

LIBRARY AND INFORMATION SCIENCE DIGEST

Journal of Nigerian Library Association, Anambra State Chapter

Volume 16, SEPTEMBER, 2022

TABLE OF CONTENTS

Availability of Information Resources and Services in Public Libraries for People with Special Needs
Adaora Chigozie Obuezie, Babangida Umar Babayi & Chisom Myra Nwosu - - - - - 1

Digitization of Information Resources in University Libraries in Nigeria: Challenges and the Way Forward
Christopher Agbeniaru Omigie, Ademola Victor Adeniran & Ejiobi Gabriel Bosah - - - - - 13

Usage of Digital Resources for Effective Service Delivery by Academic Librarians in University Libraries in Gombe State, Nigeria
Yakubu Attahiru Lima & Professor Priti Jain - - - - - 21

Provision of Digital Reference Information Resources for Effective Research of Postgraduate Students in University Libraries in South South Nigeria
Enweremadu Isaac Usuka, Collins Odili & Chidiebere Ambrose Ajibo - - - - - 29

Awareness and Use of Covid-19 Preventive Measures in Library by Undergraduate Students of Yusuf Maitama Sule University, Kano: Nigeria
Mujahid Sunusi Abdullahi - - - - - 40

Perceived Effect of Theft and Mutilation of Information Resources in University Libraries in Benue State, Nigeria
Victor Ozowa & Eric Ojobo Agada - - - - - 44

Ethical Issues and Organizational Performance of Book Publishing Firms in Ibadan, Oyo State, Nigeria
Adekola Y. Adeyemi, Tolulope E. Adenekan & Lambert Ihebuzor - - - - - 52

AVAILABILITY OF INFORMATION RESOURCES AND SERVICES IN PUBLIC LIBRARIES FOR PEOPLE WITH SPECIAL NEEDS

Adaora Chigozie Obuezie

Department of Library and Information Science,

Nnamdi Azikiwe University Awka

Email: ac.obuezie@unizik.edu.ng

Babangida Umar Babayi (Ph.D.)

Ibrahim Babangida Library, Modibbo Adama University, Yola

Email: babayi@mautech.edu.ng

Chisom Myra Nwosu

Department of Library and Information Science,

Nnamdi Azikiwe University Awka

Abstract

This research examined the availability of information resources and services for people with special needs in Prof. Kenneth Dike State Central e-library, Awka. Four research questions guided the study. Descriptive survey research design was adopted for the study. Population of the study comprised 81 registered users with special needs in Professor Kenneth Dike State Central e-Library, Awka. Instruments for data collection were observation checklist and questionnaire. Data collected were analyzed using descriptive statistics of mean scores and simple percentage. The study found that available information resources and services for people with special needs were **discs**, microfilms, and **large print books**. The extent of use of public libraries by people with special needs was very high as they use the public library for **reading, leisure, and recreation**, to advance their education, and research, and to access information and online database. Challenges that hinder the availability of information resources and services for people with special needs were poor funding, inadequate reading materials, poor maintenance culture, high cost of library resources, and improper distribution of facilities and reading materials. It was recommended that improved funding, the use of skilled librarians, good maintenance culture on the available resources, and a subsidized cost of library resources would enhance the availability of information resources for persons with special needs in this library. The study recommends that people with special needs should be provided with adequate library resources to support their educational and occupational pursuits.

Keywords: *Information Resources, Assistive Technology, Availability of Library Resources, Utilization of Library Resources, Public Library, Persons with Disability, Awka.*

Introduction

Public libraries exist in many countries of the world. They are often considered an essential part of having an educated and literate population. A public library is an organization established, supported and funded by the community, either through local, regional or national government or through some other form of community organization (Laila, 2014). It provides access to information, knowledge, works of the imagination through a range of resources and services and is

equally available to all members of the community regardless of race, age, language, religion, nationality, gender, disability, economic and employment status, and educational attainment (Dhiman, 2012). Hence, the major resources provided by the public library are information resources. According to Bodaghi and Zainab (2013), information resources consist of print materials such as books, journals, magazines, handbooks, manuals, leaflets, dictionaries, encyclopedias, maps, manuscripts

and non-print resources such as films, CDs, cassettes, databases and micro devices. Information resources also include collections such as e-books, electronic reference titles, audio materials, video collections, periodicals and other print volumes of information-carrying resources (Ajayi & Akinniyi, 2014).

Public libraries provide library services to a wide range of users in their host community. These services according to Majinge and Stilwell (2013) are user services such as user education, interlibrary loan/connection, abstracting and indexing services, bibliographical services, reference services, and circulation services. Other library services are photocopying services; compilation of reading lists and bibliographies; and publishing (Khan & Bhatti, 2012). These library services provided by libraries are usually presented in a format that aids easy access to users. With the availability of these information resources, library services can be easily utilized and accessed. Lin (2013) affirmed that information resources and services available in public libraries must be capable of supporting the occupational, personal and research activities of people with special needs.

People with special needs refer to persons living with disabilities. Panella (2009) defined people with special needs as those in the community who, for whatever reason, are unable to make use of conventional libraries and /or library materials and services. They include people in hospitals, prisons; the elderly and disabled people in care facilities; the homebound; the deaf; and those who are physically, intellectually or developmentally disabled. Furthermore, Yeo (2015) affirmed that people with special needs constitute one of the poorest, socially excluded and marginalized groups within Nigerian society.

People with special needs cannot perform some or all the tasks of daily life. Some may have medically diagnosed conditions that make it difficult to engage in the activities of everyday life. According to the *World Book Encyclopedia* (2014), some people with special needs are born with disabilities, while others develop them later in life. There are however many forms of people with special needs. Some disabilities are physical,

others are psychological and they vary greatly in causes, degrees and treatments. People with special needs can be in form of common disabilities which include blindness, deafness, and deformity, loss of limbs, mental illness, mental retardation, muscular, nervous and sensory disorders'. These people with special needs according to Yeo (2015) are members of the community and as such should be provided with information resources and services with equal opportunities to utilize them.

The public library being layman's university is expected to make available sufficient information resources and services to these people with special needs in a manner that will ease their usage and satisfaction. The need for this notion is propagated by the United Nations' adoption of the Convention on the Rights of Persons with Disabilities (UNCRPD) (2013), which guarantees people with special needs to have the same access and opportunity like other person in all areas of public life, including jobs, schools, transportation, and all public and private settings open to accommodate the general public. Access to information resources and services by people with special needs has been emphasized as one of the foundational principles of intellectual freedom and participation for members of society (International Federation of Library Associations and Institutions, 2015; Yoon et al., 2016).

The availability of these information resources and services entails that access to them should be effective. Availability of information resources and services refers to the presence of books and non-book materials in the public library. According to Ekwelem (2013), the availability of information resources and services also entails acquiring and also providing means by which users could get the necessary library resources needed. Availability ensures that every person with special needs gets the document, which could satisfy his quest for information (Hill, 2013).

It is worthy to note that availability, equitable access and use of library resources in whatever format is critical to creating an inclusive environment in the public library. As information resources and services are increasingly migrating to an online platform, library professionals need

to address the aforementioned problem more assertively in their mission to provide equal access to information to all library users including people with special needs.

Statement of Problem

The public library is a library that caters for the needs of every member of the host community including persons with disability. Persons living with disability are the most vulnerable group among users of the public library. Often times, they are marginalized in the society because of their disability. In the library, they are faced with the issue of accessibility to the library building, accesses to library shelves, and services tailor-made for people with special needs. Many public library buildings and services especially in Nigeria were not designed with this group of persons in mind. This study therefore sought to examine the availability of information resources and services to persons with special needs in Professor Kenneth Dike e-Library, Awka.

Purpose of the Study

The purpose of this study was to ascertain the availability of information resources and services in Professor Kenneth Dike state central e-Library, for people with special needs. Specifically, the study sought to:

1. Find out the available information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka
2. Determine the extent of use of the information resources and services of people with special needs in this library.
3. Identify challenges that hinder the availability of information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka.
4. Proffer solution to the challenges that hinder the availability of information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka.

Research questions

The following research questions guided the study:

1. What are the available information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka?
2. To what extent are the information resources and services utilized by people with special needs in Professor Kenneth Dike state central e-Library, Awka.?
3. What are challenges hinder the availability of information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka?
4. What are the solution to the challenges that hinder the availability of information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka?

Review of Related Literature

Globally, the percentage of people with special needs (PWSNs) continues to increase, as a result of population growth, medical advancements and the ageing process (Khetarpal, 2014). According to statistics from the United Nations Economic Commission for Africa (2016), there are currently over 600 million people living with disability throughout the world, 400 million of whom live in developing countries and 80 million in Africa, constituting about 10 per cent of the total population. The figures further indicate that about 1 in 10 Africans live with some form of disability. Considering the ever-increasing number of people with special needs in Nigeria, pragmatic measures must be taken by academic institutions to cater for their information resources and services by making provisions for them. This implies creating a special niche for them within the public library setting.

Abdelrahman (2016) stated that libraries have rendered several information resources and services to people with special needs in many ways. For blind users, the library has provided repackaged information materials that can be used in Braille format; books are repackaged into talking books and talking newspapers in the form of sound recording. Audio tapes are also provided to record whatever they hear in a lecture class. In the case of deaf users of the library, the librarian provides them with low teaching materials that

relate to literature-based reading; easy-to-read materials; library program marketing; assisted reading; book reviewing; storytelling programmers; and teaching them library skills through signs. Other ways through which the academic library and librarians can serve them is through organizing activities with parents in the form of finger spelling, lip-reading, bliss symbolic, teaching videos, CD-ROMS with dictionaries, and language stimulating materials (games like puzzles, chess).

For the physically challenged, users such as cerebral palsy, paraplegic, chest, and heart conditions, Phukubje and Ngoepe (2017) opined that the library can encourage compensation reading, provide lightweight books for them, easy access to library materials, provide picture books, films, slides, and projectors (especially for mentally retarded persons). Constructive games, toys, and materials should be organized by librarians to develop their physical and mental abilities/ skills. Even cassettes, records, and musical instruments like drums may be used for this group of persons.

In Ireland, audio books, both on cassette and CD format, are lent free of charge to blind users (Hitt, 2015). According to Khetarpal (2014), libraries are also taking advantage of advances in information and communication technologies (ICTs) to increase information access to the visually impaired. A broad range of ICTs otherwise called adaptive or assistive technologies are now available to provide access to information in electronic databases on the Internet giving blind users equal opportunity as the sighted. These innovative technologies include: a screen magnifier, voice recognition software, Braille translation software, closed-circuit television (CCTV), and Braille embosser scanners

Based on the foregoing, it is expected that all users especially people with special needs should make use of the library. According to Kumbier and Starkey (2016), the extent of their use of the public library will depend on the availability of information resources and services such as rollers, scales scrabble boards, crossword puzzles globes maps, projection readers, magnifiers, tapes,

talking books, books in large tape for their academic or occupational purposes through assistance and guidance.

According, to Laila (2014), utilization of public libraries and the information resources and services such as teaching videos, CD-ROMS with dictionaries, language stimulating materials (e.g. games like puzzles, and chess), and providing an induction loop will tend to stimulate excitement and instill confidence in people with special needs to develop their talents, potentials and capabilities both academically and socially. Laila further added that increased utilization of these library information resources and services by people with special needs will enhance their frontier of knowledge and help them to discover on their own. Baffoe (2013) asserted that people with special needs tend to use these library resources that require the least effort to be accessed with innovative technologies which include: screen magnifiers, voice recognition software, Braille translation software, and Braille embosser scanners. In support of this assertion, Baada et al. (2019) had earlier indicated that persons living with disability require instruction in the use of library resources available in the library.

On the utilization of ICT facilities by the visually impaired and the blind, Abdelrahman (2016) observed that there is low use of the library by people with special needs which can be attributed to the expressed unavailability of the desired facilities in the library such as the innovative technologies such as: screen magnifier, voice recognition software, Braille translation software, and Braille embosser scanners. Kumbier and Starkey (2016) stated that the use of the library by people with special needs is below 20% as most public library resources such as cassettes, records, musical instruments like drums constructive games, toys, and tapes are not available. These public library resources are supposed to be made available by the public library to develop the physical and mental ability/ skills of these people with special needs. In another development, Chaputula and Mapulanga (2016) noted that the characteristics of information resources and services utilized by people with special needs include picture books, films, slides, projectors (especially for mentally retarded persons), Braille

books, talking books, talking newspaper, large print materials, cassettes, records, musical instrument like drums, constructive games, toys, and tape-recording. The authors further added that there is a progressive increase in the urge for libraries to provide these library resources to meet with the information demands of these people with disabilities. The progressive increase in the utilization of library resources by these people with special needs is an indication that the library is meeting its primary role of supporting the objectives of its parent institution. International Federation of Library Associations and Institutions (IFLA) (2015) also pointed out that the utilization of library resources by people with special needs increase the rate of learning as they use more time on gainful study and research activities. IFLA explained that the public library generally serve students in the school and other persons who are in various occupations and trades. The public library has a major role to play in information dissemination at the grassroots to meet the information need of people with special needs (Pionke, 2017).

In recent years many researchers conducted research on the challenges of people with special needs. Chaputula and Mapulanga (2016) in their study found that the people with special needs were unaware of the services available to them. Based on the survey results, they recommend that libraries should inform users about these services more actively. Phukubje and Ngoepeleft (2017) carried out a study on students with disabilities. They pointed out that if the disabled community is not informed about the information resources and services available to them, those services are meaningless, despite the great effort libraries expended to provide them.

Bosede et al. (2015) identified the special problem of people with special needs and libraries in Nigeria as inadequate or lack of library services in schools for the blind. Another problem is scarcity of recreational materials as a result of a lack of production. Facilities for Braille and taped material are lacking, and libraries have failed to render special service to the visually impaired. The study recommended that public libraries should be strongly supported by funds from the government to establish special libraries for

people with special needs where they do not exist and to improve those that exist.

Other challenges according to Baada et al. (2019) includes: limited financial and human resources in this aspect of library resources; lack of production and distribution facilities for reading materials; lack of properly trained library personnel which make library staff often unable to handle the needs of the people with special needs. Most public libraries were built long before the libraries ever considered providing materials for people with special needs. Therefore, such barriers are: steps, high bookshelves, narrow doorways and lack of elevators are still prevalent in libraries. These obstacles can be extremely frustrating, if not impossible for people with special needs to cope with; and there is an inadequate number of appropriate reading materials.

As part of the solution to the challenge that hinders the availability of information resources and services for people with special needs. Abdelrahman (2016) suggest that there should be a provision of adequate funding for state and local libraries. In the same vein, the following recommendations are suggested by Baada et al. (2019) that there should periodically review of policies guiding the implementation of funding for the public library; production of talking books; and investment in assertive technology in order not to frustrate students on braces, crutches and wheelchairs in their quests for information resources and services,

Methodology

Descriptive survey research design was adopted for the study. The population comprised 81 registered users with special needs in Professor Kenneth Dike state central e-Library, Awka (Library Registration Records, 2021). The population of people with special needs is not too large and the numbers is manageable hence there was no sampling. The entire population of 81 persons with special needs were studied. The instruments used for collecting data for this study were an observation checklist and a questionnaire. The questionnaire was designed on four-point rating scale. Research question 1 used the checklist to ascertain the available information resources and services for people with special

needs. The researchers personally administered the questionnaires to the people with special needs at the library location. The on-the-spot method of questionnaire administration was adopted as any person with special needs sighted was given the questionnaire. The researchers personally explained some terms on the instrument to the respondents before the distribution of 81 questionnaires and 100% collection of the instrument was recorded after completion. Data

collected was analyzed using descriptive statistics, particularly the mean scores, tables and percentages. Perimeter for research question 2 = HE (High Extent) => 2.50 while LE (Low Extent) = < 2.50 and for research question 3 and 4 = A (Agree) => 2.50 while DA (Disagree) = < 2.50. Items with mean score of 2.5 and above were rated as positive. Whereas items that received mean score below 2.5 mean score was rated as negative.

Result

Research Question 1: What are the available information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka?

Table 1: Observational Checklist of available information resources and services for people with special needs

S/N	Available information resources and services for people with special needs	Quantity	Decision
1	Voice Recognition software	0	Not Available
2	Screen reader	0	Not Available
3	Screen magnifier	0	Not Available
4	Speaking scanners	0	Not Available
5	Compact video magnifier	0	Not Available
6	Digital voice readers	0	Not Available
7	Audio-books	0	Not Available
8	Discs	21	Available
9	Microfilms	3	Available
10	Large print books	2	Available
11	Closed-circuit television (CCTV)	4	Available
12	Magnifier	0	Not Available
13	Optical Scanner	0	Not Available
14	An optical character recognition programme	0	Not Available
15	Coloured overlays	0	Not Available
16	Magnifying glasses	0	Not Available
17	Braille embosser	0	Not Available
18	Duxbury Braille	0	Not Available
19	Translation software	0	Not Available
20	Large text keyboard overlays	0	Not Available
21	Tapes	6	Available
22	Talking newspapers	0	Not Available
23	Talking books	0	Not Available
24	Braille books	0	Not Available
25	Low-level library catalogue	2	Available
26	Assistive peripherals (e.g. keyboards and mouse)	5	Available
27	Infra-red loops for hearing impairment	0	Not Available
28	Lamp for focused lighting	0	Not Available
29	Computer tables adjustable for wheel-chair access	0	Not Available
30	Specialist software (including text) enlarging and screen readers and mind (mapping)	0	Not Available
31	Roaming profiles	0	Not Available
32	Zoom Text	0	Not Available
33	Enlarge-magnification software for Macintosh	0	Not Available
34	JAWs screen and reader	0	Not Available
35	Text Help Read and Write	0	Not Available
36	Braille translation software	0	Not Available

Table 1 shows that the available information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka were discs, microfilms, large print

books, closed-circuit television (CCTV), low-level library catalogue, and assistive peripherals (e.g. keyboards and mouse). All other items were not available in the library.

Research Question 2: To what extent are information resources and services being used by people with special needs?

Table 2: Mean responses on the extent of use of information resources and services by people with special needs

S/No	Items	Mean	Decision
1	I use the information resources for reading	3.01	High extent
2	I use the information resources for leisure	3.06	High extent
3	I use the information resources for recreation	3.19	High extent
4	I use the information resources to advance my education	3.15	High extent
5	I use the information resources for research	2.62	High extent
6	I use the information resources to meet new friends	2.14	Low extent
7	I use the library to access information and the online database	3.10	High extent
8	I use the information resources for reference purposes	2.93	High extent
9	I use the information resources to gain skills in writing and publishing	2.88	High extent
10	I use the information resources to advance my occupation	2.54	High extent
	Cluster Mean	2.86	High extent

Result of analysis in Table 2 shows that the extent of use of information resources in public libraries by people with special needs in Professor Kenneth Dike state central e-Library, Awka was very high with mean scores above 2.50. This shows that they use the information resources for reading, leisure, recreation, to advance their education, research, to

access information and online database, reference purpose, to gain skills in writing and publishing, and to advance their occupation. This shows that people with special needs were making use of information resources in the library for various purposes.

Research Question 3: What challenges hinder the availability of information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka?

Table 3: Mean responses on challenges that hinder the availability of information resources and services for people with special needs

S/N	Items	Mean	Decision
1	Inadequate financial support	3.13	Agreed
2	Inadequacy of appropriate reading materials	3.06	Agreed
3	Lack of skilled librarians	2.98	Agreed
4	Lack of transport to get to the library	2.15	Disagreed
5	Poor maintenance culture	3.22	Agreed
6	High cost of library resources	3.14	Agreed
7	Poor attitude of library staff	2.90	Agreed
8	Low usage literacy by users	2.23	Disagreed
9	Inability to keep formal appointment	2.17	Disagreed
10	Lack of user visits to the library	2.41	Disagreed
11	Busy and noisy library environment	2.27	Disagreed
12	Lack of proper distribution of facilities and reading materials	3.04	Agreed
	Cluster Mean	2.73	Agreed

Result in Table 3 shows challenges that hinder the availability of information resources and services for people with special needs. They include inadequate financial support inadequacy of appropriate reading materials, lack of skilled librarians, poor maintenance culture, high cost of information resources, poor attitude of library staff, and lack of proper distribution of facilities and reading materials. All received positive mean scores above 2.50. However, the respondents

disagreed that lack of transport to get to the library, low usage literacy by users, inability to keep formal appointment, lack of user's visit to the library and busy and noisy library environment were part of the challenges that hinder the availability of information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka. These received negative mean scores below 2.50.

Research Question 4: What are the solution to challenges that hinder the availability of information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka?

Table 4: Mean responses on solutions to challenges that hinder the availability of information resources and services for people with special needs

S/N	Items	Mean	Decision
1	Adequate financial support	3.00	Agreed
2	Sufficient library resources	3.06	Agreed
3	Use of skilled librarians	3.19	Agreed
4	Means of transport to get to the library	2.15	Disagreed
5	Good maintenance culture on the available resources	2.92	Agreed
6	Subsidized cost of library resources	3.14	Agreed
7	Friendly attitude of library staff	2.90	Agreed
8	Good usage literacy by users	2.33	Disagreed
9	Keeping formal appointments	2.18	Disagreed
10	Noise-free library environment	2.47	Disagreed
11	Adequacy of appropriate reading materials	3.14	Agreed
12	Proper distribution of facilities and reading materials	3.09	Agreed
	Cluster Mean	2.78	Agreed

In Table 4, suggestion on how to mitigate challenges that hinder the availability of information resources and services for people with special needs were enumerated. They include adequate financial support, sufficient library resources, use of skilled librarians, good maintenance culture on the available resources, subsidized cost of library resources, friendly attitude of library staff, adequacy of appropriate reading materials, and proper distribution of facilities and reading materials. They all received positive mean scores of 2.50. and above. However, the respondents disagreed that means of transport to get to the library, good usage literacy by users, keeping formal appointments, and a noise-free library environment could mitigate the challenges that hinder the availability of information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka. They received negative mean scores below 2.50

Conclusion

From the foregoing, the available information resources and services for people with special needs in Professor Kenneth Dike state central e-Library, Awka were discs, microfilms, large print books, Closed-Circuit Television (CCTV), low-level library catalogue, and assistive peripherals (e.g. keyboards and mouse).The extent of use of

the public libraries by people with special needs in Professor Kenneth Dike state central e-Library, Awka was very high as they use the public library for reading, leisure, recreation, to advance their education, research, access information and online database, reference purpose, to gain skills in writing and publishing, and to advance their occupation. Challenges that hinder the availability of information resources and services for people with special needs were inadequate financial support, the inadequacy of appropriate reading materials, lack of skilled librarians, poor maintenance culture, high cost of library resources, poor attitude of library staff, and lack of proper distribution of facilities and reading materials. Solution to the challenges that hinder the availability of information resources and services for people with special needs were adequate financial support, sufficient library resources, use of skilled librarians, good maintenance culture on the available resources, subsidized cost of library resources, friendly attitude of library staff, adequacy of appropriate reading materials, and proper distribution of facilities and reading materials.

Discussion

From the checklist of the available information resources and services for people with special

needs in Professor Kenneth Dike state central e-Library Awka, it was found that discs, microfilms, large print books, Closed-Circuit Television (CCTV), low-level library catalogue, and assistive peripherals (e.g. keyboards and mouse) were the only available library resources in the library. This finding agrees with the study of Bosede et al. (2015) who stated that most libraries do not have major resources as requested by people with special needs. They also stated that resources such as large Braille, audio books, translation software and other resources were not provided for people with special needs in the libraries. Bosede et al. (2015) however regretted that poor availability of these basic resources has affected access and utilization of information resources and services by this group of persons who may need them to pursue various needs and intentions.

On the extent of use of the public libraries by people with special needs in Professor Kenneth Dike state central e-Library, Awka, it was found that the use of the public libraries was very high as they use the public library for reading, leisure, recreation, advance their education, research, access information and online databases, reference purposes, gain skills in writing and publishing, and to advance their occupation. This result agrees with the study of Abdelrahman (2016) who stated that people with special needs use the library especially for reading purposes to improve their academic and research needs. They also use the library to advance their useful information needs that can improve their skills and occupation.

Challenges that hinder the availability of information resources and services for people with special needs as agreed by the respondents include poor financial, inadequacy of appropriate reading materials, lack of skilled librarians, poor maintenance culture, high cost of library resources, poor attitude of library staff, and lack of proper distribution of facilities and reading materials to this group of persons. This finding agrees with Zaid (2017) who stated that inadequate financial support and insufficient library resources have been a major challenge that hinders the availability of library resources by people with special needs. He posits that most

libraries lack skilled librarians, inadequate reading materials, and improper distribution of facilities and reading materials to people with special needs.

The findings on strategies to enhance the availability of information resources and services for people reveal that improved funding, sufficient library resources, use of skilled librarians, good maintenance culture of the available resources, subsidized cost of library resources, friendly attitude of library staff, adequate reading materials, and proper distribution of facilities and reading materials were recommended. This result tallies with the finding of Yoon et al. (2016) who stated that solution to the challenges that hinder availability of library resources to people with special needs were for adequate financial support, sufficient library resources and the use of skilled librarians will enhance the availability of information resources and services to people with special needs

Conclusion

The study concluded that outside discs, microfilms, large print books, low-level library catalogue, and assistive peripherals (e.g. keyboards and mouse) which is available in most libraries, resources such as screen reader, voice recognition software, coloured overlay, optical scanners and talking books which are relevant important library resources should be provided in sufficient number should be made available to people with special needs in the public libraries.

The study also concluded that usage of the public library was high and that the information resources were utilized for education, research, leisure, recreation and occupational development, and to encourage lifelong education and learning. The study also, concluded that mainly poor power supply and poor funding hinder the availability of information resources and services for people with special needs in this public library.

Finally, strategy to challenges that hinder the availability of information resources and services in public libraries were the provision of adequate financial support, sufficient library resources, the use of skilled librarians, and good maintenance culture of the available resources.

Recommendations

Based on the findings, the following recommendations were made:

1. Improved funding from the state government will enhance the acquisition of library resources such as screen readers, voice recognition software, coloured overlay, optical scanners and talking books for people with special needs.
2. Training and retraining library staff on how to handle people special needs and related

areas should be introduced and maintained in public libraries.

3. Both the state government and the library board should make a conscious effort to ensure regular power supply as well as alternative power such as solar systems in public libraries in Anambra State.
4. The State government should employ qualified librarians with specialized skill to serve people with special needs effectively.

References

- Abdelrahman, O. H. (2016). Use of library technology and services by the visually impaired and the blind in the University of Khartoum, Sudan. *DESIDOC Journal of Library and Information Technology*, 36(2), 93–97.
- Ajayi, T., & Akinniyi, O. (2014). *A Survey on the use of library resources, services and facilities*. Scholars Research Library, 52.
- Baada, F.N., Ayoung, A. D., & Bekoe, S. (2019). Resource constraints and quality public library service delivery in Ghana. *International Information and Library Review*, <https://doi.org/10.1080/10572317.2019.1607697>.
- Baffoe, M. (2013). Stigma, discrimination and marginalization: Gateways to oppression of persons with disabilities in Ghana, West Africa. *Journal of Educational and Social Research*, 3(1), 187–198.
- Bodaghi, N. B., & Zainab A. N. (2013). Accessibility and facilities for the disabled in public and university library buildings in Iran. *Information Development*, 29(3), 241–250.
- Bodaghi, N.B. & Zainab, N.A. (2013). Examining the accessibility and facility for the disabled in public and university library buildings in Iran. *Information Development*, 29(1), 1-10
- Bosede, A. R., Ekoja, I. I., & Yusufu, A. (2015). An assessment of policies and services provided to the physically challenged users of academic libraries in Zaria and Kaduna Metropolis. *Samaru Journal of Information Studies* 15(1–2), 30–37.
- Chaputula, A. H., & Mapulanga P. M. (2016). Provision of library services to people with disabilities in Malawi. *South African Journal of Libraries and Information Science*, 82(2), 1–10.
- Dhiman, A. K. (2012). Public Library 2.0: New expectances in Digital Era. *Library Progress (international)*, 32 (1), 73-80
- Ekwelem, V. O. (2013). Library services to disabled students in the digital era: challenges for outcome assessment. *Library Philosophy and Practice, Paper 970*<http://digitalcommons.unl.edu/libphilprac/970>.
- Hill, H. (2013). Disability and accessibility in the library and information science literature: a content analysis. *Library & Information Science Research*, 35(2), 137-142.
- Hitt, A. (2015). Misidentification with disability advocacy: Fraternity brothers fight against architectural barriers, 1967–1975. *Rhetoric Review*, 34(3), 336–356.
- International Federation of Library Associations and Institutions (2015). *Core values*. IFLA Annual Report, 1-20p. <https://www.ifla.org/publications/node/...>
- International Federation of Library Associations and Institutions (IFLA) (2015). *Access and opportunity for all: How libraries contribute to the United Nations 2030 Agenda*. The Hague: International Federation of Library Associations and Institutions.
- Kenneth Dike Library (KDL) (2021). *Library Registration Record*. Unpublished 2021 Library users' registration records book of Prof. Kenneth Dike Central State E-library, Awka.
- Khan, S. A., & Bhatti, R. (2012). Application of social media in marketing of library and information services: A case study from Pakistan. *Webology*, 9(1). <http://www.webology.org/2012/v9n1/a93.html>
- Khetarpal, A. (2014). Information and communication technology (ICT) and disability. *Review of Market Integration* 6(1), 96–113.
- Kumbier, A. & Starkey, J. (2016). Access is not problem-solving: Disability justice and libraries. *Library Trends*, 64(3), 468–491.
- Laila, A. (2014). Role of public libraries in Kerala. *Kel pro Bulletin*, 14(2), 60-67

- Lin, Yee-Zu. (2008). *Breaking Barriers: The story of physically challenged students' school life in general education institutions of Taiwan – Qualitative Research*.
http://www.allacademic.com/meta/p_mla_apa_research_citation/0/2/2/9/5
- Majinge, R.M., & Stilwell, C. (2013). Library services provision for people with virtual impairments and in wheelchairs in academic libraries in Tanzania. *South African Journal of Libraries and Information Science*, 79(2), 39-50
- Nworgu, B.G. (2015). *Educational research: Basic issues and methodology*. (3rd Ed.). Nsukka: University Trust Publishers, 23
- Panella, M.N. (2009). *Library Services to People with Special Needs Section - Glossary of Terms and Definitions*. International Federation of Library Associations and Institutions IFLA Professional Reports No. 117. The Hague, IFLA Headquarters, 34
- Phukubje, J., & Ngoepe, M. (2017). Convenience and accessibility of library services to students with disabilities at the University of Limpopo in South Africa. *Journal of Librarianship and Information Science*, 49(2), 180–190.
- Pionke, J. J. (2017). Beyond ADA compliance: The library as a place for all. *Urban Library Journal*, 23(1), 67.
- Seth, M.K., & Parida, B. (2016). Information needs and use pattern of disadvantaged Communities: A case study. *Library Philosophy and Practice*, <http://unllib.unl.edu/LPP/seth.htm>
- United Nations Secretariat for the Convention on the Rights of Persons with Disabilities. (2013). *Factsheet on persons with disabilities: Overview*, <http://www.un.org/disabilities/default.asp?id=18>
- Yeo, R. (2015). *Disability, Poverty and the Ne Development Agenda*.
<http://hpod.pmhclients.com/pdf/developmentagenda.pdf>.
- Yoon, K., Dols, R., Hulscher, L., & Newberry, T. (2016). An exploratory study of library website accessibility for visually impaired users. *Library & Information Science Research*, 38, 250-258.
- Zaid, Y.A. (2017). Information provision for students with visual impairments in Nigerian universities: Charting a course from project to service delivery. *Library & Information Science Research*, 39, 50-58.