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INFORMATION AUDIT OF THE SCHOOL OF ARTS AND SOCIAL SCIENCES, ADENIRAN OGUNSANYA COLLEGE OF EDUCATION, LAGOS STATE, NIGERIA

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**INFORMATION AUDIT OF THE SCHOOL OF ARTS AND
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CHAPTER ONE

INTRODUCTION

Information and knowledge are increasingly receiving recognition as strategic corporate resources in the highly competitive business environment of today (Thobeka, 2008). Information is recognized strategic asset that an organization can own. Information is any piece of text or data, document, report, book collection, knowledge, market intelligence, link, association, perception, hunch or simple idea held in any medium (Shiela, 2003). Organizations need to create, use, receive, and retrieve information, whatever form is becoming recognized as a key organization resource and information strategies which are developed as equal as market, finance, product and human resource strategies.

Because of the proliferation of information products and delivery methods, information users within organizations are suffering from information overload (Henczel, 2001). It is too easy for people to get information and too difficult for them to find the information they need and some of the resources may not be the most appropriate for their needs. In addition to having too much information, employees do not have time to navigate resources to select and de-select the most appropriate information. Duplication of employee efforts, gaps in information, time and money wasted on unsuccessful searches also manifests a lack of information management and creates a lack of knowledge management where employees fail to learn from each other, share resources, and collaborate on projects (Ptacek, 2008).

There is need to organize information and monitor its use to meet the organizational objectives, and this is done through information resource management and effective information management is the key for an organization to achieve its goals ((Roglaski, 2006).) Information Resource Management is a comprehensive approach to planning, organizing, budgeting, directing, and monitoring and controlling the people, funding, technologies and activities associated with acquiring, storing, processing and distributing data to meet a business need for the benefit of the entire enterprise (Oliver, 2004). It is necessary to identify and evaluate the information needed, acquired, processed, organized, preserved, and disseminated to optimize the achievement of organizational objectives. A very important tool which information professional uses to address these issues is an information audit. Information audit (IA) necessitates a higher level of evaluation and control to ensure that quality information is available to those who need it.

Buchanan and Gibb (2007) describes IA as a systematic examination of the information use, the resources and flows, whose verification occurs starting from the analysis of the relations of people with existing documents, to establish the degree by means of what they contribute for the organization objectives. An information audit is a systematic examination of information use, resource, flows and existing documents, in order to establish and monitor the extent to which they are contributing to an organization's objectives. Information audit is an approach in assessing the strengths, weaknesses, opportunities and threats of an organization's information handling.

The main benefit of the information audit is the development of a much better understanding of information and how it is used to stimulate creativity and innovation conduct, an information audit examines the existing information environment of an organization and to identify information gaps, duplications, resource needs, and opportunities for collaboration and information sharing. A successful information audit will provide strategic direction and guidelines for the management of the organization's information resources and form the basis for the development of a formal information policy (Henczel, 2001). The output from an audit is a form of balance sheet, which relates

the audit findings, to the objectives of the organization. The end product of the balance sheet will be a report and recommendations on the feasibility of developing an information policy (Orna, 1990). Effective use of information is practically impossible without a policy (Orna, 1990).

Information policy is comprised of laws, regulations, doctrinal positions and other decision making and practices with society-wide constitutive effects involving information creation, processing, flows, access, and use (Braman, 2006). Thus, it encompasses any other decision-making practice with society-wide constitutive efforts that involve the flow of information and how it is processed. The basic goal of an information policy is to protect the existing service and resource base, enhance the service and resource base; and change services, methodology, opportunities and circumstances as required by order to increase effectiveness and efficiency.

Research Questions

- (1) What are the types of information needed at the School of Arts and Social Science, AOCOED?
- (2) What are the information resources, assets and services at the School of Arts and Social Science, AOCOED?
- (3) How does information flow in the School of Arts and Social Science, AOCOED, that is, how is information created, sought, processed, used and disseminated.?
- (4) Does the School of Arts and Social Science, AOCOED need an information policy?

Scope of the Study

This audit covers all departments in the school of Art and Social Science at Adeniran Ogunsanya College of Education. The departments are under the School are : Economics, Mathematics, Social Studies, Political Science, Christian Religious Studies, Theatre Arts, Islamic Religious Studies, Geography, History and Music including the School of Arts and Social Sciences.

LITERATURE REVIEW

Information is generally recognized as the most vital strategic asset that an organization can own. In the present information era, information has escalated in importance. Increasing, more organizations are realizing that relevant, timely and accurate information is among other resources needed to make accurate decisions, stimulation of production, competitive advantage, pursuit of excellence, optimal cost effectiveness and attainment of goals (Hayward and Broady 1995). It can be argued that information and knowledge play an important role in the political and economic landscape.

Over the last few decades, it has been shown that the information revolution has begun to change the very source of wealth for given countries (Bowes, 1995). Wealth is no longer material based, it is now perceived as knowledge to create value. The pursuit for wealth is now the pursuit for information and its application in business. Information is power; it is the in thing (information) for any country to survival. The new information economy changes the definition of an asset and nature of wealth. Competition is no longer for the best piece of land but for the best information. The nations and enterprises that process the best information are the ones that lead in the global economies. Business and institutions that capitalize on information will be vastly different from those ones that competed mainly for material resources. Information is essential for the continued existence and prosperity of enterprises as well as any country's economic wealth (Terblanche and Du Toit, 1996).

The present time period has been described as the information age where it is vital for organizations to have effective information and knowledge management systems in place in order to achieve competitive advantages from available information and knowledge. These types of systems are essential because the amount of available information organizations have to process has increased significantly (Soliman and Youssef, 2003). Information is valuable, and tradable, organizational asset, which significantly can be reused, shared, and distributed with limited loss of value (Buchanan and Gibb, 2007).

Information Management

All organizations have to management information that determine relationship between the different activities and the staff, subdivides and assigns roles, responsibilities and authority to carry out different tasks. Organizational politics, organizational culture and organization structure are important tools employees need to understand in order to provide the right information at the right time and the right format. Information management has become an important enabler of business strategies in areas of mass customization, competitive differentiation, quality improvements and process automation and improvement (Bruce, 1998). Information management serves managers, professionals, database administrators and senior executives of organizations which design, implement and manage information system and order for an organization to achieve high performance it is stated that, effective information management is the key (Roglaski, 2006).

Many authors defined information management by focusing on information technology, information management is not a technology problem. Rather, it is about organizational, cultural and strategic factors that must be considered to improve the management of information within organization (Kabiru and Sani, 2012). Often the term is used interchangeably with others, for example, information management is often equated with the management of information resources, the management of information technology (IT), or the management of information policies or standards (Choo, 2002).

Corporate information management is a process of strategic sense making, planning the supply for future information needs, increasing the utility value of available information resources, eliminating redundant information, ensuring compliance to legislation, and increasing the return on investment in information technologies (Pieterse,2007).

Information Management Principles

Information management are being applied in different perspective and also different levels which are: Strategic level, Operational level, Organizational level, Personal level

- a. **Strategic level:** Information management is often seen as the corporate strategic management of information as a resource in an organization in order to place it in a more advantageous position than that of its competitors.
- b. **Operational level:** It is to enhance the actual production of goods and services. It is at this level that information management integrates both the functions of an organization and its various component parts.
- c. **Organizational level:** The purpose of information management is seen as to promote the company's effectiveness by enhancing the capabilities of the organization to cope with change in its internal and external environment.
- d. **Personal level:** Personal information management refers to the information which individuals need to manage their lives both within and outside the job situation.

Information Resource Management: Information resource management (IRM) is defined as managing information as a resource in much the same way that other corporate resources are managed. In an organization, the task of looking at information resource management

responsibilities may be assigned to an individual or department. At the department level, information resource management includes those tasks carried out by functional departments for its members, using resources such as local area network, a department technical service staff, or a department information resource. Before an organization can effectively and efficiently manage the information that they create, possess and disseminate, they must first complete an audit of their current information practices (Vo-Tran, 2011).

Definitions of Information Audits

La Rosa (1991) defines information audit as systematic method of exploring and analyzing where a library's various publics are going strategically, and determining the challenges and obstacles facing those publics. The audit, which raises questions about where and when users find and use information, gives the library a better understanding of the present and future needs of its constituents which in turn helps the library determine its most appropriate strategic direction.

Underwood (1994) defines information audit as a process that enables one to log onto the information resources held by an enterprise, identify their location, use and responsibility for maintenance. St. Clair (1997) states that IA is a process that examines how well the organization's information needs and deliverables connects with the organizational missions, needs, goals and objectives. Feather and Sturges (1997) define an IA as a process by which all the total information within an enterprise are physically verified and examined to ensure that the resources acquired by that enterprise could be accounted for and located, while Buchanan and Gibb (1998) defines IA as discovering, monitoring and evaluating an organization's information resources in order to implement, maintain, or improve the organization's management of information. An analogous definition is provided by Orna (1999) which definition states that IA is a systematic evaluation of information use, resources and flows, with verification by reference to both people and existing documents, in order to establish the extent to which they are contributing to an organization's objectives.

Henczel (2001) defined IA as a process that will effectively determine the current information environment by identifying what information is required to meet the needs of the organization. It establishes what information is currently supplied, and allows matching of the two to identify gaps, inconsistencies and duplications. Buchanan and Gibb (2007) went further in 2007 to describe IA as a systematic examination of the information use, information resources and flows, whose verification occurs starting from the analysis of the relations of people with existing documents, to establish the degree by means of what they contribute for the organization objectives. The process facilitates the mapping of information flows throughout the organization and between the organization and its external environment to enable the identification of bottlenecks and inefficiencies. Sharma and Singh (2011) describe IA as a process and an analysis of information for the accuracy, suitability, validity. It is a systematic process through which organizations understand its knowledge and information needs, what are knowledge, the information flows and gaps.

Information audit can also be defined as the evaluation of an information environment in order to identify if there are gaps, duplication and inefficiencies in organization.

From the above definitions, a majority focus on the organizations and the management of their information. It is only La Rosa who makes reference to the end users (publics) of this information, and only a few make reference to the use of Information Technology (IT) in their primary definition of IA which can now be seen as an essential part of every organization and the way information is managed. Information audit involves systematic evaluation of the strength, weakness, opportunities and threat of information in any given organization.

Thus, Information audit entails the systematic examination of the information resources, information use, information flows and the management of these in an organization. It involves the identification of users' information needs and how effectively (or not) these are being met and in addition to the monetary and value of the information resources to the organization are calculated and determined. All these are done with a view to determining whether the organizational information environment contributes to the attainment of the organizational objectives and furthermore, to the establishment and implementation of effective information management principles and procedures. Information audit is done so that information can be used to help the organization maintain its competitive edge (Emily, 2010).

This definition is useful for different organizations because it is holistic enough to include the non-system sources of information within the organization in line with the organization goals. It involves information use, information needs, information technologies, information flow, and information resources and also provides solution to information processing, information control and security, information value, information presentation, circulation, information storage, maintenance and destruction, information ownership, responsibility and accountability.

Buchanan and Gibb (2007) value the objectives of the information audits and consider that they do not only have something with the identification of information resources of the organization and of their information needs, but also pursue the identification of costs and benefits of information resources, identification of opportunities to the employment of the information resources to strategic competitive advantages, integration of investments of information technology with the strategic initiative of the business, identification of information flow and processes, development of an integrated strategy and/or information politic, creation of a conscience of importance of information management and the definition of its role in the management, observation and evaluation of the correspondence with rules, laws and politics.

Importance of Information Audit (IA)

- a. An information audit provides an awareness of all information resources in the organization – both existing information (external and internal) and future needs.
- b. To be useful and in order to become knowledge, information needs to be organized and categorized – an information audit provides an opportunity to carry out these tasks.
- c. An information audit provides an opportunity to identify inefficient or improper uses of information, such as in the areas of quality of content, format or access methods.
- d. An information audit gives an organization the ability to identify requirements of current and potential users, taking into account the needs of individuals, departments, divisions or whole companies (nationally and globally) and to elaborate on user's information needs .
- e. An information audit provides an understanding of the whole organization and gives an insight into how different departments or divisors work together (or do not work together).

However, despite these numerous benefits, Buchanan and Gibb (2007) highlighted three challenges which affect the current practice of information audit which are: Limited guidance on management of scope, ambiguous linkage to related ICT scope and lack of standard

methodological approach. Buchanan and Gibb (2007) further state that ideally the information audit should include all the above aspects in order to provide a comprehensive and integrated strategic approach. However, there are very few methods proposed or discussed that go beyond basic frameworks, which require further development. Till date, there are no single accepted methodology supported by statute, standard or professional body. Buchanan and Gibb (1998) continued to state that there are several methodologies available many of which are characterized by a very definite purpose and scope, which makes widespread implementation difficult. The overriding consideration that will determine the selected methodology is the intended purpose of the information audit (Ramjaun, 2000).

2 Approaches in Information Audit

The various methods have been classified as follows:

- (a) **Cost-benefit approach:** A comparative analysis of information products and services based on their cost and perceived benefit.
- (b) **Geographical approach:** The identification of the major components of the information system in order to map their relation to one another.
- (c) **Hybrid approaches:** Hybrids of the cost-benefit and geographical methods.
- (d) **Management information audits:** confined to the identification of formal information and reports with a strong emphasis on management, information systems.

However, Henczel (2001); Buchanan and Gibb (2007) and Griffiths (2012) observed that, there is no universally accepted model for the information audit process because of the varying structures, nature and circumstances of the organization in which they are conducted. They note that the problem with existing information audit methodologies is that although there has been much recent debate on the subject, very few of the methods proposed go beyond basic frameworks that require further development. Although several methods exist, many are characterized by a very definite purpose and scope, which makes their universal adoption difficult.

Information Policy

Information is invaluable at all times and in all circumstances, especially to national development. Policy can be viewed as a plan of action, a statement of aims and objectives, especially when made by government. Policy can be an individual matter or an official enactment (Uhegbu, 2004). Information policy is any law, regulation, rule, or practice (written or unwritten), that affects the creation, acquisition, organization, dissemination, and/or evaluation of information (Yusufu, 2007). Information policy is the principle on which will information are managed, principles for the use of human resources in managing information, principles for the use of technology to support information management, the principles it will apply in relation to establishing the cost-effectiveness of information and knowledge.

Orna (1990) highlights the need to plan and periodically evaluate various organizational information activities and resources through viable information policies. She defined an organizational information policy as a formal understanding among organizational personnel of the appropriate role, uses, and value of information activities and resources in the organization. She notes that it may be written or unwritten but advised that it be preferably documented so that the documentation can be used for conflict resolution. She listed benefits of having an information policy as follows:

- (i) It enables integration and coordination of organizational information activities.
- (ii) It enables the integration of all information sources and resources.

- (iii) It provides a basis for objective decision making on the resources that are required for information activities and information management.
- (iv) It permits continuity in the development of information products and systems.
- (v) It enhances corporation, communication and openness among the various departments, and units as well as those responsible for different aspects of information management in the organization.

Challenges that an organization may face if it does not have an information policy includes: decentralized information activities and systems, resulting from lack of policy about the use of information technology, which may lead to incomplete exploitation of information and to near information anarchy, the control of information by personnel or people without adequate knowledge of the basic principle of information handling, it negates good information management and flow and results in beyond the normal scale of inappropriate information activities.

A single information policy for Nigeria should be able to address five basic cornerstones of information activities, which are: free access to information, information security, information storage and retrieval, information dissemination especially to rural areas and the less privileged (Yusufu, 2007). In Nigeria today, Freedom of Information Bill has been signed into law by President Good luck Jonathan on the 28th of May, 2011 after a FOI bill was first submitted to Nigeria's 4th National Assembly in 1999, the newly FOI act guarantees the right to access to information held by public institutions, provides protection for whistleblowers, makes adequate provision for the information needs of illiterate and disabled applicants etc. Also there is National Policy on Information Technology which brings different bodies together in order to achieve its stated objective, which is to be able to make informed decisions, and also to provide organization's decision-makers with relevant, quality information at the right time and at the right place. The information audit is a key part of developing an information strategy. The basic of an information strategy is an organization information policy that provides the framework in which information can be managed strategically (Henczel, 2001).

Methodology

The research design adopted in this study is the Case Study. The method involves an in-depth study of an individual, departments and their information resources and services and information flow. The data collection instruments used in this research were observation, questionnaire, and document analysis. The data collection period for this research work lasted ten weeks. The target population for the study are the staff of the School of Arts and Social Sciences, AOCOED, Lagos State which are (96) ninety six staff. Purposive sampling was used to select some of the School staff that their duties involve extensive use of information, that is, those who acquire process, disseminate, retrieve information, and operate the information technologies available in the School. The data instrument used are questionnaire, observation and document analysis.

Questionnaire

To achieve the objectives of the study, questionnaire was used to elicit more information from members of staff of the School. Structured questionnaire was used. Copies of questionnaire were sent to selected staff that create, process, disseminate, store and use information in the School of Arts and Social Science, AOCOED in order to achieve all the objectives of the study. Purposive sampling was used to select 52 staff out of 96 staff of the School that their duties involve extensive use of information, that is, those who acquire process, disseminate, retrieve information, and operate the information technologies

available in the School. 48 copies of the questionnaire distributed were returned out of 52 copies distributed, given a return of 92.3%.

Observation

The rationale for the choice of observation was that it would provide data on the realities of current practice from first hand perspective. This is direct examination by the researcher in which an individual behaviour or situation is observed. In this research, unobtrusive observation was used. It was used to validate the information that the researcher got from the document analysis and questionnaire. The researcher adopted this method to be able to find out the various types of information technology in use, how they use it, information resources, relationship among staff, the structure of the School of Arts and Social Science, AOCOED, and the flow of information in the School.

Document Analysis

Available documents were analyzed, that is, both published and unpublished sources of information in the School of Arts and Social Science, AOCOED.

Validity of Instrument

To ensure the validity of the questionnaire, pilot test of the questionnaire was done among the staff of the School of Arts and Social Sciences, without involving the departmental staff in order to ensure that all the questions were in such a way to avoid ambiguity and validate the set of responses to be analyzed and evaluated. Face and Content validity test was carried out. The questionnaire contained structured questions in relation to research questions and objectives of this study.

Presentation of Results

52 copies of the questionnaire were administered to the staff of the School of Arts and Social Sciences, AOCOED with 48 copies completed. The table below shows distribution and response rate to the questionnaire

SECTION 1: Demographic Data about Respondents.

Table 1: Present the demographic data of the respondents.

Frequency distribution of the Academic Discipline of Respondents		Frequency	Percent
	Music Education	6	12.5
	Business Administration	6	12.5
	Economics	3	6.2
	Science Education	2	4.2
	Religious Studies	6	12.5
	Administrative and Policy studies	5	10.4
	Library Science	1	2.1
	Educational management	3	6.2
	Performing Arts	4	8.3
	Geography Education	2	4.2
	Social Studies	2	4.2
	Political science	3	6.2
	History	2	4.2
	No response	3	6.2
	Total	48	100
Frequency Distribution of Job Titles of Respondents		Frequency	Percent
	Lecturer 1	7	14.6

	Administrative Officer	12	25.0
	Clerical Staff/ Secretary	14	29.2
	Senior Librarian	1	2.1
	Laboratory attendant	2	4.2
	Librarian 1	1	2.1
	Studio manager	1	2.1
	Studio attendant	1	2.1
	chief lecturer	9	18.8
	Total	48	100.0
Sex Distribution of Respondents		Frequency	Percent
	Male	25	52.1
	Female	23	47.9
	Total	48	100.0
Qualification		Frequency	Percent
	School Certificate	1	2.1
	NCE	6	12.5
	HND/First Degree	15	31.2
	PGD	9	18.8
	Master's Degree	10	20.8
	PhD	3	6.2
		44	91.7
	No response	4	8.3
	Total	48	100.0

From the demographic, it indicates that staff that have first degree and above are than those that do not have.

Table 2: Respondents' Understanding of the Statement of the Objective.

Multiple responses

	Frequency	Percent
Teaching	32	29.6
Research	24	22.2
Management	12	11.1
Community services	1	0.9
Strategic Planning	23	21.3
Others	14	13
No response	2	1.9

The table indicates that 32(29.6%) of the respondent agreed that teaching is the objective of the School, 24(22.2%) agreed that Research is the objective of the School, 12(11.1%) agreed that Management is the objective of the School, 1(0.9%) agreed that community services is the objective of the School while 23(21.3%) agreed that strategic planning is the objective of the School, others 14(13%) and 2(1.9%) indicates no response. This means that staff in the School of Arts and Social Sciences believed that teaching and research are the main objectives of the school because the School of Arts and Social Science is an academic institution.

Table 3: The activities carried out in fulfilling School of Arts and Social sciences 'objectives

Multiple responses

	Frequency	Percent
Staff training	5	7.6
Information processing	20	30.3
Personnel management	7	10.6
Information documentation	11	16.8
Students' training	23	34.9

The table reports that 20(30.3%) of the respondents believed that information processing in their departments towards achievement of the organizational. 23(34.9%) respondents report that students' training in their departments towards achievement of the organizational objectives. This means that Students' training and information processing activities is being performed most in order to fulfill the School of Arts and Social Sciences objectives.

Table 4: Whom respondents report to?

	Frequency	Percent
Dean	12	25.0
Departmental head	33	68.8
Others	1	2.1
No response	1	2.1
Total	48	100

From the above table, 12(25.0%) of the respondents report to dean, 33(68.8%) report to department heads, 1(2.1%) others and 1(2.1%) did not respond. This means that more respondents report to Heads of Department because information moves vertically in a systematical manner (bottom top or top bottom), that is, information flows from the departmental heads before going to the Dean of the School.

Table 5: Information needed to perform duties by the respondents**Multiple responses**

	Frequency	Percent
Teaching	34	48.6
Research and Development	13	18.6
Administrative works	20	28.6
Others	2	2.9
No response	1	1.4

Table above shows multiple responses because some respondents need information in more than one area. The result shows that the predominant information needed by staff in the School in order to perform their duties for teaching with 48.6% which is nearly half. This is because the School is an academic environment where students and researchers go through teaching.

Table 6: Information resources used by respondents to perform your duties.**Multiple responses**

	Frequency	Percent
Internet	22	11.22
Colleagues	41	22.44
Library/information Centre	37	18.9
Friends	24	12.2
Online database	17	8.7
Departmental files	30	15.31
Conferences and seminars	25	12.8
Others please specify	-	-

The table above reports that respondents depend more on colleagues than library/information centre for information resources used to perform their duties. This is confirmed by the overwhelming majority of the participants 41 (22.44%).

Table 7: Information Sources that Respondents use to perform their Duties.**Multiple responses**

Information	Frequency	Percent
Departmental annual report	25	47.9
Asset register	13	27.1
Personnel records	19	39.6
Student records	32	66.7
Request form/ book	17	35.4
Minutes of meetings	23	47.9
Textbook	25	52.1
Dispatch book	20	41.7
Journals	36	75
Handbook/ Manual	15	31.2
Correspondence	25	52.1
Internal memo	20	41.7
Bulletins	25	52.1
Newspapers/magazine	26	54.2

Others (please specify)	-	-
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This table reveals show Journals as the most consulted source of information by the staff. This is confirmed by the overwhelming majority of the respondents 36 (75%).

Table 8: what information is used for?

Multiple responses

Information	Frequency	Percent
Problem solving	19	25.3
Research	20	26.7
Teaching	27	36
Personal development	7	9.3
No response	2	2.7

It indicates that respondents predominantly use information for teaching. This is confirmed with 36%. Others use information for research 26.7%, problem solving 20%, personal development 9.3% respectively.

Table 9: Information created by respondent

Multiple responses

Information	Frequency	Percent
Books	17	15.3
Journal	23	20.7
Students' records	29	26.1
Correspondence	21	18.9
Staff records	19	17.2
Others	2	1.8

Student's record was chosen as the most record/information created by the staff of the School, followed by journal, correspondence, Staff records, books and others which are 26.1%, 20.7%, 18.9%, 17.2%, 15.3%, 1.8% in decreasing order .

Table 10: Information processed by Respondent

Multiple responses

Information	Frequency	Percent
Textbook	24	14.5
Journals	20	12.0
Notices of Conferences	15	9.0
Seminars	14	8.4
Students' records	33	19.9
Staff records	25	15.1
Correspondence	31	18.7
Others	4	2.4

From table 10, it is seen that students' records is the most processed by respondents, this is confirmed by the overwhelming majority of the respondents 19.9% followed by correspondence with 18.7%, staff records 15.1%, textbook 14.5%, journals 12.0%, notices of conferences 19.0%, and Others 2.4%.

Table 11: Resources used to store Information in Departments/school

Multiple responses

Media	Frequency	Percent
Paper files	39	37.5
CD-ROM	14	13.5
Computer Hard disk	26	25
Flash	19	18.3
Others	6	5.7

39(37.5%) of the respondents store information in paper files; 26(25%) respondents store in computer hard disk; 19(18.3%) of the respondents store information on flash, 14(13.5%) respondents store information on CD-ROM, while 6(5.7%) Others. This infers that manual storage of data/information in paper files is the predominant form of storage used by staff of the School.

Table 12: Person in Charge of Information Storage
Multiple responses

Person in charge of information storage	Frequency	Percent
Administrative Staff	23	34.3
Teaching Staff	19	28.4
Librarian	19	28.4
Others	6	8.9

Table 12 reports that 23(34.3%) of information are stored by administrative staff; 19(28.4) are stored by teaching staff and librarian and 6(8.9%) others.

Table 13: Level of Security of the Information Resources Store.

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly secured	12	25.0	25.0	25.0
Little secured	33	68.8	68.8	93.8
Not secured	3	6.2	6.2	100.0
Total	48	100.0	100.0	

Table 13 result shows that the level of security provided for information resources in the School is low. This is also observed during the course of this survey as the researcher noticed that some of the files that contained data/records are not kept in secured places.

Table 14: Information flow in the School.

	Frequency	Percent
Horizontal	10	20.8
Vertical	21	43.8
Both	10	20.8
Diagonal	-	-
No response	7	14.6

Table 14 indicates that the flow of information are 21(43.8%) vertical, 10(20.8%) horizontal, 10(20.8%) both, 0(0%) diagonal, no response 7(14.6%). This indicates that information flow more vertically than horizontally; meaning staff passes through their various heads of departments before going to the Dean.

Table 15: Information policy respondent used in the acquisition, processing, storage, security and discarding.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	9	18.8	18.8	18.8
No	39	81.2	81.2	100.0
Total	48	100.0	100.0	

This reveals that most of the staff knows the School are not aware of the information policy, but it is interesting to know that about 19% of the respondents indicated that the School has an information policy.

Table 16: Information Technology used by respondent in discharging duties and how often they are used.

Information Technology	Very often	Occasionally	Once in a while	Hardly	Never	Total
Computer system	29.2	54.2	12.5	4.2	-	100
Audio and Visual	14.6	33.3	35.4	16.7	-	100
Internet	10.4	25.0	18.8	39.6	6.2	100
Telephone	41.7	35.4	20.8	2.1	-	100
Photocopiers	25.0	54.2	18.8	2.1	-	100.0
Printers	20.8	60.4	16.7	2.1	-	100
Projectors	8.3	27.1	47.9	14.6	2.1	100

Microforms	4.2	16.7	14.6	31.2	33.3	100
CD-ROM	14.6	37.5	33.3	14.6	-	100

The above table reveals that telephone is the most information technology used by the staff of the School. Computer System was used occasionally. This attest to the researcher's observation during the course of this study that computer system is not being used mostly in the School. The use of internet to seek for information is hardly engaged as only about 35% of the respondents indicated they use internet.

Document Analysis

Information gathering in School about documents, most of which were manual. Some of the information sources were published while others were not. Some of these documents in the School, departments and library were examined.

In analyzing document available in the School of Arts and Social Sciences, the researcher categorized the documents into two:

1. Academic document.
2. Administrative document.

1. Academic documents are the information used in teaching and learning, research and development. Examples of such found in the School are Journals, books, handbook/manual, gazetteer, newspapers, magazines, maps and atlases, reference materials, fiction books, pamphlets and scripts.

2. Administrative documents are the information used to enhance administrative and managerial works. Examples of such found in the School are correspondence, internal memo, reports (annual reports, monthly reports, and departmental reports), senior staff minutes, departmental minutes, general staff minutes, gazettes, admission register, finance register, student records, staff records, and hand/manual.

Observation Results

It was observed that records or documents were not arranged in active records, semi-active records and non-active records in the School of Arts and Social Sciences especially departments. The researcher observed that some of the staff were not vast in the skill of computing (use of spreadsheets), record keeping and documentation. Staff employed to handle information acquisition, processing, documentation does not have required qualifications to perform their duties which affects the operation of the School as a whole.

It was observed that the number of computers and printers in the School and departments were limited. Few departments did not have printers let alone photocopy machines. They have to go outside the School to print documents which may cause the department exposing vital records, especially students' records (results). The manual system of operation is predominantly being used in the School and departments which make work more tedious and time consuming while little activities are being computerized.

Paper Files and records were not well secured especially in the departments. Classification scheme for records which will break down the department's work into functions, activities and transactions of records which are arranged hierarchically were not well established and record retention schedule was not drawn up indicating the documents/records that will be retained ; how to weed and preserve unused. Records/Documents and Files were disheveled on the shelves without a technical arrangement. Shelves in departments were not properly labeled, even the labeled ones, files were not arranged according to the labeled shelves. The

manner of record keeping/storage exposes the files to destruction by rodents and even fire disaster as the researcher did not even sight the presence of fire extinguishers that could help in case of fire outbreak. The library was not well equipped, the manual system of operation dominates the activities in the Library. Little professional were available, while para-professional and non professional staff dominates the activities.

These are the information sources, services and systems observed:

Information source: Reference materials, Minutes of Meetings, Nonfiction books, Fiction books, Periodicals, Mission and vision statement, Newsletters, Handbooks/Manual, Reports, Dispatch book, Television, Computer, CD-ROM, Printers, Films, Dictaphones, Scanners, Video digitizer, Video cassettes, Video recorder, Admission register, Correspondence, Financial register, Asset register, Request books/forms, Student records, Staff records, Scripts, Gazetteer, Maps and Atlases, Reports, Gazette, Maps and Atlases, Reports, Gazette, Departmental file, Photocopy machine, Flash drive, Reference materials, Minutes of Meetings, Nonfiction books, Fiction books, Periodicals

Service: Telecommunication service, Photocopying system, Information dissemination service, printing service and computing service

System: Manual filing system, cataloguing system, Classification system and computerized system

Discussion of Findings

This section presents the discussion of research findings which is based on the stated research questions which were drawn from the research objectives.

The following shows how the four research questions are answered.

(a) Research Question one: What are the types of information needed at the School of Arts and Social Science, AOCOED?

The study shown that staff in the School of Arts and Social Sciences have wide variety of information needs. Their needs for information is to perform their duties are stated in the following order of declining importance: information on teaching, information on administrative works, information on research and development. Because the School is an academic environment where teaching and learning takes place, information is needed to teach students and staff in their various disciplines. This is in agreement with the first objectives of the School, which is train to students to be future teachers and researchers. This corroborates earlier research findings carried out by Chuma and Chizoba (2008) which asserted that staff needs information on teaching most to perform their duties and also Muhammad Tahir, Khalid Mahmood and Farzana Shafique (2008) affirmed that staff need information on teaching and research most in order to perform their duties.

This finding also confirmed that of earlier studies by Chuma and Chizoba (2008), Ekikhamenor (1990), and Ajidahun (1990) that Lecturers in Nigeria seek information that is directly relevant to their jobs, which is mainly teaching and research. It was revealed that information is also needed to carry out research which is in conformity with the aims and objectives of the School which will help the School to build better researcher in the future.

The result also shows that staff of School of Arts and Social Sciences also need information for administrative functions which involves information management (information life cycle), that is, creation, collection, organization, storage, maintenance, access, dissemination and disposal of information. However, information resources to satisfy these information needs are inadequate as shown from the results. The School library does not have adequate information resources needed to satisfy the information needs of the School. Information

Technologies are inadequate; staff are not trained on information management. Few trainings that have been organized were just on computer appreciation/ use of computer.

(b) What are the information resources, assets and services at the School of Arts and Social Science, AOCOED?

A total of information resources entities identified in the School of Arts and Social Sciences, which were grouped into information sources, information services and information system. Information sources (34 information resource entities), information services (5 information resource entities), information system (4 information resource entities).

It was revealed from the study that respondents depend most on colleagues for information and a few depends on other means such as library, departmental file, internet, conferences and seminars, meaning consultation among staff still predominant and library is not playing its role as the reservoir or purveyor of knowledge due to inadequate information resources. It was also revealed in the study that the information provided were occasionally used for teaching and research in order to achieve objectives of the School which are teaching, research, management, community services and strategic planning.

The documents predominant which respondents deal with are reports, journals, correspondence respectively and the document guide used by respondents most is the job description guide. It was revealed in the study that the information technologies respondents used to perform their duties are telephones, computers, photocopiers, printers, projector, CD-ROM, digital cameras, tape recorders, Dictaphone, scanners, Video digitalizers; and internet is rarely used in the School to achieve the objectives of the School which contradict a research carried out by Kumar (2010) where internet is majorly used to perform their duties. Mahajan (2006) also conducted a study of Internet use by researchers in Punjab University, Chandigarh, which analyzed that technologies have transformed society into a knowledge society. It was stated that the Internet is considered to be the most valuable of all computer technologies but this is contrary in the School where internet is rarely used to achieve the School objectives. There is limited fund to purchase information resources that will enhance teaching and research. Others problems are epileptic power supply, inadequate technical resources, inadequate human resource, information resources.

(c) Research Question Three: Examine the flow of information within the School of Arts and Social Science, AOCOED that is, how information is created, sought, processed, stored, used and disseminated?

In examining information flow in the school of Arts and Social Science, two things were involved which are the pattern of flow (horizontal or vertical) and the information life cycle which involves the creation, collection, organization, storage, preservation, use, access, dissemination and disposal of information.

It was presented in this study that information flows both ways which are vertical and horizontal. For example, Information flows from the Dean of the school to various departments (Faculty members) and also from the Dean to the administrative staff, then to the clerical staff and secretaries or vice versa. There is also the flow of information within departments, that is, horizontally among department heads, lecturers and other staff. It was revealed from the study that information does not flow diagonally. Because information flows vertically, it gives room for delegation of responsibilities, accountability and checks and balances which will help the School of achieve its aims and objectives.

Baden (2012) opined that horizontal information increase knowledge, communication skills, and socialization skills. However, it leads to delay in decision making whereby the H.O.D's can hold the information from getting the Dean which in turn affects the objective of the School. However, Baden (2012) asserted that horizontal information flow leads to rigid, protocol-driven hierarchical roles, that is, the staff follow instructions without given the room for innovation or intuitive reasoning in terms of ideas from subordinate.

Examining the information life cycle involves creation, collection, organization, storage, maintenance, access, dissemination, preservation, conservation and disposal of information. It was revealed that the School creates information which are used for the day to day activities of the School. Their needs for creation of information is to perform their duties are stated in the following order of declining importance, which are student's records, journal, correspondence, books etc. It was revealed from the study that the School processes more of student records, correspondence, staff records than any other information. They process these information mostly by storing, extracting and filing these information compared to other means of processing information. It was also revealed that the School store the information they process mostly in files, computer Hard disk, flash etc. but the manual system was still predominant. The manual storage system was observed to be prone to destruction as the files were kept in non fire proof cabinets. Information stored in computers do not have anti-virus which makes the information prone to virus. Information stored are not well classified into active records, semi records and in-active records which makes it hard to retrieve information and lead to missing of information resources(records).

It was revealed that Journals are the most consulted source of information by the staff in the School of Arts and Social Sciences. This corroborates a research carried out by Shankar (2010) which attested that Journal is the most consulted information source. Eqbal and khan (2007); Iwighrehwata and Onoriode (2012) also asserted that journals are always used by staff in tertiary institution to perform their duties. However, this contradicts the finding of the researcher in this study which reveals that this information source (journal) is not always used which may be as a result of subscription for journals (exorbitant journals prices). Over 2.5 million of articles published annually appeared in subscription based journals making it impossible for researchers with financial limitation to gain access to such information (Yiatis, 2005; Giarlo, 2006).

(d) Research question four: Does the School of Arts and Social Science, AOCOED need an information policy?

The result in this study shows that the School does have clear information policy that is used in the acquisition, processing, storage, security, and discarding of information resources. This invariably shows that the School does not have information policy, contrary to the opinion of Tihamiyu and Aina (2008) who noted that it is essential for an organization to have record and information management policy to enhance the improvement of information and record management and also Merzuki, S., & Hamrila L., (2009) opined that information policy is crucial for an institution to have in place, that is, proper means for the recording of documented policy and procedures that would facilitate actions undertaken in managing the activities in an institution.

It is established from the study that there is the need for information policy in the School so that information will be properly managed. The School needs an information policy in order to provide policies on acquisition of the right information resources, process these resources, store, provide adequate security, and provide also policies on preservation and conservation on information resources. This is in line with Uhegbu (2008) which states that information policies encourages the provision of minimum standards of operation in acquisition,

accommodation, personnel, equipment, and quality of services and ensure that the right technology, information-generating resources, publishing materials, and facilities. The practice of information and record management may among others involve creating, approving, and enforcing policies and practices regarding records and information, including their organization and disposal. Similar to the findings, Mnjama and Wamukoya (2004) also observed the absence of legislation, policies and procedures to guide the management of records/information and lack of record retention and disposal policies has effects on the organization's objectives.

Conclusion

The information audit was carried to identify the information needs, information resources, examine the information flow of the School and to look at the adequacy and relevance of information policy (if available). It was discovered that School does not have well defined information policy, and the manual system was still predominant. Staff still use the manual method of storing information resources. It was observed that some departments do not have information technologies. It was concluded from the study that the level of security is still low. The use of information technology is still low in few departments. The flow of information is both ways, vertically and horizontally. Vertically from the Dean to the H.O.D's to the Staff, and horizontally among departments or vice versa. The information related tasks are manually performed. This has led to inconsistency, omission and duplication of the tasks performed in the School. The Staff are not properly trained on information management, that is, acquisition, processing, storage, preservation, conservation and disposal of information.

There are few databases in the school and document management system in the School which affects good information management in the School. Records/information are kept on tables and drawers which are not under lock and key, most of the cabinets used to store records are not fire proof and absence of fire extinguishers in most of the offices were observed.

Recommendations

The following recommendations are for the consideration of the management of the School of Arts and Social Sciences. It is hoped that the optimal use of information and its resources will aid the School to achieve its objectives effortlessly, efficiently and effectively.

Listed below are the recommendations.

(1) There should be a formal document stating the School objectives to guide all the departments. This will help the institution to achieve common goals and also prevent problems when evaluating the departmental achievements.

(2) Recruitment and Staff training on information management.

Few staff are available in the School, those available were only trained on how to use the computer but not on information management, that is, how to create, collect, organize, store, maintain, access, disseminate, preserve, conserve and dispose information.

(3) Purchase of recent information resources, information technologies should be upgraded and made available in order to facilitate the flow of information.

(4) Provision of computerized departmental libraries.

The School should provide computerized departmental libraries with recent information resources in order to aid teaching and learning in the School.

(5) Database management system and software should be provided at various departments. This will ensure the security of records/data/ information in the School as only authorized staff will be able to have access to the system. It will also ensure safe storage, easy retrieval, as well as quick dissemination of information in the School.

(6) A record retention schedule should be drawn up for the organization.

This will highlight the types of documents held and nature of their contents. This will help to have a record of all documents and fast way of knowing which record is due for weeding or archive.

(7) An information policy should be developed for the School.

The researcher therefore proposes that the information policy should contain key issues as:

- (a) Ensuring the right information is acquired from outside and generated from inside to meet what the School needs to do with information.
- (b) Information acquired should be on time and in the right format to the people who need to use it.
- (c) All staff that process and use information should be given the avenue to learn appropriate knowledge and skills on information management.
- (d) Decisions should be taken on acquisition of modern information technology to process, store and disseminate information.
- (e) There should be a review of the information policy from time to time in order to suit the School objectives.
- (f) Adequate budgetary allocation should be provided on acquisition of information resources.
- (g) Access to confidential information should strictly be limited and tightly controlled.

