policy is also negatively affecting the publishing industry in Nigeria as a result of traffic barriers and high taxes, couple with high cost and non availability of indigenous books owning to the fact that authors are not encouraged to write books brings a lot of set back to the book industry in Nigeria.
Low level of information technology development

Lack of financial resources and high cost of computer accessories has reduced the trends in the adoption of automated library system in school libraries while such has limited access to a variety of information on stored data. Also, where it is available, students were restricted from using them.

Recommendations

The provision of adequate infrastructures, creation of good learning environment and provision of relevant materials for school libraries should be a joint responsibility of the stakeholders, that is, the three tiers of government, teachers, parents, pupils/students, library minded individuals and the philanthropist in the society. The stakeholders in the educational development comprises of the following:

The three tiers of government

Despite the pronouncement of the national policy on education and the severe needs of the Nigerian children to be taught in library and information skills for the well being of the people. The most pathetic thing is that this idea has been eroded by negligence in the part of the stakeholders of educational development in the country most especially the federal, state and local government administrators.

The task of bringing and sustaining quality education in Nigeria has over the years met by a decadence that has systematically eaten deep the core fabric of the sector. This is where the government needs to come in and this could be done through partnership with the private sectors and its agencies. Our policy makers need to look critically at how they could salvage our educational system either by adequately funding the library or re-structuring it for better services. Failure to address the problems confronting the educational sectors in Nigeria amounting to killing a sector that held the greatest hope of sustainable growth.

The intervention of Educational Task Force (ETF) is a good idea provided it focuses on the areas of information technology and makes fund available for school libraries for the procurment of relevant books for its citizenry. The state and local government that control and administer primary and secondary school should recognize the role of library as a stimulating factor for users. Books and other reading materials must be given a pride of place in our national planning; publishing is the bed rock of book industry, government policy towards the book industry must be more forward-working and progressive. In recent years, new technologies have revolutionized libraries, a cordonning review of library activities is necessary as a computerized library system provides access to electronic and print materials at different sources. The uses of modern technologies therefore, poses new challenges to library planner and such will bring rapid development.

Roles of teachers

Fafunso 1980 cited by Musa (1995) believed that a teacher is a role model who suppose to produce desirable values of society in students for the purpose of integration and functionalism both of which should lead to development. The teaching staff in the school have vital role to play for the success of educational programme because they have powerful influence on student’s academic behaviour.
The teacher should encourage and motivate the students in the habit of reading and use of library. Teachers may use creativity, humour and imagination to develop, encourage, monitor and record the progress of individual pupils, and tailor resources accordingly toward the children needs. The teacher should endeavour to constantly relate with the school librarian as to researching out in new topic areas, maintaining up-to-date subject knowledge and then devising and writing new curriculum materials for the students.

Conclusively, Ima-Usoro and Usanga (2007) supported that the information resources must be made accessible to children, who must be educated and encouraged to use the resources effectively. Primary school children must develop a reading habit that will encourage literacy and life-long education.

**Employment of qualified librarians**

Since libraries play a vital role in creating the society of knowledge, a librarian helps to search for relevant information in numerous sources of information, and is constantly open to any changes in their field and eager to improve their skills and knowledge.

Librarian is a skilled profession which requires a high standard of educational and professional training. This group constitutes the highest qualified staff in any school library. In most cases they have a first degree, master degree, or Ph.D certificates and with a good subject background. Professional librarians involves in book selection, reference services, readers advisory work, current awareness service, cataloguing and classification of library materials. Travalline (1997) maintains that today's library is like a big playground waiting to be explored and the librarian the best playmate: one who makes the playground worthwhile. To accomplish the effective library use, there is the need to employ full time qualified librarians in schools. This was well summarized by Othihiwa (1973) that a teacher librarian should be an experienced practitioner with personal interest, not in books in general, but also in the sort of books children enjoys. This was also supported by the Panel of Federal Inspectorate of Education in Nigeria as follows:

- teaching each student the necessary skills in the use of books and libraries so that they will be able to use reference and research materials;
- complementing classroom instructions by exposing the students to a wider selection of books and other resources;
- inculcating in students the habit of reading for pleasure;
- providing students with vocational information which will help them in their selection of suitable careers;
- helping students to discover and develop their own special gifts and talents;
- developing personal attitudes of responsibility through the sharing of public property, the recognition of rights of others and the observance of democratic principles;
- providing users of the library with information on current issues through the use of display materials;
- making available to teachers materials needed for the professional growth.

The idea of using subject teacher or secondary school certificate holders as a teacher librarian has not given desired result. Muogilim, (1984) concluded that a teacher librarian will face problem of book selection because they were not particularly trained to do so. It is only when a professional librarians are employed that the students will know the relevance of the library resources in tackling their class assignments. Continuous professional development becomes necessary in the form of courses, training, conferences and
meetings, so that they will keep track on new information communication technology services.

**Roles of pupils/parents**

The child has come to stay and everything should be done to give him a sound start in life. The need to know, explore and experiment into new ground show at earlier childhood stage. Children become inquisitive and start asking many questions at early stage in life. His ability to interact effectively with his environment is a strong motivating force in human endeavour. School libraries should give individualized service, making sure that every library user gets information that meets his or her peculiar needs.

Parents and relatives can start presenting story books as birthday gifts to their children while such will stimulate their reading habits. Parents should create compulsory time for reading and insist that children must observe it on regular basis. They should also commit spending their resources on books and other related reading facilities. In doing so such would have motivated the children to acquire a lot of knowledge and a reading habit that would sustain them for better future. Since habits are usually formed early in life, the home and the school can set the correct standard in subsequent years for the children. These abilities will enable one to skillfully move through the tangle of information which one encounters during each stages of life.

**Roles of private and public agencies**

Considering the high cost of information resources and the dwindling government assistance other stakeholders including the private and public organizations like States Library Boards, Nigerian Library Association (NLA), Nigerian School Library Association, Nigerian Union of Teachers (NUT), Reading Association of Nigeria, Parents Teachers Association, Book Foundation and other non-governmental organization should see it as a matter of urgency and come to the aid of school libraries by supporting and strengthening the library development in primary and secondary schools in the country. Not only that there is a need to seek assistance from international organizations like UNESCO, UNDP, or non-governmental agencies such as Book Aid International (BAI), Rockefellar Foundation, Macarthur Foundation etc.

**Conclusion**

The library is a gateway for intellectual development and needs to be adequately equipped with information skill that will be well used by the end users. The problem of poor library patronage and development and information usage among Nigerian children must be addressed. The authorities concerned with educational development in the country should and initiate ideas that can fully exploit the various information resources around as the world has turned into a global village. There is a great need for building awareness among students in schools in the area of ICT infrastructural development in order to be in line with the global trend in information provision and services.

Finally, for any nation to have a meaningful development, emphasis must be laid on the importance of information acquisition and use.

**References**


Training and Its Multiplier Effect on Productivity at the Olabisi Onabanjo University Library, Ago-Iwoye, Ogun State, Nigeria

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Introduction

Worker training and development is an important programme that promotes the worker in an industrial set up. The need for manpower development programmes cannot be overemphasised, as the application of acquired skills will go along way to ensure effective productivity in a world of work. Many employees have failed in organizations because of lack of basic training which was not identified and provided for as an indispensable part of management function. Nwachukwu (1988)

Lim (1999) conceived training as the process of transmitting and receiving information to problem solving. This implies that training, as seen by Lim above is for specific purpose, Ghosh (1979) as cited by Omole (1991) sees training as any process concerned with the development of aptitudes, skills and abilities of employees to perform specific jobs with a view to increase productivity. Redmond (2007) saw training as public or private education programmes directly applicable to work situation. An organisation may have employees with the ability and determination, with the appropriate equipment and managerial support yet productivity falls below expected standards. The missing factor in many cases is the lack of adequate skills, and knowledge, which is acquired through training and development. Commenting further Iboma (2008) is of the opinion that effective training can change the entire view of workers in an organisation and make the firm more productive as new skills and attitudes are developed by workers. Looking at the indispensability of training and development to an industrial set up Ladipo-Ajayi (1994) observed that both are very demanding ventures in any organisation, because people commit huge resources to them.

Tella and Popoola (2007) relating training to library work stated that it is as an essential strategy for motivating workers in the library as a service organisation. For the Librarian or information professional to have opportunities for self-improvement and development to meet the challenges and requirements to perform a task there is the need to acquire the needed skills suitable for the work at hand.
Aims of Training

The objectives of training an employee include:

Increased Productivity: The success or failure of an organization depends on employees’ productivity. A well trained salesman produces more than his counterparts of lesser training (other things being equal). Enuku (2003) citing Omole (1983) saw that management are interested in training their workforce because with the acquisition of necessary skills by workers it would go a long way to increase productivity. He stated further that if the workers are not aware of certain things, the productivity which they intend to improve may even reduce as a result of lack of technical know how.

Lower Turnover Rate: An employee who is incapable of producing is frustrated by failure and is more likely to abandon his work than those who are capable of producing. An untrained employee is like a dull school pupil; he hates school and likes to absent himself and is likely to be a school drop-out unlike other pupils who enjoy school because they are doing very well. The same situation applies to an unproductive employee. He hates his work and abandons it at the smallest provocation from any source.

Higher Morale: A man who is trained has confidence in his ability to perform. He believes that he has control of his environment and is equipped to occasional disappointments, frustration and inconvenience. He learns to rationalise and to accept blame for his own failures instead of blaming the organisation. A trained employee derives intrinsic satisfaction from his work which promotes his morale. Organisations that have regular training programmes give employees the feeling of being wanted and something to look up to.

Better Coordination: Training helps in the coordination of men and material. During the training programme, employees are taught company expectations and objectives. They are shown the ladder through which they can attain their own objectives. This gives rise to goal congruency and, consequently, everyone pulls in the same direction thereby making coordination easy.

On the whole, training reduces employee turnover and promotes goal congruency, while lack of training increases absenteeism rate, low output, poor quality and results in high unit cost.

Determining Training Needs

Training could be a waste of time and resources if the area of emphasis in training is not properly isolated. Nothing can be more frustrating and demoralizing as teaching a person what he already knows. Concerted effort must be made to clearly identify areas of stress in a training programme.

Taxonomy: According to Gilbert (1967), cited by Nwachukwu (1988), the best approach to identifying areas of training is the formula
D=M - I

D=Inefficiency in the employee

M=Behaviour necessary for mastery of the job

I=Knowledge of necessary behaviour that the employee already possesses.

By identifying the behaviour or traits required to perform a job and finding out what an employee lacks, training can then be concentrated in an area of deficiency.

Who Should Do Training?

The personnel department is responsible for training workers in any organisation.

Training resource personnel could be drawn from:

- Executives
- Staff
- Outside specialists or consultants

Executives could be supervisors or managers with proven knowledge of the subjects to be covered. Staff can be used in their area of expertise. Accountants could do training on how to manage budgets effectively. Personnel officers could give a lesson to executives on motivation or on provisions of labour contracts. Outside specialists are used when the required expertise is not available in the organisation. In some instances, in-house programmes could be arranged. Correspondence schools offer evening classes for training of employees on specific skills.

Trainers

It must be noted here that human resource development programmes that produce new skills should be seen as a right not a privilege. The training should begin right after employment Adeniji (2002). The selection of trainers should be identified before the commencement of the training programmes. A good trainer is one who encourages maximum participation of employees, has a positive attitude, shows enthusiasm, thorough knowledge, and confidence. Above all, he must have a thorough knowledge of his subject. Good training may incorporate lecture, discussion, role-playing, and demonstration.

Methods and Techniques of Training

There are two major types of training: curative and preventive. Curative training is used to address problems that workers demonstrate at the present. This is more emphasised in Nigeria. Preventive training is a programme aimed at solving a future problems that may occur.

Other methods of training include the following:

Apprenticeship
Redmond, (2007) describes apprenticeship as a system of learning a skill in the field of a craft or trade from experts in the field by working with them for a set period of time. This method of training is employed when extensive practice or technical knowledge is required for performing a job. Apprenticeship training or education is meant for those who learn through doing, such as mechanics, hairdressers, plumbers, tailors, and so on. Egunyomi (1999) observes that this method combines job training with lectures. Nwachukwu (1988) recounts how apprenticeship system was used by craft guilds in Europe in the Middle Ages, replaced by the factory system during the Industrial Revolution, and revived in the US in the 20th century to produce skilled workers for certain industries.

**In-Service Training**

Akinpelu (2002) defined in-service training as an in-house programme for staff in many government and business enterprises. It is widely used for continuing education for teachers. Banks and large industrial enterprises use such training schemes for their staff.

**On-the-Job Training**

This kind of training includes cross-training, which moves the trainee from one department or unit to another. One advantage of on-the-job training is that it minimises the problems of transfer of learning associated with the other methods of training. It can be an ongoing process that does not disrupt normal company operations.

**Vestibule Training**

This trains the employee in an environment closely resembling the actual workplace, using identical equipment. Costly mistakes are avoided and transfer of training is enhanced as the trainee practices with identical equipment and tools.

**Training Programmes by International Organisations**

Some international organisations that have interest in human resources development programmes in Nigeria and other part of Africa have put in place training programmes that have been of assistance to students and staff of institutions of higher learning. Such organisations include: the Macarthur Foundation, Mortenson Centre for International Libraries, African Economic Research Consortium, etc. Lynn (2006) highlights the activities of these organisations, describing the training of librarians in Nigeria.

**Role Playing**

This is a training programme where the trainee plays the part of a certain character or acts in an event. Trainees are taught to do a job or make decisions the way a supervisor would have done it. Role playing challenges the imagination of the employee. It promotes retention by heightening imagination, ingenuity, and resourcefulness.

**Civic and Leisure Training /Education**

This training helps recipients to avoid being idle during working hours. Egunyomi (1999) states that in Nigeria the programme includes mass mobilization and political education organised by the Directorate for Mass Mobilisation for Social Justice, Self Reliance, and Economic Recovery (MAMSER), now called the National Orientation Agency.
There are various methods used to carry out these training programmes, including seminars, conferences, symposiums, and mass media campaign on radio, television, and mobile vans. In leisure education programmes the organisers are either churches or volunteer organisations. Programmes take place in the evenings when the participants might have arrived home from their workplaces. Some organisations provide full-time leisure education for all adults (including retirees) with minimum tuition.

**University Training Programme**

Tertiary institutions in the country are expected to play a vital role in the provision of facilities for skill acquisition and development. They are set up to provide human resources for industry. In many of our academic institutions, part-time and full-time courses of study and correspondence or distance learning programmes are offered. The programmes range from intensive training in a specific aspect of professional practice to degree programmes of several years, either in an academic discipline or a professional field. Mathis (2007) states that many professions also require periodic postgraduate study in order to maintain certification for practice. The University of Lagos has a staff training and development unit that designs training programmes for various categories of staff. Odunbaku (2005) says that Olabisi Onabanjo University was conscious of the importance of staff development right from the beginning. Making reference to the University of Ibadan, the library school where a majority of librarians in Nigeria’s higher institutions obtained their higher degrees, Okiy (1998) observes that these training programmes have the goal of providing the human resources to the university and other tertiary institutions. Nwalo (1996) says that professional librarians must have undergone at least a four-year formal education and training in either librarianship or any other discipline.

The Nigerian government has encouraged the establishment of many institutions and organisations for training and development. Such institutions include:

- National Manpower Board, which is responsible for the periodic appraisal of requirements for manpower in all occupations and the development of measures for in-service training of, employed manpower both in the public and private sectors.
- The Administrative Staff College of Nigeria (ASCON) was established to provide diverse training facilities for senior managers of the economy.
- The Nigerian Institute of Management,
- The Centre for Management Development (CMD)
- The Industrial Training Fund (ITF) was established to promote and encourage the acquisition of skills in industry and commerce with a view to generating a pool of indigenous trained manpower sufficient to meet the needs of the economy. The Nigerian government has also entered into bilateral agreements with some foreign countries for the training of Nigerians in practical skills. Each year, many scholarships are offered to deserving Nigerians to study in foreign countries.

**Conferences, Seminars and Workshops**

These are centred on the management team or any other personnel that play a prominent role in an organisation. Gutek (2007) defined conferences, seminars and workshops as a meeting on specialised subject area and often held in a day or more to discuss a topic of interest relevant to the organisation. Adeniji (2002) sees this method as one planned for a management team to discuss new techniques and concepts that are about to be introduced into an organization. Nigerian universities organise many national seminars, conferences, and workshops each year.
Olabisi Onabanjo University Library Ago-Iwoye, Ogun State, Nigeria

Tracing the history of the Olabisi Onabanjo University library Soyinka and Omagbemi (2005) says that at the beginning the library was located on the mini-campus of the university at Ago-Iwoye and was opened to readers on June 11, 1984. The library has a total capacity for 300 readers, and has about 350,000 volumes of books and 3,000 serial titles. The building that is referred to as library is not useful until the human resources are put in place. Insaidoo (2001) supports this view when he says that human resources are the most crucial element in the achievement of the objective of the library. Therefore, policies are formulated and implemented by library personnel who are given such responsibilities.

Moreover, the staff strength of Olabisi Onabanjo university library according to the OOU Library record (2008) is made up of academic librarians, the non-academic senior staff, and the junior staff. The library has about 190 staff, consisting of 40 professional or academic librarians, 30 senior non-teaching staff, and 120 junior staff of various categories.

Training Programmes in Olabisi Onabanjo University Library, Ago-Iwoye

Librarians and other staff are expected to acquire the necessary skills and knowledge to perform their duties effectively. Various training programmes are available at institutions in Nigeria (Ajibero 1998). At the Olabisi Onabanjo University Library, there are training programmes that have contributed to effective performance of duty by library staff. They include the following:

Orientation Programme for New Staff

The programme introduces the practice of library to the new staff of the library. Adetola (1997) is of the opinion that orientation programmes should be organised regularly for all categories of staff, to keep them abreast of the recent trends in the information industry.

Library Staff Seminars

The library, in pursuit of its objective that the academic staff in the library engage in research and publication, organises staff seminars where librarians present papers that are academically and professionally assessed.

Sabbatical Leave

Alani (1993) describes sabbatical leave as a human resources development programmes in which a leave of absence is granted to eligible staff. Such leave may be granted to enable staff conduct research in other libraries, professional institutions, or be engaged in information industry or professional consultancy organisations to acquire more technical, professional, and managerial skills. Adeniji (2002) says that sabbatical leave is always granted to a professional librarian or paraprofessional staff upon the completion of six consecutive years of services.

Diploma in Library and Information Science (DILS)

The University Library, in conjunction with the Institute of Education, started the Diploma Programme in 1998/99. The programme has produced many diplomates and has
many students. The proposal for the introduction of a degree programme is being considered. This is part of the library's efforts to contribute to the training and education of librarians in Nigeria (Omogbemi 2004).

The Multiplier Effect of Training on Productivity in the Library

The Olabisi Onabanjo University library has witnessed a tremendous change since its inception in 1983. It has create seasoned librarians and other staff who have injected life into the university system, making it a dynamic service provider for the institution. Selection of staff for participation in the training programmes has included all cadres of staff. Most beneficiaries of the programmes have perceived them to be adequate to their needs and that it has assisted them to acquire the needed skills, knowledge, and proficiency in their work in the library. To buttress Adeniji's (2002) view on the relevance of training to productivity, Ajao (2001) says that with the acquisition of skill by trainees determines the present and future relevance of such staff in an organisation, pointing out that trained workers are assets to any organisation. Soyinka and Omagbemi (2005) assert that these training programmes have led to effective library services that complement the teaching and learning in universities in Nigeria. Furthermore, the university library is an academic arm of the university, and the librarians are scholars and teachers who must not only manage information and make it available to the students to aid their teaching and learning but also contribute to knowledge; hence, the library management is therefore interested in staff training and development. It is worthy of note that three members of staff of Olabisi Onabanjo University Library who started as library assistants are now librarians with Master degrees in Library Science. Apart from this, some Assistant Librarians have also acquired a Master's degree and many others are completing their programmes. A number of junior staff are in part-time degree programmes in various fields. Some librarians who started their careers with the library are currently holding positions of responsibility in other institutions, while a few are still here contributing to the growth of the system. Omagbemi and Soyinka (2005) state that one of the staff members employed as librarian in 1984 is today a College Librarian in a Federal College of Education; some are principal and senior librarians. The library has produced a Deputy University Librarian. The university library has also been encouraging its librarians to enroll in PhD programmes, since they are academic staff. Ajao (2001) says that trained workers are assets to any organisation that employ them. Training programmes will improve employee skills and also enhance job security (Uzorh 2002).

Training will assist management to change their techniques and adopt the best training methods that will bring the best results. There is no way we can adequately talk about an effective working environment without mentioning good human relations, which is acquired through training. To society, a staff that has acquired the needed skills can be used to promote stability. Jatto (2005) says that university library training programmes have a great impact on staff who take advantage of the opportunity. Through relevant and continuous training and motivation, the staff of the Olabisi Onabanjo University Library have produced qualified personnel, which has led to the attainment of the goals of the institution and the promotion of teaching and research. Odunbaku (2005). One can agree with the assertion of Iboma (2008) that organisation like Olabisi Onabanjo University have been doing well among the universities in Nigeria with the training programmes available to all categories of the workforce.
References


Availability and Use of ICT in Olabisi Onabanjo University Library

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Introduction

Olabisi Onabanjo University is one of the oldest state universities in Nigeria, established in 1982 as a state-owned public and non-residential institution, whose major goal is to produce an intellectual who can compete with others in international arena. The university at its inception in 1982 started with faculties of Arts, Science, Law, Education, Social and Management Sciences, along with Colleges of Agricultural Science and Obafemi Awolowo College of Health Sciences (OACHS) (Omagbemi & Odunewu 2008). Basically one of the essential units of the university is the library which was established along with the university. As a service unit of the university it is out to provide information services to the mother institutions. ICT has brought a new dimension to the way library and information centres provide scholarly materials and other useful e-resources that can serve the needs of our youth in Nigerian higher institutions which include Olabisi Onabanjo University. The exponential growth of these resources has caused socio-cultural, political, educational, and economic change in the world. The paradigm shift from traditional to multidisciplinary librarianship has increased the quantity of information passing through the library and other field of human endeavor, notable example as cited by Okore (2009) is that it has led to the improvement in the services of industries, administration, management, education, and other services of human endeavor. Focusing on the indispensability of information and communication technology to the students of Niger Delta University Etebu, (2010) says that ICT is part and parcel of the entire system of the institutions, as a learning resource to the students and teaching aids to their lecturers. Comparing the use of ICT Resources between developed and the developing nations Komolafe-Opadeji, (2009) observed that ICT resources offers opportunities for developing countries like Nigeria to narrow the development gap between her and developed nations. Looking into the future of computerizing of library services in Nigeria. Ani (2007) reported that, “it is hopeful that majority of University libraries in Nigeria (Africa) would have effectively computerized their library services by 2020 for the provision of efficient library services”. Today we are living in virtual realities as captured by Omekwu and Echezona (2008) where library services are now in cyberspace and are not affected by time of opening and closing hours, which was corroborated by Ajigboye (2010), who found that users have control of what they want to learn and from which location they want to learn and at any time of their choice.

Access to library services has moved beyond geographical location. Technology has helped solved the problems patrons face in accessing a few copies of textbooks that are available in the library. Oyegbami (2009) observes that ICT is an instrument of social economic renaissance and if properly used it could excellently stem national and...
international calamity. If properly used it will assist growth and development of libraries in our higher institutions in Africa, it has conferred new role on the library by bringing about the revolutionary journey from traditional to the digital libraries with new technology it has been possible to access a variety of information and knowledge sources in a manner that would be simple, easy and independent of time, place and subject disciplines. Supporting the above assertion, Omekwu (2003) as cited by Okore and Ekere (2008) stated that ICT has led to the use of the Web to aid communication and dissemination of information suited for ever changing and complex society. Web resources according to Ogunsola (2004) are organized in such a way that users can easily move from one resources to another without much stress as witnessed with manual method of accessing information which seem to be a difficult task. However, with Internet access, students from Obafemi Awolowo University in Nigeria for example can easily find out any information in the Library of Congress (LC) in the US within a short time. The evolution of ICT has also led to digital realities where information resources are now digitalized as manifested in e-book, e -journal, e-purchase, e-commerce, and newly face book that are now common in the western world. Other component of ICT that the student used for their academic work is digital libraries which Iwhiwhu & Eyekpegha (2007) define as information sources that provides digitalize information resources where users through the means of intellectual access to digital works that are available for use by a defined community. Highlighting the benefits of digital library to users in higher institutions in Nigeria Irechukwu,(2007) noted that It has enhanced scholarship communication, rise in computational science, shared cataloguing and computer networking for collaborative relationship within the library community, on-line public access, abstracting and indexing schemes. Gone are the days when libraries were described as information centre where books are preserved for reading and reference purposes only however, the picture of today Libraries are laying more emphasis on information provision that is available on the World Wide Web. (WWW). The use of ICTs in an academic library in Nigeria has added another role to the work of librarians, by providing access to a few copies of textbooks available in the library to its teaming users and complement this through ICT's more than enough resources for users to meet their information needs (Omagbemi, Akintola and Olayiwola 2004). The role of ICT in university education is widely discussed by experts in the field of education, they all agreed that when properly use, it will improve teaching and learning among students and workers in the Nigerian educational institutions, (Olulobe, 2007). However, with the Olabisi Onabanjo University ICT facilities has been a reservoir of information, stored and retrieved when needed by members of the academic community. What then are the states of ICT facilities in Olabisi Onabanjo University, and what benefit does the student of the school derive from using these resources?

Objectives of the Study

- To investigate the availability and use of ICT resource at the Olabisi Onabanjo University Libraries.
- To highlight the challenges associated with the use of ICT facilities with respect to library services to patron.

Research Questions

The following research questions were generated to guide the study.

- What are the ICT facilities available in the school?
- What are the reasons for using the ICT resources by the students?
- What are the inhibiting factors against the usage of ICT resources?
- What are the perception levels of the ICT resources by the respondents?
Which of the ICT facilities are used mostly by the students?

Methodology

The descriptive survey was adopted for this study. The target population comprised of 120 students randomly selected from Olabisi Onabanjo University. The university has its main campus at Ago Iwoye and other branches at Aiyetoro, Ibgun, Sagamu, and Ikenne. The respondents for the study were drawn from these four campus libraries of the university. A questionnaire was the main instrument used for the collection of data for the study.

Procedure

The instrument was administered during the 2009 the National Universities Commission (NUC) accreditation exercise of the school. During this period the University management and state government always provide human and materials resources to meet the requirement as stipulated by the NUC before the commission can accredit the programme of the college. The NUC is the regulating body set up by the Federal government of Nigeria whose major role is to accredit Universities that has the required stipulated human and material resources for teaching and learning. The administration of the instrument was done by the researcher with the assistance of library assistants from each of the colleges. Out of 150 copies of the questionnaire distributed, 120 were returned. This represents a return rate of 80 percent. The completed questionnaire was analysed using frequency counts and percentages.

Findings and Discussion

In order to establish the gender ratio of respondents, users were asked to indicate their gender. There were 52% females and 48% males. Table 1 shows that more females used ICT resources than males in their academic pursuits.

Further analysis confirms from table 2 indicate the educational qualification of the respondents 32 (27%) of them are holders of WAEC/GCE/NECO, 28 (23%) are holders of Diploma certificate, while 19 (16%) of the respondents has OND/HND as their educational qualification, 18 (15%) of the respondents possessed BSc, whereas 15 (13%) and 08 (7%) of the respondents possessed M.Sc and Ph.D respectively as their educational qualification obtained by the students of the university. The implication of this is for academic librarian to make available necessary search engine and web site that is relevant to their patrons so that their information needs can be satisfied.

Table 3 stresses the fact that almost all the libraries for the study have computers, printers, scanners, and Internet for the use of their patrons. However, it was observed that none of the libraries have CD-ROM Technology, Fax Machine in their domain. The finding from this study is in line with the work of Gbaje, (2007) who discovered that not all the university libraries in Nigeria provide ICT facilities for their patrons. The implication of this finding is that the availability of ICT facilities and its awareness by the patrons will go a long way for academic librarian to be relevant to their patrons and be up to date so that they can manage the ever growing information needs in this electronic age (Okore & Ekere 2008).

Table 4 shows that 40 (33%) of the respondents use ICT facilities for web browsing, 25 (21%), 20 (17%), 15 (13%) of the respondents used the ICT facilities for class
assignment, career advancement, and project writing, respectively while 10 (8%) of the respondents use the ICT resources for scholarship purposes and charting with colleagues. This finding is similar to the finding of Ani, Onasote & Adeniji and Onyeneke (2007) that agreed with other writers on information and communication technology facilities that are used for various purposes to accomplish a variety of functions in the libraries, its usage has transformed library and information services that is available for users in the library.

There are several problems militating against the respondents using the ICT facilities in their various campuses, such factors includes power outage, the high cost of connectivity, lack of ICT skills, interconnectivity problem and obsolete equipment. These challenges most are to be overcome by both the library management and information providers before they can satisfy the information needs of its numerous users on daily basis. The above finding has established that respondents who make use of the ICT resources encounter various problems when sourcing their information. This finding corroborates Missen et al (2007) as cited by Okon (2007) who identified infrastructural impediments to Internet connectivity and peculiar problems that are unique to the African context –power failure, equipment failure, regulatory restriction of communication technologies, expensive or unreliable technologies and low content. (See Table 5)

Table 6 shows that 15 (75%), 10 (20%), 15 (37%), and 03 (30%) respondents from Ibogun, Aiyetoro, Sagamu and Ikenne campus of the university were satisfied with the ICT facilities of the university while some respondents from Ibogun were not satisfied with the facilities, they also saw that the ICT resources were not adequate in meeting their information needs. From the finding of the study the level of satisfaction that users derived from any resources will determine their use pattern.

The findings as revealed in table 7 indicate that the Internet is the most used ICT resource, with 50 (42%), while computer, E-publication, printers, and scanner were also use by the respondents to source for information in their various fields of learning. The analysis from the study is in agreement with the position of Daraman (1997) as cited by Azubogu and Madu (2007). That show that Internet is being used by professionals in major disciplines of the world because it offers current information to the users and addressed the shortcoming as witness with manual system of information provision to the clientele.

**Conclusion and Recommendations**

Based on the findings of this study, the research has clearly shown that most of the respondents used the computer and Internet services to access their information needs. As good as these resources are there are problems identified with its use at the Olabisi Onabanjo University.

The paper recommends the following as the way forward toward the effective use of ICT resources in Institutions of higher learning:

- The university administration should invest more on the acquisition of computers and other news electronic resources and computerized tools in order to promote the use level of students of the school.
- There is the need to address the problem of power outage as witnessed in almost all the campuses of the university.
• To overcome the problem of financial crisis in the cost of ICT resources, Librarians or Information managers should form consortia in order to share the cost of provision and access to library and information resources.

• Adequate funding should be made available to promote learning and research which the institutions are known for.

• The university library management should imbibe the culture of manpower development programme on ICT regularly for her work force.

• The library management of should ensure that the amount charged for the use of ICT resources in the library is cheaper than others cybercafé within the university community so as encourage library users in using the ICT resources within the library premises.

• The university management should engage in collaboration effort with foreign donors who could assist the staff and students in offering a scholarship programme for academic research that can be of benefit to all.

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Appendix

Table A: College sample and number of respondents

<table>
<thead>
<tr>
<th>College sample</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Engineering &amp; Technology, Ibogun</td>
<td>20</td>
</tr>
<tr>
<td>College of Agricultural Science, Aiyetoro</td>
<td>50</td>
</tr>
<tr>
<td>College of Medicine, Sagamu</td>
<td>40</td>
</tr>
<tr>
<td>College of Basic Medical, Ikenne</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

Table I: Distribution of respondents by sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>58</td>
<td>48.</td>
</tr>
<tr>
<td>Female</td>
<td>62</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2: Respondents educational qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAEC/GCE/NECO/SSCE</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>M. Sc</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>OND/ HND</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Diploma</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>B. Sc</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Ph.D</td>
<td>08</td>
<td>07</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>
Research Question 1: What are the ICT facilities available in the school?

Table 3: ICT facilities available in Olabisi Onabanjo University libraries

<table>
<thead>
<tr>
<th>College</th>
<th>Computer</th>
<th>Internet</th>
<th>CD-ROM Technology</th>
<th>Fax</th>
<th>Printer</th>
<th>Scanner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering &amp; Technology</td>
<td>available</td>
<td>available</td>
<td>not available</td>
<td>not available</td>
<td>available</td>
<td>not available</td>
</tr>
<tr>
<td>Agricultural Science</td>
<td>available</td>
<td>available</td>
<td>not available</td>
<td>not available</td>
<td>available</td>
<td>not available</td>
</tr>
<tr>
<td>Medicine</td>
<td>available</td>
<td>available</td>
<td>not available</td>
<td>not available</td>
<td>available</td>
<td>not available</td>
</tr>
<tr>
<td>Basic medical</td>
<td>available</td>
<td>available</td>
<td>not available</td>
<td>not available</td>
<td>available</td>
<td>not available</td>
</tr>
</tbody>
</table>

Research Question 2: What are the reasons for using the ICT resources by the students?

Table 4: Reasons for using ICT facilities

<table>
<thead>
<tr>
<th>Reasons for using ICT facilities</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class assignment</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Project writing</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Scholarship and student welfare</td>
<td>10</td>
<td>08</td>
</tr>
<tr>
<td>Charting with colleagues</td>
<td>10</td>
<td>08</td>
</tr>
<tr>
<td>Career advancement</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Web - browsing</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

Research Question 3: What are the inhibiting factors against the usage of ICT resources?

Table 5: Inhibiting factors against usage of ICT.

<table>
<thead>
<tr>
<th>Problems of ICT facilities</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of ICTs skills</td>
<td>05</td>
<td>04</td>
</tr>
<tr>
<td>Price for usage of ICT facilities</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Frequent power blackout</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td>Poor telecommunication infrastructure</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Obsolete equipment</td>
<td>08</td>
<td>07</td>
</tr>
<tr>
<td>Interconnectivity problem</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>High cost of connectivity</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>
Research Question 4: What are the perception levels of ICT resources by the respondents?

Table 6 Perception level of respondent on the use of ICT facilities

<table>
<thead>
<tr>
<th></th>
<th>Ibogun Responses %</th>
<th>Aiyetoro Responses %</th>
<th>Sagamu Responses %</th>
<th>Ikenne Responses %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>05</td>
<td>25</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Not adequate</td>
<td>20</td>
<td>40</td>
<td>03</td>
<td>08</td>
</tr>
<tr>
<td>Satisfied</td>
<td>15</td>
<td>75</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>05</td>
<td>10</td>
<td>02</td>
<td>05</td>
</tr>
<tr>
<td>Don’t know</td>
<td></td>
<td></td>
<td>05</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Research Question 5: Which of the ICT facilities are used mostly by the students?

Table 7: Respondents view on the most used ICT facilities

<table>
<thead>
<tr>
<th>ICT facilities used most</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>Computer</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Scanner</td>
<td>10</td>
<td>08</td>
</tr>
<tr>
<td>CD-ROM technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printers</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>E- publication</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
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</tbody>
</table>
Reference Services in a University Library: Awareness and Perception of Undergraduate Students

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Introduction

Libraries are no longer passive and archival institutions, but are effective service institutions. The responsibilities of libraries go beyond gathering and organizing books and journals to include an active role in disseminating information. One way this can be achieved is through effective reference service. Reference service is a major component of library service, which helps users find the information they require, access it, and use it to meet their needs. According to Han and Goulding (2003), reference service is not a recent phenomenon in any library, but can be traced back to at least 1876. It helps to establish contact between a user and the right document at the right time, thereby saving the time of the user (Kumar, 2003).

Objectives

The objectives of this study are as follows:

1. To discover whether undergraduate students are aware of reference service.
2. To determine which reference sources are consulted most by undergraduate students and their satisfaction with them
3. To discover whether undergraduate students understand the different between reference sources and reference services.
4. To discover the difficulties encountered by undergraduate students when using reference sources.

Statement of the Problem

Different types of learning resources are acquired by the University of Agriculture Abeokuta library to meet users’ needs. Among these are reference sources. Reference services are also provided to help users. It is expected that users will use these resources maximally. It was observed that undergraduate students rarely use the reference unit of the library. It was against this background that the researchers wanted to find out whether undergraduate students in University of Agriculture, Abeokuta are aware of reference services and, if so, what are their perceptions of these services?
Literature Review

Reference service has been called the most essential service a library provides (Wittaker, 1977). Ademodi (2004) states that, while it is very important for students to seek reference services and master reference sources that suit their academic needs, but it is unfortunate that students are unaware of reference services in most Nigerian university libraries. He observes further that reference service is the core of research activities in a library. The need for research is more important now, as a result of a change in educational philosophy which requires students study more independently. Mugyabuso (1999) notes that the change in educational philosophy is intended to encourage students’ critical thinking and independent learning, which makes it more important to select useful information.

The reference services and sources to be provided by a university library depend upon curriculum, research programmes, method of teaching, and objectives of the university. Ibegbulam (2000) observes that reference services in Nigerian university libraries use mostly print reference works, and that reference services no longer center on one-on-one service delivered face-to-face in the library. Lessick (2000) and Palmer (1999) report that user enquires at the reference desk are declining. Reference services have been changing rapidly as a result of changes in information and communication technology and user demand for increase access. Librarians have been considering how to adjust services to the new environment (Han and Goulding 2003).

Edison (2000) believes that reference librarian specialist training and subject skills will help mediate user information needs. Librarians should develop the competencies they need to be more successful. Corroborating this, Osunnilu (2003) notes that poor reference service will create a poor image for the library. Kresh (2001) states that an explosion of information and the popularity of the Internet and commercial search engines have opened the way for new demands and expectation from users.

Tolle (2001) confirms in his study that many users do not know where to begin their research and most users who walk into libraries have little or no idea of how to use the online catalogue or perform searches in a database. It is therefore necessary for reference librarians to spend extra time with users to guide them through the search process. Avery (2001) agrees that librarians must examine what people need and determine what will provide the best reference service.

Various methods are used to provide reference services in university libraries. Tajer (2009) affirms that new reference service models have been designed and developed roving reference, reconfiguring the reference desk, no reference desk, consolidating service points, tiered, outreach, and virtual reference. Heiling (2001) describes virtual reference service, where reference services are provided via via email and telephone by a team of four librarians.

Methodology

A questionnaire was used to elicit data. Two hundred copies were distributed randomly to undergraduate students inside the library on a Monday near the end of the 2009/2010 second semester in September. One hundred and eighty six copies of questionnaire (93%) were returned. The questionnaire was analyzed using simple percentage calculations.
Analysis of the Data

The data analysis reveals that 112 (60.2%) of total respondents were male while 74 (39.8%) were female. The gender disparity may be a result of the fact that the institution was established to cater to the agricultural needs of the nation may have a tendency to admit more male than female students.

Table 1: Distribution of Respondents by College N = 186

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLNAS</td>
<td>44</td>
<td>23.7</td>
</tr>
<tr>
<td>COLPLANT</td>
<td>27</td>
<td>14.5</td>
</tr>
<tr>
<td>COLERM</td>
<td>17</td>
<td>9.1</td>
</tr>
<tr>
<td>COLAMRUD</td>
<td>30</td>
<td>16.1</td>
</tr>
<tr>
<td>COLFHEC</td>
<td>29</td>
<td>15.6</td>
</tr>
<tr>
<td>COLANIM</td>
<td>18</td>
<td>9.7</td>
</tr>
<tr>
<td>COLENG</td>
<td>17</td>
<td>9.1</td>
</tr>
<tr>
<td>COLVET</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>186</td>
<td>100</td>
</tr>
</tbody>
</table>

A majority of the respondents were from the College of Natural Sciences (COLNAS), with 44 (23.7%) respondents, followed by College Of Agricultural Management and Rural Development (COLAMRUD) with 30 (16.1%) respondents, while the lowest number of respondents came from the College of Veterinary Medicine (COLVET), with only 4 (2.2%) respondents. The College of Natural Science has the highest number of students in the university while the College of Veterinary Medicine is relatively new and has fewer students. The data may also reveal the usage pattern among undergraduates. Further analysis of the data reveals that a majority of respondents are 100 and 200 level students while the least are 400 level students. This is due to the fact that during the time of the research, most of the 300 level and 400 level students were absent for industrial attachment.

Awareness of Reference Services
Table 2: Student Awareness of the Reference Services N = 362

<table>
<thead>
<tr>
<th>Services</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photocopy</td>
<td>89</td>
<td>24.6</td>
</tr>
<tr>
<td>Loan services</td>
<td>73</td>
<td>20.2</td>
</tr>
<tr>
<td>Reference services</td>
<td>45</td>
<td>12.4</td>
</tr>
<tr>
<td>Reserved books</td>
<td>40</td>
<td>11.1</td>
</tr>
<tr>
<td>User education</td>
<td>32</td>
<td>8.8</td>
</tr>
<tr>
<td>Abstract and index</td>
<td>24</td>
<td>6.6</td>
</tr>
<tr>
<td>SDI services</td>
<td>21</td>
<td>5.8</td>
</tr>
<tr>
<td>Consultancy services</td>
<td>16</td>
<td>4.4</td>
</tr>
<tr>
<td>Current awareness</td>
<td>15</td>
<td>4.1</td>
</tr>
<tr>
<td>Inter-library loan</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 revealed that out of the total respondents, 89 (24.6%) respondents are aware of photocopy service, 73 (20.2%) are aware of loan service, while 45 (12.4%) are aware of reference service. This indicates that a majority of undergraduate students are not aware of reference services.

Table 3: Perception of Reference Services by Undergraduate Students n =186

<table>
<thead>
<tr>
<th>Services</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you ask questions</td>
<td>15</td>
<td>8.1</td>
</tr>
<tr>
<td>When you received assistance</td>
<td>25</td>
<td>13.4</td>
</tr>
<tr>
<td>When a librarian help you</td>
<td>24</td>
<td>12.9</td>
</tr>
<tr>
<td>When you consult reference materials</td>
<td>92</td>
<td>49.5</td>
</tr>
<tr>
<td>I don't know</td>
<td>30</td>
<td>16.1</td>
</tr>
<tr>
<td>Total</td>
<td>186</td>
<td>100</td>
</tr>
</tbody>
</table>

Respondents were asked to indicate what they understand by reference services. It was obvious that a majority of respondents feel that reference service means consulting reference materials.
Use of Reference Resources

Table 4: Type of Reference Sources Students Use Most N = 341

<table>
<thead>
<tr>
<th>Sources</th>
<th>Frequency</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary</td>
<td>72</td>
<td>21.1</td>
</tr>
<tr>
<td>Encyclopedia</td>
<td>66</td>
<td>19.3</td>
</tr>
<tr>
<td>Index and Abstract</td>
<td>48</td>
<td>14.1</td>
</tr>
<tr>
<td>Handbook</td>
<td>43</td>
<td>12.6</td>
</tr>
<tr>
<td>Bibliography</td>
<td>35</td>
<td>10.3</td>
</tr>
<tr>
<td>Documentation list</td>
<td>32</td>
<td>9.4</td>
</tr>
<tr>
<td>World of Learning</td>
<td>21</td>
<td>6.2</td>
</tr>
<tr>
<td>Almanac</td>
<td>8</td>
<td>2.3</td>
</tr>
<tr>
<td>Who's Who</td>
<td>6</td>
<td>1.8</td>
</tr>
<tr>
<td>Calendar</td>
<td>10</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>341</td>
<td>100</td>
</tr>
</tbody>
</table>

The most used reference sources are dictionaries and encyclopedias.

Table 5: Difficulties Encountered while Using Reference Sources N = 212

<table>
<thead>
<tr>
<th>Difficulties</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials are very old.</td>
<td>65</td>
<td>30.7</td>
</tr>
<tr>
<td>I waste a lot of time when searching.</td>
<td>58</td>
<td>27.3</td>
</tr>
<tr>
<td>Materials are limited and do not cover my area of study</td>
<td>50</td>
<td>23.6</td>
</tr>
<tr>
<td>I don't always get the Information I need.</td>
<td>15</td>
<td>7.1</td>
</tr>
<tr>
<td>Staff is not available to assist me.</td>
<td>14</td>
<td>6.6</td>
</tr>
<tr>
<td>I don't know how to use the sources.</td>
<td>10</td>
<td>5.4</td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td></td>
</tr>
</tbody>
</table>

Table 5 shows the major obstacle to the respondents in using reference sources is obsolete materials. A total of 65 (30.7%) respondents find the reference materials very old and therefore not relevant to their study, while 58 (27.3%) feel that they wasted a lot of time searching for information by using reference sources. Fifty (23.6%) indicated that the reference resources are limited and do not cover their discipline, while 10 (5.4%) indicated that they do not know how to use reference resources. Reference librarians must consider user education, which, according to Opaleke (1999), will ease the work of librarians and save the time of users.
Sixty-six (40.9%) respondents indicated that they received poor assistance, while 73 (39.2%) rated the assistance they received as fair, 26 (14%) found it good, and only 11 (5.9%) found it excellent. This may be as result of the fact that only one reference librarian is available to handle queries. Other staff are either library assistants or clerks, and might not have knowledge of reference sources and services.

### Discussion and Recommendations

This study shows that the majority of undergraduate students in university of Agriculture, Abeokuta are not aware of reference services in the library. Even those who are aware viewed using reference sources as the same thing as reference services. Many do not see the reference librarian as a resource person who is capable of enhancing their searches and satisfying their information needs.

While the most used reference source by the respondents is the dictionary, other reference sources are not adequately used by students. Users who are not familiar with other reference materials do not know the importance of these materials to their study. The reference librarians must educate users on the importance of various reference sources. Moreover, a majority of respondents do not find most reference sources relevant because they are obsolete and do not meet their current needs. Respondents are not satisfied with assistance received from library staff, although this may be because only one reference librarian is available to handle numerous user queries that cut across various disciplines. Other reference staff are junior staff whose knowledge of library resources is limited. To make reference services more meaningful to undergraduate students in support of teaching, learning, and research, the following recommendations are offered:

1. User education and orientation to library sources and services should be given to new students at the beginning of each academic year. The "use of the library" course should be made a credit earning course and made compulsory for all students to enable them to make use of services provided by the library.
2. New and current reference sources that serve the university curriculum should be acquired. In addition, innovations such as using electronic resources to provide reference services should be considered.
3. There should be more than one reference librarian in the reference unit. Other library staff should be trained to direct users to the right place for assistance. All staff should be trained to meet standards of library service.
Conclusion

The importance of reference service cannot be over estimated, since it is direct personal assistance given to library users in search of information. A good reference librarian must be conversant with information sources that are relevant to library users and be able to understand user needs to serve them better. Reference services must be promoted, because if library resources are used properly, they can enhance the quality of Nigerian university graduates, who will in turn contribute to the development of the nation.

References


