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International Journal of Library and Information Science

Full Length Research Paper

The role of community libraries in the alleviation of information poverty for sustainable development

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This literature review focused on the role of rural community libraries in minimizing information poverty. The potentials of rural community libraries in promoting sustainable development are discussed in this article. The necessity of information poverty alleviation for sustainable development is also discussed. The study found that information poverty is an obstacle whereas information is a key to achieving sustainable development. The study also found that community library is not only a library of few shelves of books but also a hub of the local communities, particularly of the rural and disadvantaged communities offering a continuously changeable information resource for the community. It empowers individuals and communities to help them reach their goals. It lays down the foundation stone for sustainable development.

Key words: Community library, information poverty, sustainable development.

INTRODUCTION

Sustainable development is a global major agenda in recent years. It is a procedure of developing society so that it may exist in the long term. According to WCED (1987), sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development is conceived as a socio-economic system that confirms the ability to sustain with the advancement of economy, education, health and the every spheres of life (Pearce et al., 1989). In a word, 'development with sustainability' is called sustainable development. Sustainable development is not possible without building knowledge-based society of which, information is regarded as life -blood. Information is a

very urgent element for every step of development (Okiy, 2003). Thus, information poverty alleviation is very crucial for sustainable development.

Information poverty is defined as, no entrance to needed information for survival and development (Marcella and Chowdhury, 2018). Britz (2004) states that information poverty is that situation in which individuals and communities within a given context, do not have the requisite skills, abilities or materials means to obtain efficient access to information, interpret it and apply it appropriately. Later, it is characterized by a deficit of necessary information and poor information infrastructure. Actually, information poverty is more than just a lack of information or technology; it is also a lack of

utilizing, accessing, producing and realizing the value of information (Strand, 2016a).

According to Cruz-Cunha et al. (2013), information poverty can be defined as, the users of information in depressed circumstances which is caused by social inequity, users inability to define the need of information, lack of ICT and knowledge for using such technology and information resources. In general, information poor can be defined as groups and individuals who do not have adequate and equal access to quality and quantity information (Shen, 2013).

Moore (2007) stated that the opportunity in access to information is not the same for all parts of the society. The wealthy city dwellers have many opportunities to access various sources of information. On the other hand, the poor rural dwellers are often neglected in access to essential information which could improve their lives. This condition is extremely critical in a large number of villages of low and middle income countries otherwise called, developing countries. A lot of people in developing countries live in villages. The village people are not conscious of the role of information for growth and development (Mansoor and Kamba, 2010). They have no proper idea about the application of information for development (Stone, 1993).In fact, many rural communities of developing countries have poor understanding of the value of information for development. It is important to note that they have to be fully conscious of the significance of information to keep pace with the present knowledge-based economy. People in these communities do not realize their demand of information. They also do not know from where and how they can satisfy their information demand (Islam, 2010). They suffer from a lack of useful information, low levels of literacy and skill, meager use of technology or ICT, a low level sense of participation and a low standard living (Ahmed et al., 1997). All these factors conspire to exclude them from the world of information. People in these villages are always the last to receive anything. They are always excluded from update information, technological advances and any plan of economic action or implementation agenda. The rural development rate infects other sectors that strike national development and thereby sustainable development. Sustainable development is impossible keeping aloof the large sections of rural people of developing countries from the world of information.

In fact, information poverty is a burning question in developing countries (OECD, 2017). The dilemma of low and middle income countries of the world is not only economic poverty but also information poverty. We must give priority to elucidate the problem (Islam and Islam, 2010). Chester and Neelameghan (2006) states that information experts and their agents should make an effort to help community members to get rid of information poverty which is a major obstacle of achieving sustainable development.

By empowering rural people with appropriate information access, skills, infrastructure and understanding, rural community library can assist in the alleviation of information poverty as well as the sustainable development throughout the world. Iqbal (2004) stated information as a means of community development. Though there is much information dissemination centers in the villages, rural people are not always satisfied with the services of these centers because; the services are always not related and suitable for them. It is obvious to state that there are many other information sources and suppliers working in the villages at present but a rural community library is increasingly regarded as the hub of the rural community for delivering essential information that could empower them to achieve sustainable development.

Community library means a distinct type of public library or an alternative to public library that is established and governed by local people with or without public funding normally in disadvantaged areas to supply miscellaneous studying facilities and community information services for the growth of the community and raising their quality of life. Harrod's Libarian's Glossary and Reference Book (2005) stated, it is normally a section or part library (though may be a central or mobile service) designed to produce advice-center functions and community information for the whole of its population, rather than only presenting a book store to learners. According to Feather and Sturges (2003) in the International Encyclopaedia of Information and Library Science (2003), community librarianship is the distribution of library and information services for a particular community. It provides information mainly on social, domestic, health or educational affairs, local cultural activities, clubs and local authority or governmental services. Public libraries have also the same responsibility- providing community information and meeting facilities. But, it may also be provided via a special unit set up by local authority, a voluntary agency or an advice group and this is called community library. Having a great contribution to solve the problems of social exclusion community librarianship is recently a powerful tool for the advancement of the community or society.

Community library is an extension of existing practices of public libraries which heavily relies on community participation. It empowers the entire community through information services. It is regarded as an important basis for rural development. Rural community library, as a vital information supplier, have a very significant role to play in diminishing information poverty by giving suitable information assistance in village areas. By providing information to rural areas, rural community libraries can make the rural dwellers aware of what is happening in the country, what their rights and responsibilities are and how can they get information services. Thus, rural community libraries may directly contribute in good governance, social progress and economic development through

eradicating information poverty needed for sustainable development.

The purposes of the study were to: (1) define the necessity of information poverty alleviation for sustainable development; (2) highlight the role of rural community library in alleviating information poverty; (3) explore the potentials of rural community library in promoting sustainable development and (4) study the core concept of community library, information poverty, sustainable development and link among them; (5) draw more attention of the stakeholders and user communities to the rural community library.

METHODOLOGY

This study applied literature review methodology along with narrative and integrative approach. Relevant literatures available on sustainable development and the community libraries in diminishing information poverty were consulted. Secondary sources of information like books, journal articles, conference proceedings, official reports were used for collecting information. Internet websites were also used for collecting data.

RESULTS

Information poverty alleviation for sustainable development

A) Information for development

Information can be called key to development. It is regarded as a prime resource that plays very significant role in the overall development of a country or nation. Moore (2007) states, information are a necessary precondition for the improvement of a particular person or groups. People require information to improve their capability through knowledge and education, to succeed in business, to flourish their culture and civilization and for controlling their lives. Information in a well-organized character that can increase desire and expectation, by turning people from fatalism and fear of change to a desire for a better life and the determination to work for it. Information can assist man to observe their present status and to make future development plan. Ideally, information brings about knowledge, and a community can only become knowledgeable by information as tool for development. Information can remove the darkness of ignorance and help to achieve goal in every spheres of community life (Mansoor and Kamba, 2010). According to Muhamed et al. (2010), information within the realm of the 'knowledge-based economy' is essential for the socio-economic and socio-technical development, because it begets knowledge that is essential for sustainable development. In fact, information is a prerequisite for knowledge production or coproduction. It helps in research, innovation, and communication. It helps to make good decision, policy and plan. Information

and knowledge protect us for making mistake. It decreases uncertainty but increases efficiency. It is a power of solving problem. Chen et al. (2011) has rightly said, somebody who can obtain more information will occupy the dominant position in the social competition.

Babalola et al. (2012) state, information is an important factor for political participation and social inclusion and the foundation for developing at all levels of human life. Ogar et al. (2018) indicates information is needed for effective success at all levels of good governance. According to Harande (2009), information is compared as blood of social life and crucial for governmental and private activities. He also showed information as basic materials for the progress of the society- urban or rural community and the progress of any nation is greatly dependent on information. Hoq (2012) states, rural people applying information and knowledge in agriculture, health, human rights, education, employment, market and finance, disaster management can ensure socio-economic advancement for sustainable rural development. Kari (2007) states, information are a fundamental need like air, water, food and shelter for human being. Information enables people to utilize the factors of production such as land, labor and capital resources into meaningful and productive use. Actually, every dimension of development has information and knowledge implication. Information scientists and scholars have defined information as an empowering agent, in terms of the ways in which access to and use of information can assist individuals to overcome obstacles, take advantage of the opportunities available to them and improve their lives. Mchombu and Mchombu (2014) stated that information can play stirring role by encouraging and motivating people for the economical and cultural evolution essential for sustainable development.

B) Information poverty restrains sustainable development

Realizing the value of information for development, it can be said that information poverty restrains sustainable development. Sustainable development is a technique to develop by balancing different, and competing for the needs against an awareness of the environment, social and economic limitations we face as a society. Sustainable development is largely based on the acquisition, dissemination and utilization of knowledge and information (World Bank, 1998; Asian Development Bank, 2011). Truly, information is considered as the most vital element essential for facilitating the potentiality to satisfy all human needs. Without access to information, people cannot develop and cannot fulfill their demands. So, information poverty is one of the greatest impediments to development.

According to Britz (2007, 2010), information poverty is

one of the main forms of poverty today. It relates to an individual's or communities inability, not only to access essential information but also to benefit from it in order to meet their basic needs for survival and development. Information poverty is closely linked to economic poverty and it has negative effect on every facade of people's life (Britz 2007; Strand, 2016b). Joselin and Panneerselvam (2015) indicate, information poor do not have equal opportunities to access the necessary information. Information poor are victimized with insufficiency of resources, lack of essential infrastructures, lack of needed skills to access and use the information and financial limitation. So, information poverty can narrow opportunities to access in employment, business, capitalization, creative and social networks, and the capacity to grow the skill needed for global citizenship. In addition, information poverty is a problem of polarizing between the rich and the poor and widening the socio-economic disparity. As a result of information poverty, societies are at a risk of being left behind.

Access to information does not in itself gives people power over their lives but lack of access to information can render a person powerless in the sense of being unable to exercise intelligent life options (Buddy, 1977). Lack of access to information is one of the most serious obstacles for building a better community. Access to information guides to move forward for a standard life. Besides, lack of access to governmental information makes barrier to participate in governmental agenda which hindrances the development process of a community and nation.

C) Information poverty alleviation- a matter of urgency

Inequality in access to information causes information poverty. This inequality is caused by various factors like political, cultural, economical, educational, moral, geographical, technological and technical (Britz, 2004). Britz (2004) also stated, the most critical issue of the present world is information poverty which has a bad impact on the socio- economic, political and cultural development. He further stated, information poverty is chronic and long term. In reality, the world still faces the problems of information poverty. So, whatever the causes of information poverty is not matter, the most urgent thing is that information poverty alleviation is a crying need for achieving sustainable development goals of today's world. Scheeder (2018) stated, sustainable development is totally impossible without access to information. In fact, access to information is an urgent need for the development of the society. Access to information helps in the war of achieving an inclusive society. As we are living in an age of globalization, equal access to information is the most urgent need for growing world information economy.

According to, Vargas and Lee (2018), information poverty is a one form of poverty which is related to economic and social poverty. With a view to achieving sustainable development, they emphasize to address information poverty. Information is the pre-condition for any kind of development and it influences all dimensions of life. They also say information poverty is closely linked to communication poverty, because information is the most important component of communication. Sustainable development consists of socio-economic development that saves and enriches the natural environment and ensures social equity (Diesendorf, 2000). It is true that sustainable development comprises of various dimensions of development and its all dimensions are interrelated. Hence, addressing development challenges requires addressing all types of rights-social, economic, cultural, political, civil and informational (Garrido and Wyber, 2017).

Chowdhury and Koya (2017) indicate about 30 information-related matters which are included in the UN's Sustainable Development Goals (SDGs) guidelines, identifying the role of information in building stronger economies. According to the Development and Access to Information Report (2017), access to information is a catalyst for developing worldwide. It enables us to place the basic foundations for equality, sustainability and prosperity. The Lyon Declaration (2014) sets out the principles behind access to information and development. These bedrock principles state that access to information empowers people to:

1. Apply their all kinds of rights
2. Acquire and employ new skills.
3. Decide and attend in active and engaged civil society.
4. Make community-based solutions to development challenges.
5. Confirm accountability, transparency, good governance and empowerment.
6. Estimate prosperity on public and private communities on sustainable development.

Therefore, it is very clear that information poverty alleviation is a matter of urgency for sustainable development.

Rural community library's role in the alleviation of information poverty

Rural community library plays various important roles in the reduction of information poverty. A rural community library is established to deliver advice centre functions and community information centre for the people of the community rather than only offering a volume of books and study materials to learners. Rural community library provides information to address the real needs of the people. Different communities have different information needs. Rural community library is actually established on the basis of considering the real information needs of the

community. People's demand of information is changed on the basis of changing communities. A rural community library is always active to meet the changing needs of the community.

Leonard and Ngula (2013) stated, community libraries are very important to provide information and fulfilling the information demands of the people in respective communities. Community libraries are considered as the critical interface between the communities and nation's information services, and are therefore mandated to serve as:

1. Community study centers for promoting education, building awareness among community members to use information and supporting for lifelong education.
2. Centers for upgrading the participatory status of living culture.
3. Centers for circulating information in all aspects of life with particular emphasis of information essential for participating in democratic decision making and further successful implementation of national development plan.
4. Centers for leisure learning. Thus, a rural community library is a lifelong learning, information and recreational reading centre. According to the famous Russian biblio-psychologist and educator named Rubakin (1968), library is not only a bookshop where various books are to be had, but also it is an adviser, a guide, a friend. It must go out to reader, bring him in rather than wait for him to come of his own accord. A rural community library is, like an adviser, a guide, a friend for the people of a community. It reaches to the community members to solve their problems of information. Rural community librarians work as educator, facilitators and advocates for local culture and they use their expertise to enable local people to make sense of and utilize the increasingly complex and systematic global information environment.

Rural community library plays a major role in accumulating, processing, preserving and circulating the community information which is necessary for everyday life of people in respective community. Childers (1975), stated 'information poverty' is the scarcity of basic survival information experienced by a large number of people. Actually, information poor do not have equal opportunities to access the necessary information. Distributing community information services in community libraries are an effective mechanism to face the challenges of information poverty. Colemen (in Barnes 1994:79) describes, community library services are highly political in nature in the sense that every person must have equitable access of information and society's resources. Rural community libraries have the huge potentials and opportunities to ensure equal access of information to all. It is the local information center for providing information, opportunities for lifelong learning to everybody of a community without any discrimination regardless of sex, cast, religion and social status.

Mostert and Vermeulen (1998) states that, community

library mainly provides two kinds of information:

1. Survival information on health and family affairs, housing, finance etc.
2. Citizens' action information on social, political and legal rights.

So, a rural community library is an important local gateway of knowledge. It links directly between information creator and information users especially for government- related information. It is an indispensible tool in the creation of informed society. Alemna (1995) argued that a community library is better than public library to meeting the community information needs of the rural people. Mostert (1997) stated, community libraries are more popular because of their dedication to empowerment of the whole community through their information services. He further said, community library plays a major role by providing information and educational resources for meeting the community information needs as well as helping in the operation of brightening these communities (Mostert, 1998).

In developing countries, huge numbers of the population are disadvantaged with latest development of ICT, information resources and the lack of basic skills needed to access the necessary information (Joselin and Panneerselvam, 2015). Community library always gives opportunities of the library services and collections based on the finding of the specific needs of the information users, particularly those coming from underprivileged section of the society. A community library always responds to the critical community information needs of the rural and non-literate communities through its functions, services and collections (Alemna, 1995; Stillwell, 1989; Mostert, 1998). The rural community library, being a dynamic social institution is capable of serving accurate information at the accurate time to solve the problem of information poverty. The rural community library plays an effective role in the dissemination of information to a wide range of user community through its free facilities of access to ICT and information resources, the delivery of outreach, partnerships with other local information centers, production and preservation of local culture, cultivating reading habit among the villagers, literacy program, information and digital literacy training, active interaction between the librarian and users to answer the user's questions, develop trustworthy community partnerships. All these roles are fundamental to alleviate information poverty in the community broadly in society or country.

Rural community library promotes sustainable development

Rural community library plays very significant role for sustainable development. The role of rural community libraries can be explained as to qualify people from the

underprivileged communities to develop their quality of lives. Namhila and Niskala (2013) stated that community libraries are established with a view to developing the quality of life for the people in their respective community. According to Legoabe (1995), community library provides information that covers every spheres of life to assist all members of a community to overcome the daily problems for better quality of life. Community information services of community libraries are managed with an aim to supply information to the community to help members cope with their designated roles within the community. Leonard and Ngula (2013) stated community library plays a vital role in the community development with regard to education and social well-being.

Rural community library is closely related to daily life of community members. Providing knowledge and information, community library creates a space for community people to contribute on a wide range of development initiatives. It also helps to cope with the problems in their daily lives. It teaches the users to become self-dependent and self-sufficient. Community libraries being empowering agents are proactive to fulfill the social progress and sustainability. Dent (2006) states in the African context, community libraries are established to:

1. Assist the villagers to maintain knowledge gained from their education.
2. Assist the rural people to realize the country's social, political, and economic endeavourers and nation building efforts.
3. Help the improvement of wholesome family life, producing materials about social, economic and health care development and No nation can develop without the development of its human resource. Human resources of a country can make a good contribution to the progress of the country (Okiy, 2003). A rural community library can serve meaningfully for the purpose of human resource development and thereby national development. Again, there is no development anywhere in the world without the impact of education. Education is regarded as the tool for development. Without education, there will be no innovation and, without innovation, there will be no transformation. Jubair (2009) states, a community library is not merely a library, It is also a village educative institute, outside the traditional education system in villages, that provides different studying facilities for community improvement and better quality of life. A community library having an important role in the advancement of people's knowledge is a community education center. Community libraries develop sound reading habits among local people. They deliver various learning elements to meet the interests of all aged people. Local people can develop their literacy and skills using easy access to the library facilities, technology and information. This turns villages into viable places to live by creating jobs and access to modern technology, civic engagement and partnership, community networks and

cultural arisen, thus balancing the urban- rural gap. Sustainable social improvement depends on a partnership between state, civil society and locality. Rural community libraries are very potential national resources for developing individuals and groups. Therefore, it is a vehicle of development to undertake various other developmental initiatives toward sustainable development in the country.

The librarian of a rural community library is an advocate for rural community development. Rural community library serves as a focus for local activity and culture. Rural community library can contribute a lot for the rural economical, social and cultural development. It actually, works in order to develop the socio-economic status of the community. Sultana (2014) states, the advancement of any community are an index like a positive signal for the development of a nation. So, the development of a community is the most important method of prompting total national development that will further stimulate sustainable development. Lahti (2015) states, community library are an important tool for national as well as local development. Community libraries contribute effectively in different spheres of community success. Studies done by scholars such as, Hamilton-Pennell (2008), Jones (2009), Abu et al. (2011), Strand (2016b) indicated, libraries play very significant role in education, social policy, information, cultural enrichment and economic development. In fact, rural community libraries make an outstanding contribution in the society and their impact in social and economic development should not be underestimated (Leonard and Ngula, 2013). The role of the rural community library for all round development of the society is unquestionable.

DISCUSSION

The review of the literature proves with the previous findings that rural community libraries have an active role to play in diminishing information poverty. The analysis suggests that alleviating information poverty is the prerequisite of sustainable development. Besides, rural community library can promote sustainable development. Although, several of the findings discussed in this article are on community library in general (Stillwell, 1989; Moster, 1998; Leonard and Ngula, 2013; Lahti 2015), others are on mainly focused rural community library in particular (Dent, 2006; Jones, 2009; Jubair, 2009). A few studies have also been consulted with an aim to link between information poverty and sustainable development. In addition, there is a wide range of studies that reported the needs of alleviating information poverty for sustainable development (Lyon Declaration on Access to Information and Development, 2014; UN, 2015 Sustainable Development Goals; Development and Access to Information Report, 2017; Scheeder, 2018; Vargas and Lee, 2018). All these studies, however, conclusively stated that the successful implementation of

sustainable development largely depends on an efficient information service to all parts of the society or community. Community library can serve very well for this purpose.

Sustainable development is a multidimensional process and its all dimensions are relevant to each other. Addressing the development challenges needs to address all types of rights- social, political, economical, cultural, civil and informational. The investigation disclosed in this literature review identify the need for further research into others dimension of sustainable development addressing by community library. Though the studies reviewed in this paper identified few areas of development addressed by community library, overall, they paid less attention to address sustainable rural development challenges through community library. The present study mainly focused on the rural community library, the future research may be undertaken on the community library in general.

Conclusion

Information is a key enabler of achieving sustainable development goal. Information poverty is a barrier on the way of promoting sustainable development. Thus, information poverty alleviation is badly needed for sustainable development. Reducing information poverty, rural community library can contribute a lot for sustainable development. Sustainable development is impossible without alleviating of information poverty and effective alleviation of information poverty is about impossible without community library. Rural community libraries play very vital role in reducing social exclusion around the world. Rural community library is truly the hub of the rural and disadvantaged community for providing necessary information and knowledge that could enable them to promote sustainable development.

Significance of the study

The study will encourage the stakeholders to give more emphasis on the rural community library's development throughout the world. It will also encourage the user communities to utilize the potentials of rural community libraries in their information needs and sustainable development. It is expected that the study will contribute to add a literature in the Library and Information Science field. Although there are a number of studies regarding this, this is the first one of its kind in Bangladesh.

ACKNOWLEDGEMENT

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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Full Length Research Paper

Electronic reference service delivery at the Redeemer's University Library: Closer to the promised land

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This paper appraised the process of electronic reference service delivery (ERSD) in Redeemer's University, Nigeria (RUN). It highlighted the operations of using modern information and communications technology (ICT) for core Reference Service Delivery such as selective dissemination of information (SDI) and current awareness services (CAS) in RUN. ERSD in RUN are aimed at meeting the growing information needs of faculty members. It has enhanced the reputation of the library as well as increased patronage of library reference services. To elicit information from the faculty, a profile form was designed. The form is a description of the process and procedure of providing current information but personalized to the faculty, and keeps them abreast of the latest development. ERSD offers an important option to users for keeping current with research. Also, there is evidence that SDI can be provided in a variety of ways, both manually and electronically. However, using electronic means has proved to be cost-effective and faster. The library in question has moved from the traditionally approach to online information provision methods.

Key words: Electronic reference, selective dissemination of information (SDI), current awareness services (CAS), online reference services (ORS), electronic reference service delivery (ERSD), Redeemer's University.

INTRODUCTION

Information and communications technology (ICT) has greatly impacted on reference services delivery to make it more effective. It has revolutionized access to information retrieval in the university libraries. Reference librarians now answer reference questions by email and this boosts the competence of the librarians before their users. University libraries are using modern ICTs for their core functions, implementing effective and efficient library cooperation, and resource sharing networks, implementing management information systems, developing institutional repositories of digital contents and digital libraries, and initiating ICT-based capacity building programmes for library users. Ekwelem and Eke (2014) posit that the incorporation of information and communications technology (ICT) into the reference services has affected its functioning at various levels. Lotts and Graves (2011) asserted that reference services are becoming more mobile as technology allows librarians to expand service points and outreach opportunities. They note that the iPad is used primarily for roving reference by the reference and instruction librarians.

Conventional library and information services (LIS) such as Online Public Access Catalogue (OPAC), user services, bibliographic services, current awareness services, selective dissemination of information services, in-depth literature searches, interlibrary loan services, audio-visual services, document delivery services and customer relations can also be provided more effectively and efficiently, using ICTs. Online Reference Services (ORS) also called Virtual reference Services (VRS) or Digital reference Services (DRS) and their potentials for enhancing information access electronically ORS can be described as the electronic mediation between librarian and a user needing an answer to a query. Noteworthy is the fact that Libraries that are ICT-driven have continued to provide information online to their numerous clients, who may not necessarily have to visit the Library before accessing the information required for learning, teaching and research in an academic environment.

Without any doubt, the internet is an excellent tool for communicating ideas with other people within an organization and around the world. Also, it has the power to reduce the cost at which services and operations are performed. Time can also be saved when computers are used for online services. Transition to online services is expected of libraries in the developing world in this 21st century if they want to be relevant in the information-sharing world. The library is indeed a major infrastructure in any academic institution; the implication of its inadequacy or absence will be obvious in scholarly communication process. As a result of the rate of scholarly communication, the organization, delivery and control of the huge literature are in jeopardy (Scott et al., 2000). Dunn and Morgan (2003) and Massey-Burzio (2002) in Malik and Mahmood also believed that this state of affairs gave libraries an impulse to reach users electronically where they are and provide quick access to relevant, credible and authentic sources.

According to Barry et al. (2010), cooperative browsing or co-browsing is a virtual reference function that involves interactive control of a user's web browser. This function enables the reference librarian to see what the user has on his or her computer screen. Several types of co-browsing have been offered in mobile devices of late. Libraries may have software that incorporates dual modes of co-browsing in a variety of formats. For instance, it is possible to browse on a mobile device within and between documents (such as Word), web pages and images. This is interactive reference services and shows effectiveness.

Providing remote-based services for users has been a steady practice of libraries over the years. For example, before the widespread use of chat software, Xiao (2008) believed reference questions were often answered via phone, fax, email and audio conferencing. Email is the oldest type of virtual reference service used by libraries. Library services in America and the UK have since gained visibility in their use of virtual reference services using chat software. However, a survey in America revealed that, by 2010, over 2000 libraries were using chat reference services.

It is against this background that this paper appraised the process of electronic reference service delivery in Redeemer's University with the aim of highlighting the capabilities and potential of information and communications technology (ICT) has greatly impacted on reference services delivery to make it more effective.

Redeemer's university library

Redeemer's university library now Tekena Tamuno Library (TTL), since May 2015 to immortalize the erudite scholar who served as the Chancellor of the University from 2006 to 2015 commenced operation in October 2005, shortly after the University took off. The take-off site of the library, like every other key unit in the University, was the temporary site of the University inside the Redemption Camp. The library operated at this site for nine years in a twin-building that could accommodate 150 users at a time; with the extension, the library could accommodate 534 users at a time as at 2009.

TTL moved into its present accommodation on January 27, 2015. Though temporary, the new building serves its purpose – built and compartmentalized to house the building. It can conservatively seat over 500 people at a time, a figure that conveniently satisfies the National Universities Commission's (NUC) benchmark for the present student populations of the University. The University having relocated to its permanent site in Ede, Osun State, and the Library occupying its own building complex, the collection had grown to its present state of over 25,000 volumes of books, over 500 journals and 22 electronic database subscriptions that provide access to well over 25,000 electronic journal titles in relevant discipline and programs being run by the University.

TTL, since inception in 2005, has never lacked in quality staff to manage its operations and services library system (KOHA) software. The aim, within the next one year, is to operate the library using high technological devices which cover security, self-services, charging and discharging of materials and digitalization of library materials. The first ten years of TTL are indeed eventful. The period has laid for the library a robust foundation upon which a great future of academic excellence can be built for the University.

Comprehensive schedule of duties

Tekena Tamuno Reference Library, as a unit of the University Library, is a public service area that opens between 8 a.m. to 8 p.m. on Mondays to Fridays, 8 a.m. to 3 p.m. on Saturdays, and 3 p.m. to 8 p.m. on Sundays. The Library Assistants in the unit run shift in conformity

with the department's shift pattern. The unit has the following as her duty Schedule:

(1) Selective dissemination of information to all academic members of staff: This begins with the distribution of a form called the selective dissemination of information (SDI), Form (Figure 1) to all departments in the three colleges by the Reference library assistants. The forms are then filled and returned to the unit for help on stated research interest(s). Relevant links sourced from various search engines are sent via provided email addresses.

(2) Answering users' requests using reference sources: Users' requests are answered by the Library Assistants at the unit using the available Reference Sources. Requests beyond them are usually forwarded to the Reference Librarian.

(3) Rendering assistance to final year students on their projects: Final year students are assisted with their projects via the SDI forms which they are allowed to fill.

(4) Downloading and sending of NUC weekly bulletin: to principal officers, deans, HODs and other Professors.

(5) Displaying of new arrivals; and

(6) Current awareness services, user education and enlighten staff and students: through library familiarization tour on the library's resources and their uses.

Assessment of the unit's performance and level of accomplishment

The T.T.L. reference unit is a public service unit of the University Library rich in reference sources that can be accessed by all its users but not to be borrowed. It is saddled with responsibility of answering users' requests expressed as "queries" and use of reference sources within the possible period of time. Some of the major accomplishments during the last five academic sessions are highlighted below:

At the beginning of each academic session, the unit gave expository lessons to all new intakes, that is, the 100 level students of the University during their library tour on the sources/materials in the unit such as general encyclopaedias, subject encyclopaedias, general dictionaries, subject dictionaries, handbooks and guides, compendiums, and so on and also enlightened them on how to use these materials to their benefit in their academic pursuits. The unit also via SDI forms provided assistance to academic staff by aiding them with online journals and other links relevant and useful to their fields and research interests so as to aid them in their research.

The final year students of the University were also assisted in the unit with their projects by providing them with reference sources and links that had relevant

information on their project topics. The reference librarian also furnished the Deans, Professors and some other Principal Officers with weekly Nigerian Universities Commission (NUC) bulletin so as to keep them posted with NUC activities. Users are always sensitised and intimated with newly acquired resources in the unit, and their requests were promptly matched with relevant sources. The community at large had also benefited from the unit as it is accessible to them provided they've gotten the special readers permit. Also, students from other universities, provided they are with their introduction letters, were allowed to make use of the unit and its resources.

Factors that contributed to the achievement of the unit's goals and objectives

The following factors contributed immensely to the achievement of the unit's goals and objectives in no small measure:

(1) Support from the headship: The University Librarian as the head of department had being very helpful in the realisation of the unit's goals and objectives, providing useful advice from his wealth of experience and also ensuring that the unit is well stocked with recent and useful resources.

(2) Good inter-relationship with other units of the department: The unit had been working with other units in the department and this had contributed greatly to the realisation of the unit's goals and objectives. The acquisition unit had always tried as much as possible to provide the unit with sources that are required from them based on observed users' needs and the Virtual Unit was very supportive during the orientation programs organised for the 100 level students of the University.

(3) Staff familiarity with the unit's resources: Staff in the unit are familiar with the materials in the unit and this had helped in prompt matching of users' requests with the right sources, which is one of the goals of the unit.

(4) Power supply: The provision of electrical power supply is also one of the factors that contributed to the realisation of the unit's goals and objectives.

(5) Internet connectivity: The availability of Internet connectivity had also made it possible for the unit to provide links and online resources to both academic staff and students writing their projects.

The unit has accomplished a lot in the last five (5) academic sessions as shown in Tables 1 and 2. The daily statistics showed that library users consult an average of 15 to 25 reference sources every five hours, and a total of 75 to 85 daily. While some other specific reference queries take 2 to 3 users per day. Some of this specific reference queries were satisfied with the use of www.referencedesk.org, ask the librarian on line, online

Table 1. The overall statistics of total number of users, reference books consulted, specific reference queries attended to and SDI forms treated for 2010/11 academic session.

S/N	Month	Total number of users		Total number of reference books consulted		Specific reference queries attended to		SDI form treated	
		2010	2011	2010	2011	2010	2011	2010	2011
1	January	-	1.314	-	642	-	-	-	-
2	February	246	226	615	110	31	-	Nil	-
3	March	625	671	1.104	812	58	-	9	-
4	April	794	712	1.098	1.017	63	10	5	3
5	May	1.035	1.193	4.528	737	67	9	4	3
6	June	1.367	1.318	665	412	45	6	7	1
7	July	113	22	87	43	23	1	3	1
8	August	11	14	13	45	42	-	3	-
9	September	175	445	333	379	34	27	2	9
10	October	722	994	1.248	1.164	21	50	16	17
11	November	1,147	1,072	1.131	769	69	12	10	6
12	December	64	89	28	51	6	10	Nil	5
Total	-	6.299	8.070	10.850	6.181	459	125	59	45

Table 2. The overall statistics of total number of users, reference books consulted specific reference queries attended to and SDI forms treated for 2012/13 academic session.

S/N	Month	Total number of users	Total number of reference book consulted	Specific reference queries attended to	SDI form treated
		2012/13	2012/13	2012/13	2012/13
1	September	100	115	5	Nil
2	October	146	500	26	4
3	November	625	1.104	58	9
4	December	94	98	23	2
5	January	1.035	4,528	67	4
6	February	1.367	665	45	7
7	March	113	87	23	3
8	April	11	13	42	3
9	May	175	333	34	2
10	May	722	1.248	21	16
11	June	1.147	1.131	69	10
12	July	64	28	6	Nil
Total	-	5.599	9.850	419	61

Table 3. The overall statistics of total number of users, reference books consulted, specific reference queries attended to and SDI forms treated for 2014/15 academic session.

S/N	Month	Total number of users	Total number of reference book consulted	Specific reference queries attended to	SDI form treated
		2014/15	2014/15	2014/15	2014/15
1	September	51	67	Nil	Nil
2	October	43	19	6	4
3	November	19	6	16	7
4	December	6	8	Nil	Nil
5	January	261	127	86	5
6	February	487	276	39	3
7	March	592	182	52	3
8	April	493	194	50	1
10	May	882	149	35	1
11	June 31st	871	142	9	1
Total	-	3.805	1.170	563	25

reference dictionaries and encyclopaedia, Wikipedia, Britannica online, encyclopaedia and so on. Also, in Table 2, there was increase in the total SDI form treated with 61 compared to Table 1 for 2010/11 academic session. These support the opinion of Lotts and Graves (2011) who stated that reference services are becoming more mobile as technology allows librarians to expand service points (Table 3). The daily statistics showed that library users consult an average of 10 to 15 reference sources every five hours, and a total of 55 to 65 daily. While some other specific reference queries take 2 to 3 users per day. Some of this specific reference queries were satisfied with the use of www.referencedesk.org, ask the librarian online, online reference dictionaries and encyclopaedia, Wikipedia, Britannica online, encyclopaedia and so on. This is in consonance with Dun and Morgan (2003) and Massey-Burzio (2002) who noted that the current state of affairs (technology) will give libraries an impulse to reach users electronically where they are and provide access to relevant, credible and authentic sources.

Future goals

The unit's future goals are to acquire, with the help of the acquisition librarian, more reference sources, get more shelves, and catalog links on research interest, using KOHA. This is further broken down into the following:

(1) To serve as gateway of reference resources for all library users.
(2) To ensure that the users' information needs are satisfied as expeditiously as possible.
(3) To integrate the library with its user community or the parent institution.
(4) To maintain computerized reference collection; and
(5) To achieve university library's objective of information dissemination to the greatest number for education, research and individual self-development.

Electronic reference service

The reference librarian determined to enhance the reputation of the Library, increase usage of library service and add value to the work of the faculty, and embarked on some online information service (Adetomiwa, 2015). To elicit information from the faculty, a profile form was designed (Figure 1). The form is a description of the process and procedure of providing current information but personalised to the faculty, and keeps them abreast of the latest development (Figure 2).

The reference librarian gets new sources of information (articles, books, news items, conferences, seminars and workshops) to the faculty members he knows to be interested in particular topics. However, the websites of the relevant information were posted to the

FROM: REFERENCE SERVICES LIBRARIAN   TO: ALL ACADEMIC STAFF

DATE:

RESEARCH AND TEACHING PROFILE

*Please do not fill this SDI (Selective Dissemination of Information) form, if you have already filled one before. The Cybrarian will get to you.

The Library is in the process of providing selective dissemination of research and information to academic staff.

Kindly provide the following information to facilitate the provision of the service:

1. Name: _____
2. E-mail address(es) (i) _____
3.   (ii) _____
4. College _____

    Discipline _____ Designation _____

5. Research interests _____

6. Teaching Profile _____
7. Other relevant information you want to give in order to serve you best_____
    _____
8. Intercom Number_____

For online inquiry, please dial intercom number 2447- Reference Services Librarian, You can also send a message to the Reference Library mailbox (runreflibrary@gmail.com) we are always ready to satisfy your information needs.

Thanks for your co-operation.

REFERENCE LIBRARIAN.

(Official use)

Response: _____ Treated and sent on_____

Figure 1. Profile form.

mail boxes of such individuals. The purpose here again is to help users keep current with the websites of information relevant to their areas of interest and research. Initially, reaction of faculty to completing the profile from sent to their offices was lukewarm; however, an informal approach by the reference librarian yielded a positive result, and electronic revision was sent subsequently (Adetomiwa, 2015).

The reference librarian used search engines, some of which were metadata which have the ability to submit queries to other search engines; it is like an index to inventory to other search engines such as web crawler, meta crawler, info.com and others. Although not all the information retrieved by the search engines were relevant to users' needs, the reference librarian did the 'sieving of the chaff from the wheat' to ensure that users received only what was relevant.

The items were finally sent to the e-mail boxes of users. Occasionally, response came from users requesting the reference librarian to furnish them

Figure 2. OPAC Interface of the library where users can chat directly with the reference librarian.

with journal abstracts in specified areas of study, for example, molecular biology.

Conclusion

Evidence from the literature shows that electronic reference service delivery (ERSD) is desirable in libraries, and that the services offer an important option to users to be current with research. Also, there is evidence that selective dissemination of information (SDI) and current awareness services (CAS) can be provided in a variety of ways, both manually and electronically. However, using electronic means has proved to be cost-effective and faster. The library in question has moved from the traditionally approach to Electronic Reference Service Delivery methods. However, a few things are still required in order to perfect the process and procedure of the SDI system being provided presently. For effective SDI service, training is required in the areas of scanning and abstracting of all the main ideas or concepts in the material. The reference librarian is more than determined to improve on what is being done presently. This will enable clients make informed decisions, using the information received. One thing is certain, the Library is closer to the 'promised land' than before. Like the Israelites, though they spent 40 years before they reached the Promised Land, each step they took during the period drew them closer to the land. Agreed we have not 'arrived', but we are closer, and we will get there someday. Remember we started the journey only eleven years ago in a rough terrain like Nigeria.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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**International Journal of Library and Information
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Full Length Research Paper

Prospects of electronic publishing in Nigeria

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One of the biggest challenges facing publishing in Nigeria today is how to integrate or adopt "e-publishing" (electronic publishing). Across the world, the coming of computer has completely revolutionized the printing process from manuscript development through printing, marketing and distribution. The "destructive innovation" of e-publishing has worsened the fortunes of many news and academic publishers and major corporations have gone under as a result. Yet, stakeholders differ remarkably in their readiness to embrace the innovation. While some believe e-publishing should be approached and adopted with caution, many others believe it should be rapidly adopted. This study sought to find out the perception of electronic publishing by Nigerian publishers and end-users on: how beneficial do stakeholders consider e-publishing; how ready are end-users for electronically published products; and to what extent have stakeholders in the publishing sector deployed e-publishing. The design for the study was quantitative–cluster and stratified sampling was used to strategically select 39 publishers and 150 end-users. A focus group discussion was conducted among stakeholders to give perspectives to the findings. The study revealed that publishers were considered the main beneficiaries of e-publishing, while authors and marketers benefit the least. End-users of electronically publishers are however more prepared than publishers for e-products. The news publishing sector has deployed e-publishing more than other publishing sub-sectors in Nigeria.

Key words: Electronic-publishing, prospects, publishing, innovation adoption.

INTRODUCTION

One of the byproducts of Information Communication Technology (ICT) advances across the world is *electronic publishing* (e-publishing), also known as *digital publishing.* E-publishing is a broad term used to describe all forms of electronic aids to authors and publishers, from simple word processing capabilities to actually designing, publishing and selling printed matter in soft instead of hard format (Lancaster, 1995). The attitudes of library patrons tend towards use of electronic resources (soft copies) over printed resources (hard copies).

In many countries, therefore, electronic resources such as CD-ROMs, CDs, DVDs, PDFs are replacing the traditional paper copies of books, journals, newspapers and magazines (Lancaster, 1995; Adesina, 2016).

The key advantages of electronic publishing include: Rapid publishing of research results and integration of authors; more efficient publishing and marketing process; more convenient presentation of information with new forms of presentation such as innovative ways of presenting research results and other forms of data and

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information –such as hypertext, hypermedia linkages, motion, video and sound; wider reach of publications across the world; more convenient storage is provided through e-publishing; intellectual works are more protected when published online as plagiarism is easily tracked and exposed with such products; reduced production per capita; accuracy of information has been enhanced through e-publishing as validity, reliability and originality index can be more easily ascertained electronically; and electronically published works are more durable than paper prints.

The electronic publishing process differs remarkably from traditional printing because it does not use physical paper to produce the final products (such as books, newspapers, journals) but can be produced, sold and read online (through digital devises such laptops, tablet computers, smartphones or e-reader tablets) (www.zuora.com, 2018). Initially, it was thought that the digital publishing would only affect book marketing and that books would continue to be printed in hundreds of thousands and millions of copies, even though they could be ordered for and sold via the internet. At the turn of the 20th century, publishers in more advanced countries progressively began a radical shift to full e-publishing process. This development has left many publishing houses in advanced nations bankrupt, while many others barely manage to survive and yet many others are operating profitably (www.zuora.com, 2018). The present study attempts to analyze how books/journals publishers, newspaper and magazine publishers and consumers of published products (end-users) in Nigeria have responded in very recent times to the challenges of electronic products publishing. The research set out to specifically ascertain how publishers have been coping with the new technology and how beneficial they perceive digital publishing.

E-newspapers and e-magazines

According to Adesina (2016), leading news magazines in Nigeria such as *Tell, Newswatch, The News, City People* and *Ovation* have stopped producing hard copies and notable newspapers such *The Punch, The Guardian, The Sun, Vanguard, Daily Trust* and *The Nation* have been recording sharp drops in printed editions in the past decade. They have shifted to e-publishing to various degrees, as advertisements as hard copy sales decrease by between 30-50% (Adesina, 2016).

E-books and e-journals

In Nigeria's book and journal publishing sector, e-publishing is gaining more ground but has not been fully adopted to cover all stages of publishing– manuscript assessment, production, sales and distribution. More hard copies are still being produced (Ifeduba, 2010; Abulude, 2014). Yet, most international academic ratings place priority on online products than hard copies (Ifeduba, 2010). Meier has noted that many leading international booksellers in the 1980s and 1990s have converted to online bookstores – one of the best-known being *amazon.com.* It is possible (and even convenient) for a publisher to print as few hard copies of books at commercial rates just as a reader can order a book first published decades earlier and get delivery in a matter of days – due to advances in ICT (Meier, 2014).

Kalejaiye had predicted that transiting to e-publishing in Nigeria could bring positive and negative consequences for stakeholders (authors, publishers and end-users), depending on how proactive they were. According to him, poor patronage of e-products could lead to low profits (or even losses) for publishers. He also estimated that economic fortunes of publishers would increase if end-users rapidly embrace electronic products (Kalejaiye, 2009). While several studies have been conducted on aspects of the digital migration in Nigeria (for example, Abulude, 2014 and Ifeduba, 2010), patterns of the transition and how different end-users embrace the new technology have not been sufficiently investigated scientifically in recent times. The outcome of the current investigation will, therefore, be of immense value to publishers especially, and other stakeholders such as librarians, academics, marketers and readers.

REVIEW OF LITERATURE

Theoretical Literature

The two theories used for the study were Technology Acceptance Model (TAM) and Diffusion of Innovation (DOI) theory.

The Technology Acceptance Model (TAM) explains how users come to accept and use a technology. It posits that when users are presented with a new technology, their decision to accept and use that technology depends on how they perceive usefulness of the technology (PU) and how they perceive the ease-of-use of the technology. Perceived usefulness relates to the degree to which the use believes that the new technology would enhance his or her job performance. On the other hand, perceived ease-of-use (PEOU) deals with the degree to which the user believes that using the new technology would exert less difficulty. If the new technology is found easy to use, the user's attitude towards it would be positive. In promulgating TAM, Davis posits that behavioral intention (BI) is a factor that makes people use or avoid new technology. However, a positive predisposition or attitude towards the technology usually influences behavioral intention (Davis et al., 1989).

TAM is actually an extension of the *Theory of Reasoned Action* (TRE) (Ajzen and Fishbein, 1980). TRA defines the

links between the beliefs, attitudes, norms, intentions, and behaviors of individuals. The theory assumes that a person's behavior is determined by the person's behavioral intention to perform it, and the intention itself is determined by the person's attitudes and his or her subjective norms towards the behaviour. Unlike TRE, TAM accommodates external variables (such as social influence). For example, perception may vary due to age and gender differences.

The Diffusion of Innovation (DOI) Theory was developed by E.M. Rogers in 1962. It explains how, over time, an idea or product gains momentum and diffuses (or spreads) within a specified group. The end result of this diffusion is that people, as part of a social system, adopt a new idea, behaviour, or product. Adoption means that a person does something differently than what he or she had previously done. Switch from table top telephone set to telephone handset is a typical example of information diffusion in this sense. For diffusion of innovation cycle to be complete, the population must perceive the idea or a recommended behavior, or product as new or innovative (Rogers, 2003). Rogers posit that people who adopt an innovation early have different characteristics than people who adopt an innovation later. He proposed five categories of adopters as follow:

Innovators - These are people who want to be the first to try the innovation. They are curious, very willing to take risks, and are often the first to develop new ideas. Without much persuasion, this category of people can adopt a new behaviour.

Early adopters – These set are dominated by formal and informal leaders or opinion leaders. They readily see the need for change to a new idea and quickly adopts them. Those under them will then tend to emulate them. Sometimes it is not necessary to persuade Early Adopters to push new concepts through.

Early majority - These people are the first sets to embrace new ideas in a group or population besides the opinion leaders; they adopt new ideas ahead of other persons within their category when they see evidence that the nee idea will be beneficial. They typically need to see evidence that the innovation works before they are willing to adopt it.

*Late majority* - These people will only adopt an innovation after it has been embraced by the majority. They are often scared of taking on new behaviors.

Laggards – This category of people are resistant to change. They are held down by traditional beliefs. Sometimes they believe people or organizations have ulterior motives and would rather be very slow to them such behaviors on. They are fixated on the past, and all decisions must be made in terms of previous generations. By the time a 'laggard' embraces and adopts an innovation, it is possible the idea is already obsolete (Rogers, 2003) (Figure 1).

According to Rogers, the majority of the general population tends to fall in the middle categories in the foregoing sub-groupings. Therefore, it is important for an innovator to understand the characteristics of the target population as it would require different methods to communicate the new idea for each sub-group. There are five main factors that influence adoption of an innovation: relative advantage, compatibility, complexity, triability, and observability of the new idea. This is very much similar to the AIDA PROCESS – Attention, Interest, Decision and Action. First prospective audience becomes aware of the need for the innovation and then takes a decision whether to adopt or reject the innovation. If he or she rejects the idea, the process of adoption ends at this point. However, if he or she decides to try the new idea out, then he or she becomes an initial user to test the innovation. Successful trial means the person would likely continue with the new idea but if trial experience is not satisfactory, he or she will discontinue with the new idea.

A critique of TAM and DOI

Both TAM and DOI have been extensively applied in studying adoption of new ICT (Korpelainen, 2011). Although Korpelainen (2011) ranks both theories as the second and third most frequently applied theory in investigating the usage and adoption of new ICT; nevertheless, several short-comings have been identified with their usage. For instance, the application of DOI has been faulted in that DOI assumes that adoption of innovation (in this case, e-publishing) is almost always depended on the user or potential user of that innovation. In an academic setting, a particular technology may be introduced compulsorily by the management of an institutional and the users (academic staff and students) may have no choice than to accept and adopt the technology. Further, TAM does not give much room for what the change is about in determining the adopter categories. If the change does not cost the adoptee "anything", he or she might more quickly give in than in situations when it would cost him or her huge money, time or position. Integrated models which expand the frameworks of TAM and DOI - for example Unified Theory of Acceptance and Use of Technology (Venkatesh et al., 2003) – are readily applied in such context. Similarly, TAM has been criticized for paying too much emphasis on the adopter, for its low predictive value on how attitudes and intentions are formed and deployed towards change objects and for not being applicable in certain context. For example, perceived ease of use is less likely to be a determinant of attitude and usage intention than cost and accessibility in poor countries such as Nigeria. Nevertheless, DOI and TAM are useful in conceptualizing and understanding the development and acceptance of electronic publishing. As Hahn and Schoch have noted, "electronic publishing can
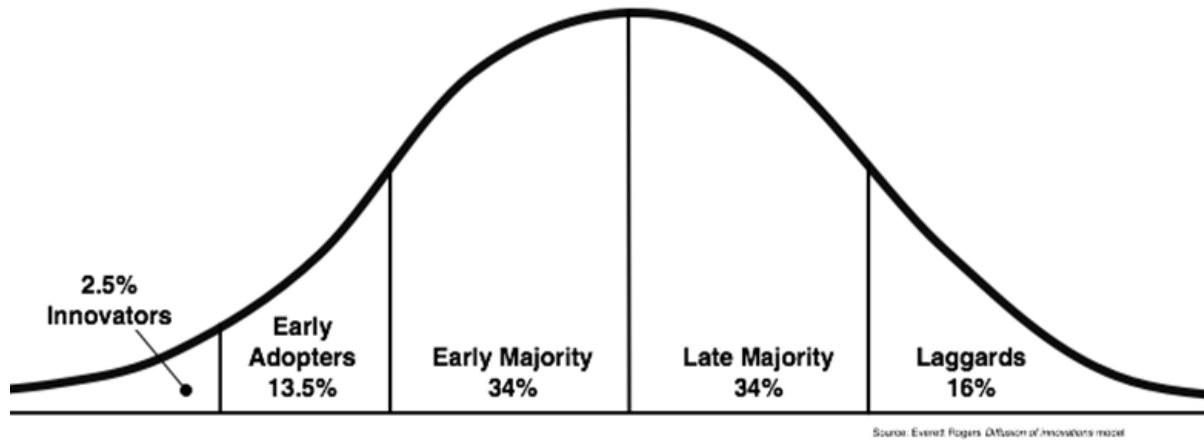
Figure 1. Categories of innovation adopters
Source: http://blog.leanmonitor.com/early-adopters-allies-launching-product/

best be understood as a cluster of related innovations which can be incorporated in different combinations. Cluster members individually and in combination influence adopter perceptions of the relative advantage, complexity, compatibility, visibility, and trialability of a particular implementation. Acceptance of electronic publishing is therefore shaped by the requirement of a contingent adoption decision by a community" (Hahn and Schoch, 1997:5).

Related studies

Meier, presenting a world perspective report on the impact of e-publishing noted that the phenomenon has transformed the publishing industry to one based on meta data, web semantics, content modernization, development of native app, more difficulty in building workflows, pricing challenges and stiffer competition (Meier, 2014).

At its evolutionary stage in Nigeria, e-publishing was not given much attention by scholars in Nigeria (Oloyede and Biobaku, 2011). Studies by Ojo and Akande (2005), Ifeduba (2010), and Abulude (2014) are representative of pioneer research on the phenomenon. Ojo and Akande surveyed 350 students to determine their access, usage and awareness of electronic information resources in the University College Hospital, Ibadan and reported poor acceptance and usage of e-publications (Ojo and Akande, 2005). The study by Ifeduba examined whether Nigeria's publishing houses have adopted any digital innovations considering the importance of these innovation. He found that majority of the publishers made discernible shifts to the digital space as reflected on book covers, cover finishing, impression quality, production on books on CD-ROM, and audio books. He however noted that the challenge of electricity portended a bleak future for electronic publishing in the country (Ifeduba, 2010).

A study by Amobi dwelt on social media and online book publishing. The study revealed that the quickest growth rates in per capital internet retailing were in developing countries. She found, for example, that Indonesia achieved an annual growth of 63.6% and Nigeria 44.7% between 2005 and 2010 compared to 9.6% in the USA in real terms. She noted that students did not often use e-products (Amobi, 2013: 90).

Abulude (2014) investigated e-reader applications, software and social elements and their impacts on journal publications and media in Nigeria. He found that high cost of acquiring e-publishing infrastructure, power upsurge, piracy, plagiarism, and poor content quality control are some of the teething challenges of digital publishing (Abulude, 2014). In their study of the extent to which polytechnics in Nigeria had adopted new ICT in training mass communication students, Folayan et al. (2018) concluded that polytechnics in Nigeria offering mass communication programmes have not adequately integrated ICT into their training, which meant that they did not employe-publications meaningfully. A recent study elsewhere by Eldermann and Schobook drew on a qualitative and quantitative data gained from workshops and a survey. Participants strongly perceived Open Access (OA) publishing as highly individualistic. The survey results, however, showed that institutional support for authors, visibility, reputation, and impact play the biggest role for the motivation to publish OA. The authors pointed to the potential of regularly addressing the users of the journal as well as communication with them (Edelmann and Schoßböck, 2020). These studies suggest that adoption of e-publishing, though considered expedient, is fraught with challenges.

Research objectives

This investigation is predicated on the following objectives:

Table 1. Instrumentation and sampling categories.

Instruments	Category of population	Sample size
Questionnaire 1	News publishers	11
	Academic publishers (primary education)	4
	Academic publishers (secondary education)	4
	Academic publishers (tertiary education)	7
	General interest publishers	13
	Subtotal	**39**
Questionnaire2	End-users (polytechnic students)	20
	End-users (university students)	20
	End-users (college of education students)	10
	End-users (polytechnic academics)	20
	End-users (university academics)	20
	End-users (college of education academics)	10
	End-users (general public)	50
	Subtotal	**150**
Focus group discussion	Online Publishers	3
	Authors	3
	End-users	3
	Subtotal	**9**

(i) To find out how beneficial stakeholders (book/journal publishers, newspaper and magazine publishers and end-users – students, scholars and the general public - perceive electronic publishing.

(ii) To determine how far publishers and end-users have embraced electronic publishing

(iii) To find out the challenges faced by publishers deployed the e-publishing technology

(iv) To proffer solutions to the challenges being faced in deploying e-publishing in Nigeria.

Research questions

The three principal questions upon which the investigation was based were:

(i) What do stakeholders (book/journal publishers, newspaper and magazine publishers and end-users – students, scholars and the general public – perceive as benefits of electronic publishing?

(ii) To what extent have publishers and end-users embraced electronic publishing?

(iii) What are the challenges faced by publishers in deploying e-publishing technology?

(iv) What are the solutions to the challenges of e-publishing in Nigeria?

MATERIALS AND METHODS

The research design used for the investigation was the 'quantitative

paradigm'. This was to enable the use of statistical procedures – mainly deductive logic - to determine whether the predictive generalizations of the working theory adopted hold true. The researchers adopted the 'survey method' – which involves the collection of data from South West, Nigeria - the major hub of all categories of publishing in Nigeria (Apeji, 1996; Adegoke, 2001). Population of the study is multivariate (putting into consideration various sections, not just one section, of the population because of the diversity of the population) and consisted of the following clusters: news publishers, academic publishers, online publishers and end-users of published works.

A combination of *cluster sampling, stratified sampling* and *purposive sampling techniques* was used to select representatives from the above categories, because of the diversity of the population. Two types of questionnaires were therefore used to obtain information based on the research questions as shown in Table 1. The population of the news publishers in the South West is 105 (NPAN, 2017) while the total number of educational publishers in the sub-region is about 125 publishing companies in Nigeria according to the Nigerian Publishers Directory (2018). Two-thirds of the publishers listed in the director are based in the Southwest and about twice this number are not captured in the directory – especially online publishers and itinerant publishers in educational institutions (Nigerian Publishers Directory, 2018). The researcher picked the end-users from amongst students, academics and the general public in the sub-region through *purposive sampling*.

Ten percent of the total population for each sub-group was selected purposively based on the three main groups: News publishers, academic publishers and end-users. Furthermore, each of the foregoing three main groups was then stratified and representative samples picked purposively (Table 1).

RESULTS AND DISCUSSION

A total of 39 publishers completed and returned the

Table 2. Distribution of respondents according to fields of publishing.

Sphere of publishing	Frequency (Percentage)
News publishing	11 (28.2)
Academic publishing (primary and secondary)	8 (20.5)
Academic publishing (Tertiary)	7 (17.9)
General publishing	13 (33.3)
Total	**39 (100)**

■ Strongly Disagree   ■ Disagree   ■ Agree   ■ Strongly Agree
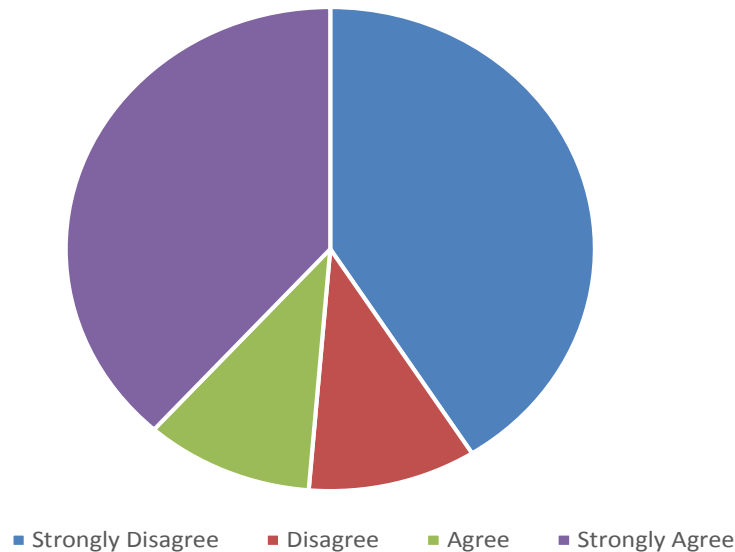
Figure 2. E-publishing as a "destructive innovation.

Questionnaire I, while 150 end-users completed and returned Questionnaire II. The returned questionnaires were computer-processed using the Scientific Package for Social Sciences (SPSS). One-third of the respondents among publishers were into general publishing (that is, they are not specialized into a particular field) while roughly one out of every four respondents was a news publisher. Almost 40% of the publishers were into academic publishing (Table 2). All the publishers sampled have been in existence for at least five years. However, nine of them have been publishing online for less than 5 years; eight publishers have done online publications for between 5-10 years and seven have done online publishing for over 10 years. Fourteen publishers have not started online publications at the time of the study.

Perception of benefits of e-publishing by stakeholders

As shown in Figure 2, the publishers were almost equally-divided in their perception of e-publishing as a "destructive

innovation". Forty-one percent, "strongly disagreed" while 38.4% also "strongly agreed"; and 10.3% "disagreed" as another 10.3% "agreed" that e-publishing "is a destructive innovation." This suggests that the respondents more or less perceive e-publishing as an innovation that has both positive and negative benefits. While almost half of the end-users (45.3%, n= 68) replied that publishers benefit most from e-publishing, the publishers consider the end-users as major beneficiaries. As further shown in Table 3, academics considered "users" as the major beneficiaries of e-publishing while students considered "publishers" as the major beneficiaries of e-publishing.

Extent to which publishers and end-users have embraced electronic publishing

Data from the field reveal that in terms of e-publishing technology, end-users of published works were lagging in embracing digital publishing. Students and the general public were more active users of e-products (66.7 and 20% respectively) (Figure 3). Almost half of the academics sampled said they were not active users of e-

Table 3. End-user-perception of who benefits most in e-publishing.

End-users	Perception of who benefits most					Total
	Publishers	*Users*	*Authors*	*Marketers*	*Other*	
Academics	14	19	8	8	1	50
Students	31	11	2	4	2	50
General Public	23	12	10	5	-	50
Total	68 (45.3)	42 (28.0)	20 (13.3)	17 (11.3)	3 (2.0)	3(100.0)
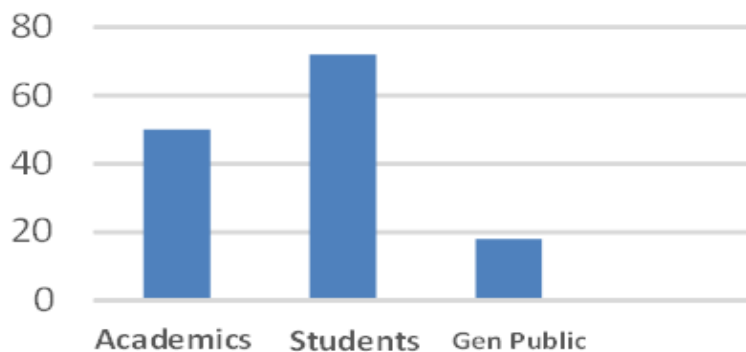
Figure 3. Stakeholder usage of eletronic publications (%).
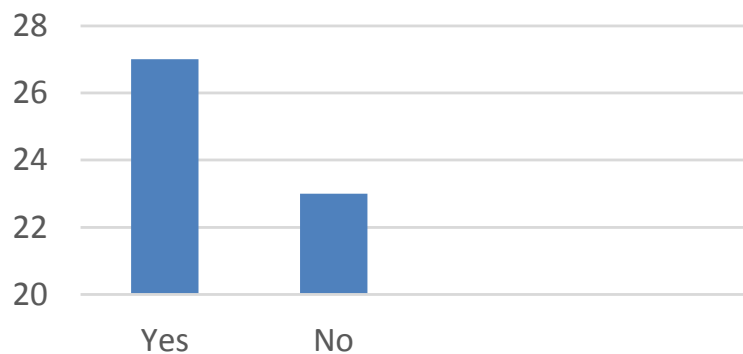
Figure 4. Technological readiness of publishers for e-publishing.

publishing (Table 3). Both publishers and end-users were still in "wait-and-see" attitudes in terms of how they have deployed e-publishing so far as presented in Figures 4 and 5 and Table 5 present these perspectives. "News publishers" and "general publishers" have started e-publishing in earnest (n=11 and n=17 respectively), while academic publishers are still lagging in the embrace.

The relative differences in extent of deployment could be due to how the publishers perceive e-publishing in terms of profitability. As shown in Table 5, almost all the news publishers sampled saw e-publishing as profitable, while academic and general publishers generally did not

see the innovation as profitable. All the stakeholders, however, believed that hard-copy publishing would continue to exist side-by-side e-publishing. Table 5 shows that a good majority (85.6%, n=33) said hard copy publishing would not go extinct for many years to come.

Do you think your company has the necessary technology to go into e-publishing?

The researchers investigated the relationship between the years of experience of the publishers and the
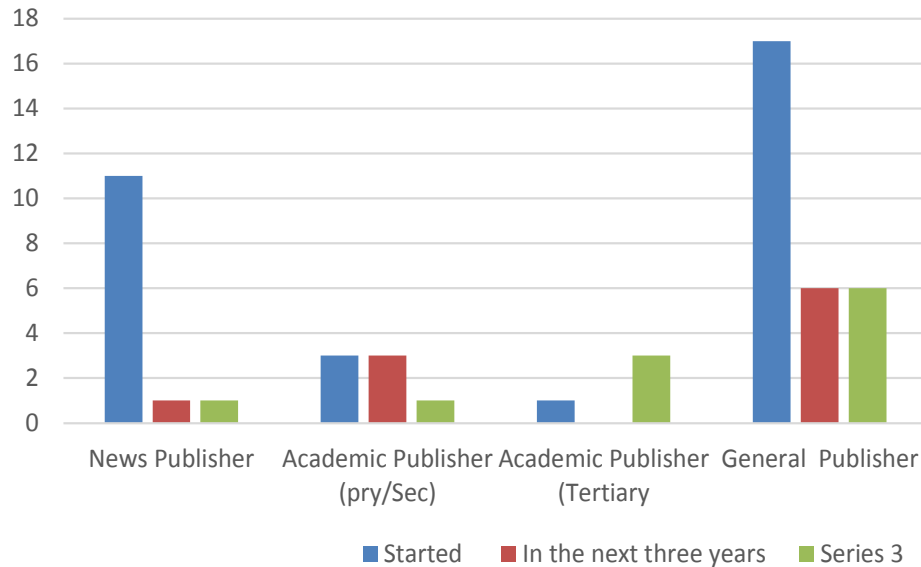
Figure 5. Transition to digital publishing.

Table 4. Contributions of e-publishing to company's total product volume.

Years of publisher's experience	Contributions of electronically-published products to company's total product on the average in percentage					
	Zero percent	Less than 10%	Between 10 and 29%	Between 30 and 49%	Above 49%	Total
Less than 5 years	0	0	2	0	0	2
6-10 years	3	1	0	4	1	9
11-20 years	6	1	0	5	0	12
Over 20 years	2	6	1	3	2	14
Total	11 (29.7%)	8 (21.6%)	3 (8.1%)	12 (32.4%)	3 (8.1%)	37 (100.0%)

Pearson Chi-square value, 34.537, df = 12, Asymp. Sig (2-sided). .001 is less than 5, hence the difference is significant.

Table 5. Adequacy of e-resources of resource.

End-users	E-publishing resources are adequate		
	Yes (Percentage)	No (Percentage)	Total (Percentage)
Students	33 (66.7)	17 (22.3)	50 (100.0)
Academics	10 (20.0)	40 (80.0)	50 (100.0)
General Public	25 (50.0)	25 (50.0)	50 (100.0)
Total	68 (45.3)	82 (54.6)	150 (100.0)

contributions of e-publishing to their gross products as a further clue to the extent to which they embraced electronic publishing. Results show that the older publishers have more e-products that the younger companies (Table 4). Those under ten years in publishing had 9% of e-products while those between 11 and 20 years had 12%. Publishers aged 20 years and above reported e-products constituting 14% of their gross publications. This outcome suggests that younger companies were in the "early majority" amongst publishers in the adoption of e-publishing. The "laggards" are the older publishers.

Table 6. Publishers' perception of the profitability of e-publishing.

Category of publisher	Do you think e-publishing is profitable?	
	Yes (%)	No (%)
News	10 (50.0)	1
Academic (pry and sec)	2 (10.0)	6
Academic (tertiary)	3 (15.0)	4
General interest	5 (25.0)	8
Total	**20 (51.2)**	**19 (48.8)**

Challenges being faced by publishers in deploying e-publishing technology

The major challenges facing the embrace acceptance and adoption of e-publishing indicated by the respondents were: inadequacy of e-publishing resources such as high costs of acquiring the necessary ICT infrastructure (when related to profitability), inadequate skilled personnel and poor attitude of end-users to e-products. Table 3 shows the readiness of end-users (students, academics and the general public) in terms of having the necessary ICT infrastructure to use e-products. The students were more ready (66.7%), while the academics were least ready (20.0%). The slow embrace was attributed to the aforementioned challenges. For the publishers, 'prospects for good profit' was a major consideration in their willingness to accept and deploy e-publishing. Table 6 represents how they perceive profitability, using e-publishing. The tendency of publishers to see e-publishing as not profitable may be a strong factor in the perceived willingness to go into e-publishing (a major component of TAM).

Outcome of the focus group

The main reason the Focus Group Discussion was conducted was to suggest solutions to the challenges identified. The FGD participants corroborated the fore-stated findings from the survey amongst end-users and publishers. They opined that the adoption of e-publishing by Nigerian publishers – especially academic publishers – was "too slow" when compared with trends in more developed countries. They attributed this to low level of economic development in the country which inhibits end-users from being able to afford electronically-published materials.

Conclusions

The study reveals that the adoption of e-publishing by publishers in Nigeria is slow but steady. Interpretation of the Focus Group Discussion agree with analysis of field report, that stakeholder perceive electronically-published

works more beneficial to academic and general publisher. In terms of readiness, end-users and news publishers are more proactive in developing electronic products. News publishers are the "early majority" while tertiary educational publishers could be described as "late majority". The "laggards, (using Rogers' Diffusion of Innovation) are the much older publishers. (Rogers, 2003). The study concludes further that:

(i) Publishers are sharply-divided in their perception of e-publishing as a positive or negative innovation;
(ii) Most publishers do not see venturing into e-publishing as profitable.
(iii) All stakeholders in the publishing industry in Nigeria have not rapidly embraced digital publishing.
(iv) The major reason challenges being faced by stakeholders in fully embracing e-publishing so far are: perceived low profit derivable; lack of enough ICT infrastructure; inadequate skilled personnel; lack of funds and the dynamic nature of e-technology generally.
(v) Solutions to the above-stated challenges are collaborative workshops among stakeholder associations such Newspaper Proprietors Association of Nigeria (NPAN), Association of Nigerian Authors (ANA), Nigeria Publishers Association (NPA), and so on. The Ministries of Education should also overhaul academic planning in secondary and tertiary institutions especially to integrate e-learning systematically, so that e-publishing can be engendered.

Recommendations

In view of the foregoing, the researchers recommends as follow:

(i) Comprehensive training in the merits, demerits and adoption of e-publishing should be undertaken for the respective stakeholders – publishers (by Publishers Association of Nigeria); end-users (by management of tertiary institutions) and policy makers (by Ministries of Education).
(ii) Special workshops in the development of software for e-publishing should be carried out by the Association of Nigerian Publishers (ANA).

(iii) The Ministries of Education should also overhaul academic planning in secondary and tertiary institutions to blend traditional learning methods with e-learning, because e-learning would engender e-publishing.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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Factors mitigating the utilization of information resources and services in the Nigeria French Language Village Library, Badagry

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The study focused on the factors mitigating the utilization of information resources and services in the Nigeria French Language Village (NFLV), library, Badagry. A descriptive survey research design was used for the study. The population of the study is 2,258 which comprised ten (10) library staff, thirty (30) lecturers and two thousand, two hundred and eighteen (2218) undergraduates of Nigerian universities and colleges of education who come from the six geo-political zones of the country to NFLV which is the area of study for their language immersion programmes. A sample of 226 respondents was obtained for this study through stratified random sampling and proportionate technique. Instrument for data collection was the questionnaire alongside the observation method. Therefore, findings showed that, the factors affecting the utilization of information resources and services are as follows: Epileptic power supply, lack of ICT facilities in the library, poor reading culture among undergraduates on language immersion programme and lack of modern facilities in the library. Based on the findings, the study finally recommended that the library should procure its own generator so that it could power the library when there is power outage/failure from the Power Holding Company of Nigeria (PHCN). However, more staffs should be employed so that it could withstand pressure from library users' requests. Library staff should be trained on ways of handling or dealing with library clientele as this will encourage patronage of the library.

Key words: Factors, utilization, information resources and services, Nigeria French language village library.

INTRODUCTION

The primary function of any institution of higher learning is to develop human resources through the process of education which includes learning, teaching and research. This function would enhance knowledge and thereby improve the lots of human beings in their various areas of endeavours. These views are expressed by the National Policy on Education of Federal Republic of Nigeria (2014) which is saddled with the responsibility of spelling out specific functions of tertiary education in institutions of higher learning in Nigeria.

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Mbachu and Ekeke (2013) posited that higher education strongly responds to the core function of teaching, research and community engagement. This is corroborated by Okoro (2014) in the sense that, apart from serving as a depository of books and other types of documentation, the library in its concept, is an organized place where people are known to come and acquire/gather information for their recreational and inspirational needs. It acquires, preserves and also makes available books and scholarly materials in an organized way in order to promote the dissemination of knowledge. Libraries are assessed on how they align with the objectives of their parent institutions. This could be viewed in the area of their activities that support the overall academic programme of any institution.

The Nigeria French Language Village (NFLV) as an inter-university centre for French studies was established in 1991 by the Federal Government under the ambit of the National Universities Commission (NUC) to cater primarily for the teaching of French language in Nigeria, in place of the mandatory French Year-Abroad immersion programme hitherto undertaken by Nigerian undergraduates of French in Francophone countries of Africa and Europe (Federal Republic of Nigeria, 1978). The collapse of the Nigerian currency (naira) in the 80s made parents and government incapable of training their wards in the Year-Abroad programme in France and Francophone African countries. The French language immersion programme is a statutory requirement for the award of certificate and degrees in universities and colleges of education. It is a vital practical exposure for the mastery of French by undergraduates.

The mission and vision of Nigeria French Language Village (NFLV) (2010) were to develop an outstanding centre of excellence for the study, research and development of French in Nigeria using skilled and innovative personnel, and applying appropriate modern technology and teaching methodology to foster a culture of transnational bilingualism for nation building, regional integration as well as international cooperation and understanding; and to empower all persons, irrespective of age, culture, creed or sex, with appropriate communication skills in the effective use of French language at both professional and inter-personal levels.

After the successful establishment of NFLV, the NFLV library came into existence in 1992 to support the academic content of the Language Immersion (LIP) Programme. Initially French government through its embassy in Nigeria and some French speaking countries whose embassies were in Nigeria, supported the library with lots of learning and teaching resources for the effective take off of the programme. Normal library services such as lending of books, placing books on reserve, library orientation and others as done in tertiary institutions are replicated in the NFLV library. These services aid learning, teaching and research. Proper academic activities revolve around functional and qualitative library resources that are available for use by staff, students and researchers.

The NFLV library's holdings are made up of information resources that are utilized by students and lecturers as supportive resources which enhanced better understanding of activities in the French language immersion programme thus making the library to be relevant to users' information needs (which includes students on French language immersion programme, lecturers and researchers). Despite the provision of these information resources and services, most library users face different challenges to utilize these resources and services. Although, it has seen that challenges facing library users vary from one library to another, in order to address the challenges affecting the utilization of information resources and services of a particular library, there is a need to deeply investigate the challenges mitigating the utilization of information resources and services in this specific library. This therefore prompt the need for this study.

Statement of the problem

From the preliminary observation of this study, the researcher observed that despite the information resources in the NFLV's library, majority of the library users made little or no use of the information resources and services provided. Specifically, it seems that library clients are having challenges with the use of the available information resources and services owing to factors such as epileptic power supply, non availability of IT gadgets in the library, poor reading culture, insufficient resources, inadequate library staff and attitudinal behaviour of library staff, outdated resources, noisy and unconducive learning environment and poor library resources. This means that any policy or practical interventions that aim to address this situation ought to be well informed by drawing from empirical evidence. Therefore since there is no current document available to investigate the factors affecting the utilization of information resources and services in the NFLV library, Badagry, this study intent to fill that gap.

Objective of the study

The objective of this study is to identify the factors mitigating utilization of information resources and services in the NFLV library.

LITERATURE REVIEW

Type of information resources in the library

Print resources

They are materials which contain information that was originally published and made available to the public by

printing them on paper. Example of print material containing information in printed format as defined by Lawal et al. (2008) include the following.

Books: This is a compilation of written work or composition that have been published or printed on pages bound together as single sheet of paper with a specific title. They are made up of known facts regarding something or someone which is printed and published as a single volume work. Books are the most know information resources which mostly constitute libraries' main stock.

Newspapers and magazines: For centuries newspapers have been serving human community as a powerful medium of communication. They are made up of news, articles and advertisement on current happenings in the community which are published daily or weekly on folded sheets. On the other hand, magazines are periodic publications which are mostly published weekly or monthly or at any defined internals. They contain stories, pictures, stories and articles of interest to those who purchase or subscribe to them.

Periodical and serials: Periodical is a powerful medium for the dissemination of information sources, they appear on fixed intervals with a distinctive title usually appearing unbound in successive numbers or part at stated or regular intervals, while serials are periodicals that appear at scheduled times with some schemes for consecutive numbering and intended to be continued indefinitely. Examples of serials are journals, annuals, monographs, proceedings and transactions.

Pamphlet: This is a brief write-up on a subject of interest published in form of booklet. It is a non-periodical publication having not less than five and not more than fifty pages. They are produced with response to new developments or controversies. Information sources on pamphlets are short-lived and are indispensable to social, economic and historical research.

Government publications: These are information sources published by government to keep one abreast on events in government ministries and their agencies. It gives information about the day to day running of the government. Examples include publications like gazettes, legislative publications, judiciary reports and so on.

Non-Print resources

According to Lovely Professional University (2013), non-print resources are the media where information is available in non-conventional form. Examples of non-print resources are internet website, online database, video, DVD, CD-ROM, MP3, TV/cable program, etc.

Type of services rendered in the library

The following are some of the essential services rendered in the library:

Reference services: Reference services are important library services rendered to clientel and patrons who visit the library and information centers. Reference services are aimed at making information resources which will meet the users precise requirements available to the users as easy as possible. It gives actual assistance to the users in need of information and helps the librarian and users to underststand where the recorded information exist and helps in searching the information needed. This service is designed for the convinience of the user in search of information in the library (Lovely Professional University, 2013). According to Luqman and Chinu (2017), the reference section of the library is headed by the reference librarian, who takes care of important information resources that cannot be given to users on loan. Services rendered to its users include reader education, meeting users request for specific information and assistance.

Inter-library loan: Luqmanand Chinu (2017) explains that the introduction of these services became imperative because of the rise in price of information resources and budgetary constraint of libraries which result in the inability to purchase more recent information resources. Since no library and information centers can boast of information resources in abundance, it means some libraries lacking some certain information resources borrow through inter-library loan and document delivery services from libraries around the world. The process of both requesting and delivery of inter-library loan and document delivery services mostly take place online. This service helps to enrich the collection of libraries and provide improved and quality services to users.

Reprographic services: Reprography is a term used in place of duplicating, photocopying, printing, document reproduction or documentary reproduction. In library, reprographic services help in disseminating information on a large scale among libraries, and between the library itself and its users. Furthermore, it is used in reproduction and catalogue preservation of records, security, storage of information resources, securing the protection of information resources in rare and important text, helps in large reproduction of unique collection of data out of print books, manuscripts, volumes of periodicals thus saving up in library. The basic need for reprographic service in the library is that it saves a lot of space in the library, helps in preservation and conservation of library materials, promote inter-library cooperation, resource sharing, enhancing the use of library materials and facilitating the reproduction of extra copies of information resources (Anyawu, 2008; Udochukwu, 2019).

Current awareness services (CAS): These services are provided for the library users to acquaint them with the knowledge regarding the recent development on information resources that might suit their needs. Due to the tremendous growth of information resources, information users find it difficult to cope with a lot galore of available literature. It is becoming more and more difficult for them to keep themselves up-to-date and well-informed in the fields of their specialization. This therefore brings about the need for this current awareness services. These services can be introduced in the routing of periodicals, abstracting or indexing of documents, circulation of accession lists of newly acquired documents, library bulletin containing all types of useful information, etc.

Document delivery services (DDS): DDS has to do with the supply of document to the user on demand either in original or its photocopies irrespective of the location and form of original document. This service became imperative due to ever increasing subscription cost of learned journal that would lead to a situation where no library can hold every item required to meet the needs of its users. DDS delivers copies of papers from learned journals, conference proceedings and other materials available in their collection.

Translation services: Translation is the conversion of one language into another but retaining the original sense. The original language is known as the "source language" and the language into which it is been translated to is the "target language". In library, imploring translation service is to enable free flow of information since language is one of the barriers in the flow of information. The main objectives of translation services is to provide information resources in user language, help save the time of users in consulting information resources, promote the use of information resources, promote cultural understanding between users of different languages, establish cooperation and co-ordination with international organizations, agencies, etc. (Subhajit, ND).

Bibliographic services: Bibliography is a list of citations or references to books or periodical articles on a particular topic that can appear at the end of a book, journal or encyclopedia article in a separate publication. Bibliographic service in library organizes the listing of books and the systematic description of these books as physical objects. Some functions of bibliographic services in the library are to guide the literature of a subject, finding the existence of what has been written in a subject area, verification of bibliographic details, location of materials in terms of place of publication and location in the library on point of purchase. It helps in book selection, that is, which book should be consulted for a given purpose.

User education: User education has been defined as instruction which provides library users with the skills to enable them to be independent and sophisticated users of libraries and their information resources. User education equips library users with enough knowledge on the use of library information resources effectively and efficiently. The activities involved in teaching users on how to make the best use of library's information resources, services and facilities, including formal and informal instruction is delivered by a librarian or other staff member to the users one-on-one- or in a group (Lawal et al., 2008; Chalukya, 2015).

Reservation services: According to Lawal et al. (2008), there are some information resources in the library that merit to be reserved for use only in the library due to their frequent use by the library users or because of the high risk that such information resources can be stolen or mutilated if they are kept in open shelves. In the library, reservation service is implored by removing such resources from the open shelves and keeping them in a restricted area where they could be loaned out for a limited period of time.

Indexing and abstracting services: Indexing service is the systematic process of arranging of entries in the library which is designed to enable information users to locate items in a document. It is a tool used to systematically arrange list of periodical literature providing complete bibliographical references of already published individual items of primary documents which are published at regular intervals. They are arranged in a convenient way and are used to identify and locate the required information resources which appeared in particular periodicals (Lovely Professional University, 2013). Abstracting service on the other hand has to do with the summarizing or interpreting the content of a document giving the salient points so as to enable users to quickly determine whether to read the entire text or not in order to satisfy an information need. In essence, abstracting process provides additional value to documents aside providing a summary and bibliographic detail of documents (Niran, ND).

Factors that hinder library information resources and services' use

In recent times, libraries particularly in developed countries have become more sophisticated and more ICT inclined because virtually, all aspects of library operations are affected by ICT without physical presence of its staff. However, in developing countries, that is not always the case. Not only that these libraries lack adequate ICT facilities, their staff in most cases has little or no knowledge about it. This therefore made rendering of library services cumbersome in most cases to users who

intend to make use of the information resources in the library (Luqman and Chinu, 2017)

According to Oyedum (2012), it is generally believed that for effective learning to take place, a conducive environment is highly needed. A conducive learning environment is that which includes all the factor such as good lightning system, furniture, noise free reading areas and good ventilation are adequately provided for learning. That means absence of these factors will adversely affect the library and the use of information resources and services.

Resources availability is another factor that motivates library users to visit the library. Aina (2003) in Oyedum (2012) described these information resources to include books, journals, newspapers and magazines, encyclopedia, internet facilities and other materials that satisfy library users information needs. Luqman and Chinu (2017) opined that the sustainability of any given library depends on the volumes and current available resources for consultation by the users. This means that the users should be considered before deciding to acquire library collection, after all, availability of information resources means ensuring their presence in library. According to Adejo (2009), poor funding of the library could lead to non-availability of relevant and current information resources on French language studies in the library. If the library is properly funded, latest books and journals for teaching and research could be procured for the advancement of the programme.

Baro (2009) pointed out that a stable electricity system is an indispensable infrastructure in the proper functioning of information transfer. However, most developing countries are plagued by endemic power failure which has continued to hinder efficient library services. According to Ugwu and Orsu (2017), the situation often forces the library to shut down its services before the closing time. Without regular power supply, the aim of installing and providing online services would be defeated. Furthermore, extending library hours may not be possible in a situation of uncertainty. Regular power supply will not only enhance the library's image but also attract more users to the library. In addition, the library users can have enough working hours in the library.

Luqman and Chinu (2017) asserted that quality of staff usually reflects on the quality of service delivery. Certain basic attributes is required of an effective library staff, sadly enough most of the staff lack these basic qualities partly because of poor training or sheer lack of job satisfaction as some find themselves in the profession as a means of survival. Foskett (2007) pointed out that, users' skills, technical support and inadequate parts to replace damaged electronic resources are some of the impediments affecting utilization of these resources. This leads to inability to repair or replace broken down parts of these resources. He also stressed that lack of technical know-how on the use of these resources coupled with non-availability of back-ups of these resources hinder utilization. Indeed, inadequate funding to procure these back-ups for the library could also impede utilization of resources.

Lack of awareness of the resources in the library could be a form of impediment to utilization of resources in the library. Salisu (2005) in summation of utilization of Arabic resources in Nigerian university libraries affirmed that lack of awareness of resources by library patrons hinder utilization of resources. Apart from this, user education of the resources in the library could also hinder utilization of the resources in the library. He is of the view that users' awareness and availability of these resources would enhance utilization. Poor organization of resources could also mar the utilization of resources

METHODOLOGY

A descriptive survey research design was used for the study. The population of the study is 2,258 which comprised ten (10) library staff, thirty (30) lecturers and all the two thousand, two hundred and eighteen (2218) undergraduates of Nigerian universities and colleges of education offering French language as a course of study in their various institutions, from the six geo-political zones of the country (NFLV Staff Nominal Roll, 2015). Names of various Nigerian universities and colleges of education and the number of students from each institution are presented in Table 1. A sample of 226 respondents was obtained for this study through stratified random sampling (that is, 10% of the entire population which include library staff, lecturers and undergraduate students).

The instrument for data collection was the questionnaire. Therefore, closed end questionnaire was used to give responses to to the research questions. Data were collected through a structured questionnaire with the method of personal observation. Therefore, 226 copies of the questionnaire were administered. Only 211 questionnaire were returned and 209 were found valid. The data collected from the respondents (library users) through questionnaire were analyzed with descriptive statistics (frequency and percentages) and central tendency (mean).

FINDINGS AND DISCUSSION

Table 2 shows the mean ratings of the respondents on problems of provision and utilization of information resources and services in the French language immersion programme. Using the criterion mean of 2.50 on a 4 point scale, the results of the data analysis show that the respondents agreed that items 1-4, which include epileptic power supply, lack of ICT in the library, poor reading culture amongst undergraduates on language immersion and lack of modern facilities in the library were problems of NFLV library resources, since their mean (x) score is above (2.50) the criterion mean (x). Furthermore, the overall mean (x) showed that epileptic power supply (mean = 3.09) is ranked highest, while poor organization of library resources (Mean = 1.93) is ranked lowest as problems associated with the utilization of NFLV library resources. These findings as shown in Table 2 revealed that there are enormous problems associated with the utilization of the library resources. Topmost of these

Table 1. Names of Nigerian universities and colleges of education and number of student from each Institution.

S/N	Name of university	Population
1	Abia State University, Uturu	68
2	Ahmadu Bello University, Zaria	68
3	Ambrose Ali University, Ekpoma	80
4	Babcock University	80
5	Bayero University, Kano	30
6	University of Benin, Benin City	70
7	Benue State University, Makurdi	90
8	Delta State University, Abraka	46
9	Ekiti State University	50
10	University of Ibadan	60
11	Ibrahim Badamosi Babangida University, Lapai	23
12	Ignatius Ajuru University of Education, Port Harcourt, River State	46
13	Tai Solarin University of Education, Ijebu Ode	60
14	University of Ilorin	22
15	Imo State University, Owerri	46
16	University of Jos	42
17	Kaduna State University, Kaduna	50
18	University of Maiduguri	20
19	Nasarawa State University, Keffi	30
20	University of Lagos, Lagos	76
21	Lagos State University, Ojo	50
22	Nnamdi Azikwe University	37
23	University of Nigeria, Nsukka	67
24	University of Port Harcourt	43
25	Usman Danfodio University, Sokoto	20
26	College of Education, Agbor	23
27	College of Education, Akankpa	38
28	College of Education, Akwanga	80
29	Kogi State College of Education, Ankpa	90
30	Federal College of Education, Eha-Amufu	42
31	College of Education, Ekiadolor	80
32	College of Education, Gashua	20
33	College of Education, Gindiri	50
34	College of Education, Katsina Ala	56
35	Adeniran Ogunsanya College of Education, Ijanikin	42
36	College of Education, Nsugbe	30
37	Federal College of Education, Obudu	78
38	Federal College of Education, Okene	21
39	College of Education, Oro	21
40	Federal College of Education (Special), Oyo	60
41	Federal College of Education, Suleja	28
42	Federal College of Education, Pankshin	68
43	College of Education, Sokoto	40
44	College of Education, Warri	22
45	Federal College of Education, Zaria	50
	Total number of students	2218

Source: Students' Registration File, 2015.

problems is epileptic power supply, lack of Information and Communication Technology (ICT) facilities in the

Table 2. The factors mitigating the utilization of information resources and services in Nigeria French Language Village Library.

S/N	Factor	SA	A	D	SD	Mean	SD	R	D
1	Epileptic power supply	71	90	44	4	3.09	0.79	1st	A
2	Lack of ICT in the library	93	46	40	29	2.98	1.10	2nd	A
3	Poor reading culture amongst undergraduates on language immersion	42	94	59	11	2.81	0.82	3rd	A
4	Lack of modern facilities in the library	37	91	50	31	2.64	0.94	4th	A
5	Insufficient resources	29	77	59	41	2.46	0.97	5th	D
6	Inadequate staff in the library	32	58	89	29	2.45	0.92	6th	D
7	Attitudinal behaviour of library staff to users	26	67	79	33	2.42	0.91	7th	D
8	Non acquisition of current resources	20	58	86	38	2.30	0.89	8th	D
9	Noisy and unconducive learning environment	24	46	79	60	2.16	0.97	9th	D
10	Available staff not properly trained	17	34	88	69	2.00	0.91	10th	D
11	Poor organization of library resources	10	40	80	75	1.93	0.87	11th	D
	Overall	401	701	753	420	2.47	0.32	-	D

SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree.

library, poor reading culture amongst undergraduates on language immersion programme, lack of modern facilities in the library, etc. It was observed that, some challenges such as funding and poor power supply have been communicated to the authorities and are receiving attention. These findings are in line with Afebende and Ebaye (2008), Oyewusi and Oyeboade (2009) as well as that of Parameshwar and Patil (2009) and Agada (2010) which stated that most of the prevalent problems drastically affect utilization. Agada (2010) particularly emphasized that lack of Imformation and Communication Technology (ICT) affects both the use and operation of the library.

Ndagana (2000) observed that unsteady supply of electricity affects the usage of information resources in libraries of institutions of higher learning. Irregular power supply poses a serious problem on the utilization of the library resources by undergraduates. A closer look at these problems will indicate that they are institutional problems and require the attention of the NFLV authority. Notwithstanding, these problems hindering effective utilization of library resources and services also prevent better academic performance amongst undergraduate students on French language immersion programme.

CONCLUSION AND RECOMMENDATIONS

The study tried to uncover the challenges affecting the utilization of information resources and services in the NFLV library, Badagry. Specifically, the factors include: epileptic power supply, lack of ICT in the library, poor reading culture amongst undergraduates on language immersion, lack of modern facilities in the library, insufficient resources, inadequate staff in the library, attitudinal behaviour of library staff to users, non-acquisition of current resources, noisy and unconducive

learning environment, available staff not properly trained and poor organization of library resources. The aforementioned factors hinder the library users to utilize the information resources and services effectively.

Based on the findings, it was recommended that the library should procure its own generator so that it could power the library when there is power outage from Power Holding Company of Nigeria (PHCN). The library authorities should employ more qualified hands so that it could withstand pressure of requests from library users. Library staff should be taught the ethics of handling or dealing with library clientele as this will encourage patronage of the library.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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