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An Assessment of the Resources and Services Provision for the Disabled Library Users in University of Ilorin and Federal College of Education (Special) Oyo.

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***An Assessment of the Resources and Services
Provision for the Disabled Library Users in
University of Ilorin and Federal College of
Education (Special) Oyo.***

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Keywords:

- Impairment: is the term used to describe deviation from normal.
- Disability: is the term used to define restriction in the ability to perform normal activity of the daily living.
- Handicapped: the term used to describe a person who, because of disability is unable to perform normal activities in the society.
- Mental disorder: means psychiatric or psychosocial disability
- Library resources: these are objects or materials that can be used to gain knowledge in the libraries.
- Human resources: these are professional and para-professional librarians
- Material resources: these are the reading materials in the library, which may be print and non print materials
- Library Service: this is a kind of services that the library provides for its users

Abstract

The paper examines an assessment of the resources and services provision for the disabled library users in University of Ilorin and Federal College of Education (Special) Oyo. The study adapted the qualitative research approach in order to carry out the investigation. The population for this study consisted of all the disabled library patrons in University of Ilorin and Federal College of Education (Special) Oyo. The purposive sampling was used to select sample for this study. Three data gathering instruments consisting of questionnaires, observation and interview were used in this study. Data were analysed using frequency and percentages findings of the study showed that the deaf constitute 126%, follow by the dumb which is 84%. While others are the least in the University of Ilorin and Federal College of Education (Special) Oyo. Most of the disabled library users indicated that the resources and services of the library are accessible in Federal College of Education (Special) Oyo unlike that of university of Ilorin. They also indicated that information resources and services provided in the library to them met their needs. The paper concludes with few recommendations.

Introduction

Impairment is a term used to describe deviation from normal. According to Crisp (2002) a person who has a physical or intellectual problem is said to be impaired e.g. a person who is short-sighted has a visual impairment. In a situation whereby the person's impairment means that he is unable to function in the same way as most people in that particular area, then he is considered disabled. For example, a person who has glaucoma does not have a full field of vision as most people and therefore has a visual disability.

Disability is the term used to define a restriction in the ability to perform normal activity of daily living which someone of the same age is able to perform. Okoye, (2010) defined disability as a condition resulting from permanent injuries to the brain, spinal cord, eyes and other parts of the body, as a result of motor accidents, wars, natural disasters and diseases such as polio. A typical example is the condition of a three-year old child who is not able to walk; a normal three year old child should be able to walk independently.

Handicap is the term used to describe a person who, because of disability, is unable to perform normal activities in the society. For example, inability of a sixteen year old person to prepare his own meal or care for his/her own self without the help of someone is handicap. On the other hand, a sixteen year old who can walk only with the assistance of crutches but who attends a regular school and is fully independent in his/her daily living activities is disabled but not handicapped. All disabled people are impaired and all handicapped people are disabled, but a person can be impaired and not necessarily be disabled, and a person can be disabled without being handicapped. An individual may also be called disabled if he/she has had impairment in the past or is seen as disabled based on a personal or group standard or norm. Such impairments may include physical, sensory and cognitive or developmental disabilities. Mental disorder also known as psychiatric or psychosocial disability and various types of chronic diseases

may also be disabilities. Some people object to describing certain conditions (notably deafness and autism) as “disabilities” arguing that it is more appropriate to consider them developmental differences that have been unfairly stigmatized by society (WHO, 2006).

Library Resources

Library resources are objects or materials that can be used to gain knowledge in libraries or information centers and these resources can be divided into human and material resources. Human resources include the professionals (Librarians) and Paraprofessionals Librarians working in the library. These people have to make sure that all the users of the library are attended to and all their needs are met irrespective of their status, age, and cadre. The qualification for a professional Librarian is Bachelor’s degree in library and information science while Para-professionals must have at least a diploma in the same field. Apart from this, he /she must be intelligent and must be somebody that is patient. (Williamson,et al2007).

Material resources are the reading or accessible materials in the library, which may be physical or non-physical materials. Physical materials are those printed materials, which can be seen and handled by the users. They include books, journals, newspapers, magazines, manuscripts and government publications. Non-physical or non-prints are materials that can only be assessed with the help of a gadget such as computers, CD ROM search, mobile phones, book readers which give information from online.

Library Service

This is a kind of services that the library provides for its users and it varies from library to library according to the type of materials and resources contained and the kind of users that patronize them. These services can be general services or specialized services. They include:

- a. **Current awareness services:** Services provided by libraries to keep clientele up to date on new acquisitions of library resources and other new developments in the library.
- b,. **Reference service:** This is a service library where the librarian provides clientele or library user with direction to library materials and also provide library resources that are meant for consultation.
- c. **Selective dissemination of information service:** This is a service provided where by tools and resources are used to keep clientele informed of new resources on specified topics.
- d. **Referral service:** This is a process of linking a person who has an information or problem with a service that will meet the information need or solve the problem.
- e. **Lending service:** A basic service whereby libraries lend out their resources to only registered users of the library.
- f. **Photocopying service:** Some libraries also provide photocopying services to library users at a subsidized rate.

All these services are supposed to be provided for all library users irrespective of gender, age, status, background, etc. unfortunately, this is not so because libraries always had problems in providing information for people with disabilities (Williamson et al., 2007).

Statement of the Problem

Information is an important element to the development growth of an individual irrespective of one's status. With adequate information, one can be self reliance. However, disability has compelled some people to depend on others simply because they do not have any form of training that would help them adjust. As noted by Anjiodé (2011) people with disability in Nigeria who do not have access to rehabilitation or any form of educational training end up

being fully dependent on their extended families or engaged in begging as the only source of livelihood. The few disabled people in Nigeria that have the opportunity to acquire education do not attend conventional schools. Those who attend conventional schools find it difficult to properly utilize the schools' educational facilities, because they were not originally designed for people with disability. Apart from the enrollees, this also affects the acquisition and dissemination of information resources that caters for their health, education, jobs and businesses. These individual never deter to contribute to the development and sustenance of the society value systems. It becomes imperative to access information resources and service for disabled library users in University of Ilorin and Federal College of Education (special) Oyo to investigate how well has the needs of disabled users has been meet, what are in stock, has been in consonance with the admission in the tertiary institutions whose reputation reveals them to be foremost in graduating disabled individuals from first degrees and diploma programmes (Okoye, 2010). Noted that if the right resources are acquired, made available and accessible to the people with disability under a conducive and controlled environment, then their information needs would be met.

Research Questions

This study will provide answers to the following research questions:

1. What categories of disabled library users make use of the libraries in University of Ilorin and Federal College of Education (Special) Oyo?
2. What are the types of information resources available to disabled library users in University of Ilorin and Federal College of Education (Special) Oyo Libraries?
3. What services do the libraries in University of Ilorin and Federal College of Education (Special) Oyo provide for their disabled library users?

4. For what reasons do the disabled library users in University of Ilorin and Federal College of Education (Special) Oyo use library resources and services?

5. How accessible to the disabled library users are the resources and services of the libraries in University of Ilorin and Federal College of Education (Special) Oyo?

6. To what extent do the information resources and services in University of Ilorin and Federal College of Education (Special) Oyo libraries meet the information needs of the disabled library users?

Objectives of the Study

The objectives of this study are as follows:

1. To determine the categories of disabled library users make use of the libraries in University of Ilorin and Federal College of Education (Special) Oyo.

2. To determine the types of information resources available to disabled library users in University of Ilorin and Federal College of Education (Special) Oyo Libraries.

3. To ascertain the services do the libraries in University of Ilorin and Federal College of Education (Special) Oyo provide for their disabled library users.

4. To establish what reasons do the disabled library users in University of Ilorin and Federal College of Education (Special) Oyo use library resources and services.

5. To determine how accessible the resources and services of the libraries in University of Ilorin and Federal College of Education (Special) Oyo are to disabled library users.

6. To determine the extent do the information resources and services in University of Ilorin and Federal College of Education (Special) Oyo libraries meet the information needs of the disabled library users.

Significance of the study

The planning and execution of any development depends on data and information to guide decision making. Lack of or unreliability of accurate data and information on resources and services for the disabled library users in selected tertiary institutions in Nigeria especially in University of Ilorin and Federal College of Education (special) Oyo has greatly and negatively affected the development and justification of funds to the institutions. The significance of this study is that, it brings out the challenges and achievement of these institutions, and will help bring out a blue print of what is obtainable to support decisions that include the library as well as add to literature and body of knowledge.

It is significant because it is a contribution to knowledge on the plight of disabled persons especially those who aspire to live normal life's as others in the areas of learning and research.

Scope of the Study

The study area covers only all the libraries in the University of Ilorin and Federal College of Education FCE (Special) Oyo in terms of provision of information resources and services to the disabled library users.

Not concern about these libraries but adequate of these services to this categories of this persons i.e. The disabled library users.

Limitation of the Study

In the process of conducting this study, the researcher had some limitations in terms of financial constraint, security issues in the area of coverage, proximity and time within which to complete the research, as well as problem to get access to library users with disabilities.

Literature Review

Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions, (Crispi, 2002). Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Crisp, R.(2002). Thus disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives (WHO, 2012). The International Classification of Functioning, Disability and Health (ICF), defines disability as the outcome of the interaction between a person with impairment and the environmental and attitudinal barriers one may face. Some advocates object scribing certain conditions (notably deafness and autism) as "disabilities", arguing it is more appropriate to consider them developmental differences that have been unfairly stigmatized by society (Andrew, 2011). Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives. Overcoming the difficulties faced by people with disabilities require interventions to remove environmental and social barriers.

Students with a disability or difference have a right to expect access to learning resources, services and learning and assessment opportunities on the same basis as all other students. There is evidence of wide variation within and across institutions, in terms of information at induction, provision of learning resources, and selection of assessment methods. In particular, attention should be given to the provision of teaching materials in a medium that is directly accessible, or capable of easy conversion to an accessible format (Robertson, L.2008). Libraries should play and have really been playing an important role in making resources available to people with varying categories of disability as they constitute one of the fastest growing segments

of the society. Various forms of assistive technologies are available to assist the disabled patrons to access information from the library.

Patrons with various disabilities need the following services or facilities and attention in the library. This includes designated computer workstations adapted for patrons in wheelchairs, adaptive keyboards or keyboard overlays for users' motor impairments, designated computers equipped with spelling and other instructional software suitable for person with dyslexia equipment, and well trained staff capable of instructing customers in the use of computers (Irvail and Nielsen, 2005). However, in order to facilitate efficient library use by the differently disabled, there must be well trained specialized librarians, since library and information services for the disabled is a specialized area of service. Hence, the library must make provisions for capacity building to enable the efficient training of the librarians dedicated for the provision of services for the differently disabled patrons (Ajobiewe, 2012).

It is true that the world is experiencing an important demographic transformation. The unprecedented number of disabled population in many developed and especially almost all developing countries continue to grow. As the new world order is driven by knowledge and exchange of information and ideas, surviving in today's information age therefore depends on access to local, national and global information technology networks. (Ejedafiru and Isebe, 2011). One of the hallmarks of a civilized, humane society is the extent to which it cares for its people who have disabilities.

The disabled students encounter barriers in their quest for education. Viney (2006) rightly noted that they encounter physical access limitations such as retrieving books from the library shelves. Okoli (2010) observed horrors of architectural buildings which have discouraged many differently disabled people from having education. Bradley (2006) opined that challenged students start out with the same qualifications and aspirations as normal students, but because they encounter barriers, they perform poorer. Crisp (2002) affirms that disability can lead to frustration in some cases, and can adversely

degenerate to a level that an individual may not be able to actualize his aspirations.

The importance of information to the success of any academic discipline cannot be overemphasized. In an academic community, information is used for learning, teaching, research and leisure (Ukpanah, 2006). Information according to Ajiboye and Tella (2007) is used primarily for academic purposes. These findings agree with Kakai et al. (2004), who observed that students' information-seeking behaviours promote academic excellence. Information resources and services available in institutional information systems must be capable of supporting research activities among students and faculty members (Popoola, 2008). These students could be challenged or normal library users. The challenged students will need assistance while in the library but the normal students may need little or no assistance (Lawal-Solarin, 2012). Disabled people have wide-ranging informational needs. The information needs be categorized into educational (Adesina, 2003), medical or psychosocial (Beresford Sloper, 1999).

It is a well-known fact that that one major limitation that impedes effective utilization of library resources is the issue of access which borders on the building environment, available library resources and specially trained staff. Special services, specially trained staff and arrangements may be required to cater to users with disabilities (Australian Library and Information Association, 2012).

These policies and procedures should be advertised in the library and library publications. In addition, many disabled people are discriminated against and are not included in the library's board of trustees and committees (Rubin, 2003).

Finally, it was also referred to disabled library patrons, especially those in developing countries including Nigeria who encounter various challenges ranging from that of lack of policy specifically for the disabled patrons, lack of

access, lack of trained staff to cater for the need of the disabled patrons to that of infrastructural base and resources that will allow for efficient library delivery services.

Methodology

The study adopted the qualitative research approach in order to carry out the investigation. The population for this study consisted of all the disabled library patrons of the university of Ilorin and Federal College of Education (Special) Oyo. The purposive sampling was used to select sample for this study. Three data gathering instruments consisting of questionnaire, observation and interview were used in this study. Questionnaire were used to collect data for this study. The questionnaires were distributed to randomly select disabled library patrons of university of Ilorin and Federal College of Education (Special) Oyo with the assistance of the library staff in the Institutions. The questionnaires were divided into two parts. Part (I) The bio-data, which consist of sex, age and faculty and part (II) information needs of the disabled students, which consist of type of disability, frequency of library use, information services and resources. The researchers also took time out to visit the university of Ilorin and Federal College of Education (Special) Oyo to personally assess them with a view of evaluating their accessibility, resource availability and services provision and users friendliness to the differentially disabled patrons.

The researcher solicited for the support of the authorities of the university of Ilorin library, centre for the Supportive Services of the Deaf and Federal College of Education (Special) Oyo in order to ensure the success of the information gathering. The researchers personally administered the questionnaire to the select group of respondents and observed the activities of the library as it concerns services provision to the disabled patrons. Data were collected from participants with visual impairment by the researchers personally through interview. The data collected were analysed and interpreted using frequency and simple percentages.

Table 1: Population of disabled library users in University of Ilorin and Federal College of Education (Special) Oyo

Types of Disability	Institutions		Total
	FCE (special) Oyo	Unilorin	
Deaf	87	48	135
Blind	38	6	41
Dumb	58	34	92
Crippled	28	13	41
Mentally challenged	08	0	08
Total	219	101	320

Source: Unilorin Student's Affairs Office, Center for supportive for the Deaf and FCE (special) Oyo. (2014).

Response Rate of the Respondents

Out of the total number of three hundred and twenty (320) copies of the questionnaire administered to the disabled library patrons at University Ilorin and Federal College of Education (Special) Oyo for the purpose of this study, two hundred and ninety-four (294) copies were returned duly completed and were found usable for the analysis. This therefore represents 91.9% response rate from the entire respondents. The high response rate could be attributed to the good rapport established between the researcher, the research assistant, the library staff and the respondents during the researcher's visit. Table 1 gives the response rate of the respondents.

Table 2. Response Rate

	Institution					
	FCE (SPECIAL) OYO		Unilorin		GRAND TOTAL	
Types of disability	Total given	Returned	Total given	Returned	Total given	Returned

	out		out		out	
Deaf	87	82	48	44	135	126
Blind	38	36	6	4	44	40
Dumb	58	52	34	12	41	46
Crippled	28	24	13	12	41	36
Mentally challenged	08	08	0	0	08	08
Total	219	202	101	92	320	294

Categories of disabled library users using the libraries

The study try to find out the difference categories of disabled library users that are using resources and services of libraries in university of Ilorin and Federal College of Education (Special) Oyo. The result is presented in the table 3.

Table 3. Categories of the disabled library users using the libraries

Categories of disable library users	Institutions			
	FCE (Special) Oyo		University of Ilorin	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Deaf	82	40.6	44	48
Blind	36	17.8	4	4.3
Dumb	52	25.7	32	34.7
Crippled	24	11.9	12	13.0
Mentally challenged	08	4	0	0
Total	202	100	92	100

Table 3, shows that out of 202 disabled library users that were using the library in Federal College of Education Oyo, 82 (40.6%) were deaf, 36 (17.8%) were blind, 52 (25.7%) were dumb, 24 (11.9%) were crippled and 8 (4%) were mentally challenged. In Unilorin, 92 disabled library users were

used for the study and out of these, 44 (48%) were deaf, 4 (4.3%) were blind, 32 (354.7%) were dumb, and 12 (13%) were crippled. From the table, there was no mentally disabled library users. This is in line with Bopp and Smith (2001) findings where it was noted that the categories of disabled library users to include persons who are blind, visual impairment, individuals who are deaf, dumb among others.

Type of Information Resources Available in the libraries of the two Institutions

One of the questions this study was set t answer is to find out different types of information that are available for the disabled library users in both institutions and the findings are as recorded in the table 4.

Table 4: Type of Information Resources Available in the libraries of the two Institutions.

Available Library Resources	Institutions			
	FCE (Special) Oyo		University of Ilorin	
	Available	Not available	Available	Not available
Braille	√			X
Audio-Book	√		√	
Daisey Materials	√		√	
Kuzweil Reader		X		X
CCTV Magnifying Aid Unit	√			X
Subtitled DVD and Video	√		√	
Large Print Book	√			X
Talking Books	√		√	
Electronic Text	√		√	
Internet	√		√	
Computer	√		√	

Key: √ (available) X (not available)

Table 4: reveals that Audio-Book , Daisey Materials, Subtitled DVD and Video, Talking Books, Electronic Text etc are some of the resources that are common to the two institution libraries. This finding is in line with Ajobiewe (2006) who noted library resources to be provided for disabled library users to include talking book, customized tape recorder, and video output devices among others.

A close look at the table shows that the difference in availability or pattern of distribution of some resources at both institutions in a reflection of the type of disabled library users the institutions cater for.

Information Services the libraries Available in the two libraries

The focus of this section of the study is the type of information services the two libraries provided and the analysis are contained in Table 5:

Table 5: Information Services the libraries available in the two Libraries

Information Services Available	Institutions			
	FCE (Special) Oyo		University of Ilorin	
	Available	Not available	Available	Not available
Braille	√			X
Audio-Book services	√		√	
Retrieving Book & other materials from the shelve	√			X
Photocopying Services	√		√	
Provision of	√		√	

Assistance with adaptive equipment				
Referral Services	√		√	X
Internet Services	√			
Computer Services	√		√	
Search the catalogue and other online resources	√			X
Assistive Tech services	√			X
Others specify		X		X

Key: √ (Available) X (Not available)

Table 5: shows that the two institutions provide Talking Book Services, Photocopying Services, Provision of Assistance with Adaptive Equipment, Internet Services, Computer Services. This finding is in line with Colorado (20080 who noted services to be provided to include talking book service, assistive equipment etc.

From table 5: it can be deduced that the services provided by the FCE special library for the disabled students were broader than that of the University of Ilorin. The absence of assistive technologies Braille and referral services for the Unilorin disabled library users is a real source of concern. Referral services which provided user with information that is not available in a resource center are among the most important services offered by a resource centre. This is because no resource centre can hold all the materials available on all the subjects of interest to their users. It is important to know about other sources of information so that users can refer to them if necessary. The absence of Braille services and other assistive technologies at Unilorin implies that some categories of disabled students would be deprived of maximum utilization of information resources. The absence of all these

technological resources at University Ilorin may likely affect the quality and quantity of information available to the University Ilorin disabled students.

The Reasons why Disabled Library User use Information Resources in the Institutions

The respondents were given options to indicate reasons why they need information most. The responses were analyzed in the Table 6:

Table 6: The Reasons why Disabled Library user use Information Resources in the Institutions

Why disabled library users	Institutions			
	FCE (Special) Oyo		University of Ilorin	
	Frequency	Percentage	Frequency	Percentage
Current affairs	38	18.8	14	15.2
Education	62	30.6	24	26.1
Social	27	13.4	12	13.0
Medical	32	15.8	15	16.3
Research	28	14	19	20.7
Other	15	7.4	08	8.7
Total	202	100	92	100

From the analysis in table 6: it is glaring that a larger proportion on (62.30.6%) and 24 (26.1%) of the disabled library users in the two institutions use library for educational purposes. This is expected because the primary reason for using library in an academic institution generally is for educational purpose. However, the percentage of disabled library users from FCE (special) Oyo using the library for educational 62 (30.6%) and 38 (18.8%) current affair purposes was slightly higher than what was obtained from Unilorin. The level at which the library is being used for medical and research purposes in University of Ilorin by the disabled patrons was relatively higher than that obtained from Federal College of Education (Special), Oyo.

Accessibility of Library Information Resources to Disabled library users in the two Institutions.

The opinions of the respondents were sought on the level of accessibility of information resources in the libraries as provided in Table7:

Table 7: Accessibility of library information Resources to Disabled library users in the two Institutions

How accessible are the information resources in the library	Institutions			
	FCE (Special) Oyo		University of Ilorin	
	Frequency	Percentage	Frequency	Percentage
Very accessible	67	33.3	08	8.7
Accessible	128	63.3	57	62
Not accessible	07	3.4	27	29.3
Total	202	100	92	100

Table 7: shows that most of the disabled library users at the two institutions noted that the resources were very accessible or accessible. The easier accessibility of the respondents could be attributed to the fact that the design of the library. Was intended to cater for different categories of disabled users, and hence the problem of accessibility has been initially cater for. That is why Robertson (2012) noted academic libraries as the providers of information and the heart of higher learning institution should be at the forefront of removing the barriers hindering access to information.

Summary of Findings

In the light of the analyses of data and discussions, the study came up with the following findings:

1. That the deaf constitute 126%, follow by the dumb which constitute 84%, the blind with 40% and crippled with 36% proportion of library users while the mentally challenged are the least in both institutions.
2. Audio-Book, Daisy Materials, Subtitled DVD and Video, Talking Books, Electronic Text are some of the resources that are common to the two institutions' libraries.
3. The two institutions provide Talking Book Services, Photocopying Services, Provision of Assistance with Adaptive Equipment, Internet Services, Computer Services.
4. A larger percentage of the disabled library users use the library for educational purposes in the two institutions.
5. Most of the disabled library users indicated that the resources and services of the library are accessible in Federal college of Education (special) Oyo unlike that of University of Ilorin.
6. Most of the disabled library users indicated that the information resources and services provided in the library to them met their need. **Conclusion**

From the analysis of the data collected, the study has shown that the deaf constitute the greater portion of library patrons in both institutions. The available information resources and services provided by the FCE (Special) Oyo library were more than those of University of Ilorin, probably due to the differences in the main categories of users catered for by the libraries in both institutions. While a large percentage of the respondents from both FCE (Special) Oyo and University of Ilorin use the information resources for educational purposes, the study found that information resources are more accessible to disabled library patrons of the former institution than the latter. In the same vein, the information resources are more accessible to disabled library patrons in FCE (Special) Oyo than that those available for the categories available at University of Ilorin. The extent to which the information

resources available to the disabled library users in FCE (Special) Oyo meet their information needs was relatively better than that available at University of Ilorin. On the whole, the information and services provided by the library of FCE (Special) Oyo were better than that of University of Ilorin.

Recommendations

On the basis of the findings of this study and the conclusion reached, the researcher therefore makes the following recommendations:

1. Since the two institutions are meant to cater for all categories of users, they should make adequate provision for mentally challenged users especially FCE Oyo that is designed to cater for people with special needs.
2. There should be provision for materials like: Braille, Braille computers for the disabled library users that are blind.
3. The institutions should also provide services such as: Braille service, Braille computer services for the disabled library users that are blind.
4. There should be adequate awareness by the library staff of the two institutions of other services being provide such as, recreational services, current awareness service, selective dissemination of information so that disabled library users can also benefit from such services.
- 5 Funds should be made available to the Libraries of both institutions to enable them provide the current information resources and services (including ICT facilities) that will meet the information goals of the disabled patrons. Ramp access for wheel chair for mobility impaired users should be greatly improved upon.

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