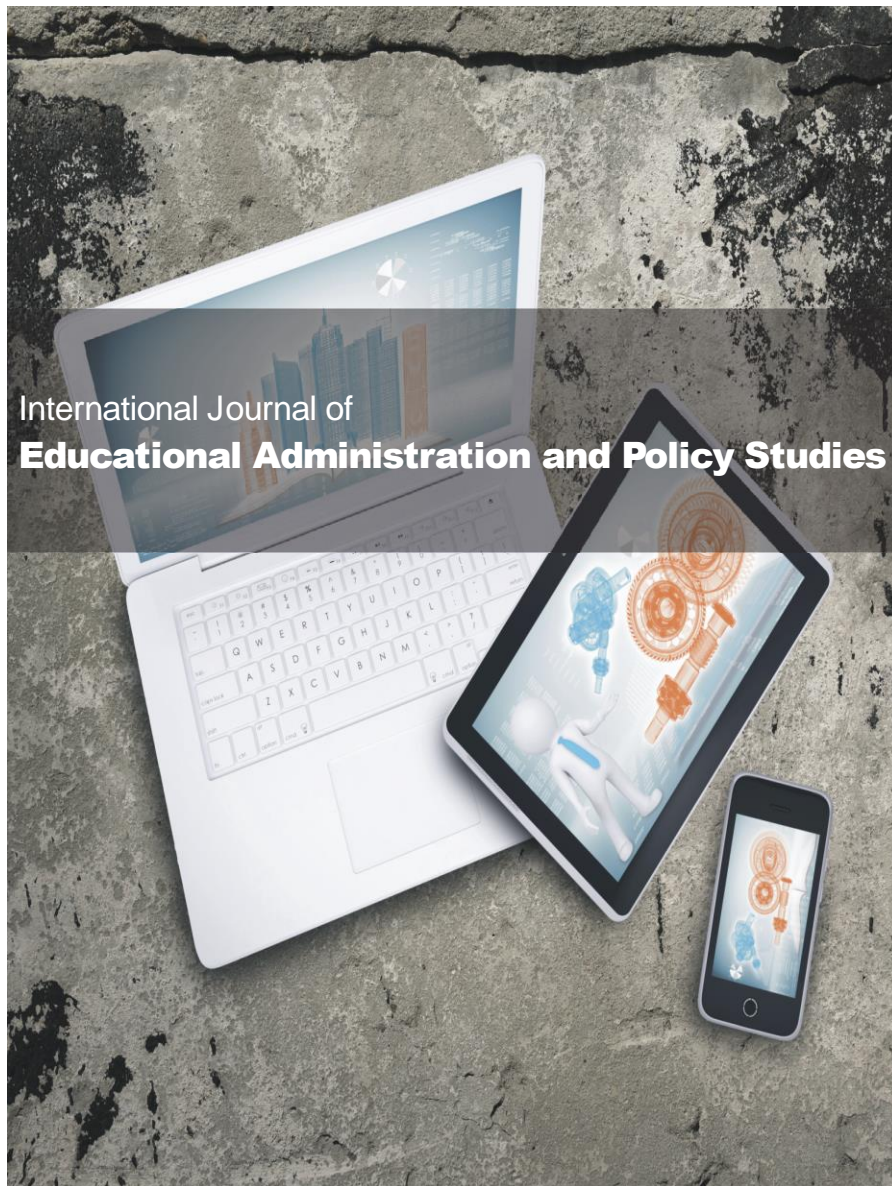


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*Full Length Research Paper*

# **Resource sharing among academic law libraries in Nigeria: Exploring the practicability so far**

**OGBA, Chidinma Onwuchekwa<sup>1\*</sup> and IKEAZOTA, Onyedikachi Lilian<sup>2</sup>**

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Nigerian law libraries, despite the intervention of Council of Legal education, are still not endowed with every resource needed to satisfy information needs of diverse users. This is coupled with the fact that Nigerian universities are still struggling to manage insufficient funds normally received from government. Resource sharing as a means through which organisations interchange and share their meagre resources for the good of many is supposed to be a way out for Nigerian law libraries who would have to prepare their students and members of legal profession for their law program, mock and moot trials, clinical legal education or other practical education. However, it has not been documented that there is an organised resource sharing practise carried out in Nigeria among law libraries. The study investigated the practicality of resource sharing among academic law libraries bearing in mind the immense benefit it provides to education and learning. Survey research design was adopted for the study. The population consisted of 19 law librarians from Universities that attended 2017 law librarians' conference in Nigerian Law School Abuja. Questionnaire was used to collect data. Due to the small population of law librarians, all the population was used for the survey; only 14 questionnaires were returned. Mean and standard deviation were used with a likert point scale to determine positive (2.50 and above) and negative (2.49 and below). Research questions were analysed using frequency count, percentage, mean and standard deviation. The results revealed that there was no formal practice of resource sharing among the participating law libraries. Law librarians informally share their knowledge on personal basis with their colleagues. Law libraries are supported financially by University Libraries and other organisations; and law librarians that participated understand resource sharing despite the fact that it is not practised by their libraries. There is also no written policy on resource sharing among the libraries that participated in the survey. The study concluded that there is no application of resource sharing among academic law libraries in Nigeria. The study recommended that Council of Legal Education as the overseeing body in legal education should initiate resource sharing practice among academic law libraries as this would provide ease of access to vast academic resource and ensure constant skills development among law librarians in Nigeria.

**Key words:** Resource sharing, law libraries, collaboration, communities of practice, legal education.

## **INTRODUCTION**

Information sharing has always been a veritable way to interrelate, collaborate and develop. In an academic environment where learning takes place, sharing of

resources becomes a way of satisfying the academic needs of the campus community and also a way out for libraries that do not have enough funds for resource

acquisition. Resource sharing then becomes a term which signifies that libraries have come together to reach an agreement on how to collaborate and exchange materials useful for their users. This understanding is not only shown through their policy but also through the sharing of their bibliographic contents for awareness and accessibility. Although partners sharing resources can interrelate and access one another's resources, however such sharing must be based on a policy that dictates their actions (Owolabi et al., 2011).

There has always been a practise of professional assistance where young lawyers visit endowed law offices to use their materials, borrow their materials and seek clarifications on areas of law (Thompson, 2007). This practise has been accepted as a norm with no policy attached to it; the old raising the young who always look up to them for resource assistance. This scenario in legal practise seems to have transcended to law libraries in Nigeria, as students and researchers could visit any other organisation and academic law libraries to source research information; as far as he or she is able to identify him or herself formally, access to such materials would be given (Gross Archive, 2018). This has become an assumed relationship that has not been questioned but which has not been made formal. Thus, as much as academic law libraries are cooperating, they can as well decide not to cooperate without been challenged. This is not resource sharing in the context of this paper but mere professional interrelationships that has been accepted as a norm; a relationship as seen in academic law libraries in Nigeria.

Academic law libraries right from inception has always been linked to law profession and practice (Ali et al., 2010). Its presence always presents the idea that a law program is been run or that a law practise is been carried out. This is because law libraries provides human and materials resources needed to carry out the teaching and practise of law (Boston University School of Law, 2018). It is basically because of this that accreditation councils and academic stakeholders in Nigerian legal education mandate institution desiring to run law program to have a functional law library pursuant to issuance of licence for law program (Nwofor and Ilorah, 2015). The essence of this insistence that law libraries be established before issuance of licence for law program is because of the need to have resources that would provide foundation for teaching and learning. However the establishment of law libraries and law programs coupled with provision of academic resources have not been adequate to maintain legal programs as Nigerian accreditation teams keep expecting current provisions and new developments that are in line with academic trend. This has posed a problem

among the legal academia as there has not been much financial support for academic law libraries; except during accreditations (Komolafe-Opadeji, 2011). Thus materials purchased during law accreditations are assumed to provide support till the next accreditation period when university management would release finance for updating of resources. This becomes a poor academic practise that is not helpful to users who need current resources to stay updated; especially when academic materials keep getting updated. The fact that there is need for continuous update of academic resources in the face of meagre financial support is supposed to provide a leeway for resource collaboration in order to provide better services. Six years have gone since after Ogba (2014) study on law libraries and resource sharing and there is a need to find out the state of academic law libraries and their ability to share their resources among themselves. Could it still not be practical even after six years? Could Nigerian academic law libraries, still not be able to come together to collaborate towards resource sharing goals? And could there have been changes after the first study carried out by Ogba (2014). These are issues leading to the statement of problem in this study.

### **Statement of the problem**

Nigerian law libraries, despite the intervention of Council of Legal education, are still not endowed with every resource needed to satisfy information needs of diverse users. This is coupled with the fact that Nigerian universities are still struggling to manage insufficient funds normally received from government. Resource sharing as a means through which organisations interchange and share their insufficient resources for the good of many is supposed to be a way out for Nigerian academic law libraries that would have to prepare their students and members of the legal profession for their law program, mock and moot trials, clinical legal education and other practical education. However, it has not been documented that there is an organised resource sharing practise carried out in Nigeria, among academic law libraries. It is ideally in the light of this that this study is carried out to determine the application of resource sharing among law libraries in Nigerian Universities.

### **Objective of the study**

The main objective of this study was to find out the practicability of resource sharing among academic law libraries in Nigeria. The specific objectives are to:

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- (1) find out the culture of sharing resources among academic law libraries in Nigeria;
- (2) investigate the financial help given to law libraries as support to resource sharing in Nigeria;
- (3) find out the written policy supporting resource sharing among Law Libraries in Nigeria and
- (4) Determine if law librarians understand resource sharing practice.

### Research questions

The questions which this study sought to answer were:

- (1) What is the culture of resources sharing among law libraries in Nigeria?
- (2) What is the financial help given to support resource sharing among academic law libraries in Nigeria?
- (3) What is the written policy provided to support resource sharing among law libraries in Nigeria?
- (4) How do academic law librarians understand requirements for resource sharing in Nigeria?

### LITERATURE REVIEW

Resource sharing is the act of formally collaborating with like organisations and agreeing to harness their resources towards a common goal. In line with this, organisations involved in resource sharing create a common development policy, agree on what to develop in their collections, how and when to develop their collections; thus they come together and harness ideas to create ideal collection development for their common benefits. Ali et al. (2010) assert that resource sharing is a new form of collection development that has overtaken ownership and access. Thus there is no sole ownership and access to resources anymore, but a sharing culture that provides room for unlimited access to wide range of resources; it is therefore one of the best practises on collection development and information services. Although resource sharing seems to be a best practise developed newly, however it was initiated in Nigeria more than a decade ago (Abubarka, 2007). All the participating libraries were directed to send copies of their catalogue cards to National Library of Nigeria; later on interlibrary loan of materials began and was monitored by a committee set up for resource sharing purpose. However, a practise that was initiated more than a decade seems not to have developed into a norm as law libraries studied in Ogba (2014) were shown not to be practising resource sharing services. Although one could say that resource sharing was pragmatic at its beginning because of the attention given to it through setting up of a monitoring committee that mandated libraries to send copies of their catalogue cards to National Library of Nigeria. Thus, making it a non-voluntary action which is not within the

description of resource sharing; the ideal resources sharing as portrayed in this paper is one where libraries who have deficiencies and strengths decide to take advantage of their strengths as an exchange to another organisation in order to cover their deficiencies. Although it could be asserted that there is need for the intervention of the Council of Legal Education, Nigeria, to mandate academic law libraries to collaborate; however it should be known that what belongs to one cannot be mandated to be shared with another; it will be an abuse of property right (Archian, 2020). Thus resource sharing activity has to be voluntary for it to be effective.

Owolabi et al. (2011) asserted that admittance, book donation and gifts were forms of resource sharing practises in Nigeria but these are merely practises carried out to assist researchers who identify themselves as students of an institution; while book donations cannot be resource sharing since sharing has to be premeditated and based on mutual agreement to cover deficiencies of the parties involved. Thus parties practising resource sharing must have written agreement stating their goal, date of initiation, type of resources they intend to share, their limits, mode of operation and mode of termination (Sec.gov, 2009; Thompson, 2007). By this, it could be asserted that there has not been any form of resource sharing practice among academic law libraries in Nigeria. According to Ogba (2014), the rationale behind non practise of resources sharing among the libraries studied was found to be apathy towards needs, change and development; although earlier studies in Nigeria portray that lack of adequate financial sponsorship could be responsible (Komolafe-Opadeji, 2011). However actions are transient and development is recurrent, therefore situations that were earlier found to affect resource sharing could change for the better as Rayner and Walsby (2012) assert that modern libraries have shifted from applying best practise to innovative practises that meets their users' needs. Thus libraries dictate what becomes best practise in line with the needs found in their environment; while they use their available resources to solve those needs. This means that finance as asserted by Komolafe-Opadeji (2011) would not be contributing much to inability to share resources. It could then be said that Nigerian academic law libraries could indulge in resource sharing practice in order to meet up with the modern demands of users of the 21<sup>st</sup> century who have a knack for digital technology. This is because resource sharing practise is more feasible with ICT (information and communication technology) and users who are digitally inclined (Igwe, 2010). Nigerian academic law libraries have always been innovative as their standards of operation are guided by Council of Legal Education and National Universities Commission (Sunday et al., 2017). Since these bodies regularly provide standards along the line of innovations, it could then be concluded that they are aware of the essence of collaboration and would recommend resource sharing

**Table 1.** Frequency and percentage of the culture of resource sharing in Nigerian Law Libraries.

S/N	Items	Very true	Somehow true	Very untrue	Somehow untrue	Mean	SD
1	Academic librarians in mine organization have a practice of sharing new knowledge among themselves	6	42.9	5	35.7	3.07	1.07
2	We visit other libraries to learn new knowledge from them	5	35.7	4	28.6	2.71	1.27
3	Mine organization invite expert from other libraries to stay with us and teach us new knowledge	1	7.1	7	50.0	2.00	1.11
4	Mine library provides interlibrary loan services	4	28.6	7	50.0	2.21	1.37
5	We have a community of practice (professional group)through which we continuously exchange ideas with other libraries	1	7.1	6	42.9	2.07	0.92
6	Mine library has access to online resources of other libraries	3	21.4	6	42.9	2.14	1.23

standard for academic law libraries.

## METHODOLOGY

Survey research design was adopted for the study. The population consisted of 19 law librarians from Universities that attended 2017 law librarians' conference in Nigerian Law School Abuja. Questionnaire was used to collect data. Due to the small population of law librarians, all the population was used for the survey. Mean and standard deviation were used with a likert point scale to determine positive (2.50 and above) and negative (2.49 and below). Research questions were analysed using frequency count, percentage, mean and standard deviation.

### Document analysis

#### Answers to the research questions

This section presents the answers to the research questions. Each research question is presented with its table and then interpreted.

**General question 1:** What is the culture of resource sharing in Nigerian academic law libraries? In response to research question 1, it was revealed that the only culture of resource sharing applicable in academic law libraries are knowledge sharing practice. Table 1 portrays that academic law librarians voluntarily share their knowledge

with other law librarians in other institutions and also visit them on their own to learn new knowledge. This sharing practise is self made as their institutions of base do not bring experts to share knowledge with them; more so, the practice of sharing information is not attached to any community of practice (COP). This means that practises that could provide information access to users are not applied, and so resource sharing does not directly benefit users but benefit academic staffs that go out on their own to informally share their knowledge with their colleagues.

**General question 2:** What is the financial help given to support resource sharing among academic law libraries in Nigeria?

In response to question 2, it was revealed that financial support is provided to law libraries and such financial support could support resource sharing. Furthermore, it was shown that law libraries receive much of their financial support from their university library and other organisations (Table 2). This implies that financial support is not responsible for non application of resource sharing practice among organisations.

**General question 3:** What is the written policy provided to support resource sharing among law libraries in Nigeria?

To answer question 3, it is shown that there is no written policy on resource sharing among the law libraries that participated in the survey (Table 3). This implies that resource sharing is not applied by law libraries that took part in this study.

**General question 4:** How do academic law librarians understand requirements for resource sharing in Nigeria?

In response to question 4, it is shown that the law librarians who participated in the study understand requirements of resource sharing (Table 4). This is because the question was couched negatively and the mean was just 1.71 indicating that it is not significant. This implies that majority of the respondents understand requirements of resource sharing.

## RESULTS AND DISCUSSION

The major results of this study show that:

- (1) There is no formal practice of resource sharing among the participating law libraries.
- (2) Law librarians informally share their knowledge on personal basis with their colleagues.
- (3) Law libraries are supported financially by University Libraries and other organisations.
- (4) Law librarians that participated in the survey understand resource sharing despite the fact that it is not practised by their libraries.
- (5) There is no written policy on resource sharing among the libraries that participated in the survey.

The revelation on no resource sharing practice among participating law libraries confirms earlier finding in Owolabi et al. (2011) and Ogba (2014).

**Table 2.** Frequency and percentage of financial help given to support resource sharing among academic Law Libraries in Nigeria.

Items		Frequency	Percentage	Mean	SD
Mine Library is well supported financially	Very untrue	1	7.1	3.214	2.860
	Somehow true	9	64.3		
	Very true	4	28.6		
Mine library gets financial support from the following	Tetfund	1	7.1	4.71	1.86
	Subsidy	1	7.1		
	Organization	2	14.3		
	University Library	2	14.3		
	None	7	50.0		
	Others	1	7.1		

**Table 3.** Frequency and percentage of written policy provided to support resource sharing among law libraries in Nigeria.

S/N	Items	Very true		Somehow true		Very untrue		Somehow untrue		Mean	SD
		F	%	F	%	f	%	f	%		
1	Mine library has a written policy with other libraries for resource sharing practice	1	7.1	3	21.4	3	21.4	7	50.0	1.86	1.03
2	We have written policy on resource sharing	2	14.3	3	21.4	5	35.7	4	28.6	2.21	1.05

**Table 4.** Frequency and percentage of academic law librarians who understand requirements for resource sharing in Nigeria.

S/N	Items	Very true		Somehow true		Very untrue		Somehow untrue		Mean	SD
		f	%	F	%	f	%	f	%		
1	I do not understand what it takes to start sharing resources with other libraries	1	7.1	1	7.1	5	35.7	7	50.0	1.71	0.91

However additional knowledge was added to literature by the results which showed that law librarians on their own share knowledge informally by interacting with one another for their own personal development; although this could be seen as knowledge-sharing and not resource sharing per se. Despite this, it shows that resource sharing is an action that can be carried out where law librarians are encouraged to do so. Where the results of this study shows that the only sharing taking place is one done voluntarily towards knowledge enhancement; and judging by the fact that resource sharing is a formalised action that must be backed by required authorities (Sec.gov, 2009; Thompson, 2007), it then shows that academic law librarians in Nigerians would indulge in resource sharing activities when there is support by required authorities in charge of academic law libraries. Although earlier study by Ogba (2014) on resource sharing ascribed the reason for non-sharing of resources to be inactiveness, however, this study has shown activeness on the part of the law librarians who enjoy

collaborating for the sake of their own personal development. This study has therefore shown that the reason for non-sharing of academic resources in Nigerian law libraries is not within the ambit of law librarians but beyond them. More revelation showed that despite conclusions in previous studies that law libraries are not financially supported (Komolafe-Opadeji, 2011), they are actually supported financially by university libraries and other organisations as shown in the result of this study; thereby bringing it into discrepancy with findings in Komolafe-Opadeji (2011). Komolafe-Opadeji (2011) concluded that Nigerian libraries lack financial backing and so find it difficult to buy resources needed for academics; thus making it difficult for them to share resources. This discrepancy could be because the type of libraries studied in Komolafe-Opadeji (2011) is not academic law libraries which have strict monitoring by Council of Legal Education, Nigeria.

It was also revealed that law librarians clearly understood resource sharing despite the fact that they do

not practise it; more so, they seek for their self development by visiting other libraries. This revelation again confirmed that there is a gap in research concerning the reason behind lack of interest towards the practice of resource sharing among academic libraries in Nigeria. It further shows that the reason for non-involvement in resource sharing practise is not as a result of apathy by law librarians as concluded in earlier study by Ogba (2014) but something beyond them. This is an area for further research; which is to find out why resource sharing practice is not implemented in Nigerian academic law libraries. Further results in this study that there is no written policy on resource sharing only confirms conclusions in previous literature like Owolabi et al. (2011) and further supports the conclusion in the result of this study that there is no resource sharing practice; for if there were an effective resource sharing practice, there would have been a policy that provides its base. More so, it confirms that the practice, as seen in Gross Archive (2018) where students visit other libraries and organisation with intention of getting resource assistance, is still in practice.

### Recommendation

Based on the results of finding, it is recommended that Council of Legal Education take decisive steps towards initiation of resource sharing practice among law libraries in Nigeria.

### Contribution to knowledge

This paper has provided additional knowledge to previous literature on resource sharing. In earlier studies, excuses and challenges responsible for non-practicability of resource sharing in Nigeria were provided. They ranged from lack of funds, lack of information and communication technology to lack of electricity supply (Komolafe-Opadeji, 2011; Owolabi et al., 2011). Admittance, which was a universal culture of giving assistance to students from other law faculties, was seen as resource sharing practice (Owolabi et al., 2011). This study has provided additional knowledge by showing that despite the fact that resource sharing is not practised in Nigeria, academic law librarians have been collaborating and visiting other libraries in a bid to develop themselves; thereby showing the willingness on their part to collaborate towards resource sharing. This provides additional knowledge to the previous study in Ogba (2014) where it was shown that inactiveness or laxity on the part of law librarians was responsible for non-resource sharing practice among academic law libraries in Nigeria. This paper therefore has exonerated academic law librarians in Nigeria by showing that they are active and are not responsible for lack of resource sharing practice. Furthermore, it has opened up a gap for

hypothetical claim that management of Nigerian legal education are responsible for non-resource sharing practise in Nigeria. Also, by showing that academic law libraries receive financial support and have information technology amenities including academic databases; more knowledge has also been added, discountenancing earlier conclusion that lack of information technology and finance is responsible for non-resource sharing practise in Nigeria. The result of this study furthermore has described the features of resources sharing and in doing so in its literature review, has shown that academic law libraries in Nigeria have never practised resource sharing but have only been following a culture of help giving or what was called "admittance" in Owolabi et al. (2011).

### Conclusion

Change is continuous and should be embraced where useful. Although it is difficult most times to embrace change; however where there is leadership that is geared towards development, then such required change becomes easy. The legal profession has had a culture of help giving which has become a norm; and so students move to other academic law libraries in search of materials not found in their own institutional law libraries. These students are not rejected and are given access to materials; however, they could also be rejected with no penalties awarded against the rejecting institution. A practice such as help giving carried out for long could be enhanced into a formalised resource sharing practice in order to make research easy for students and researchers who would not need to travel for their needed resources but could look through the catalogue of universities and select their materials. Where change is required to make life easy, then such change should be embraced with no delay.

### CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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*Full Length Research Paper*

# **Library and information science policy formulation and implementation: Implications for school library services in Nigeria**

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**This paper examined library policy formulation and implementation as well as its implications in relation to school library services in Nigeria. The paper reviewed the concept of library and information science policy and school library services in today's society as one that is required at every step of the way, highlighting that the progress of any nation depends on information generation, dissemination and use which is required early enough at the primary and secondary foundation levels of education. The paper reviewed the present situation of school libraries in the country and found that the school libraries were characterized with poor accommodation, unavailability of trained staff, inadequate relevant materials and apathy on the part of school administrators and government and posited that the situation of school libraries in the country is still unsatisfactory. This paper highlighted the importance of library and information science policy formulation and implementation to achieve a progressive education and development via the provision of access to and the availability of information and knowledge with speed and efficiency to all. The paper takes a position that formulating policy for school library services will lead to a massive infrastructural development in school library development. It will also enhance quality library service delivery and ensures that school libraries are managed by professionals. The paper was concluded with recommendations that government should set up a committee of experts made up of librarians, school managers and publishers to help in policy formulation and implementation for school library development in Nigeria.**

**Key words:** Policy, formulation, implementation, school library, services.

## **INTRODUCTION**

School library is charged with the responsibility of making information resources available to the primary and secondary school pupils and students for the purpose of

developing reading habit and use of library at early stage. To achieve this objective, the library is thus organized with relevant sections or units charged with various

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services and duties of collecting resources, processing them and creating access to its use. Library science according to Obi (2013) is a body of organized knowledge concerned with the purposes, objectives and functions of the libraries. Its principles, theories methods, organization and techniques employed in performing library services are all considered in the body of librarianship. Policy formulation and implementation is therefore the wheel of progress required for successful execution of school library services and responsibility of providing reading materials in primary and secondary schools to enhance education at elementary and secondary levels of education.

The library as a service rendering organization is established with various sections or units to ensure the attainment of library objective of getting knowledge to solve information needs. The sections that constitute the organizational services of the library that are governed by policy formulation and implementation are readers' services in the form of circulation, reserve services, technical services, communication and information technology (ICT) services, administrative services acquisitions and reference services. The implementation of library policies in the realization of these services becomes the key for satisfactory service delivery in school library.

Policy is a regulatory instrument which guides and regulates the activities, programmes and services of any organization, in this case the library. Without written policy, a library may suffer from self-inflicted harm and making the library become a place where anything goes and every staff to his or her own conscience. Policy formulation and implementation is thus required for the library to deliver effective services. Policy formulation and implementation helps to guide library services to solve problems and prevent further occurrence of errors in the system. Policy formulation and implementation can strategically be used to attain desired results leading to an improved system of doing things and consequently enhancing satisfaction particularly in school libraries (Okereke, 2003; Uhegbu, 2007).

Policy formulation and implementation result to consolidating library practices especially school libraries thereby promoting public interest. This according to Egonmwan, (1991) is usually justified by the authorities that put them in place. Ekpo (2005), charged librarians and library officers to be responsible for policy implementation by admonishing them to see themselves as members of a system having responsibilities for matters and taking actions that are accepted as being necessary for attaining policy goals. Librarians and library officers must assume the responsibility of ensuring services in school libraries by implementing formulated policies. Policy formulation and implementation as it concerns school libraries must be effective. Staff and school authority must be responsible to their policy obligations as it concerns school library development in

Nigeria. Policy formulation and implementation is set to encourage consistency and growth of school library and also discourage unforeseen political and socio-economic conditions that can hinder growth and service delivery. Library operations generally should be regulated via instrumentality of policy formulation and implementation. Akpan (2000) notes that through policy formulation and implementation, government and its institutions react to problems and situations as they arise.

Smith (2003) identifies policy formulation and implementation as substantive or administrative. The author went further to buttress the fact that policy is substantive when it prescribes how a goal can be achieved, and notes that it is administrative when the policy relates to the ways of doing things or taking decisions for rules. For instance, an administrative policy and implementation of the library is to see that every book is processed before taken to the shelves. It becomes a wrong practice to put a book on a shelf without cataloguing and classifying it. Or every e-resource must get to the end user. On the other hand, substantive policy formulation and implementation refers to the content of what is to be done. In this case, policy formulation and implementation answers questions of what is usually done in an organization, for instance a library's substantive policy formulation and implementation could be to acquire, organize, disseminate and preserve information resources for users to meet their information needs.

Be that as it may, policy is a regulatory instrument which guides and regulates the activities, programmes and services of any organization, the library inclusive. Without written policy, a library may become under developed and not function well. Based on the aforementioned, this paper seeks to look at the implication of library and information science policy formulation and implementation on school library services.

## **CONCEPT OF LIBRARY AND INFORMATION SCIENCE POLICY AND SCHOOL LIBRARY**

Library and information science policy originates as a result of developments in the society. Today's society is known as information society which requires information at every step of the way. The progress of any nation depends on the information generation, dissemination and use which are required to be considered early enough at the foundation levels of education. Due to the increasing demand for information, the need for policy formulation and implementation is expedient for collecting, storing and organizing knowledge in school libraries.

Library and information science policy is a set of decisions taken by a government, through appropriate laws and regulations to orient the harmonious

development of information transfer activities in order to satisfy the information needs. National information policy on school libraries helps to ensure that there is proper packaging of information by determining the nature and format of information resources to meet local needs. This is very expedient to make sure that book and non book materials that violate local content specifications are not allowed in circulation more so for the school libraries in the country. Library and information science policy ensures that internet service providers do not expose young Nigerians to inappropriate contents (Uhegbu, 2008). UNESCO advocates for the adoption of national science information policy by all countries of the world. This, UNESCO does by undertaking regional meetings and seminars in various countries of the world. Library and information science policy provides a framework for the coordinated and strategic development of libraries in Nigeria (Okojie, 2014).

Library and information science is also concerned with the principles, theories, methods, organization and techniques employed in performing library services. The application of knowledge of library science in the collection, organization, preservation, dissemination and the use of books and other information materials in the school library is thus required to be subjected to policy formulation and implementation to support the administration of school libraries.

School library is a library established for primary and secondary schools. It is a library built to develop and enhance reading habit of primary pupils and secondary school students. The collections of school libraries are basically children literature and other reading materials of their levels. They are written with simple language for easy comprehension. It is at this level that children start to develop their reading habit and begin to prepare for higher education. Policy formulation and implementation for school libraries is thus recommended to establish, maintain and strengthen school libraries. Its implications are targeted for staffing, development of information system and databases in the different fields, manpower planning and development, library legislation and regulation of information flow, use of technology, etc.

International Federation of Library Associations and institutions (IFLA, 2001) describes a school library as such that provides information and ideas that are very fundamental to successful functioning in society and gives students lifelong learning skills, develops the imaginative thinking, citizenship critical thinking skills and ability to use ICT information in different media. IFLA (2001) further stresses that the crucial importance of school libraries in literacy, social and cultural development demands that they be supported by legislation, policy and funding. School libraries are seen as invaluable sources of information resources for primary and secondary schools which must work to realize educational objectives.

The National Policy on Education section 3 Nos. 5 and

10 of 1981 states that school library is one of the most important educational services. The policy recommends that every state ministry of education should provide funds for the establishment of school library and for the training of librarians and library assistants to work in the library.

The five main objectives of the philosophy of Nigeria education as stated in the National Policy on Education (Federal Ministry of Education, 1981) revised edition is concerned with building of Nigeria on the following foundations:

- (1) A free and democratic society
- (2) A just and egalitarian society
- (3) A united strong and self-reliant nation
- (4) A great and dynamic economy
- (5) A land of bright and full opportunities to all citizens.

To achieve these objectives at the early stage of education, school libraries must be established to help pupils and children of school age to enjoy reading, learning and using library resources as lifelong habits which gives them the chance to evaluate and use information. Omehia (2005) adds that school libraries and media centers are needed by pupils and students all over the world, noting that this is the foundation upon which western education was built.

## **THE PRESENT SITUATION OF SCHOOL LIBRARIES IN NIGERIA**

School library is a library established for primary and secondary schools. It is a library built to develop and enhance reading habit of primary pupils and secondary school students. The collections of school libraries are basically children literature and other reading materials of their levels. They are written with simple language for easy comprehension. It is at this level that children start to develop their reading habit and begin to prepare for higher education. To achieve these objectives at the early stage of education, school libraries must be established and equipped with the relevant resources in print and non-print format to help pupils and children of school age to enjoy reading, learning and using library resources as lifelong habits as to be able to evaluate and use information.

However, the present situation of school libraries in the country is poor accommodation, unavailability of trained staff, inadequate of relevant materials and apathy on the part of the school administration and government. These are some of the challenges of school libraries in Nigeria today. Egesimba et al. (2011) confirms that inadequate staffing, inadequate materials, inadequate funding, obsolete library collections, poor infrastructures and poor reading environment for pupils and students as well as insufficient awareness of the role of school libraries in

education are the challenges facing school library development in the country.

The ministry of education rarely provides funds for the establishment of school libraries and for the training of librarians and library assistants. The Nigerian government has not provided adequate financial backing to support the school libraries in the country. Most of the school libraries in Nigeria could be regarded as warehouse for old books, some of the books in them which were covered with dust that had gathered overtime due to lack of library staff. Quadri (2009) adds that the challenges that hinder effective performance of most school library services in Nigeria were that of personnel for library services and finance for acquisition of library materials.

The findings of Daramola (2013) on the issues and options in selected secondary school libraries in Akure, Ondo State was an exposure of the situation of school libraries in Nigeria. The study found out that most secondary schools had libraries, but they enjoy very low patronage and were not properly located. There is also the problem of limited facilities in most of the school libraries. Computers, electronic media as well as the internet facilities are also absent in most school libraries. This is the present situation of school library in Nigeria.

### **NEED FOR NATIONAL LIBRARY AND INFORMATION SERVICE POLICY**

The primary aim of an information policy formulation and implementation is to achieve a progressive upliftment of the socioeconomic development of the country via the provision of access to and availability of information and knowledge with speed and efficiency to all. According to Obi (2013), a library is concerned with the collection, processing, storage and dissemination of recorded information for the purpose of reading, studying and consultation. In order for a library to attain this goal, many activities are performed by a library which translates into library's information services. The library as a growing social organism also responds to changes from external environment.

The need for IT policy formulation and implementation creates the opportunity for Nigeria to be an Information Technology compliant nation capable of making her play significant role in Africa through the use of ICT resources and services. By this policy, Nigeria will be able to utilize IT as the engine for sustainable development and global competitiveness. To achieve this desire, there must be early introduction of Information and Communication Technology (ICT) early in school libraries. The mission is to use IT to prepare education for creation of wealth, poverty eradication, job creation and global competitiveness. The impacts of ICT technologies make tremendous and revolutionary changes in the practice and services of librarianship.

The need for national library policy, puts library and information services among and part of wider policies like National Information Policies, National Information Technology Strategies and National Policy on Education, etc. According to Priestley (2012), they can also be developed either additionally or independently for specific types of libraries. School library policy formulation and implementation, will also help the library provide the necessary connections to help prevent the division of our society into information of have and have not. Gamboa (2001) notes that the western style of universal access is not a practical reality in African countries due to the fact that much of the population cannot afford individual access, suggesting that focus should be on IT information policy formulation and implementation to provide access through community facilities like school libraries and public libraries. In this role, libraries help in poverty alleviation since information poverty is the basis of economic poverty.

Libraries are becoming not only internet access points, but also places where people may receive help in using the Internet and other information sources. From this point, it becomes very important to note that the roles that library services play for any successful education cannot be overemphasized. Policy formulation and implementation can never be discountenanced. The national information policy enhances librarianship providing the environment for unprecedented heights in knowledge acquisition, management and communication. It helps to sustain and encourage education stressing focus on providing access through school libraries. Akintunde (2004) further highlights the importance of policy formulation and implementation by noting that vocabulary of librarianship is changing, pointing that "Dissemination" is being replaced by "communication," "repository" by "data," "literature" by "knowledge", "search by "navigation," etc. Libraries more than ever are becoming an integral part of ICT in education, governance, health, public and social services.

The importance of policy formulation and implementation cannot be overemphasized as Nigeria's information environment had been characterized as a risky area, unstable, uncoordinated and easily abused especially with unhindered global access to all sorts of information and its resources (Uhegbu, 2008). The author notes that Nigeria's information environment is opened to all sorts of information and information generating products, while some are relevant to the information needs of Nigerians, others are character destroying. Policy formulation and implementation for the school library ensures standards in services, building and staffing of school libraries. Policy also ensures standards for uniformity of school libraries throughout the country as to reflect in its building, staffing, collection, funding, services and other infrastructures.

National information policy will therefore help to ensure that there is proper packaging of information by

determining the nature and format of information resources to meet the local needs. Books and non-book materials that violate local content specifications will no longer be allowed into the country. Internet service providers will no longer expose young Nigerians to inappropriate contents (Uhegbu, 2008).

The need for a national policy on library and information service and effective implementation is therefore necessary for positive development. Dr. Victoria Okojie, the then CEO of Librarians Registration Council of Nigeria (LRCN) hints that plan was on the way to develop a National Library and Information Service Policy (NLISP) for Nigeria. She stated this at the 5th induction ceremony of certified librarians held in Abuja in 2014. Nigeria has no policy in place for its library services sector, hence the need for well-crafted policy that will provide a framework for the coordinated and strategic development of libraries in Nigeria. To achieve this, Librarians Registration Council of Nigeria (LRCN) will do a desk research leading to preparation of a background paper on the history and current best practice; develop case studies and a draft library policy framework; facilitate consultative meetings and workshops to discuss and finalize documents and publish a model framework for the library sector that will provide a clear direction for the stakeholders to contribute to national development (Okojie, 2014).

The formulation of library and information policy will guide the country in taking advantage of the information resources at our disposal. No nation could develop without access to the right information. Policy provides the framework for planning, development and evaluation of library services especially school libraries.

### **IMPORTANCE OF SCHOOL LIBRARIES**

The library especially the school library has a major role to play towards the provision of functional education at early stage of schooling. It is the type of library that is charged with the responsibility of making information resources available to the primary and secondary school pupils or students for the purpose of developing reading habit and use of library at early stage of education. Daramola (2013) posits that the significance of a library in a school environment is inestimable, most especially at the foundation stage of education. The development of reading culture in the life of people takes its root from early use of school libraries. Morris (2004) points that school libraries are established to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content and information literacy to enhance and improve the intellectual content of school libraries, they must be subjected to sound policy formulation and effective implementation. Udofia (1997) notes that school library helps in encouraging the development of skills in reading,

prompting readers to literary appreciation, providing a source of subject information and intellectual development as stimulating factor in education. Adedeji (2004) and Ajayi (2007) illustrate the importance of school library in attaining the educational objectives by:

- (1) Developing in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion,
- (2) Catering for the learning needs of young persons, their schooling through appropriate forms of complementary approaches to the provision and promotion of basic information resources,
- (3) Ensuring the acquisition of appropriate level of literacy, numeracy, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.

As a matter of national objective, school library must be established in every public school built with the country's tax payers' money. It has to be a condition for establishing any public school. The collections of the school library must be adequate and relevant. Obi (2009) illustrates that school library collections are provided to achieve the following:

- (1) provision of information sources required for school education,
- (2) improving the reading skills and learning habits of pupils,
- (3) providing pupils with the skills required to transform the gathered information into knowledge,
- (4) assisting pupils to broaden their knowledge by reading fictions which form 75% at the library's collections,
- (5) helping pupils and secondary school students develop the habit of using libraries later in life.

Based on these facts, Omehia (2005) adds that school libraries are needed by pupils and students all over the world. It is upon this background that sound education will be built. With the assertions of these authors, the importance of school libraries in the life of Nigerian children as it concerns primary and secondary school education cannot be discountenanced.

### **LIBRARY AND INFORMATION SCIENCE POLICY AND ITS IMPLICATIONS IN SCHOOL LIBRARY DEVELOPMENT IN NIGERIA**

The implications of library and information science policy formulation and implementation in school library development will be that both the teachers and pupils will be happy visiting the library in search of information. Library and information policy will ensure that libraries provide information in print and non-print format suitable

to the learning level of pupils and students concerned. The policy will also ensure that in this era of ICT, virtual library and internet facilities are provided in the school libraries. The library especially the school library has a major role to play towards the provision of functional education at early stage of schooling. Daramola (2013) posits that the significance of a library in a school environment is inestimable, most especially at the foundation stage of education. The development of reading culture in the life of people takes its root from early use of school libraries.

The policy statement of library and information policy should be very strong against lack of standards. There must be a set standard for libraries and their services. These standards must include building, staffing, collections, funding, services and also how to manage the school library services. The necessary professional, technical and other auxiliary staff must be planned for and employed to take care of media and other audio visual equipment to be in the library. School library management requires policies and implementation of policies that will ensure equitable access to resources for school library users.

Poor accommodation, unavailability of trained staff, lack of relevant materials which are frustrating as challenges of school libraries will be addressed by library and information service policy. It will also help to realize the national policy on education in the country. A library and information service policy will tenaciously help to address gaps in funding, streamline school library building, professionalize the staff and duties, and stipulate the nature of infrastructural facilities in the library such as tables, chairs, cooling system, seat arrangement, location and line of operation. It will also help to attract and harmonize the government desire to encourage public-private partnership in schools and facilitate robust development of reading culture in children.

School library policy formulation in the country would outline the full content and direction for school library development and services. It would give vent to the issues relating to the establishment, nature, facilities, services, personnel and resources that will be part of the school library system.

## **THE WAY FORWARD**

For school libraries to fulfill its mission, the library policies must be formulated and implemented objectively. These policies must also be subjected to evaluation from time to time as to remove some of the weaknesses that will hinder smooth operation of school libraries.

Ministries of education in the country should provide adequate funding for the establishment and sustenance of school libraries in primary and secondary schools. Training of librarians and library assistants should be given due attention as to encourage improved service

delivery. In addition to training of staff, finance should be made available for the purchase of relevant library resources in print and non-print format.

Government should set up a committee of experts made up of librarians and school managers to help formulate policies to be implemented for the development of school libraries in Nigeria. Policies formulated should be implemented with utmost sense of responsibility by relevant authorities of government.

Corruption has been identified as a major bane of positive development in the country. Adequate measures should be taken to punish corrupt officials who in one way or the other hinder the implementation library policies formulated for the development of school libraries in the country.

United Nations Educational Scientific and Cultural Organization (UNESCO) through its school library Manifesto emphasized the importance of school library in teaching and learning for all. The Manifesto was well received all over the world and translated into many languages. The Manifesto states that government through their ministries responsible for education, are urged to develop strategies, policies and plans that will help to implement the principles of the manifesto. This statement by its implication charges every government through their respective ministries for education to develop strategies, policies and plans to realize and give support, guidance to school library services. This is what a library and information service policy will help to realize in the country.

## **CONCLUSION**

Policy is a plan or course of action in directing affair as chosen by government, business organizations and individuals. Policy is stated and guided to achieve desired purposes. The objectives of UBE as stated in the national policy cannot be achieved without functional school libraries. The libraries must be established according to standards recognized, even by international standards to help achieve the policy goals.

The policy formulation and implementation seek to realize the objectives of library services in terms of building, staffing, collections, funding and training. This is the road map for future development as regards library and information science with focus on school libraries. The implications of the library and information policy especially on the school library development is to ensure that there is proper packaging of school library and information services by determining the nature and format of information resources to meet information needs of primary pupils and secondary students. Unavailability of trained staff, lack of relevant materials and building structures which constitutes challenges to school libraries will be controlled and addressed by library and information science policy formulation and

implementation as it affects the school library. This paper recommends that the government should set up a committee of experts made up of librarians and school managers to help formulate policy for school libraries in Nigeria. The policies formulated should be implemented objectively.

## CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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*Full Length Research Paper*

# **Assessment of users' satisfaction of information provision among agricultural researchers in Nigeria**

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**In order to improve the performance of agriculture in Nigeria different agricultural research institutions were established. Realising the fact that economic and social development is based on progress in agricultural as well, these agricultural institutions have been striving to ensure food security in the country. But all these efforts have not yielded the desired result as the agricultural output in Nigeria can still not compete favourably with developed countries. Though, it has been established that there can be no research without information. Information is one of the components to achieve sustainable progress in agricultural research. Could it be that the agricultural researchers are not getting enough information for their research activities or they are not satisfied with information provided for research? Thus this study assessed agricultural researcher's satisfaction in terms of information facilities, sources, resources and contents using the researcher in all agricultural research institutions affiliated to agricultural research council of Nigeria (ARCN). The findings revealed that satisfaction with information facilities and information resources are high; but there is need for upgrade in information content and services for better satisfaction. Thus the study made some recommendations for better satisfaction so that there can be increased in research output which will in turn improve agricultural output in Nigeria.**

**Key words:** User's satisfaction, information provision, agriculture, researchers, research institutes.

## **INTRODUCTION**

The evidence improved performance of agriculture in Africa according to Nin-Pratt (2015) in recent years has been quite striking when compared with the past. But despite the improved performance, Nin-Pratt (2015) opined that agricultural productivity growth in Africa continues to lag behind every other region of the world, growing at the rate that is roughly half of the average rate of developed countries. This is one of the reasons why research activities in Nigeria, like in any other developing country are focused largely on agriculture.

In the same vein, economic and social development is based on technological progress in agriculture. To achieve sustained progress in agricultural sector, some basic components are required. They include: appropriate technology, supporting policies and strong institutional capacity (Michael, 2016). Agriculture, according to (Michael, 2016) used to be the largest contributor to the Gross Domestic Product (GDP) in Nigeria before independence. The sector employed the largest number of labour, caused the country to earn

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foreign currencies and made the country renown in the international community. But of recent he noted that the interest in agriculture has waned in course of time. Meanwhile, according to Idiegbeyan-ose et al. (2018) agriculture relies heavily on information, knowing fully well that it plays a fundamental role in the development of humanity by disseminating necessary information to agricultural researchers, farmers and others in order to improve productivity. Thus the role of information to agricultural extension agents and researchers cannot be over emphasized.

The development vision by Nigeria's government conceptualises a transformation in agriculture that would ensure food security, the right to sustainable development for all. In Nigeria, food accounts for a large, and increasing, share of family budgets for poor and urban families. If prices of staple foods soar, poor people bear the brunt. The Food and Agricultural Organisation (FAO), an agency of the United Nations (UN), once raised alarm that Nigeria, Morocco and Bangladesh faced imminent food crisis (Eme et al., 2014).

It is apparent that successful governments in Nigeria recognized the strategic role of agricultural research, and because of that, the colonial government established a botanical garden in Lagos in 1883. This was followed by the establishment of agricultural departments for Northern and Southern Nigeria and subsequently an agriculture research stations at Moor Plantation and Samaru which were established in 1899 and 1912 respectively. With the formation of regional government after Nigeria independence in 1960, research activities were regionalized. The regional efforts however did not yielded expected results; this prompted the Federal Government once again to intervene in 1970s. This was followed by major reorganization and expansion of research institutes in the 1970s. The enactment of Research Institutes Establishment Order in 1980 led to upgrading of many research stations and departments of research institutes and their research mandates were reviewed to meet the food need of the nation and for export. In November 2006, the Agricultural Research Council of Nigeria (ARCN) established by Decree 44 of 1999 which is now an Act of the National Assembly was given order to take – off as a supervising agency of Nigerian Agricultural Research Institutes (NARI). These institutes were given national mandate on research areas they should concentrate and, generate technologies that will help solve agricultural problems (Gana, 2003).

Spicker (2007) opined that there can be no research without information. He also ascertained that information is needed from beginning to the end of any reliable research. In Nigeria, like most other developing countries, economic and social development is being shifted to agriculture. This was supported by Ezeala and Yusuff (2011), that for most developing countries like Nigeria, it is an important sector of the economy. Many countries, including Nigeria have realized the value of agriculture

and are making attempt to sustain it by pragmatic agricultural policies. One of such policies in Nigeria is the establishment of specialized institutions otherwise known as research institutes, to carry out research in agriculture for socio-economic development of the country. These specialized institutions which enhance agricultural development largely rely on libraries and their information services. Despite all the efforts of the federal government of Nigeria and huge monetary allocation for the improvement of agriculture, it was realised that food supply is still not adequate.

This fact is further buttressed by Agboola (2014), who noted that inadequate food supply is one of the critical challenges facing Nigeria. He further noted that the Nigerian agricultural sector has not been able to meet the demand for food, because the sector is still predominantly small scale, rudimentary and largely un-mechanized, characterized by subsistent to semi-commercialized production systems. In a similar report by Edo ADP in 2002 cited by Imuonikebi (2010), the report highlighted the Nigerian food supply situation that less than 5 of Nigerians are food secured, 65 are semi-food secured while over 30% of Nigerians are facing the problem of food insecurity. This the author said is attributed to the problem of low food production in Nigeria as a result of crude implement. Could this inadequate food supply be attributed to the fact that Nigerian research institutions are not doing well enough in their various research activities in order to fulfil their mandate to transform the agrarian agriculture to mechanized farming?

In an effort to answer the question on how satisfaction of information affect research output, Chiemeké et al (2009) opined that gradual decline in research output became noticeable in the 1980s. In the same vein they upheld that good research training, motivation, availability of equipment and good library facilities are fundamental for good research output. In a similar study by Omeluzor et al. (2012) on the use of electronic information resources to determine research output by academic staff in private university in Ogun State, it was observed that research outputs of the academic staff depend largely on the availability and accessibility of information at their disposal.

User's community is the most important component of any information resources because every information services exist for the sole aim to satisfy its users; and how well this purpose is served is a measure of the effectiveness of the information resources. Measuring information satisfaction has been a source of contention for years among researchers for a long time age. The study of information users' satisfaction according to Shi (2001) was dated back to 40 years ago. Since that time, library sciences evaluation and users satisfaction issues have been discussed in a variety of subject. Increasingly, users' satisfaction with information services provision is being recognized as an important factor affecting

researchers' productivity for sustainable agricultural development (Ankpa, 2000). This is the main reason why Rutner et al. (2008) suggested that as an information provider there is need to continue to strive in order to keep our users satisfied by providing the needed information to meet their research needs.

Qualities and quantities of research depend largely on the quality and quantity of information resources available at the institution disposal. Availability of information resources accessibility and use are indispensable to research and community activities, while the continuous existence and relevance in research also depend on the ability to exploit available information resources either in print or electronic formats (Nwalo, 2000; Chukwu, 2005). Information according to Spicker (2007) as earlier stated is very crucial to the overall research productivity. In Nigeria research institutions as observed by Ankpa (2000) is lagging behind in their productivities for sustainable agricultural development which is as a result of their research activities. It is noted that there are no scientific investigation that can take place without the knowledge acquired in the past through information.

Another important factor to be considered is the question of how well are agricultural researchers satisfied with the information they gathered for their research activities? Satisfaction with information was assumed will influence and encourage more research activities. To this end this study focus on the information satisfaction of agricultural researchers in Nigeria and the effect these will have on their research output in form of their research publications.

### **Objective of the study**

The objective of the Study is to assess agricultural researcher's satisfaction with information provision in terms of library services, infrastructure, collections and dissemination of information provision by the research libraries in Nigeria. While the research Question is, what is the level of satisfaction derived from information provided to agricultural researchers in Nigeria agricultural research institutions.

### **Scope of the study**

The scope of this study covers all the agricultural researchers under the aegis of Agricultural Research Council of Nigeria (ARCN). These are agricultural research institutions located across the length and breadth of Nigeria with different mandate peculiar to each geographical zone. In fact some of these research institutions are affiliated to university while other are even situated inside the affiliated university. This study wants to limit its scope to these research institutions in order to have sizeable researchers for the study. On the other

hand these institutions will be a well representative population because their research is basically on agriculture and are established solely for that purpose. The population of this study consisted of agricultural researchers in all agricultural research institutions that are under the Agricultural Research Council of Nigeria (ARCN). These institutions are fifteen in number located all over the six geo-political zones of Nigeria and are being supervised by the ARCN but have different mandates. Each of these institutions has a mandate to carry out different researches peculiar to their zone, in a bid to improving agricultural standards in the country.

All researchers in the (15) agricultural research institutions in the country serve as the population for this study. The instruments used for data collection in this study were questionnaire for some selected agricultural researchers.

### **METHODOLOGY**

Quantitative research design which is a formal objective and systematic process in which numerical data are used to obtain information was used for the study. This method is also used to describe variables, to examine relationship among variables and to determine cause and effect of interaction between variables. The instrument used for data collection was questionnaire. Meanwhile, the study used survey research method, which is suitable for social scientists. Survey is one of the quantitative methods of obtaining information from a given population for a specific purpose. Statistical Package for Social Sciences (IBM-SPSS) version 21.0 was used for coding and analysis of data.

### **FINDINGS AND DISCUSSION**

Findings on the level of satisfaction derived from information provided to agricultural researchers was done using four component like information facilities, information content, information services and information resources. The findings in Table 1 revealed the research institutions and numbers of research staff alongside questionnaires distributed and collected.

The findings on satisfaction with information facilities on Table 2 revealed that space allocated to information services was rated high. This shows that in all the agricultural institutions, there is provision of enough space for the internet users and library users. This could be attributed to the fact that in most cases the internet facilities and the library are together. The findings revealed as well that ventilation is good and the users are satisfied with it as well. Other facilities like sitting arrangement, catalogue arrangement and organization of materials were agreed by the users as been satisfactory. This finding tallies with that of Kim-soon et al. (2013) which stated that a new and quality facilities is said to be of satisfaction level if it is able to fulfil the needs and satisfied its users. This study also corroborate their findings that today's knowledge-intensive environment is

**Table 1.** Research institutions showing numbers of research staff; Questionnaire distributed and collection (N=483).

S/N	Research Institution	Geopolitical zone	Questionnaire distributed	No. Retrieved (%)
1.	Cocoa Research Institute of Nigeria (CRIN) Ibadan, Oyo State	SouthWest	50	45 (96)
2.	Institute of Agricultural Research and Training (IARandT) Ibadan, Oyo State	SouthWest	40	33 (82.5)
3.	National Institute for Horticulture (NIHORT) Ibadan. Oyo State	South-West	40	30 (75)
4.	Nigerian Institute for Oceanography and Marine Research (NIOMR) Lagos, Lagos State	South-West	50	35 (70)
5.	Nigerian Stored Products Research Institute(NSPRI) Ilorin, Kwara State	NorthCentral	50	33 (66)
6.	National Cereal Research Institute (NCRI) Baddegi, Niger State.	North Central	50	38 (76)
7.	National Veterinary Research Institute of Nigeria (NVRI) Vom, Plateau State	North Central	50	36 (72)
8.	National Institute for Freshwater Fisheries Research (NIFFR) New Bussa, Niger State	North Central	40	25 (62.5)
9.	National Animal Production Research Institute (NAPRI) Zaria, Kaduna State	North West	40	29 (72.5)
10.	National Agricultural Extension and Research Liaison Services (NAERLS) Ahmadu Bello University Zaria, Kaduna State	North West	40	31 (77.5)
11.	Institute of Agriculture Research (IAR)Ahmadu Bello University, Zaria, Kaduna State	North West	50	47 (94)
12.	Rubber Research Institute of Nigeria (RRIN) Benin, Edo State.	South South	50	35 (70)
13.	National Institute for Oil Palm Research (NIFOR) Benin, Edo State	South South	50	32 (64)
14.	Lake Chad Research Institute (LCRI) Maiduguri ,Borno State	North East	–	–
15.	National Root Crops Research Institute (NRCRI) Umudike, Abia State.	South East	50	34 (68)
	Total		650	483 (74.3)

**Table 2.** How has the following information facilities influence research? (N= 483).

Information facilities	Excellent [No. (%)]	Good [No. (%)]	Fair [No. (%)]	Poor [No. (%)]	Very poor [No. (%)]
Space	108 (23.0)	269 (57.4)	80 (17.1)	10 (2.1)	2 (0.4)
Ventilation	99 (21.4)	249 (53.8)	89 (19.2)	17 (3.7)	9 (1.9)
Sitting arrangement	79 (17.0)	240 (51.7)	115 (24.8)	28 (6.0)	2 (0.4)
Catalogues	50 (11.0)	214 (47.2)	153 (33.8)	30 (6.6)	6 (1.3)
Organization of materials	72 (15.7)	222 (48.3)	125 (27.2)	35 (7.6)	6 (1.3)
Sound	42 (9.6)	181 (41.3)	157 (35.8)	44 (10.0)	14 (3.2)

intensively gearing up to provide adequate resource space and other facilities to support research works. Therefore this research found that there is satisfaction in library facilities for agricultural researchers. The findings on the satisfaction of users on the information content on Table 3 revealed that relevance of information was rated high. That is to say the users are more satisfied with the relevancy of the information. While other content like accuracy, usefulness, accessibility and availability was also rated well. The finding on the contrary revealed that users are not satisfied with currency of the information content available in agricultural research institutions in

Nigeria. The study revealed that there is no current information for their research activities. This corroborated Gomez (2012) findings that out dated information sources is a recurring theme in most countries, where information are perceived to be reliable, accurate and highly credible source but are generally perceived to be out dated and therefore not very useful in research. They also confirmed that is why libraries especially among all information providers suffer low patronage.

The result on respondent's level of satisfaction with information services on Table 4 revealed a situation where two-third of the respondents opined is excellent

**Table 3.** Respondent's evaluation of information content (N=483).

Information content	Very high [No. (%)]	High [No. (%)]	Medium [No. (%)]	Low [No. (%)]
Relevance	165 (35.6)	211 (45.5)	72 (15.5)	16 (3.4)
Currency	112 (24.7)	182 (40.2)	132 (29.1)	27 (6.0)
Accuracy	130 (28.4)	225 (49.2)	99 (21.7)	3 (0.7)
Simplicity	107 (23.7)	239 (52.9)	100 (22.1)	6 (1.3)
Usefulness	143 (31.2)	228 (49.8)	84 (18.3)	3 (0.7)
Readability	123 (25.5)	232 (50.2)	103 (22.3)	4 (0.9)
Accessibility	113 (24.5)	226 (48.9)	110 (23.8)	13 (2.8)
Availability	97 (21.0)	223 (48.3)	127 (27.5)	15 (3.2)

**Table 4.** Respondents' level of satisfaction with information services (N=483).

	Excellent [No. (%)]	Satisfactory [No. (%)]	Inadequate [No. (%)]	Poor [No. (%)]
Circulation services	55 (12.1)	252 (55.3)	134 (29.4)	15 (3.3)
Orientation programme	36 (7.8)	221 (48.1)	176 (38.3)	26 (5.7)
E-Resources retrieval services	47 (10.4)	211 (46.8)	158 (35.0)	35 (7.8)
Content page alert	33 (7.4)	201 (45.4)	173 (39.1)	36 (8.1)
Current awareness	48 (10.7)	209 (46.4)	158 (35.1)	35 (7.8)
Service on new arrivals	44 (9.7)	194 (42.9)	177 (39.2)	37 (8.2)
Reservation of books services	46 (10.3)	198 (44.4)	168 (37.7)	34 (7.6)
Staff relationship services	57 (12.6)	261 (57.5)	110 (24.2)	26 (5.7)
References services	51 (11.3)	255 (56.5)	122 (27.1)	23 (5.1)

**Table 5.** Respondents' level of satisfaction with information resources (N=483).

	Excellent [No. (%)]	Satisfactory [No. (%)]	Inadequate [No. (%)]	Poor [No. (%)]
Textbooks	88 (18.8)	259 (55.3)	112 (23.9)	9 (1.9)
Reference sources	70 (15.4)	247 (54.4)	122 (26.9)	15 (3.3)
Back volume	39 (9.4)	222 (53.4)	140 (33.7)	15 (3.6)
Projects/Thesis/ Dissertation	79 (17.4)	264 (58.3)	99 (21.9)	11 (2.4)
Online journals	164 (35.7)	206 (44.8)	76 (16.5)	14 (3.0)
Newspapers	111 (25.0)	189 (42.6)	122 (27.5)	22 (5.0)
CD/DVD/VCD	42 (9.9)	155 (36.6)	149 (35.2)	77 (18.2)

and satisfactory, one third are of the opinion is inadequate and poor. Anyway, it could be deduced from the findings that circulation services and staff relation services are rated very good. Other services like E-resources retrieval services, current awareness and orientation services are better while other services like content page alert, services on new arrivals and reservation of book services needed to be upgraded. This finding contradicted that of Ezeala and Yusuff (2011) that agricultural research institute libraries in Nigeria are ineffective in their service provisions. This ineffectiveness they stated has resulted from gross under-funding of the libraries by the parent institutions.

Investigation on the satisfaction with information resources on Table 5 revealed that online journal is the

best rated resource which was closely followed by textbooks. On the average are resources like, project/theses/dissertation, reference sources and newspapers. Satisfaction with back volumes, CD/DVD and VCD are very low in the study probably there is not provision for such resources in these institution's information centres.

## Conclusion

Satisfaction of information facilities in agricultural research institution was high, starting from the space allocated to sitting arrangement and ventilation. Organisation of information materials and catalogue are in the facilities that users are not satisfied with. When

evaluating the content of information relevance, usefulness and accessibility was rated high by agricultural researchers than currency, availability and accuracy of information content.

### Recommendations

- 1) Information provision to agricultural researchers in Nigeria needs some upgrading for better satisfaction in order to improve agricultural research output in Nigeria.
- 2) On the issue of information facilities, there is always room for improvement of facilities for better satisfaction. In order to provide current information for agricultural researchers, there is need to allocate budget for the library in order to purchase current information sources into the library.
- 3) Librarians and other information staff should gear up to their responsibilities in helping agricultural researchers to source for information. This can be done through selected information dissemination (SDI), thereby making themselves relevant in their profession and justify purpose of their existence in the institutions. This will also give room for authorities involved to have positive defence for library budget. Inclusion of other information sources into the library is also essential.

### CONFLICT OF INTERESTS

The author has not declared any conflict of interests

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