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Qualitative Engagement of Nigerian Students and Librarians in the Analysis of Deviance in Library Utilization

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ABSTRACT

Research on library deviance in Nigeria has largely relied on librarians' accounts, which often portray students as 'deviants' and the libraries as 'victims', however we focus on a holistic account which incorporates both students' and librarians' narratives in the analysis of deviant behaviours in library utilization. Through observations and interviews the paper highlighted some common trends of deviance and the implication on library utility in selected universities. The study reveals a gap in the security of students' personal effects, inadequate electricity supply and a wide range of deviant behaviours associated with the use of information and communication technologies (ICT) in the library. The impact of these lapses thus put much pressure on both librarians and students users. The study recommends proper funding of libraries to enable the adoption of a 21st Century Library Model which guarantees a variety of spatial and safety arrangements in curbing the menace of deviants in library utilization.

Keywords: Library, deviance, insecurity, information and communication technologies

Introduction

The main aim of every university library is to provide access to both print and non-print collections. Accessibility therefore calls for proper planning and conduct between library staff and patrons. Going by the important role libraries played in modern day learning, the relevance to universities cannot be overemphasized (Wu and Liu, 2001). However there are quite a number of challenges facing libraries across the world and most especially in Africa where a lot of archival materials are either missing or stolen from the shelves. These among others are some of the deviant and criminal activities entangling libraries over the years (Nwalo, 2000). A number of studies have examined cases of criminal and deviant activities in the library from the perspective of the Librarians neglecting the users (mostly students) perspectives and the implication on library utilization in recent times. This has created a gap in knowledge in knowing the dynamics of deviant activities from a more holistic perspective. Though, generalizing about academic libraries, and more specifically about usage, is problematic, this study is limited to some selected Libraries in Nigeria. In Nigeria academic libraries serve widely diverse constituencies that encompass the university community, research institutions, and colleges, technical schools to private and public users. Some are small and large, rich and poor located in rural and urban environs but most fall somewhere in between-small-to-medium-size and moderately funded (Unagha, 2009). The diversity of purpose makes it difficult for characterization. Similarly trends in library usage may differ not only in terms of available materials, services provided but also in terms of security and behavioural components of the staff and users, overtly and covertly. These factors may be more pronounced for large research libraries than for smaller ones. By implication behavioural trends will have the tendencies to impact on library personnel as well as the frequency of patronage on library space, but each of the trends applies to a whole realm of academic libraries in varying degrees.

Globally, library design and usage have become a dynamic and ever-growing enterprise that requires more strategic, constant and dynamic management skills (Worpole, 2004). Inadequate financing and the increasing number of students in Nigerian universities have also put much pressure on state owned libraries (Ogunsola, 2004). With the increasing number of students gaining admission into

higher institutions in Nigerian, libraries are likely to be faced with a number of problems. One of which is the increasing number of deviant activities occurring in the library. This implies that most libraries in the country are behind in the modern trend of library operation, utilization, security, and continuous restructuring of library space. Lorenzen (1996) and Holt (2007) like most scholars on library abuse described the most common forms of deviance relating to theft of physical materials; theft or alteration of data; and theft of money. In earlier research, Ewing (1994), identified other deviant behaviours to include breaches such as non-return of items by borrowers, theft of library equipment, personal theft (from staff and users), verbal and physical abuse against staff and users, and vandalism against library buildings, equipment and stock destruction, all of which can directly or indirectly affect library services. Similarly studies have shown that most libraries in Nigeria are also aging and need expansion, insufficiently equipped with poor arrangement of books, shelves and information technology (Ajayi, 2000; Ogunsola, 2004). These are also considered among the top threats to the success of higher education in Africa (Nwalo, 2000; Goldstein, 2006, Emmanuel and Sife, 2008).

Specifically in Nigeria a number of research have investigated significant changes in academic library facilities planning in terms of differentiation of storage and user space, dispersal of special formats and equipment, and accommodation of nonlibrary functions, retention of existing facilities, tighter programming, increased security cum protection of rare and special collections (Abifarin, 1997; Bello, 1998; Momodu, 2002; Ajegbomogun, 2007; Maidabino and Zainab, 2011). These literatures emphasized more on how best to secure library materials, with much searchlights and stereotypical focus on patrons as security threats. Justifying this assertion, Maidabino and Zainab, 2011 in their study of Collection security management at university libraries, noted that balancing access and security in Nigerian libraries is a necessary task (p.16). In the same vein, behavioural conduct and misconduct of library users were highlighted from the perspective of the librarians and not the users. Thus neglecting two possibilities that: (1) the library can also be a threat to users (2) the users can be security threats to themselves. These shortcomings prompted the need for this study to examine deviance in library utilization through an all inclusive narratives of both students (users) and librarians (service providers).

Similarly the study incorporates several years of observations of students' compliance to rules and regulation and behavioural misconduct into the study.

Methodology

The study comprised of sixty respondents (forty-five students and fifteen librarians) from three universities in South-West Nigeria: the University of Ibadan (U.I), Ambrose Ali University (AAU) and Adekunle Ajasin University, Akungba (AAUA). Data collected was purely qualitative, based on five years of observation and in-depth semi structured interview which lasted for over a three months period. The one-on-one interviews took place outside the libraries. They were recorded and lasted between 30 and 45 minutes. Prior to the commencement of data collection frequent visit were made to ascertain regular seating positions and frequent users of the library. All librarian participants for the study were above 24years of age, while student participants were all above 17 years, but not more than 33 years. They were encouraged to talk freely and share examples, from their personal and library experiences, from which the major themes of the findings and discussion of the study emanated. In the interview, research participants were guaranteed that this information will be treated with utmost respect and that their privacy will be protected. It therefore follows that in the analyses of the interviews with respondents on their personal experiences and narratives, names have been excluded to conceal their identity.

Discussion of Results

The major and most worrisome deviant behaviour in the selected libraries for the study was described as 'stealing of personal effects'. This was linked to the increasing use electronic devices in library, most especially cell phones; since the arrival of the General System for Mobile Communication (GSM) in Nigeria in the 1990s (Blake, 2004).

Insecurity and incessant stealing of personal effect in Libraries

According to all the librarians interviewed, the GSM revolution created a number of problems, from operation to security of students and staff cell phones, and other electrical gadgets:

...stealing of phones became rampant with the flooding of the Nigerian markets with less expensive phones from Asia. Students and staff were able to afford varieties, which are often displayed carelessly on the reading tables. After much reading students often take a short walk within the library, on returning to their tables their phones are stolen; only for them to run to the library staff or security for help (Staff/Ibadan/ Interview, 2013).

Corroborating the above, a female student noted that every now and then a phone is being misplaced or stolen in the library:

In 2012, my friend lost her phone in the library. She was preparing for a test on this particular day, after reading for an hour she took a doze off, only to realize her Nokia phone was no longer by her side. She came to my seat only to inform me about the incidence, we both reported the incidence to one of the librarians, but nothing could be done (student/Ibadan/ Interview, 2012).

Going by the incessant reportage of missing and stolen cell phones, library officials have made it a habit to always inform students verbally and through inscriptions on lockers and shelves to be very careful with their expensive items. In all three libraries observed, it is boldly written that valuables should not be kept in the open lockers or on any shelves. Precisely in Ibadan and Ambrose Ali universities, it is written food items and valuables should not be brought into the library, 'valuables are kept at owner's risk'. In Adekunle Ajasin University, an open shelf with many lockers; is kept at the entrance of the library, for students to keep their bags, with the warning 'at owners' risk' only academic staff are allowed into the library with their bags, but must be checked when going out of the library premises. The security measures in place to safeguard students' properties can be described as poor. However there are much emphasis on securing the books and properties in the libraries. This is evident in the rigorous checks on students and non library staff whenever they are going out of the libraries.

In Adekunle Ajasin University, respondents were of the view that students' personal effects are not safe in the library. This is captured in a statement by a second year student (Interview, 2012): 'Placing valuables in the shelves placed outside the library

is a foolish thing to do'. Another also narrated how she lost her wallet in one of the lockers:

I remember that morning I left home early in order to secure a comfortable position in the library. After about four hours, I was hungry; then I realized my purse was left in the bag outside. On getting there, the bag was not on the first row of lockers, but on the third and the zips were all opened, the purse was not there. I told the security personnel stationed outside what happened. He asked if I was new to the library, that I should have known that students are not supposed to keep any valuables other than bags there (Staff/Akungba/Interview, 2012).

The unwarranted searching of students' bag by other unidentified students was revealed as very common in the three universities but more in Ambrose Ali and Adekunle Ajasin universities as reported. This is probably because the two universities are more equipped for undergraduate and diploma studies, unlike the University of Ibadan, which has become more of a postgraduate school than any other in the country. The security measures in place to put off deviant behaviours were also more in Ibadan with different sections for undergraduates and postgraduate students. There are two major outlets for students' entry and exit, the security personnel are conspicuously stationed at the corridors.

From staff and students interviews, the University of Ibadan was the only university that has recorded cases of laptops theft within the library, mostly among postgraduate students on their masters or doctoral programmes. In one of the accounts of a senior librarian in Ibadan, carelessness was highlighted as the main reason why students lose their laptops in the library. She narrated cases of two cases of stolen Laptops:

Case 1

...the case of a PhD candidate in peace and conflict studies, is well known among us... He said he came to the library that morning and was reading by the side of a female student, only for him to attend to a friend by the side of the library, on his return he met his books but not the laptop. The lady sitting by his side was there, he asked her about the laptop, but she said she was engrossed with her work and did

not notice who picked it. On hearing her statement he fainted, he was revived later. We later realized he had not backup the data on his laptop since he started his PhD in 2009 (Staff/Interview, 2013).

Further discussion revealed that the girl sitting by his side could not be held responsible because while he was going out he did not inform her about his laptop neither was she a friend to him. The laptop was all gone.

Case II: An elderly student's laptop was stolen while having nap with his head just down the table, opposite his laptop:

...students who knew him said there is no time he does not sleep in the library after a few hours of reading or working on his computer. On this particular day in 2008, as usual he slept off, unfortunately electricity supply went off, and it took about 30 to 40 minutes for the library technical team to fix the generating plant, when it was eventually fixed, the noise from the generator seized and the excitement of the students woke him, and at this time his laptop was gone. This must have been stolen in the dark by someone who is in the know of his sleeping habit; because he is a frequent user who maintains a particular spot in the library (Staff/Ibadan/Interview, 2012).

Observation at the security checks shows that it is compulsory for students to show their identity or library cards to gain access to the library, for postgraduate students with laptops there is a log book for laptop registration. Though for safety reason it is expected of students to write the serial numbers and model of their laptops while entering the library, at the door post, this is often done but while going out of the library, only students with bags are checked to ensure library books are not stolen especially those that are meant to be used within the library and to make sure that only documented borrowable books are taken out. There is less emphasis on crosschecking laptops while going out. Similarly security is usually tightened whenever there are reported cases of stolen items. Interviewees were of the opinion that stolen items in the libraries are never found.

...for my four years in this university I have never heard of any student recovering his or her stolen phone or money (Student/Ibadan/Interview, 2012).

Anything stolen in the library should be forgotten by the owner because it is just impossible to recover a stolen item (Student/Ekpoma/Interview, 2012).

...the only case of a recovered item was a student wallet, but the money was no longer in it (Interview/student/Akungba/ Interview, 2012).

A staff in Ibadan, noted that there are cases of students misplaced items that have been recovered, but this were items either left in the bathrooms or forgotten in between books and on shelves...'there are some good students, who have returned phones to the security section in the library., though these are cheap phones left in the bathroom or on shelves' (Staff/Ibadan/Interview, 2013).

A staff in Adekunle Ajasin University corroborated:

..I have heard of students returning items such as wallets with credit cards to other students especially the ones with some forms of identification. Other times they are dropped in the hands of any staff on duty (Staff/Akungba/Interview, 2013).

In Ambrose Ali University, the case was similar 'only items of little value are returned, and on exceptionally rare cases are students lucky enough to find a valuable item in the library'. This was a general consensus among all the students interviewed. Apart from students belongings missing in libraries, copies and pages of books were not left out among deviants behaviours associated with students.

Narrative of mutilation and theft of books in libraries

Mutilation and theft of library collections are some of the oldest forms of deviance in library research (Ratcliffe, 1992; Ajidahun, 2010). The act of mutilation is said to be done unconsciously most times without knowing. From its simplest form of underlining and highlighting of text in library books, tearing, annotating in books margins to a complex form of removing pages of books or the complete book (Lorenzen, 1996). Incidences of mutilation of books are not taken seriously by librarians whenever they get to know or in the case of students' complaints. Narratives from students revealed that they are often seen as the culprit. One of the respondents echoed that library officials are not fair to students: 'they will even accuse you' if you report a case of mutilation'. So I have stopped reporting incidences of mutilation'. On the other hand the response of some of the library

officials was that students are often childish and selfish whenever they get hold of relevant materials for assignments or research. For example, a female staff said 'I once caught a girl on a shelf trying to hide a book which she had not only mutilated but had the intention of stealing'. In Ibadan, male staff explained that sometimes students sit in group and collectively engage in the act, pretending to be reading while they are not. Past incidences were some of the reasons why students are linked as probable culprits. Similarly in Kenneth Dike Library, in Ibadan, institutional rare books were revealed to have been taken out of open circulation to a reference section within a specified demarcation in the library because of the increasing cases of theft. This situation was said to have become necessary for easy monitoring and account of usage. Kenneth Dike Library (KDL) boasts of many classical books as one the oldest libraries in the country, but over the years the number of historical and classical books has reduced. In a particular study by Ajidahun (2010:2), the University of Ibadan was mentioned to have lost about 225 volumes of law books in 1992. Similarly this was echoed in another staff's narrative of measures to checkmate such incidence:

'Students are either mutilating them or they are being stolen. Thus we have to use our discretion to take them into reference section in the library, such books are heavily guarded and must not be taken outside the section marked 'reference section only' (Staff/Ibadan/Interview, 2013).

Despite the attention on students as major culprits of library theft, there are abundant evidences to show that there are other culprits often underreported in Nigerian literatures, such as researchers, faculty members with impeccable credentials, con artists posing as scholars, librarians, archivists and even clergy (Mason, 1975; Wily, 1987; Bean; 1992; Ajidahun; 2010). According to Jerkins book thieves are categorized into five: (a) the kleptomaniac, suffering from a compulsion to steal books, (2) the thief who steals books for his own use or possession, (3) the thief who steals in anger and is likely to destroy materials (4) the casual thief who steals when an opportunity presents itself, and (5) the thief who steals for profit. Among students, the mutilation of books were described as unfortunate and attributed to series of assignments that require specific text books or encyclopedia that are numbered and not readily available online. A female respondent, in Ekpoma, noted that most mutilated books in the library were handiwork of ex-students who have graduated

several years ago when the internet was not available or still very expensive to access. The age of most mutilated books and the availability of e-books were justifiable reasons she gave:

...if you take a look at most mutilated books, they are of age. These are books you cannot find online. The internet has made it easier for our generation to source and share academic materials with one another without getting close to the library. These opportunities were not available in the past for older generation of students (Student/Ekpoma/Interview, 2012).

Two-third of the students interviewed agreed to the fact that some books have become too weak because of their importance and regular consultation. This was linked to one of the reasons many books become mutilated unintentionally. Irregular power supply during hot session, poor ventilation and body heat were other reasons associated with mutilation of books in the library: One said:

...the months of October through February are the worst time to use the library. It is usually too hot, when electricity goes off. You will see us sweating profusely, the electricity is not there, any book you touch is soaked with sweat, and if care is not taken it gets torn. What is left is for you to quickly return it to a nearby shelf to avoid being caught and as a suspect (Student/Akungba/interview, 2012).

For another, mutilation of library books is not always intentional and could be as a result of discomfort in the library:

...during the hot season it is better one comes to the library much earlier to secure a comfortable space very close to the windows for proper ventilation and comfort. If not one gets tired, unconsciously he or she scribbles or engage in the act of squiggle on printed materials to ease stress (Student/Ibadan/Interview, 2012).

Intentional or unintentional mutilation of books involved students deliberately underlining, highlighting and signing on books consulted, lipsticks on pages and others tearing off relevant pages or chapters from the main book. This was also said to be common in shelves stocking humanities and social sciences books. For science students, mutilation of books in the library was only limited to science encyclopedia, while students in the faculty of arts and humanities were of the opinion that it was very common in their various disciplines. The stealing of books was

completely denied by all students interviewee as almost not possible because of the penalty it attracts:

Getting into the university nowadays is a very difficult process, so no one will like to lose his or her admission by stealing a library book, rather students steal note books of their classmates and not that of the school library. If one is caught he or she will be thrown out of the school (Students/Akungba/Interview, 2012).

Thus, from the above, it is not also uncommon for library users to lose their note books while in the library. A female student, who was once a victim of note book theft, narrated the frequency at which students' class notes are stolen in the library:

...just like in the class room, as examination week approaches, lesson notes are targeted and stolen by fellow classmates. It is logical to trace it to students who are not regular in classes. They are seen in the library during period of examinations restless, asking for one lecture note or the other and pretending to be looking for notes to copy. In my first year, my anthropology note was stolen five days before the commencement of exams, while searching for a text book to complement my jottings and notebook in the library. I learnt my lesson in a bitter way after that incidence (Student/Akungba/Interview, 2012).

The struggle, fight and misuse of library space

Examination of the various trends of deviant behaviours in the library reveals that male students were more likely than females to disobey library rules and regulations. This was attested by a staff interrogated who noted that 'they (male students) are the ones with aggressive characters, usually abusive and always in the habits of justifying any wrongful act'. Though female students were regarded as less problematic, however, they were not exempted as common 'abusers of the library space' when it comes to loitering, misuse of seats and placing of dirt such as chewing gums and remnants of edibles on reading tables and chairs; noise and discussions within the premises. Seating positions and choice of sitting partners and study mates were echoed as constituting deviance among females. In Adekunle Ajasin University girls were described as always fond and cautious of who sit next to them:

You see them placing a book, bag or purse on a chair to either their left or right, just to reserve a space or two for their friends, or better still to avoid unknown persons. The problem this create during examination period disturbs us and other well mannered students, most especial when there are no vacant seats in the library. They are forced to report such students to any library official patrolling (Student/Akungba/Interview, 2013).

On the contrary, in Ibadan, it was said to be a common deviant behaviour among first year students irrespective of gender: A staff described it as a common feature for *freshers*¹ to do things in group. 'First year students are often and easily identified in two ways: either they are 'always walking in group' and through 'their seating pattern in the library'. Therefore, it is not strange seeing them disturbing the quiet and peaceful atmosphere the library is noted for'. Observations as well as discussions with older students supported the staff assertions. One of the students in AAUA, concurred that 'it is a hallmark of first year students at the beginning of every session'. For another, 'they are fresh and only rush down to the library towards the deadline of any given assignments. They approach the library aggressively like a wounded lion, desperate to locate all their needs on one shelf like a computer on one click'. The trend a staff described as an annual first semester deviant behaviour which involves:

...a first year student entering the library, first he secures one or two seats for friends, before settling down for study. In no time the library becomes overcrowded with books on seats rather than students. Senior students often have had cause to complain. Sometimes they go physical, verbal abuse, and tantrum thrown at each other over reserved seats. It also puts a lot of pressure on library supervisors, to checkmate these acts (Staff/Ibadan/Interview, 2013).

The struggle for space, tables and seats is at its peak during the last two weeks preceding examinations and a week into examinations as observed. It is at this period the usefulness of the library comes to play maximally. In some instances library hours are extended, rosters are rearranged and *support students*² called upon for assistance. Thus during this period the various ideologies and positions of the

¹ The term 'fresher' is often used in Nigerian universities to mean first year students.

² Students from the library department undergoing training

library as a structural cum service concepts, a centre for learning and sharing of information are fully at work, all working together not only as a collection space but also as user space (Orne, 1977; McAdams; 1984). Thus the dynamic nature of the library space informs the interrogation of some of the most commonly and recent abuse/misuse of the library space that constitute deviance. Two issues emanated from respondents' narratives: (a) misuse of the library as a charging station mostly for phones and other electrical gadgets and (b) misuse of the library as a relaxation centre for watching movies, listening to music and playing of games. There were other minor abuses of the library, involving students using the library as a reception or a transit room for visitors, dates and friends. This inevitably will make the library more congested with idle minds. According to staff of the three institutions, poor electricity supply in Nigeria was linked to some of the recent and high rate of students' misbehavior regarding the incessant misuse and abuse of the library. The excerpt from the interview with a senior staff in AAUA reveals thus:

...the misuse of the university library is associated with the irregular and incessant electricity outage not only on campus but the country generally. For this reason a lot of students, staff and sometimes visitors from adjoining communities come into campus and the library specifically with varieties of electrical chargers to power their phones and rechargeable lanterns (Staff/Akungba/Interview, 2013).

Corroborating the above statement, three students and regular users of the Adekunle Ajsin University Library, were of the view that the situation goes beyond the library to class rooms and anywhere there is electricity a circuit and a socket.

....if not for the library, relaxation centre, and class rooms, it would have been difficult for students to make use of their phones and laptops (Student/Akungba/Interview, 2012).

...it is so common among us (students), to rush to the library looking for a vantage position where there is a circuit and socket, not necessarily to read or conduct research but for electricity sake where one can quickly charge his or her phone for an hour or two before or after lectures (Student/ Akungba/Interview, 2012).

....though it is wrong for students to charge their phones or any type of batteries in the library, this is often not obeyed. Once I was caught charging my phone in the

library by a supervisor, he seized the phone and I was asked to pick it the next day as my punishment for violating the library rule (Student/Akungba/interview, 2012).

Of the three universities, Adekunle Ajasin University was the most vulnerable in terms of electricity. The university is the youngest and adjudged the best state university in 2014, established in 1999 and situated in a rural community, unlike the university of Ibadan (established in 1948) and Ambrose Ali University (established in 1981) which have developed into big cities over time, with much infrastructure and government presence. The school (Adekunle Ajsin University) runs perpetually on diesel in generating electricity from 9am to 4pm daily except weekends. Nevertheless it is adjudged the best state university in Nigeria in 2005 and 2013 respectively (Nigerian Tribune, 2014). Further observations revealed that both staff (library and non library staff) and students are vulnerable to the electricity scourge, violation to the rules and regulation in library. It is a common sight in the mornings and in the evenings after working hours for lecturers and librarians to be in possession of multiple chargers, and rechargeable lanterns of all shapes, sizes and colours, starting from the parking lot onward to their offices or in reverse order. Students also are not left out, dangling their chargers, sometimes tied round their necks, waiting for any available space and opportunities to charge their phones. For some students who have close personal relationships with their lecturers and other non-teaching staff, they simply drop their phones and make an appointment for a pick up. The library is also not left out. The general situation of the electricity supply makes it difficult for the enforcement of the library rules against students using electric sockets. A staff in AAUA gave his candid reason:

...For the fact that students see us doing what the library preaches against and not leading by examples, they are forced to disobey. They develop resistance and justify why they should not be punished. This often makes it difficult for library supervisors to enforce the rule. We are caught violating the maxim 'He who comes into equity must come with clean hands' because we all are also facing the same plight (Staff/Akungba/interview, 2013).

This is reminiscent of the work of Okoro and Chikuni, (2007) who describes Nigeria as a country characterized with inadequate electricity supply, incessant power outages, low faulty generating plants availability and high technical losses with

negative snowballing effect on all aspect of the economy. The impact on the economy is multifaceted from the manufacturing to the knowledge producing industries, involving university staff and students. Little wonder most universities have either sourced for alternative power supply or are in the process of sourcing for one. Adekunle Ajasin University as at the time of this study has already completed the first phase of a comprehensive solar panel project for electricity generation and supply. This was said to be limited to some sets of classrooms for students use only; with speculated plans for a second phase that will extend across offices and for staff use as well. Similarly in University of Ibadan, some departments do alternate between the national electricity and the solar system, for Ekpoma, it is still a proposal to have solar panels across some selected locations. The huge cost of universities generating alternative electricity supply is quite enormous. Citing some of the strains and challenges the universities are facing, a senior librarian echoed that:

‘The cost of maintenance and the security in place to safeguard the panels from vandals; and from students making use of heavy and high consuming electricity gadget such as iron are draining the school purse (Staff/Akungba/Interview, 2013).

The discussion reveals that students are in the habits of using classroom sockets for ironing their clothes at night and in order to prolong the life span of the solar panels, the school management of Adekunle Ajasin University had to remove all circuits and sockets in the lecture theaters as well as increase the number of security personnel patrolling the classrooms at night.

Information and communication technologies induced deviance

The last decade has seen information and communication technologies dramatically transforming the world, enabling innovation and productivity, connecting people and communities, and improving opportunities across the globe. Numerous writers have noted the increased rate of adoption and utilization dynamics of information and communication technologies (ICT) (Rogers, 2003; Comin & Hobijn, 2004; Greenhill, 2011). Similarly a growing body of literature has emerged that discuss technology and human computer interaction issues (Twyman, 2011; Druin, 2002); however, the distractions these create within the library are often overlooked. No doubts, computers, laptops, ipads, ipods, cell phones, and the internet facilities have aided

learning in the 21st century positively, but not without some consequences in the changing traditional mode and operation in the library. The library apart from its traditional function as a quiet place conducive for reading and learning is gradually becoming a place for entertainment, where students often come with laptops and other smaller electronic devices to watch movies and listen to music. This was described as very annoying by older librarians in Ibadan as well as some students. For the staff it was regarded as a 'deviant behaviour associated with technology: ...In this generation it is difficult to stop students from entering the library with their phones, laptops, tablets, and i-pads, at best you tell them not to make or receive calls within the library. Some of these phones are multifunctional, when students are bored reading they often switch them on and watch movies. Though, there are those who come into the library purposely to watch movies, sometimes in group, disturbing the peace in the library. These are deviant behaviours associated with modern technology. It puts library personnel on their toes in checkmating these habits in recent times (Staff/Ibadan/interview, 2013).

The disturbances in ICT usage come in different forms, such as the sharing of movies, songs, through bluetooth devices and memory sticks, with a whole lot of movements up and down the library. In the process other users of the library are disturbed and get annoyed, especially when the movements and noise get so intense through side talks, laughter, shifting of chairs and whispering among students with these devices. In University of Ibadan, apart from the library staff, postgraduate students were more culpable of these behaviours; because they are the only ones officially allowed to make use of their laptops within the library. Notwithstanding this prerogative for postgraduate students, undergraduate students are also in the habit of sneaking smaller electronic gadgets such as mini-laptops, tablets and i-pads into the library to watch films. The only difference is that undergraduate students do not have circuits and sockets in the section earmarked for them. The absence of such sockets has been traced also to another deviant behavior associated with undergraduate students, who often disguise and sneak into the postgraduate section in order to make use of their laptops. In a particular incidence observed in the postgraduate section at Kenneth Dike Library in Ibadan,

undergraduate students were chased out with their laptops, during a routine check which involved every student to display their identity on the table.

The use of phones is prohibited within the three universities' libraries based on the instruction and symbol on the wall stating 'all phones should either be switched off or silent mode activated'. However this is the most violated and commonly overlooked acts because almost every library user is said to have been caught one time or the other receiving or making urgent calls in the library. Students are not barred from entering the library with their phones, so they are more in numbers and more in the statistic of deviants. Most students are seen making use of their headsets to make call/receive calls, watch films or play music while reading. The volume of movies and songs was highlighted as another common disgusting issue among students. In the words of final year student in Ekpoma, she noted that: 'some students often forget that they are in the library, not realizing how loud and discomforting the sounds from the movies or songs are to the persons seated next to them'. This shows that the engagement of students in a variety of ways can easily be of disturbance not only to the management of the library, but other users (students and non-students) alike if caution is not adhered. Thus uncontrolled use of ICT gadgets would definitely aid deviant activities in the library.

Conclusion

In this paper, we have demonstrated that deviance in library utilization is dynamic and not limited to students and general users alone. We have argued that the number of students patronizing the library in comparison with librarians and university staff is not a justifiable reason why students should be perceived as suspects whenever there incidences of deviance in the library. We have engaged students and librarians in highlighting the various forms of library deviance and identified four reoccurring major themes in their narratives which focus on insecurity of patrons' personal effect, mutilation and theft; misuse of the library space and ICT induced deviant behaviours. These findings revolve round two sensitive issues of insecurity and misuse of the library space. As observed none of the three libraries had closed circuit television for monitoring students and their activities; and irregular electricity supply was a common problem.

Thus the insecurity of patrons' personal effect in libraries reveals the need for a better and more modern security measures in state owned university libraries. This will also guarantee the safety of library books against mutilation and theft. The misuse of library space for other purposes (leisure and entertainment) rather than reading and research can be curtailed by continuous sensitization of students and staff on the proper and expected conducts in the library. Similarly librarians and the university managements should also follow suit in the dynamic nature of modern library across the globe to make libraries more attractive to users and less stressful to librarians. This can only be done through adequate funding that will bring about transformation, renovation, expansion, digitization of books, sophisticated and hi-tech modern libraries that incorporate leisure and entertainment into research. Lastly the study recommends that university libraries should have closed circuit television and other electronic monitoring gadgets as this will reduce most, if not all the trends of deviant activities plaguing libraries in Nigeria.

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