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Attitude of librarians towards users with learning disabilities

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Attitude of librarians towards users with learning disabilities

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Abstract

This survey study investigated the attitude of librarians towards library users with learning disabilities in Nigeria. The study applied descriptive survey method and was guided by three research questions and hypotheses respectively. The sampled population for the study stood at 451 drawn among certified librarians working in various libraries in the country through proportionate stratified random sampling technique based on gender and years of experience. The major instrument used in collecting data for the study is the questionnaire titled 'Librarians' Attitude Towards Library Users with Learning Disability Questionnaire (LATLULDQ) and validated by professionals in psychology and Educational evaluation and Measurement. To establish the reliability of the instrument, Cronbach Alpha Statistical technique was used and a reliability coefficient of 0.82 as a measure of internal consistency was established. In answering the research questions, percentage, mean and standard deviation were used while chi-square, independent t-test and one way Analysis of variance (ANOVA) were used to test the hypotheses at 0.05 alpha level. The outcome of the study shows that librarians with positive attitude towards library users with learning disabilities are at the high side than those librarians with negative attitude. The result of attitude based on gender, reveals that librarians attitude towards library users with learning disabilities based on gender differ significantly as the outcome shows that male librarians tend to exhibit positive attitude to these users than their female counterparts, whereas there was no significant difference in attitude of librarians based on their years of experience. It was based on the findings of this study that recommendations were made which include that female librarians should apply their nature endowed motherly care and passion while discharging their duties as librarians more so when attending to users with learning disabilities.

Keywords: Attitude, Librarians, library users, Learning disabilities, intervention strategies, Inclusion

1.0.Introduction

1.1. Background of the study

The practice of librarianship constitutes holding out oneself as skilled in the knowledge, art and services of the organisation, dissemination, preservation of recorded information, the reading, the rendering, furnishing and contracting of professional services such as consultation and advice on the organisation and management of libraries data banks, research and information centre to client on a fee or otherwise; the teaching of subjects in the library and information; and the signing or authenticating for clients of document and reports when called for (Chanroble, 2019). This implies that the sole aim of librarianship is to provide the needed information to library users and so to speak to the society regardless of class; creed, sex, status or race.

A collection of documents that is not used-irrespective of its nature cannot be said to form part of a library. The library users in all perspective form a complex whole of the library in that without them, there is no library of any form. Apart from classification by objectives, users can also be categorized in accordance with other criteria, for instance religion, education, environment, sex, employment, profession, age or status. The heterogeneity of the users is further emphasized by their various unspoken reading needs and motives. As stated by Meijer (1982), the task of the librarians in respect to library users, therefore, is not to adopt an attitude of passive expectancy, but to stimulate use of the library so that everyone's requirements can be met. Because the influence exercised by books, etc., can be either good or bad, and because the majority of library users require only relevant sources on a subject, the librarian is obliged through reader guidance and reader service to make available not the maximum, but a limited selection of the collection. The librarian as a social worker is also obliged to be of help to any class of users including those with learning disability-which is an aspect of exceptionality a term Ugwu (2015) describes as a state of deviation from normal standard of being or existence of certain human attributes, abilities, capabilities and traits from the average and should exhibit positive attitude towards them. In this context, attitude is described as affective feeling and tendency to behave towards someone, on the basis of what beliefs the individual has about someone, thing or situation (Umezurike & Eneasator, 2011). Furtherance, attitude according to Morris and Maisto (2005),

also means an individual's tendency to respond favorably or unfavorably to an object, person or group of persons, institutions or event. Which implies that attitude could be positive or negative depending on the approach. It is on this note, that this study is fashioned as to establishing librarians' attitude to library users with learning disabilities.

1.2. Statement of problem

Inclusion is the right of all individuals to participate actively in all aspects of community life including in the use of the library. According to the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC), the desired results of inclusive experiences for children with disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential (DEC & NAEYC, 2009). In the context of provision of library services, it behooves librarians to exhibit attitude that will give every library user no matter what that sense of belonging as to enhancing his/her development and to reach his/her learning potentials. It is disheartening to state, that some librarians do not see their duties in this light neither do appreciate the fact that libraries are the hub on which every educational activity revolves. In fact librarians' attitude towards users with learning disabilities, who are usually labeled as slow, behind, incapable and failures, is seen with disdain thus a thing of concern to the stakeholders in education because of the influence on the users' learning. The lackadaisical attitude of some librarians seems not to be helping matters as these library users with learning disabilities are often seen and treated as any other library users. This undesirable attitude no doubt may stem from ignorance as such librarians lack such skills and pedagogy on how to handle and assist this group of library users.

It is against this backdrop that this study was deemed necessary as to investigating librarians' attitude towards library users with learning disabilities, find out those librarians who are so culpable in exhibiting positive or negative attitude towards this class of users. More so, attitude of librarians towards library users with learning disabilities is not known in this part of the globe thus calls for an investigation whose outcome may help to remedy the shortcomings that may be identified.

1.3. Research objectives

The principle objective of this study is to investigate librarians' attitude towards library users with learning disabilities. Specifically this study is set to achieve the following objectives. To

1. Find out, the percentage of librarians with positive and negative attitude towards library users with learning disabilities.
2. Establish base on gender, attitude of librarians on users with learning disability.
3. Find out whether working years of experience of the librarians has any influence on any direction of attitude exhibited to library users with learning disabilities.

1.4. Research questions

This study was guided by the following research questions:

1. What is the percentage of librarians with positive attitude towards library users with learning disability?
2. Based on gender, what is the attitude of librarians towards library users with learning disabilities?
3. Has working years of experience any influence on librarians' attitude towards library users with learning disabilities?

1.5. Hypotheses

The study was further guided by three formulated and tested at 0.05 alpha level hypotheses vis:

1. There is no significant difference between the percentage of librarians with positive and negative attitude towards library users with learning disabilities.
2. There is no statistical significant difference in gender of attitude librarians towards library users with learning disabilities.
3. The attitude of librarians towards library users with learning disabilities based on their years of experience does not differ significantly.

2.0. Literature review

2.1. Conceptual overview

2.1.1. Attitude

The social psychologists Krech and Crutchfield (1948) argue that while the social behaviour of an individual is 'explicable in terms of motivational, emotional, perceptual and learning processes, it is not possible to describe, analyse or predict an individual's social behaviour by reference to these fundamental processes considered singly and that it is more profitable and

more realistic for psychologists to work with the higher order of psychological processes known as beliefs and attitudes. The distinction between beliefs and attitudes is an important one. Attitude is the manner, disposition, feeling, and position about a person or thing, tendency, or orientation, especially in mind. According to Allport (1935), an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Invariably, an attitude is a dispositional readiness to respond to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response.

To Anastasi (1957), it is the tendency to react favorably or unfavorably towards a designated class of stimuli, such as a national or racial group, a custom or an institution. Munn (1933) felt that attitudes are learned predispositions towards aspects of our environment. They may be positively or negatively directed towards certain people, service, or institution. Imperatively, attitudes are an 'individual's enduring favorable or unfavorable evaluations, emotional feelings, and action tendencies toward some object or idea thus can be described as a learned predisposition to respond in a consistently favorable or unfavorable manner for a given object. Attitude therefore, is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner.

Attitudes on the other hand, in the words of Morgan (1956) phrase, are 'tendencies to respond positively or negatively towards persons, objects or situations', and Morgan refers to personal attitudes and social attitudes and defines the latter as 'those (attitudes) that are shared by several individuals or large groups of people. Whereas Collins Dictionary (2020), explain that one's attitude to something is the way that one thinks and feels about it, especially when this shows in the way one behave. An attitude therefore is a positive, negative, or mixed evaluation of an object expressed at some level of intensity. It is an expression of a favorable or unfavorable evaluation of a person, place, thing, or event. These are fundamental determinants of our perceptions of and actions toward all aspects of our social environment. Attitudes involve a complex organization of evaluative beliefs, feelings, and tendencies toward certain actions. While Kreitner and Kinicki, A (2007), explained that attitude is made up of three components thus:

- ❖ The cognitive component which refers to the beliefs, thoughts, and attributes that we would associate with an object. It is the opinion or belief segment of an attitude. It refers to that part of attitude which is related in general knowledge of a person,
- ❖ Affective component; the emotional or feeling segment of an attitude that is related to the statement which affects another person and deals with feelings or emotions that are brought to the surface about something, such as fear or hate. Using the above example, someone might have the attitude that they love all babies because they are cute or that they hate smoking because it is harmful to health and
- ❖ Behavior component which consists of a person's tendencies to behave in a particular way toward an object. It refers to that part of attitude which reflects the intention of a person in the short-run or long run.

2.1.2. Library users

In a library or information centre, the users are the last link or a recipient of the information in the communication cycle. In other words, the library user is indisputable the most important person in any library setting. The library user is the focal part to the 21st century library and information services, as the library primarily exists to satisfy the user (Aina 2004). Nwalo (2003) defines the user as anybody who visits the library with the purpose of exploiting the resources to satisfy his information needs. The underlined/emphasized word "visit" includes remote access to library portal or website. Whitaker (1993) reveals that the term user includes all those who avail themselves of the services offered by the library. He posits that a user may be a person who uses one or more library services at least once a year. Users therefore, are individuals who can be divided into different categories on the basis of tasks assigned to them in a library organization. (Devaranjan, 1989). The term user encompasses various terms such as patrons, clients, clientele, information users, information seekers, consumers, customers, readers etc. All these can be used inter-changeably.

2.1.3. Learning disabilities

Learning disability refers to delays, deviations and performances discrepancies in the basic academic subjects for instance, arithmetic, reading, writing, spelling as well as speech and cannot be attributed to mental retardation, sensory deficits, or emotional disturbances or learning

disabilities. It is general educational term- an umbrella label- that includes a variety of different conditions (Sawhney & Bansalb, 2014). According to Kirk; Gallagher, Anastasiow and Coleman. (2006), learning disabilities refer to a number of disorders which may affect the acquisition; organization, retention, understanding or use of verbal and non-verbal information adding that specific learning disability means a specific disorder in one or more of basic psychological processes involved in using language, spoken or written which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.. A learning disability therefore is a neurological disorder that affects one or more of the basic psychological processes involved in understanding or in using spoken or written language they conclude.

2.2. Empirical and theoretical overview

A number of students with learning disabilities are found in our schools and are entitled to make use of the library. These disabilities explains National Center for Learning Disabilities (NCLD) (2012), were not caused by the students themselves rather by developmental, environment, home and school related problems noting that improper development or accidents before or after birth can cause learning disabilities. Furthermore, the center believes that children who do not receive support necessary to promote their intellectual development early may show sign of learning difficulties one they start school. Since learning disabilities are not any student's fault, it is expected that librarians' attitude towards such students should not be that of discrimination; hostility; prejudice and rejection. As noted by Izuchi and Opara (2014), these students already have the problem of frustration, anger and feeling of inadequacy because of their predicament as well as struggling with low self esteem. This group of students requires special intervention by various agencies such as government; libraries, non-governmental organizations (NGOs), well placed individuals, institutions and parents and their education should be given more attention believing that education is a tool for personal and national development as well as capacity building they added.

A librarian, who by every standard a teacher who imparts knowledge, skills and attitude to learners posits Karanwi (2010), should be a symbol of good example inasmuch as some library users with learning disabilities sometimes constitute a burden to librarians it behooves librarians to take much time to effectively teach and transfer the right value to them. It is a known fact that

librarians and libraries are at the fore-front of learning process because of their strategic importance in human and national development. To this end, it is the responsibility of the librarian just like teacher to exhibit positive attitude towards library users generally and those with learning abilities in particular in order to achieve the objectives of education as enshrined in the child's rights act which states that the child has a right to education and that the aims of education among others shall be to develop the child's personality, talents, mental and physical abilities to the fullest extent; education shall prosper the child for an active adult life in a free society and foster respect for the child's parents, his/her cultural identity, language, values and for the cultural background and values of others.

In his contribution, Ugwu (2015) highlights the four types of specific learning disabilities as dyslexia, dysgraphia, dyspraxia and dyscalcular. He explains that people with dyslexia have troubles making connections between letters, sound and with spellings and recognizing words, those with dysgraphia have problems with writing while those with dyscalcular have problem understanding basic arithmetic concepts like fractions; number lines, positive and negative numbers and dyspraxia victims have problems with motor task

Sawhney and Bansal (2014) revealed that a learning disability cannot be cured or fixed; it is a lifelong challenge. Unfortunately, most of these children they noted are never identified as learning disabled. Due to lack of awareness among teachers and school authorities, these children are usually labeled as slow, behind, incapable and failures. Repeated failures results in low self esteem and these children slowly stop trying to learn and achieve and eventually drop out of school. Later on these dropped out adolescents and teens with learning disabilities, who have not received proper academic attention and support services, run a higher risk than average for becoming involved with tobacco, alcohol and drug abuse. School drop-out is linked to illegal activities and eventual incarceration, and for becoming prone to teenage pregnancies.

Sawhney and Bansal (2014) further revealed that in India around 13-14% of all school children suffer from learning disorders. These children are labeled as failures by the society we live in but in reality it's not that these children who have failed but it is the education system that has failed, failed in recognizing and helping them. As teachers are the link between the children and education system, it's their level of understanding and awareness that sets the path for these children's future.

Al Khatib (2007) investigated the Jordanian regular education teachers' knowledge of learning disabilities and whether this knowledge differed as a function of selected variables. The sample consisted of 405 regular classroom teachers teaching 1st to 6th grade students in 30 schools in three Jordanian districts. Teachers completed a 40-item test designed by the researcher, which had adequate psychometric properties. The results of the study revealed that teachers had a moderate level of knowledge of learning disabilities. Female teachers were found to be significantly more knowledgeable than male teachers. Teachers' level of knowledge was unrelated to teachers' age, teaching experience, or academic qualifications.

Malusu & Kamau-Kang'ethe (2010) assessed the teacher awareness and intervention for pupils with Learning Disabilities in inclusive education in Makadara Division. The study concluded that: teachers were aware of inclusive education in their schools, teachers had different interventions in place to ensure the success of inclusive education e.g. the use of corrective approaches, direct instructions, systematic phonics and using connectivity' with pupils' individual learning needs and that teachers were not professionally prepared to cope with pupils with learning Disabilities in inclusive education.

Aladwani and Shaye (2013) investigated Kuwaiti primary school teachers' knowledge of the early signs of dyslexia and their awareness level of the related difficulties that dyslexic children suffer. They concluded that Kuwaiti teachers are aware of this problem, but lack of time and being overloaded with daily school routines and responsibilities, prevent them from helping and assessing these children.

Sharma & Samuel (2013) studied the awareness that teachers have about learning disability and the provisions made by the government and CBSE board. It was a cross sectional study with sample size of 100 teachers from private English medium schools in Ludhiana, Punjab. They concluded that although the teachers claimed to have knowledge regarding Learning disability but they only had a vague idea about it, only a few teachers were aware about the provisions provided by the government. Most of the teachers blamed the student's attitude and home environment for performing poorly in studies.

Various studies carried out to investigate the knowledge and awareness of teachers regarding learning disabilities found out that the success of inclusion of students with learning disabilities partially depends on teachers' awareness of these students' needs (Campbell, Gilmore, &

Cuskelly, 2003; Lanier & Lanier, 1996; Papadopoulou, Kokaridas, Papanikolaou, & Patsiaouras, 2004).

Writing on the way forward towards improving learning disabilities, Sawhney, and Bansal, (2014) noted that though early intervention helps to improve every disability, it is helpful in early detection of the problem as well as is required for appropriate planning of any intervention programme but the lack of awareness among the general public as well as educators is the first problem that needs to be addressed. The educators have to be persuaded to develop a system of early detection and education so that capabilities of these children are identified. For this, the role of teachers is most important. Once teachers learn how to handle these children in classrooms, the status of these children could improve significantly. One such type of disability which is widely misunderstood, that the teachers need to be aware of is learning disability.

A major review of existing literature on teacher attitudes to special education needs concluded that what is necessary to change teacher attitudes and provide them with the skills that they need to successfully implement mainstreaming is for education authorities to develop “a coherent plan for teacher training in the educational needs of children with special educational needs” (Avramidi & Norwich, 2002).

3.0. Research methodology

3.1. Research design

The study applied descriptive survey research design which according to Nworgu (2015) is a type of study which aims at collecting data on and describing in a systematic manner the characteristics features and facts about a given population. This type of study is only interested in describing certain variables like dependent and independent variables in relation to the population. The design was used in this study as it enabled the researcher to obtain the needed data about the librarians’ attitude and allows for proper description and analysis of the situation.

3.1. Sampled population

The sampled population for the study stood at 451, drawn among certified librarians working in various libraries in the country through proportionate stratified random sampling technique based on gender and years of experience. The librarians who were selected through the aid of LRCN 2019 list of certified librarians in Nigeria were invited to participate in the research. The aim and

objectives of the study were thoroughly explained to them. Those who agreed to participate signed the written informed consent forms and the questionnaire sent through e-mail. Participation was therefore completely voluntary, anonymous and confidentiality of the information generated was ensured. It comprised of 200 male and 251 female librarians

3.2. Instrument for data collection

The major instrument used in collecting data for the study is the questionnaire titled ‘Librarians’ Attitude Towards Library Users with Learning Disability Questionnaire (LATLULDQ) and validated by professionals in psychology and Educational evaluation and Measurement based on face and construct validity. The LATLULDQ was a 22 item structured questionnaire which was developed by the researcher. The instrument has two sections of A and B. Section A is the bio-data while section B has 22 items on librarians’ attitude towards library users with learning disabilities which was developed in a modified four point Likert grid with the following response options of Strongly Agree (SA); Agree (A), Disagree (D) and Strongly Disagree (SD). These options were weighted 4, 3, 2 and 1 respectively for positive items and 1, 2, 3 and 4 respectively for negative items. To establish the reliability of the instrument, Cronbach Alpha Statistical technique was used and a reliability coefficient of 0.82 as a measure of internal consistency was established.

3.3. Method for data analysis

In the calculation of attitude, the mean score of LATLULDQ was used to determine positive and negative attitude respectively. Librarians with the mean (\bar{x}) score of 50 and above are for positive attitude while those below 50 are for negative attitude. Whereas, answering the research questions, percentage, mean and standard deviation were used while chi-square, independent t-test and one way Analysis of variance (ANOVA) were used to test the hypotheses at 0.05 alpha level.

4.0. Presentation of data and analysis

The data gathered for this study are presented according to research questions and hypothesis

RQ1: What is the percentage of librarians with positive attitude towards library users with learning disability?

Table 1: % of librarians with positive and negative attitude towards library users with learning disabilities

Librarians attitude (LA)	Frequency (N)	Percentage (%)
Positive	287	64
Negative	164	36
Total	451	100

The data as displayed in table 1, show that 287 librarians representing 64% of the respondents, had positive attitude towards library users with learning disabilities whereas, 36% or 164 respondents had negative attitude towards this class of library users. The implication is that greater number of librarians has this positive attitude towards assisting library users with learning disabilities.

Ho1: There is no significant difference between the percentage of librarians with positive and negative attitude towards library users with learning disabilities.

Table 2: Chi-square analysis of librarians' positive and negative attitude towards library users with learning disabilities

Librarians attitude	O	E	df	Chi-cal	Chi-crit	Result
Positive	287	225.5	1	33.54	3.84	Significant
Negative	164	22.5				

Key: O=Observed responses, E=Expected responses, df=degree of freedom

Significant level=0.05

Table 2 reveals that calculated Chi-value of 33.54 is greater than the critical Chi-value of 3.84 at 0.05 level of significance with degree of freedom as 1 which supports the rejection of the first null hypothesis as stated above. This implies that the % of librarians with positive attitude towards library users with learning disabilities is significantly different from those with negative attitude with those with positive attitude having upper hand.

RQ2: Based on gender, what is the attitude of librarians towards library users with learning disabilities?

Ho2: There is no statistical significant difference in gender of attitude librarians towards library users with learning disabilities

Table 3: Mean rating, standard deviation and t-test analysis of male and female librarians' attitude towards library users with learning disabilities

Gender	N	Mean (\bar{x})	SD	df	t-cal	t-crit	Result
Male	200	66.47	7.29	449	2.00	1.96	Significant
Female	251	63.83	7.83				

Table 3 indicates that male librarians had a mean (\bar{x}) score of 66.47 and a standard deviation (SD) of 7.29 while female counterparts had a mean (\bar{x}) score of 63.83 and a standard deviation 7.85 on their attitude towards library users with learning disabilities. This shows that male librarians exhibit higher positive attitude towards users with learning disabilities than female librarians. Furtherance, when the mean scores were subjected to t-test analysis, a calculated t-value of 2.00 was obtained showing that the t-calculated obtained was greater than the critical t-value of 1.96 at 0.05 alpha level and 449 degree of freedom. In this context, the decision rule states that when the value of t-calculated is greater than the critical t-value, the null hypothesis should be rejected and alternative accepted. Based on this result therefore, the second null hypothesis was rejected an indication that the attitude of male and female librarians towards library users with learning disabilities differs significantly in favor of the male librarians.

RQ 3: Has working years of experience any influence on librarians' attitude towards library users with learning disabilities?

Ho3: The attitude of librarians towards library users with learning disabilities based on their years of experience does not differ significantly.

Table 4: Mean rating and Analysis of Variance (ANOVA) of attitude of librarians towards library users with learning disabilities

Group	N	Mean (\bar{x})	SD
1-10	198	64.81	8.57
11-20	152	63.72	7.49
21 years and above	101	63.21	7.18
Total	451	64.09	7.93

Analysis of Variance

Sources of variation	Sum of square	df	Mean square	F	Sig
Between groups	202.513	2	101.257	1.615	0.20
Within groups	28097.114	448	62.717		

Total	28299.627	450			
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Analyzed data in table 4 as seen above show the mean (\bar{x}) scores of librarians' attitude on library users with learning disabilities based on years of experience on the job ranging from 1-10 years, 11-20 years and 21 years and above. Working with the data as analyzed, librarians with 1-10 years working experience, had the highest mean (\bar{x}) scores (64.81), followed by those of 11-20 years working experience (63.72) while those with 21 years and above experience had the least (63.21). The result of ANOVA of attitude of librarians towards users with learning abilities reveals an F-value of 1.615 which not significant at 0.20. This value 0.20 was greater than the probability level of 0.05 and F-calculated of 1.615 was less than the F-critical of 3.02. The implication is that there is no significant difference between librarians' attitude towards users with learning disabilities based on their years of experience. To this end, hypothesis 3 (Ho3) is affirmed and accepted.

5.0. Discussion of results

The literature reviewed in the course of this study did show that the task of the librarians in respect to library users is not to adopt an attitude of passive expectancy, but to stimulate use of the library so that everyone's requirements can be met. This implies that it behooves librarians as social workers to exhibit attitude that will give every library user regardless of class, creed, sex and status a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The outcome of this study is a step forward to showing how librarians are working towards this objective based on their attitude to library users with learning disabilities. The result of this study as shown in table 1 did reveal the percentage of librarians with positive and negative attitude respectively towards library users with learning disabilities with those with positive attitude on the advantage thereby providing the answer to research question 1: What is the percentage of librarians with positive attitude towards library users with learning disability? 64% of the librarians exhibit positive attitude while 36% is in the negative. The Ho1: There is no significant difference between the percentage of librarians with positive and negative attitude towards library users with learning disabilities tested as shown in table 2 also confirms the result in table 1 which lead to the rejection of the null hypothesis.

The outcome of this study is not all that far from that of Malusu and Kamau-Kang'ethe (2010) that assessed the teacher awareness and intervention for pupils with Learning Disabilities in inclusive education in Makadara Division. The study concluded that: teachers were aware of inclusive education in their schools, teachers had different interventions in place to ensure the success of inclusive education for instance the use of corrective approaches, direct instructions, systematic phonics and using connectivity' with pupils' individual learning needs and that teachers were not professionally prepared to cope with pupils with learning Disabilities in inclusive education.

In respect of research question 2 and null hypothesis 2, available data as revealed in table 3, indicate that male librarians exhibit more positive attitude towards library users with learning disabilities than their female counterparts. As can be observed in tabled 3, the calculated t-value-2.00 was greater than the critical t-value-1.96 which led the rejection of Ho2. The result therefore corroborate the finding of Al-Ahmadu (2009) who discovered in his study that male teachers have more positive attitude than their female colleagues towards pupils with learning disabilities. On the other hand, the result of this study is in contrary to that of Al Khatib (2007) who investigated the Jordanian regular education teachers' knowledge of learning disabilities and whether this knowledge differed as a function of selected variables. The results of the study revealed that teachers had a moderate level of knowledge of learning disabilities. Female teachers were found to be significantly more knowledgeable than male teachers.

Furthermore, the outcome of this study proves that age or years of working experience does not play any important part in determining the type of attitude to be exhibited by librarians to users with learning disabilities as shown in table 4. The outcome therefore explicitly answers research question 1 and also affirms hypothesis (Ho3) The outcome of this study therefore, conforms with that of Khatib (2007), who in his study found out that teachers' level of knowledge was unrelated to teachers' age, teaching experience, or academic qualifications.

5.1. Conclusion and recommendations

In view of the outcome of this study, one established fact is that for librarians to fully contribute in UNESCO's inclusion education policy, they must brace up to knowing users with learning disabilities inasmuch as greater number exhibits positive attitude, in librarianship as a social

institution, the act of exhibiting positive attitude to every class of users is a must possess by all librarians. The outcome of this study is also a clarion call on female librarians to change their attitude towards users with learning disabilities for the better as evidence shows that male librarians are more passionate in taking care of users with learning disabilities if not in any other country but Nigeria. It is also on record, that years of working experience has no significant influence on positive attitude rather it is a thing of moral. It is in the light of the above that the following recommendations are made:

- The lack of awareness among the general public as well as educators and officials in the education department is the first problem that needs to be addressed. This implies that effort must be made to create the desired awareness by educational stakeholders in Nigeria as available information shows that only few parents and general public have meager knowledge about learning disability. With this awareness created, at any pointing stage in such a student's life appropriate steps and attention will tailored having known him/her as an exceptional candidate.
- A known fact is that it is wise to identify students with learning disabilities at the early stage thus the responsibility of their parents and teachers that taught them in the earliest part of their education. At this stage it believed that such students can benefit the most from intervention strategies. On the other hand, librarians are also better placed to identifying such students but this can be possible only if librarians have adequate awareness and knowledge of the same. There is thus a great need not only to have inclusive education component in library and information science program whether at degree, diploma or NCE level but also to have in-service programs for the librarians in the system.
- In the issue of female librarians, they should have it at the back of their minds that nature has endowed them with that loving and caring spirit that is not meant for building of their homes alone but in anywhere and place they may find themselves more so when it comes to service delivery to mankind. The emphasis here is that female librarians should see their work in libraries as a divine responsibility to mould and give every user especially those with challenges a sense of belonging so as to fulfilling their potentials by exhibiting desirable positive attitude to all users regardless of class.

- Generally, librarians already in the system should be enlightened more on how to handle users with learning disabilities through training and retraining such as workshops, conferences and seminars on how to handle and take care of library users that are exceptional.

The food for thought here is that optimal development of a child cannot be achieved or guaranteed if librarians who are suppose to be in the fore-front of moulding a total child exhibit negative attitude towards library users because of their learning disabilities or other challenges. The duty of a librarian is to make the world a better place by providing desirable and relevant information to all and sundry and extending hand of fellowship in knowledge creation.

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