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# Core Values of Librarianship and Practice of Information Ethics by Librarians in Four Higher Institutions in Oyo State, Nigeria

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**CORE VALUES OF LIBRARIANSHIP AND PRACTICE OF INFORMATION ETHICS  
BY LIBRARIANS IN FOUR HIGHER INSTITUTIONS IN OYO STATE, NIGERIA**

**BY**

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***ABSTRACT***

*This study was designed to investigate core values of librarianship and practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria. Survey research design was employed to study the population size consisted of 47 librarians using total enumeration sampling technique. Questionnaire and interview for four (4) Senior Librarians at the selected institutions were the instruments used for data collection; three research questions and one null hypothesis were formulated for this study. Output format of SPSS based on simple frequency count, percentage distribution, mean, standard deviation, and Pearson's Chi-Square was used for data analysis. The findings of this study revealed the following core value of librarianship to include: protection of personal data; privacy and confidentiality; equal treatment of users; and intellectual freedom. Also, factors responsible for low practice of Information Ethics (IE) by librarians were established to be; lack of exposure to a course specifically on Information Ethics in most Nigerian library schools; low level of enforcement of ethical conducts by library management; concern for self-survival at the expense of rule of law; and low awareness and promotion of professional code of ethics by professional associations. Effects of perception on practice of Information Ethics by librarians were also revealed. One of the recommendations made was that all library governing councils in Nigeria and Africa should the level of awareness of Information Ethics and criminalize violation of professional ethics among librarians in Nigeria because such acts affect core values of librarianship as a profession.*

**Key Words:** Core Values of Librarianship, Information Ethics, Professional Ethics, Librarians

## **1.0 Introduction**

Librarianship is a service-oriented profession which focuses on managing relevant information resources to meet diverse needs of users. The goals of librarianship, particularly its role in transmission of knowledge cannot be achieved without users occupying a huge portion in the process of information services; this preoccupation has implications for how librarianship is and will be practiced. Besides possessing knowledge and expertise in information content and users' information seeking behavior, librarians now need to be comfortable in online environment and be familiar with ethical issues involved. Librarianship is central to academic activities in higher institutions globally because academic libraries are information and knowledge warehouse where resources of diverse formats are managed to meet users' needs.

Information profession today demands much more thought and effort on connecting with users and maintaining the relationship due to technological and societal changes. As noted by Mathiesen and Fallis (2008), the role of the librarian is to provide access to information; librarians vary in their activities depending on the goal of such access. To do this effectively, ethics of the profession must be observed by librarians in the quest to satisfy Users; these ethics are designed based on core values of librarianship. Consequent upon her impeccable place among other professions, core values which are the basis for service provisions have to be understood and practiced by the professionals who manage information resources; this is imperative in a community like higher institutions where librarians are faced with ethical issues. The issues of Information Ethics (IE) has become a major discourse which ensures what needs to be done in the way it should be done by librarians in the process of rendering information services. Meanwhile, close analysis has shown that Core Values of Librarianship formed the basis discussions in Information Ethics.

The objectives of this study are to: identify core values of librarianship to be observed by librarians in four higher institutions; identify the factors that are responsible for low level of practice of Information Ethics by librarians, and find out the effect of perception of core values of librarianship on practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria. The study was carried out to examine librarians' awareness of core values of librarianship and how it influences them to practice Information Ethics in the changing information environment caused by technological advances. Highlights of core values stated by other authors were considered; adherence to Librarians' Registration Council of Nigeria (LRCN)

code of ethics was also examined. The scope of Information Ethics, as contained in the core values of librarianship that were investigated were limited to: intellectual freedom, privacy and confidentiality, intellectual property rights, and access to information. The geographical scope of this study will comprise of librarians in two universities (University of Ibadan Ibadan, Nigeria) and (Ajayi Crowther University, Oyo); one polytechnic (The Polytechnic Ibadan), and one college of education (Emmanuel Alayande College of Education, Oyo) in Oyo state, respectively. Librarians considered for this study were those with Bachelor of Library and Information Studies (BLIS) up-to Doctoral degree in library and information studies. These institutions are considered suitable for this study because of the standard of their libraries, professional competence of the librarians, and easy accessibility by the researcher. The study was guided the following research questions:

- i. identify core values of librarianship to be observed by librarians in four higher institutions in Oyo State, Nigeria
- ii. identify the factors that are responsible for low level of practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria, and
- iii. find out the effect of perception of core values of librarianship on practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria.

The study was also used to test one hypothesis that was formulated at 0.05 level of significance: “There is no significant relationship between perception of core values and practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria”

## **2.0 STATEMENT OF THE PROBLEM**

As librarians in higher institutions carry out their tasks, there is need for them to be aware of the core values of the profession and also practice ethics of information management. The essence is that core values of librarianship have close relationship with Information Ethics which forms parts of the bases for users’ satisfaction. With this in view, librarians’ activities are regulated by a range of norms and modalities that help them understand issues arising from lifecycle of information as well as attitudes to work, professional colleagues, information resources and users.

As established through observations, interaction with librarians, and review of literature; librarians’ awareness of core values of librarianship is not yet ascertained; practice of

Information Ethics is also low. Parts of the notable issues include: lack of respect for users' privacy, retrieving users' information without their consent, restricting access to information, inadequate assistance to users while searching for information, and other unethical behaviours (Adebayo, 2015). These problems which are capable of reducing users' desires to explore information resources and services are in contrary to the core values of librarianship which are reflections of professional conducts and ethics. In the quest to retain and recruit more clientele to libraries in higher institutions, there is need to investigate librarians' perception of core values of the librarianship; identify factors responsible for low practice of Information Ethics; and explore effect of librarians' perception of core values of librarianship on the practice of Information Ethics. This becomes necessary because understanding of these core values could enhance the practice of Information Ethics by librarians which can enhance users' satisfaction.

### **3.0 LITERATURE REVIEW**

Attempts were made here to peruse related works of other authors on core values of librarianship and Information Ethics as guides for librarians in higher institutions in the process of rendering information services to the users. Literature to be reviewed will be reliable enough to support the theoretical framework adopted for this study. This section is however broken into sub-sections.

#### **3.1 Nature of Librarianship as a profession**

In everyday life, professionals use their senses to interact with the environment. They can see, touch, smell, hear and taste the external world surrounding them in the course of interactions that by and large occur with an early contact between an organism and its environment. Harvey (2009) described a profession as a group of people in a learned occupation, the members of which agree to abide by specified rules of conduct when practicing the profession. It is further described as a vocation founded upon specialized educational training, the purpose of which is to supply disinterested counsel and services to others, for a direct and definite compensation, wholly apart from expectation of other business gain. It is obvious that professional activity involves systematic knowledge and proficiency (Southern Illinois University, 2004). Specifically, professions are distinguished from other occupations. Boone (2001) clarified that professions are based on scientific and philosophical facts acquired through scholarly endeavour. Individuals who enter a profession do so for reasons that distinguish them from other work or

vocations. They understand that their work renders a unique public service with a scientific or philosophical basis and or body of knowledge that requires an extended period of academic and hands-on preparation.

According to Ulrich (2011) there are many fields of professional practice called professions: medicine, law, engineering, management consultancy, operations research, public policy analysis, planning, economic analysis and consultancy, financial and fiduciary services (accounting, trusteeship, auditing), academic teaching and research, applied science, primary and secondary education, professional education, architecture, journalism, psychotherapy, social work, and nursing. Meanwhile, librarianship was not mentioned in Ulrich's study. Nonetheless, a critical look at the features of a profession made it clear that librarianship is not only an academic discipline but also a profession. Nonetheless, there are professional practices designed for every profession.

Librarianship is an information-oriented profession which focuses on developing library information collections in order to meet the information needs of users. Cheong (2008) explained that librarianship is generally considered to be concerned with the principle and practice of selecting, acquiring, organizing, disseminating and providing access to information in accordance with the specific needs of groups of people or an individual. The massive worldwide digitization projects and the wide spread use of social networking tools have posed a challenge on the practice of librarianship and led libraries to adopt the use of Information and Communication Technologies (ICTs) in rendering information services. In an academic setting and worldwide, the effective practice of librarianship in all its aspects enhances the practice of all other disciplines through collecting, organizing, and providing access to information and knowledge resources (University Libraries, 2011).

The goals of librarianship, particularly its role in transmission of knowledge cannot be achieved without users occupying a huge portion in the process of information services. Hence, Cheong (2008) opined that the profession today demands much more thought and effort on connecting with users and maintaining the relationship; this preoccupation has implications for how librarianship is and will be practiced. These developments require librarians to have understanding of current trends and interpersonal skills because librarianship is no longer operating in the backroom but in the frontline where the users are. Meanwhile, as important as

librarianship is to higher institutions, and librarians to information provision in academic libraries, there are modalities called ethics that guide the practice of the profession.

There are different professions with ethical conducts for their professionals. There are ethics for business men, nurses, lawyers, teachers, engineers, accountants, auditors, medical doctors, journalists, publishers, archivists, and librarians. Professional ethics, as explained by Airaksinen (2006) is a field of applied ethics, whose purpose is to define, clarify, and criticize professional work and its typical values. Professions are sociologically characterized by means in which members are scientifically grounded with an ideal service-oriented mind; professionals work also entails the virtue and character of the profession.

A librarian is a professional trained person responsible for the management of a library and her resources. In the United States, the title is reserved for persons who have been awarded the MLS or MLIS degree or certified as professionals by a state agency. Librarians in the United States are organized in the American Library Association (ALA) and its affiliates (Reitz, 2004). However in Nigeria, librarian, as described by Librarians' Registration Council of Nigeria (LRCN) (2014), is a professional trained with a minimum of a first degree in Library and Information Science. Librarians are information professional who work in physical and virtual libraries to manage information resources that can meet the need of users. According to CILIP (2012) library and information professionals are the essential link between information users and the information required. Thus librarians occupy confidential position which carries corresponding responsibilities. This follows the fact that librarianship is a service-oriented profession with the responsibility to ethically serve users based on stated core values.

### **3.2 Core Values of Librarianship**

Core values are the basic virtues that every profession upholds; they are anchors that give directions to how the ships of professionals move in a profession. Not only that, core values state what a profession stands for, what they exist to deliver, and how it would be delivered. These form the principles which are the basics for the code of ethics in a profession. Gorman (2000) highlighted the following as the Core Values of Librarianship: stewardship, service, intellectual freedom, rationalism, literacy and learning, equity of access to recorded knowledge and information, privacy, and democracy. These lists are the principles that guide activities of information professionals as a way of ensuring that users are treated as customers in the library.

The modalities that guide control librarians activities are called Information Ethics which is orchestrated by Core Values of Librarianship.

Library Associations in different countries have different code of ethics which indicate core values of the profession, close examinations however show similarities in the codes. The Thai Library Association (TLA) code of ethics articulates the core values of the LIS profession, which are commonly shared across the world. The values include “service, access equality, respect, confidentiality and privacy, protection of intellectual property rights, literacy, technical literacy, stewardship, and professional and social obligations” (Thai Library Association (TLA), 2008). One of the key fundamentals of a profession, as pointed by Freeman and Louca (2002) is the availability of an effective code of conduct, which is regarded as an important way to enhance the status of the profession. The code of conduct highlights how to act professionally and ensures applications of ethical concepts in everyday professional practice. Other studies like Chevalit (2002) and TLA (2008) also confirm that code of ethics/conducts point out the core values of Librarianship. The codes outline the duties of the library professional. Declaration of the core values has been established; exploring the practice stated therein is also imperative.

The foundation of modern librarianship rests on an essential set of core values which define, inform, and guide all professional practice. These values reflect the history and ongoing development of the profession and have been advanced by numerous policy statements of the American Library Association. Among these are: Access; Confidentiality/Privacy; Democracy; Diversity; Education and Lifelong Learning; Intellectual Freedom; Preservation; The Public Good; Professionalism; Service; Social Responsibility (ALA, 2015). As described by Cheong (2008), librarianship is generally considered to be concerned with the principle and practice of selecting, acquiring, organizing, disseminating and providing access to information in accordance with the specific needs of groups of people or an individual. There are other analyses of these core values.

Jacob and Berg (2011) concluded that it is worth considering why the American Library Association (ALA) Core Values seem to have lost their traction or relevance in the daily work librarians perform. They stressed further that the core value statements which was developed and adopted by ALA council in 2004 was lively, vocal, and highly controversial; however, since its adoption the conversation related to the document has been relatively quiet discussed infrequently, applied sparingly, and cited modestly. The Core Values are often referenced in the



literature as a means to anchor, promote, or justify specific projects or approaches to services but rarely as representations or in-depth investigations of how an individual value or cluster of values guide(s) librarians' practice or philosophy (Prendergast, 2013; Spiro, 2012).

Some authors and researchers have also criticized the efficiency, scope, and comprehensiveness of the list. Sager (2001) pointed out that the early stages of developing the Core Values of Librarianship was one of the most argumentative professional issues that arose in 2000 when he chaired the first Task Force on Core Values, originally appointed to address a recommendation that emerged from the 1999 Congress on Professional Education (CPE). This draft was faced with criticism from authors which include Rosenzweig (2000) and Sager (2001). The second draft which was adopted by ALA in 2004 had less criticism and was accepted as the means of basic fundamental and foundational values which are meant to guide librarians' professional practice. More importantly, the way core values are defined and applied by professionals is imperative.

Sager (2001) would tie the need for the clear articulation of values to professionalism while maintaining that without common values, librarianship is not a profession. From a contrast view, it is futile to attempt to articulate succinctly and meaningfully values and beliefs that librarians hold intensely and passionately (Berry, 2000). Commenting on the application of core values to information literacy, Jacob and Berg (2011) observed that there has been little literature published on how the core values influence and inspire librarians' information literacy policies and practices. These values should be purposefully embedded within librarians' information literacy work since they are at the core of information profession. They also opined that the Core Values statement is often overlooked as a foundational document to help professionals define, inform, and guide information literacy policy.

With reference to Sarah Roberts and Safiya Noble's opinion, Berg and Jacobs (2016) advocate for more overt and active inclusion of the Core Values of Social Responsibility and Diversity in the education of future library and information professionals. This, according to them, will aid the way in which LIS faculties' engagement with activism within contemporary social issues assist in increasing students' future interest and ability to engage in the activities that reflect and promote librarianship's Core Values of Social Responsibility and Diversity. However, despite the statement of these values, ethical conflicts and ethical dilemmas appear wherever information is generated, organized, stored, distributed and consumed. Distinctively,

since there are different perspectives to listing core values of librarianship, the focus in this study will be restricted to intellectual freedom and access to information; privacy and confidentiality; as well as intellectual property rights. Apart from these core values, practice of Information Ethics by librarians are also guided by professional conducts as contained in codes of professional ethics.

### **3.3 Scope and practice of Information Ethics by Librarians**

Airaksinen (2006) maintained that ethics in all professions include: code of values and norms that guide practical decisions when they are made by professions; a fully idealized set of values with the purpose of clarifying the best possible society in which professional service could work; and philosophical ethics as applied to professional decisions, planning, and action so as to evaluate and develop them. Since the aim of every profession is to serve the society, there are general ethics that guide all professions which include: respect for the dignity and right of all persons; professional competence and responsibility; integrity in professional relationship; care for clients/customers; professional behaviour and respect for clients' privacies (National Association of School Psychologists, 2010; Fisher, 2009).

Fallis (2007) explained that the concept of ethics means distinguishing right actions from wrong actions based on the premise that right actions have better outcomes. However, Fallis was quick to point out that there are ethical duties that human beings must obey, regardless of the outcomes, despite different moral or cultural backgrounds and inclinations. Essentially, ethics examines the justification for professionals' moral judgments; studies what is morally right or wrong, just or unjust. Ethics leads to a set of rules of conduct for professional practices in specific situations; basic ethical principles guide the development of standards for specific professions and groups (Internet Encyclopedia of Philosophy, 2013).

Information Ethics, according to Adam (2005) is the field that investigates ethical issues arising from the development and application of information technology. It evolved out of computer science, but also has roots in the library and information science field. Information Ethics refers to the responsible creation and use of information in a variety of formats; it is concerned with the content of data or information and how it is to be used (Adam, 2005; Capuro, 2009). The knowledge of Information Ethics largely resides in applied ethics, which provides the basic theoretical framework on which the pedagogical foundation and practice of Information

Ethics can be constructed and applied (Ocholla, 2008). Information Ethics is the field of study that investigates the ethical issues arising from the life cycle of information, including the generation, gathering, organization, retrieval, distribution and use of information. It is an interdisciplinary field of study that relates among others to the fields of computer science, library and information science, philosophy, communication science, journalism and mass media (Britz 2013). The core areas of focus in Information Ethics include intellectual freedom, equitable access to information, information privacy, and intellectual property.

According to Ess (2009) and Himma and Tavani (2008) the main topics of Information Ethics are: intellectual property, privacy, security, information overload, digital divide, gender discrimination, and censorship. These topics are objects of ethical study not only on the basis of universal rights and principles, but also with regard to cultural differences, as well as historical and geographical singularities leading to different kinds of theoretical foundations and practical options. This field of ethics is called intercultural Information Ethics (Capurro, 2008; Capurro et al., 2007; Hongladarom & Ess, 2007; Capurro, 2006). In essence, ethical considerations of information provision focus less on implications for actual service delivery. Nevertheless, practice of Information Ethics by librarians has different dimensions which include understanding core values while engaging in the practices of librarianship.

One of the areas where Information Ethics is expected to be practiced is selection of information resources based on the knowledge of users' needs. On this, Fernandez – Molina (2000) opined that when those selecting information resources follow their own interest or that of a small but powerful group of users, they create tension by suppressing selection and the same time may be involved in censorship. Therefore, if selection decisions do not follow appropriate selection criteria, this may become a predicament in collection development and service delivery. Another principle of information service delivery is that accurate information must be supplied to the user regardless of the information professionals' stance to the content or finality of its use at the right time, in the right quantity and in the right format (Smith, 2010).

Information resource sharing is another common practice of librarianship. The idea of this practice is borne out of the reality that no library is self-sufficient in term of her information resources. It is an arrangement where two or more libraries come together to pull their information resources together and make it available to their respective users mainly to supplement their collections. Chatterjee (2010) argued that information resource sharing does not

merely mean mutual sharing of information sources among libraries. It also includes use of information resources in one library for rendering services for another library. Meanwhile, these resources may include other resources, like staff and equipment. It is evident from this finding that the conditions attached to resource sharing are to ensure fair use and fair dealings in such that the activities of one party will not adversely affect the other. These conditions could be likened to ethics of information resource sharing.

Oppenheim and Ball (2005) carried out a study on the attitudes of UK librarians and librarianship students to ethical issues and reported that UK librarians and students in general hold surprisingly similar ethical attitudes. On the contrary, in many areas such as Internet filtering, looking at online erotic images, and removing books at the request of patrons, they found practitioners more liberal than the students. A reason for that might be that the students are keen to emulate what they perceive to be a conservative and mature outlook, that is, a stance of responsibility, as a pressing concern for ILS students is likely to be the establishment of a career.

Onoyeyan, et.al (2014) studied ethical concerns faced by practicing librarians in federal, state and private universities in Ogun State, Nigeria. Descriptive survey design was adopted to study a population consisted of 50 professional librarians. Findings from the study shows the following: intellectual property rights issues is the highest ethical challenge confronting librarians; abusing confidential information and using official position for personal advantage are perceived as high unethical behavior among librarians; and that a majority of librarians do not have a copy of the Librarians' Registration Council of Nigeria Code of Ethics. Yet, it is observed that intellectual freedom, access to information and privacy was not treated among other ethical challenges in the study. However, Lunsday (2010) cautioned that new technologies, especially social media, if not well managed, open the door to numerous risks such as the breach of confidentiality, conflicts of interest, and misuse of organizational resources.

Essentially, librarians' role in higher institutions is very significant. Thus, it is imperative for them to be conscious of ethical issues during professional practices to gain users' confidence and avoid embarrassment that may come up as a result of unethical behaviour.

### **3.4 Effect of perception of librarianship's core values on professional practice of librarians**

In everyday life, professionals use their senses to interact with the environment. However, psychological processes enable man to perceive concepts from the images based on his

past experiences, memory, or judgment. Therefore, psychological processes present the visual events in a meaningful way. Hence, perception deals with these psychological processes that is required to: organize, interpret and give meaning to the output of sense organs (Zadeh, Wang and Kubica, 2010). Considering the ethical stand of professional practice, Ulrich (2011) argued that serving the interests of others in a disinterested rather than self-interested way is still a form of interested action; for its rationality is still oriented to the particular interests of some people, usually those involved rather than to the general interest of all those potentially concerned. An ethos of service always raises the question, service to whom and to whom not? Whichever way, good professional practice needs to be considered regardless of whether in a specific context of professional intervention there actually are some institutional pressures at work (Ulrich, 2007).

As good as these practices are, Ulrich (2006) observed that many professionals shy away from a perception of professional competence that would include its normative foundation in addition to its technical foundation, and as such a perception clearly entails questions of value judgment and ethical responsibility. Professionals have learned in their training that a good professional, not unlike a good scientist, maintains a stance of professional objectivity and neutrality, a requirement that is more easily met by restricting themselves to the choice of adequate means for reaching given ends while avoiding questions related to the choice of ends, as ends are not theirs to judge. An obvious objection is that not all the entire fields of professional activity are as close to empirical science. Hence, Evetts (2014) clarified that for a long time, the sociological analysis of professional work has differentiated professionalism as a special means of organizing work and controlling workers and in contrast to the hierarchical, bureaucratic and managerial controls of industrial and commercial organizations.

Moreover, Langer and Schroer (2011) reported that the increased emphasis on and calls for professionalism in the voluntary sector, charities and non-governmental organizations (NGOs) is another complication and variation in professional practice. Whereas on the perception Information and Communication Technologies (ICTs), there is wider accessibility to internet knowledge which renders the importance of professional and expert, tacit and experiential knowledge and expertise more open to challenge (Olofsson 2009; Verpraet 2009). Whereas, organizational principles, strategies and methods are deeply affecting most professional occupations and expert groups, transforming their identities, structures and

practices. Since these are general perceptions of professional practice, there are others peculiarities to specific professions.

Perception of ethics in auditing profession in Nigeria was studied by Adeyemi and Fagbemi (2011). Findings from the study show that there is no significant difference in the perception of respondent groups on the need for auditors to abide by high ethical standard and the need to shape the views of new entrants to the profession. However, respondents have different perception on the decline of core values which attracted them to the profession. The study also suggested that there is the need for the profession to gear its effort towards shaping the views of new entrants to the profession in Nigeria, ensure adherence and enforcement of high ethical standard.

Gregory (2009) conducted a study on the practice and perception of web archiving in academic libraries and archives. The objective of the research was to gain a full picture of Web archiving activities in libraries and archives at institutions of higher education in the United States, and the perceptions librarians and archivists have about those activities. The results obtained from the survey revealed that librarians and archivists believe web sites should be archived, and that cost, support for technology, and lack of trained personnel are some of the factors prohibiting them from doing so. Sare, Bales and Nevile's (2012) study on new academic librarians and their perceptions of the profession identified developments relevant to new academic librarians' perceptions of librarianship. The study also revealed that new academic librarians' perceptions of the profession provide a clue about the state of librarianship, the role of library school education in molding professional identity, and how academic librarians' initial experiences affect their identity and future plans. Meanwhile, understanding academic librarians' perceptions of how they define themselves within the larger whole of librarianship can allow for positive modifications in library education and a better understanding of how to work with new professionals.

As discovered from the literature on how perceptions advance among professionals, a reasonable assessment may be made of what professional practice means to practitioners, which can also inform their priorities and commitments to continued professional development. It has also been revealed that an excellent professional practice is influenced by practitioners' perception of such professions.

## **4. METHODOLOGY**

### **4.1 Introduction**

This chapter focused on methods and procedures adopted to gather and analyze data for this study. The methodology covers the following: research design, population, sample and sampling technique, data collection instrument, reliability and validity of instruments, data collection procedure and method of data analysis.

### **4.2 Research Design**

This is a descriptive study using survey research design. The survey research design was considered for this study because it is meant to find facts on perception and practice of information ethics by librarians in higher institutions in Oyo State, Nigeria. Survey research design is considered appropriate because it focuses on the perception of existing situation as well as belief and attitude that are held. It requires systematic and scientific collection of data from the population, through the use of interview, questionnaire, direct observation or combination of the stated methods.

### **4.3 Population of the study**

The population of this study consisted of the librarians in four higher institutions in Oyo State, Nigeria. The institutions were made up of two universities, one polytechnic, and one college of education. The breakdown of the population is as follows: University of Ibadan, Ibadan, Oyo State, Nigeria- 24; Ajayi Crowther University, Oyo, Oyo State-7; The Polytechnic Ibadan, Oyo State, Nigeria- 9; and Emmanuel Alayande College of Education, Oyo, Oyo State-7; (Source: Lists of library staff from respective librarians' offices). This breakdown gave the total population of forty seven (47) librarians. The essence was to collect data from the librarians on their perception and practice of information ethics in the selected four higher institutions in Oyo State, Nigeria.

### **4.4 Sampling Technique and Sampling Size**

A probability sampling technique called total enumeration method was used for this study. This implies that every item in the population was given equal chance of being included in the sample and be studied. This method was used to select all librarians with Bachelor of Library

and Information Studies (BLIS) up-to Doctoral degree in library and information studies in the population. With the aid of sampling frame, samples of all librarians with the stated qualifications was thereafter selected from the population using probability proportional to size method, thereby giving a total of forty seven (47) librarians. This sampling technique was considered suitable for this study because the researcher can manage the size in terms of resources to be expended and time involved for the study. Also it was suitable because the population was heterogeneous, population size was known, and the sampling frame was available.

#### **4.5 Research Instrument, Validity and Reliability**

The instruments for data collection in this study were questionnaire and the interview of Head units only. These measuring instruments were used to collect data on core values of librarianship and practice of Information Ethics by librarians in higher institutions in Oyo State, Nigeria. A self-developed questionnaire by the researchers was adopted. The questionnaire consisted of sections A to D. Section A sought the background information about the respondents; Section B focused on core values of librarianship that librarians should be familiar with; Section C centered on factors responsible for low practice of Information Ethics by librarians in higher institutions in Oyo State, Nigeria; and Section D provided statements on the effect of perception of core values on practice of Information Ethics by librarians in higher institutions in Oyo State, Nigeria. The response format for the questionnaire was: Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D), as well as: Always, Sometimes, Rarely and Never. Meanwhile, the scoring format will be: Strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2 and Strongly Disagree (SD)-1; Always (A)-4, Sometimes (S)-3, Rarely (R)-2, and Never (N)-1. Also set of questions were drafted and was used to conduct interview for the heads of units in the institutions under this study. The instruments were subjected to both face and content validity. To ensure face validity of the instrument, three copies of the drafted questionnaire was given to the panel of judges. This comprised of my supervisor and a senior lecturer each at departments of philosophy and psychology, University of Ibadan, Nigeria. This was done to ascertain the logical arrangement of the items, mechanical accuracy, clarity and correct interpretation of the statements generated. For content validity of the instrument, a test-retest method was used. A minimum of 15 copies of the revised instrument was administered on



respondents not included in the study sample but with common features of the study sample. From the analysis of fifteen (15) respondents that were used in the trial-testing of the research instrument, it was found out that the result showed Cronbatch Alpha reliability coefficient of **0.889** from the total number of 64 items. This thus made the instrument to be strong enough and adequate for the study.

#### 4.6 Method of Data Analysis

Data collected through questionnaire was analyzed using an SPSS output format based on simple frequency count and percentage distribution, mean, standard deviation, and Pearson’s Chi-Square. This was also applicable to the analysis of demographic variables. The results were used to answer research questions that were used as a guide for this study. The score of 50% will be considered adequate; this will be adopted because it is a performance level which is generally considered adequate.

### 5.0 PRESENTATION OF RESULTS

#### 5.1 Questionnaire Administration and Return Rate

**Table 1: Questionnaire Administration and Return Rate by Institutions**

<b>Name of Institution</b>	<b>Number of Administered Questionnaire</b>	<b>Number of Returned Questionnaire</b>	<b>Percentage (%)</b>
University of Ibadan, Ibadan Oyo State	24	23	97.8%
Ajayi Crowther University, Oyo Oyo State	7	7	100%
The Polytechnic, Ibadan Oyo State	9	9	100%
Emmanuel Alayande College of Education, Oyo, Oyo State	7	7	100%
<b>Total</b>	<b>47</b>	<b>46</b>	<b>97.8%</b>

From table 1.1, a total number of forty seven (47) copies of questionnaire were administered in four higher institutions in Oyo State, Nigeria. However, only forty six (46) copies were dully filled and returned by the respondents giving 97.9% response rate.

## 5.2 Demographic Information

**Table 2: Distribution of Respondents by Demographic factors**

Gender	University of Ibadan		Ajayi Crowther University		The Polytechnic, Ibadan		Emmanuel Alayande College of Education	
	F	%	F	%	F	%	F	%
Male	12	52.2	2	28.6	5	55.6	5	71.4
Female	11	47.8	5	71.4	4	44.4	2	28.6
<b>Position/cadre</b>								
Librarian I	3	13.0	1	14.3	-	-	-	-
Librarian II	11	47.8	2	28.6	4	44.4	4	57.1
Library Officer	4	17.4	3	42.9	4	44.4	2	28.6
Principal librarian	2	8.7	-	-	1	11.1		
Senior Librarian	2	8.6	1	14.3	-	-	1	14.3
<b>Highest Academic Qualification</b>								
BLIS	-	-	1	14.3	1	11.1	1	14.3
MLIS	19	82.6	5	71.4	8	88.8	6	85.7
Ph.D	4	17.4	1	14.3	-	-		
<b>Years of Work Experience</b>								
1-5yrs	5	21.7	2	28.6	2	22.2	2	28.6
6-10yrs	12	52.2	3	42.9	4	44.4	4	57.1
11-15yrs	5	21.7	2	28.6	2	22.2	1	14.3
16-20yrs	1	4.3			1	11.1		
<b>Age</b>								
15-25yrs	4	17.4	2	28.6	2	22.2	2	28.6
26-35yrs	14	60.9	3	42.9	3	33.3	3	42.9
36-45yrs	3	13.0	1	14.3	2	22.2	1	14.3
46yrs and above	2	8.7	1	14.3	2	22.2	1	14.3
<b>N</b>	<b>23</b>		<b>7</b>		<b>9</b>		<b>7</b>	

Most of the respondents at the University of Ibadan were male (52.2%). The implication of this is that the employment policy of librarians at that time favoured male than female

applicants; 47.8% were Librarian II. This implies that they are at the middle of their career and still have a long way to go in the profession; 82.6% had masters' degree in librarianship (M.LIS); 52.2% have been working in the library for a period between 6-10 years; and 60.9% were between ages 26-35 years. Their academic qualifications is another evidence of the quality of staff at the institution; their year of experiences imply that they are not new entrants in the profession; and their ages have implication for how long they can still continue to practice librarianship, as long as they are healthy.

In addition, most of the respondents at Ajayi Crowder University were female (71.4%). The implication of this is that the employment policy of library staff in this institution favours female than male applicants; 42.9% were Library Officers; 71.4% had masters' degree in librarianship (M.LIS); 42.9% have been working in the library for a period between 6-10 years; and 42.9% were between ages 26-35 years. The percentage for the cadre in this library implies that some library personnel are working below their academic qualifications; they also have experience, and still at their youthful age.

Similarly, most of the respondents at the Polytechnic Ibadan were male (55.6%); while 44.4% were Library Officers, 44.4% were also Librarian II; 88.8% had masters' degree in librarianship (M.LIS); 44.4% have been working in the library for a period between 6-10 years; and 33.3% were between ages 26-35 years. The situation in this institution is also similar to that of Ajayi Crowther University, except in the area of employment policy which favours male than female applicants.

Finally, most of the respondents at Emmanuel Alayande College of Education were male (71.4%); 57.1% were Librarian II; 85.7% had masters' degree in librarianship (M.LIS); 57.1% have been working in the library for a period between 6-10 years; and 42.9% were between ages 26-35 years. Based on the observation of results, it could be inferred that the respondents were professional librarians with at least B.LIS academic qualification, they have experience and are still in their youthful and active years of service since they were still under 40 years of age.

### 5.3 Research Question One: What are core values of librarianship to be observed by librarians in four higher institutions in Oyo State, Nigeria?

**Table 3a: Core values of librarianship to be observed by librarians**

		University of Ibadan										Ajayi Crowther University									
		SA		A		D		SD		Mean	SD	SA		A		D		SD		Mean	SD
		F	%	F	%	F	%	F	%			F	%	F	%	F	%	F	%		
	Provision of equal access to information	6	26.1	9	39.1	3	13.0	5	21.7	2.70	1.105	3	42.9	1	14.3	-	-	3	42.9	2.57	1.512
	Data integrity	5	21.7	9	39.1	5	21.7	4	17.4	2.65	1.027	3	42.9	1	14.3	1	14.3	2	28.6	2.71	1.380
	Intellectual property rights	4	17.4	13	56.5	2	8.7	4	17.4	2.74	.964	2	28.6	2	28.6	1	14.3	2	28.6	2.57	1.272
	Unbiased information service	14	60.9	1	4.3	6	26.1	2	8.7	3.17	1.114	4	57.1	1	14.3	2	28.6	-	-	3.29	.951
	Intellectual freedom	6	26.1	13	56.5	1	4.3	3	13.0	2.96	.928	2	28.6	3	42.9	-	-	2	28.6	2.71	1.254
	Privacy and confidentiality	6	26.1	2	8.7	11	47.8	4	17.4	2.43	1.080	4	57.1	1	14.3	1	14.3	1	14.3	3.14	1.215
	Professionalism	11	47.8	4	17.4	4	17.4	4	17.4	2.96	1.186	2	28.6	3	42.9	1	14.3	1	14.3	2.86	1.069
	Social responsibility	9	39.1	5	21.7	6	26.1	3	13.0	2.87	1.100	1	14.3	2	28.6	2	28.6	2	28.6	2.29	1.113
	Protection of personal data	15	65.2	1	4.3	5	21.7	2	8.7	3.26	1.096	4	57.1	-	-	1	14.3	2	28.6	2.86	1.464
	Choice of materials and censorship	11	47.8	8	34.8	2	8.7	2	8.7	3.22	.951	2	28.6	5	71.4	-	-	-	-	3.29	.488
	<b>N</b>	<b>23</b>										<b>7</b>									

**Table 3b: Core values of librarianship to be observed by librarians (Cont'd)**

	The Polytechnic, Ibadan										Emmanuel Alayande College of Education									
	SA		A		D		SD		Mean	SD	SA		A		D		SD		Mean	SD
	F	%	F	%	F	%	F	%			F	%	F	%	F	%	F	%		
Provision of equal access to information	2	22.2	4	44.4	2	22.2	1	11.1	2.78	.972	1	14.3	4	57.1	2	28.6			2.86	.690
Data integrity	2	22.2	4	44.4	1	11.1	2	22.2	2.67	1.118	1	14.3	4	57.1	1	14.3	1	14.3	2.71	.951
Intellectual property rights	1	11.1	3	33.3	2	22.2	3	33.3	2.22	1.093	1	14.3	4	57.1	1	14.3	1	14.3	2.71	.951
Unbiased information service	3	33.3	1	11.1	3	33.3	2	22.2	2.56	1.236	3	42.9			2	28.6	2	28.6	2.57	1.397
Intellectual freedom	3	33.3	4	44.4	1	11.1	1	11.1	3.00	1.000	2	28.6	4	57.1	1	14.3			3.14	.690
Privacy and confidentiality	3	33.3	1	11.1	4	44.4	1	11.1	2.67	1.118	1	14.3	1	14.3	4	57.1	1	14.3	2.29	.951
Professionalism	3	33.3	3	33.3	2	22.2	1	11.1	2.89	1.054	4	57.1			2	28.6	1	14.3	3.00	1.291
Social responsibility	3	33.3	2	22.2	1	11.1	3	33.3	2.56	1.333	4	57.1	1	14.3	1	14.3	1	14.3	3.14	1.215
Protection of personal data	5	55.6	1	11.1	1	11.1	2	22.2	3.00	1.323	5	71.4	1	14.3	1	14.3			3.57	.787
Choice of materials and censorship	3	33.3	3	33.3	1	11.1	2	22.2	2.78	1.202	3	42.9	1	14.3	1	14.3	2	28.6	2.71	1.380
N	9										7									

Respondents at the University of Ibadan affirmed the protection of personal data with highest mean = 3.26 and std. deviation = 1.096. This is followed by choice of materials and censorship (mean = 3.22 and std. deviation = 0.951). Privacy and confidentiality was the least with mean = 2.43 and std. deviation = 1.080. (See table 3a).

Respondents at Ajayi Crowder University indicated choice of materials and censorship with highest mean = 3.29 and std. deviation = 0.488. This is followed by unbiased information service (mean = 3.29 and std. deviation = 0.951). Social responsibility was the least with mean = 2.29 and std. deviation = 1.113. (See table 3a).

Respondents at the Polytechnic Ibadan affirmed the protection of personal data with highest mean = 3.00 and std. deviation = 1.323. This is followed by Intellectual freedom (mean = 3.00 and std. deviation = 1.000). Intellectual property rights was the least with mean = 2.22 and std. deviation = 1.093. (See table 3b).

Respondents at Emmanuel Alayande College of Education affirmed the protection of personal data with highest mean = 3.57 and std. deviation = 0.787. This is followed by intellectual freedom (mean = 3.14 and std. deviation = 0.690). Privacy and confidentiality was the least with mean = 2.29 and std. deviation = 0.951. (See table 4.5b). In addition, Mr. Onifade Ola is the current Head of circulation unit at Ajayi Crowther University, Oyo. In response to the question ‘‘what are the core values of librarianship that librarians should observe?’’ he mentioned treating users as kings, respect for their privacy, giving them equitable access to information resources so that they can develop their intellectual ability, impartiality in helping users, and giving the best of service to the users. These points were almost the same with the submission of Mr. Idowu Femi, librarian at the Faculty of Agriculture library, University of Ibadan, Ibadan Nigeria. He also added that all the core values of librarianship are service-oriented; hence, there is need for librarians to observe and practice them.

#### 5.4 Research Question Two: What are the factors that are responsible for low level of practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria?

**Table 4: Factors responsible for low level of practice of Information Ethics by librarians**

	University of Ibadan						AjayiCrowther University						The Polytechnic, Ibadan						Emmanuel Alayande College of Education					
	Yes		No		Mean	SD	Yes		No		Mean	SD	Yes		No		Mean	SD	Yes		No		Mean	SD
	F	%	F	%			F	%	F	%			F	%	F	%			F	%	F	%		
Low awareness and promotion of professional code of ethics by professional associations, e.g NLA, LRCN	17	73.9	6	26.1	1.74	.449	4	57.1	3	42.9	1.57	.535	7	77.8	2	22.2	1.78	.441	7	100.0			2.00	.000
Level of enforcement of ethical conducts by library management	20	87.0	3	13.0	1.87	.344	5	71.4	2	28.6	1.71	.488	8	88.9	1	11.1	1.78	.441	6	85.7	1	14.3	1.86	.378
Lack of exposure to a course specifically on Information Ethics in most Nigerian library schools	21	91.3	2	8.7	1.91	.288	5	71.4	2	28.6	1.71	.488	6	66.7	3	33.3	1.89	.333	7	100.0			2.00	.000
Inadequate coverage of Information Ethics at LIS conferences and workshops	20	87.0	3	13.0	1.87	.344	6	85.7	1	14.3	1.86	.378	7	77.8	2	22.2	1.67	.500	5	71.4	2	28.6	1.71	.488
Poor legal actions against librarians who involve in unethical behaviours while rendering	20	87.0	3	13.0	1.87	.344	6	85.7	1	14.3	1.86	.378	7	77.8	2	22.2	1.78	.441	6	85.7	1	14.3	1.86	.378

information services																									
Personal values and life experiences. e.g. personal respect for honest acts and human feelings	9	39.1	14	60.9	1.39	.499	4	57.1	3	42.9	1.57	.535	4	44.4	5	55.6	1.44	.527	3	42.9	4	57.1	1.43	.535	
Concern for self survival at the expense of rule of law	19	82.6	4	17.4	1.83	.388	6	85.7	1	14.3	1.86	.378	7	77.8	2	22.2	1.78	.441	6	85.7	1	14.3	1.86	.378	
<b>N</b>	<b>23</b>						<b>7</b>						<b>9</b>						<b>7</b>						



The respondents at the University of Ibadan indicated Lack of exposure to a course specifically on Information Ethics in most Nigerian library schools with highest mean = 1.91 and 0.288. This is followed by level of enforcement of ethical conducts by library management (mean = 1.87 and std. deviation = 0.344). However, the respondents opposed personal value and life experiences e.g. personal respect for honest acts and human feelings (mean = 1.39 and std. deviation = 0.499). (See table 4).

The respondents at Ajayi Crowder University indicated Concern for self-survival at the expense of rule of law with highest mean = 1.86 and 0.378. This is followed by Poor legal actions against librarians who involve in unethical behaviours while rendering information services (mean = 1.86 and std. deviation = 0.378). However, Low awareness and promotion of professional code of ethics by professional associations, e.g NLA, LRCN with mean = 1.57 and std. deviation = 0.535 was the least. (See table 4).

The respondents at the Polytechnic Ibadan indicated lack of exposure to a course specifically on Information Ethics in most Nigerian library schools with highest mean = 1.89 and std. deviation = 0.333. This is followed by concern for self-survival at the expense of rule of law (mean = 1.78 and std. deviation = 0.441). However, the respondents opposed personal value and life experiences e.g. personal respect for honest acts and human feelings (mean = 1.44 and std. deviation = 0.527). (See table 4).

The respondents at Emmanuel Alayande College of Education indicated lack of exposure to a course specifically on Information Ethics in most Nigerian library schools with highest mean = 2.00 and std. deviation = 0.000. This is followed by low awareness and promotion of professional code of ethics by professional associations, e.g NLA, LRCN (mean = 2.00 and std. deviation = 0.000). However, the respondents opposed personal value and life experiences e.g. personal respect for honest acts and human feelings (mean = 1.43 and std. deviation = 0.535). (See table 4). Also, these points were mentioned by Mr. Idowu, Mrs. Akinyoola, Mrs. Amori and Mr. Onifade when they responded to the interview question that says “What are the factors that you think are responsible for the low practice of Information Ethics by librarians?” Meanwhile, Mr. Idowu added that low level of enforcement of legal actions against unethical conduct by librarians is another factor that must be looked into. In addition, Mrs. Amori revealed that she does not have full components of Information Ethics. She said she only know of few ones like copyright and

helping users when she was working at the cataloguing and circulation units respectively. She maintained that a course specifically on Information ethics in library schools in Nigeria would help ethical practices among librarians. The implication of these revelations is that it would give library management, policy makers, and curriculum planners areas to be redesigned and developed so that the profession will continue to render user-friendly services.

**5.5 Research Question Three: What are the effects of perception of core values on the practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria?**

**Table 5a: Effects of perception of core values on the practice of Information Ethics by librarians**

	University of Ibadan										AjayiCrowther University										
	SA		A		D		SD		Mean	SD	SA		A		D		SD		Mean	SD	
	F	%	F	%	F	%	F	%			F	%	F	%	F	%	F	%			
<b>EFFECT OF POSITIVE PERCEPTIONS</b>																					
Librarians need the knowledge of Information Ethics to improve on rendering effective information services in the library	15	65.2	3	13.0	1	4.3	4	17.4	3.26	1.176	4	57.1	2	28.6	-	-	1	14.3	3.29	1.113	
Understanding of professional ethics helps to act in an ethical manner while providing library services	15	65.2	4	17.4	2	8.7	2	8.7	3.39	.988	4	57.1	2	28.6	-	-	1	14.3	3.29	1.113	
Librarians non-observance of Information Ethics can negatively affect the users' value for information services	9	39.1	6	26.1	2	8.7	6	26.1	2.78	1.242	1	14.3	2	28.6	1	14.3	3	42.9	2.14	1.215	
Librarians' understanding of Information Ethics is needed to effectively produce, collect, and provide access to information	11	47.8	2	8.7	2	8.7	8	34.8	2.70	1.396	1	14.3	-	-	2	28.6	4	57.1	1.71	1.113	
Knowledge of Information Ethics helps librarians to relate well with the users and provide information services to meet their needs	12	52.2	6	26.1	3	13.0	2	8.7	3.22	.998	1	14.3	3	42.9	2	28.6	1	14.3	2.57	.976	
Adequate knowledge of information ethics by librarians will help in resolving conflict of interest in managing information resources	12	52.2	5	21.7	3	13.0	3	13.0	3.13	1.100	2	28.6	3	42.9	1	14.3	1	14.3	2.86	1.069	
Ethical consideration by librarians in higher institutions will enhance their productivity and job performance	15	65.2	5	21.7	2	8.7	1	4.3	3.48	.846	5	71.4	2	28.6	-	-	-	-	3.71	.488	
<b>EFFECT OF NEGATIVE PERCEPTIONS</b>																					
When users are not ethically treated as expected, they can have negative picture of the library and such can render	11	47.8	8	34.8	3	13.0	1	4.3	3.35	.935	2	28.6	4	57.1	1	14.3	-	-	3.14	.690	

	the library underutilized																				
	Unethical behaviour like lack of respect for users' privacy by librarians can send users away from the library	10	43.5	4	17.4	7	30.4	2	8.7	3.26	.864	2	28.6	3	42.9	1	14.3	1	14.3	2.86	1.069
	Lack of understanding of ethical dilemma in managing information can restrict librarians from rendering effective information services to users	11	47.8	6	26.1	2	8.7	4	17.4	3.17	1.029	2	28.6	3	42.9	-	-	2	28.6	2.71	1.254
	No library materials should be censored, restricted or removed from libraries because of partisan or doctrinal approval or pressure	12	52.2	5	21.7	4	17.4	2	8.7	3.04	1.147	2	28.6	3	42.9	2	28.6	-	-	3.00	.816
	Students who are disallowed from using information resources in the library could use their intelligence to cause social disorder			6	26.1	12	52.2	5	21.7	2.96	1.065	-	-	2	28.6	2	28.6	3	42.9	1.86	.900
	When selection and availability of library materials is not governed solely by acquisition policies, the library would not have a balanced collection	13	56.5	7	30.4	1	4.3	2	8.7	2.04	.706	3	42.9	3	42.9	1	14.3	-	-	3.29	.756
	<b>N</b>	<b>23</b>										<b>7</b>									

**Table 5b: Effects of perception of core values on the practice of Information Ethics by librarians (Cont'd)**

		The Polytechnic, Ibadan										Emmanuel Alayande College of Education									
		SA		A		D		SD		Mean	SD	SA		A		D		SD		Mean	SD
		F	%	F	%	F	%	F	%			F	%	F	%	F	%	F	%		
<b>EFFECT OF POSITIVE PERCEPTIONS</b>																					
	Librarians need the knowledge of Information Ethics to improve on rendering effective information services in the library	3	33.3	2	22.2	1	11.1	3	33.3	2.56	1.333	4	57.1			1	14.3	2	28.6	2.86	1.464
	Understanding of professional ethics helps to act in an ethical manner while providing library services	5	55.6	1	11.1	2	22.2	1	11.1	3.11	1.167	5	71.4			2	28.6			3.43	.976
	Librarians non-observance of Information Ethics can negatively affect the users' value for information services	4	44.4	3	33.3	2	22.2			3.22	.833	4	57.1	2	28.6	1	14.3			3.43	.787
	Librarians' understanding of Information Ethics is needed to effectively produce, collect, and provide access to information	4	44.4	2	22.2	2	22.2	1	11.1	3.00	1.118	5	71.4	2	28.6					3.71	.488
	Knowledge of Information Ethics helps librarians to relate well with the users and provide information services to meet their needs	3	33.3	3	33.3	1	11.1	2	22.2	2.78	1.202	4	57.1	2	28.6			1	14.3	3.29	1.113
	Adequate knowledge of information ethics by librarians will help in resolving conflict of interest in managing information resources	4	44.4	1	11.1	1	11.1	3	33.3	2.67	1.414	4	57.1			1	14.3	2	28.6	2.86	1.464
	Ethical consideration by librarians in higher institutions will enhance their productivity and job performance	4	44.4	2	22.2	2	22.2	1	11.1	3.00	1.118	3	42.9	1	14.3	2	28.6	1	14.3	2.86	1.215
<b>EFFECT OF NEGATIVE PERCEPTIONS</b>																					
	When users are not ethically treated as expected, they can have negative picture of the library and such can render the library underutilized	3	33.3	3	33.3	2	22.2	1	11.1	2.89	1.054	3	42.9	2	28.6	1	14.3	1	14.3	3.00	1.155
	Unethical behaviour like lack of respect for users' privacy by librarians can send users away from the library	3	33.3	1	11.1	3	33.3	2	22.2	2.56	1.236	3	42.9			3	42.9	1	14.3	2.71	1.254
	Lack of understanding of ethical dilemma in managing information can restrict	3	33.3	3	33.3	1	11.1	2	22.2	2.78	1.202	3	42.9	2	28.6	1	14.3	1	14.3	3.00	1.155

	librarians from rendering effective information services to users																				
	No library materials should be censored, restricted or removed from libraries because of partisan or doctrinal approval or pressure	3	33.3	2	22.2	2	22.2	2	22.2	2.67	1.225	3	42.9	1	14.3	1	14.3	2	28.6	2.71	1.380
	Students who are disallowed from using information resources in the library could use their intelligence to cause social disorder			3	33.3	4	44.4	2	22.2	2.11	.782			2	28.6	4	57.1	1	14.3	2.14	.690
	When selection and availability of library materials is not governed solely by acquisition policies, the library would not have a balanced collection	5	55.6	1	11.1	1	11.1	2	22.2	3.00	1.323	5	71.4					2	28.6	3.14	1.464
	<b>N</b>	<b>9</b>										<b>7</b>									

Most of the respondents at the University of Ibadan, as showed on table 4.8a indicated Ethical consideration by librarians in higher institutions will enhance their productivity and job performance with highest mean = 3.48 and std. deviation = 0.846. This is followed by understanding of professional ethics which helps to act in an ethical manner while providing library services (mean = 3.39 and std. deviation = 0.988) and when selection and availability of library materials is not governed solely by acquisition policies, the library would not have a balanced collection (mean = 3.35 and std. deviation = 0.935). However, the respondents opposed that students who are disallowed from using information resources in the library could use their intelligence to cause social disorder (mean = 2.04 and std. deviation = 0.706). Most of the respondents at Ajayi Crowder University indicated Ethical consideration by librarians in higher institutions will enhance their productivity and job performance has highest mean = 3.71 and std. deviation = 0.488. This is followed by understanding of professional ethics which helps to act in an ethical manner while providing library services (mean = 3.29 and std. deviation = 1.113) and Librarians need the knowledge of Information Ethics to improve on rendering effective information services in the library (mean = 3.29 and std. deviation = 1.113). However, the respondents opposed that librarians' understanding of Information Ethics is needed to effectively produce, collect, and provide access to information (mean = 1.71 and std. deviation = 1.113). (See table 5a).

Most of the respondents at the Polytechnic Ibadan indicated that Ethical consideration by librarians in higher institutions will enhance their productivity and job performance has highest mean = 3.71 and std. deviation = 0.488. This is followed by the understanding of professional ethics which helps to act in an ethical manner while providing library services (mean = 3.29 and std. deviation = 1.113). This related to the results obtained at Ajayi Crowther University. Most of the respondents at Emmanuel Alayande College of Education indicated Librarians' understanding of Information Ethics is needed to effectively produce, collect, and provide access to information with highest mean = 3.71 and std. deviation = 0.488. This is followed by Librarians non-observance of Information Ethics can negatively affect the users' value for information services (mean = 3.43 and std. deviation = 0.787) and when Understanding of professional ethics helps to act in an ethical manner while providing library services (mean = 3.43 and std. deviation = 0.976). However, the respondents opposed the statement that students who are disallowed from using information resources in the library could use their intelligence to cause social disorder (mean = 2.14 and std. deviation = 0.690). (See table 5b).

## 5.6: Test of Hypothesis

There is no significant relationship between perception of core values and practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria.

**Table 6: Pearson Correlation Table showing relationship between perception and practice of Information Ethics by librarians**

Variable List	Mean	Std. Deviation	N	R	Df	Sig (p)
Perception of core values of librarianship	27.78	4.957	46	-.243	45	.103
Practice of Information Ethics by librarians	28.52	6.207				

Significant at  $p > 0.05$

Table 4.9 shows that there is no significant relationship ( $r = -0.243$ ;  $p > 0.05$ ) between perception of core values and practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria. This shows that perception of core values does not determine the practice of Information Ethics by the librarians. Therefore, the null hypothesis is accepted.

## 6. DISCUSSION OF FINDINGS

The findings of this study further revealed the core values of librarianship to be observed by librarians in four higher institutions in Oyo State, Nigeria. These are: protection of personal data; choice of materials and censorship; privacy and confidentiality; social responsibility equal treatment of users; and intellectual freedom. This explains what CILIP (2013) found that core values of librarianship include the following among others: concern for the public good in all professional matters, respect for diversity within society, promoting equal opportunities and respect for human rights; concern for the good reputation of the information profession; commitment to the defense, access to information, ideas and works of the imagination; provision of the best possible service within available resources; equitable treatment of all information users; impartiality, and avoidance of inappropriate bias in acquiring and evaluating information services; respect for confidentiality and privacy of information users.



This finding fully support Fallis' (2007) result that information ethics is concerned with the question of who should have access to what information. He affirmed that core issues of Information Ethics include intellectual freedom, equitable access to information, information privacy, and intellectual property. Fallis believed that some of the ethical dilemmas faced by information professionals have arisen due to advances in information technology. Similarly, Ess (2009) and Himma and Tavani (2008) also opined that the main topics of Information Ethics are: intellectual property, privacy, security, information overload, digital divide, gender discrimination, and censorship. These topics are objects of ethical study not only on the basis of universal rights and principles, but also with regard to cultural differences, as well as historical and geographical singularities leading to different kinds of theoretical foundations and practical options. Librarians' awareness of these core values should therefore reflect in the way they provide information services to library users in higher institutions. This becomes imperative because display of the knowledge of these core values while rendering services has the capacity to enhance users' positive perceptions of the library and also develop their curiosity for Intellectual Freedom.

In addition, the factors that are responsible for low level of practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria were revealed by this study. The respondents revealed the following as factors for the low level of practice of Information Ethics: lack of exposure to a course specifically on Information Ethics in most Nigerian library schools; low level of enforcement of ethical conducts by library management; concern for self-survival at the expense of rule of law; and low awareness and promotion of professional code of ethics by professional associations, e.g NLA, LRCN. This finding supports the position of Igbeka and Okoroma (2013) that to ensure the practicability and thorough awareness of librarianship ethics calls for setting up of an implementation committee to handle ethical issues, proper and regular monitoring of librarians on duty by the professional body and libraries' sectional heads, enlightenment and awareness programs through workshops, seminars, conferences, and a review and articulation of the ethical codes in measurable behavioral statements coupled with appropriate sanctions for the defaulters. It also support Ulrich's (2006) who observed that many professionals shy away from a perception of professional competence that would include its normative foundation in addition to its technical foundation, and as such a perception clearly entails questions of value judgment and ethical responsibility. The contrasting point here is that it

becomes uncertain if being exposed to courses on Information Ethics in library schools would enhance librarians' practice of Information Ethics in the absence of strict punishment for unethical behaviours.

The findings also showed the effects of perception of core values on practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria. The results revealed that ethical consideration by librarians in higher institutions will enhance their productivity and profession; understanding of professional ethics helps to act in an ethical manner while providing library services; when users are not ethically treated as expected, they can have negative picture of the library and such can render the library underutilized; that ethical consideration by librarians in higher institutions will enhance their productivity and profession; and that when users are not ethically treated as expected, they can have negative picture of the library which can render the library underutilized. This finding fully supports Ulrich (2006) conclusion that professionals should learn in their training that a good professional, not unlike a good scientist, maintains a stance of professional objectivity and neutrality, a requirement that is more easily met by restricting themselves to the choice of adequate means for reaching given ends while avoiding questions related to the choice of ends, as ends are not theirs to judge.

The finding also support Evetts' (2014) clarification that for a long time, the sociological analysis of professional work has differentiated professionalism as a special means of organizing work and controlling workers and in contrast to the hierarchical, bureaucratic and managerial controls of industrial and commercial organizations. In addition, this finding supports Sare, Bale and Nevile's (2012) study which revealed that understanding academic librarians' perceptions of how they define themselves within the larger whole of librarianship can allow for positive modifications in library education and a better understanding of how to work with new professionals. This result has implication for all librarians in higher institutions to put their knowledge of social responsibility into use in order to advance the frontier of librarianship. The essence of this is because of the better consequence it would have on them as professionals, and all information seekers in a given community. Library management should also ensure that ethical aspect of the profession is strictly enforced. To this end, ethical behaviours of should not only be promoted, it must be appreciated and rewarded while unethical legal and professional sanctions should be enforced against unethical behaviour. This fully supports the Consequence-

based Theory that was adopted for this study which states that what distinguishes right actions from wrong actions is that they have better consequences.

## **7. CONCLUSION AND RECOMMENDATIONS**

The study was designed to investigate core values of librarianship and practice of Information Ethics by librarians in four higher institutions in Oyo State, Nigeria. Three research questions were raised and one null hypothesis was formulated alongside the three specific objectives. The findings of this study revealed protection of personal data; choice of materials and censorship; privacy and confidentiality; social responsibility equal treatment of users; and intellectual freedom as core values of librarianship; lack of exposure to a course specifically on Information Ethics in most Nigerian library schools; low level of enforcement of ethical conducts by library management; concern for self-survival at the expense of rule of law; and low awareness and promotion of professional code of ethics by professional associations as factors responsible for low practice of Information Ethics; and that ethical consideration by librarians in higher institutions will enhance their productivity and profession but when users are not ethically treated as expected, they can have negative picture of the library which can render the library underutilized. Meanwhile, awareness of core values of librarianship did not determine the practice of Information Ethics by librarians in the institutions examined in this study. Factors that are responsible for high perception and moderate practice of Information Ethics by librarians in higher institutions in Oyo State, Nigeria can form another area for further study in Information Ethics.

It is therefore recommended that all librarians in Nigeria who were not taught Information Ethics while in library schools should make every effort to get acquainted with the concept of Information Ethics through personal studies, conferences, and workshops as this will enhance the way they perceive information profession in changing society; Librarians' Registration Council of Nigeria (LRCN) should work hard and team up with other African library schools and regulatory associations to ensure that Information Ethics is fully included as a course in the LIS curriculum. This will make librarians in Africa to be well equipped and be ready to confront any ethical issues that may arise in the course of professional activities; Strict enforcement of ethical conducts among librarians should be intensified by Library

management/Authority in every higher institution in Nigeria. This will instill ethical behaviour in librarians.

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