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Joseph Kehinde Fasae

Afe Babalola University, Ado-Ekiti, Nigeria, kennyfash2000@gmail.com

Folashade Oyinlola Adedokun

The Federal Polytechnic, Ado-Ekiti, Nigeria, akinfolo2004@yahoo.com

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Abuse of Information Materials in Academic Libraries by Students of Tertiary Institutions in Ekiti-State, Nigeria

Joseph Kehinde **Fasae**

Engineering Librarian, Afe Babalola University

P.M.B 5454, Ado-Ekiti, Nigeria.

E-mail: kennyfash2000@gmail.com

Phone no: +2348066275070

&

Folashade Oyinlola **Adedokun**

Acquisition Librarian, Polytechnic Digital Library

The Federal Polytechnic, Ado-Ekiti, Nigeria

E-mail: akinfolo2004@yahoo.com

Phone no: +2348032182449

Abstract

The paper examines the abuse of information materials in academic libraries by students of tertiary institutions in Ekiti-State, Nigeria. The study is descriptive design and the population of the study is 140. Quota sampling technique was employed and 100 copies of questionnaire were distributed to the respondents, while 80 copies were returned giving 80% return rate. Data collected were analysed using descriptive statistics. The results show that the mostly abuse information materials are textbooks (92%), projects/theses/dissertations (60%), and newspapers (58.75%). Some students abuse information materials because they are too lazy, selfish and that high demand of a particular book by the students sometime influence them in abusing library materials. The most common ways of abusing library materials by student is by tearing of pages (92.10%), folding of pages (86.66%), and writing on pages of information materials (82.50%). It was suggested that abuser should be subjected to heavy and well defined penalties, while closed circuit television should be installed in libraries to minimize these occurrences, as well as providing effective photocopying facilities which can be easily used when needed by library users. In addition to suggestions made, it was recommended that multiple copies of books should be placed in circulation so as to meet the high demands of library user, while in-service training should be organized once in a while to non-professionals librarians, among others.

Keywords: Abuse, library materials, information materials, academic libraries, Ekiti-State.

Introduction

Academic libraries are established to cater for their individual parent bodies (Isebe, 2015). It is the type of library that exists in higher institutions of learning such as polytechnic, monotechnic, college of education, university, and serves the student body and the faculty members. Academic libraries usually have rich collections of various information materials (journals, magazines, books, reference works, newspapers, government publications, reports, theses/dissertations, database, CD ROMS, artworks, photos, manuscripts, etc) covering array of subjects to serves its academic community, which includes lecturers, students, non-teaching staff and researchers. It plays an important role in the life of the library users to a large extend, guiding students and faculty at the reference desk, instructing library research sessions, and developing library collections (Eruvwe, Akpojotor, and Okonoko, 2015). However, Gadekar and Golwai (2013) stressed that the infrastructure available in the library is resulting ultimately in the dissatisfaction among the young users, which sometimes leads the users to involve in all forms of library abuses.

The vandal purposely or ignorantly destruct the beautiful, valuable reading material, library building, furniture and equipment of the library, as well as physical and verbal abuse of library staff and other users. Isebe (2015) noted that these problems have remained unabated, despites the fact that series of efforts and resources have been exhausted by librarian and information specialist to stop these unwholesome acts.

Abuse of library materials come into existence through the activities of human being in library which could be as a result of theft, mutilation, vandalism, defacement, folding of pages, hiding of books, and so on. The abuse of library materials through theft, mutilation and other forms of abuse has brought tremendous challenges to the library profession (Anyaoobi and Akpoma, 2012). We have theft of library material when information material of any form is taken out of the library without a formal authorization by the library staff. When we have chapters or parts of some materials or texts being removed, then we have mutilation of materials, while vandalism is

recorded when library users engage in an act of cutting some pages, parts of a page, pictures, colour plates, computer sets, with the intent to steal them. Theft and mutilation of library materials has been identified as one of the major obstacles against discharging effective library services especially in academic libraries. The developing countries, specifically, Nigeria is not left out of this menace. Several studies have been carried out on issues about theft, mutilation, and other forms of abuse of library materials in libraries in Africa and Nigeria, while none have dwelt on this in libraries in Ekiti-State, whose “motto” is “Fountain of Knowledge” in Nigeria. Hence, this study is therefore carried out to find out about the abuse of library materials in academic libraries by students in Ekiti-State, Nigeria, the types of information materials mostly abused, the reasons behind it, and also look at the ways that can be employed to minimize further occurrences.

Objectives of the Study

The main objective of this study is to find out about the abuse of information materials in academic libraries by students of tertiary institutions in Ekiti-State, Nigeria. The specific objectives are:

1. to know if the respondents have ever abused information materials in library;
2. to identify the information materials mostly abused by students in their library;
3. to know the reasons why students abuse information materials in their library;
4. to find out ways of abusing information materials in their library; and
5. to identify the various means that could be used to minimize abuse of information materials in the library.

Review of Related Literature

The misuse of library materials (prints, non-prints and e-resources) through theft, mutilation and other forms of abuse has posed serious challenge to academic materials. Karin de Jager (2004) in her study stipulates that material use in academic libraries take place for a considerable number of reasons by students, researchers and teaching staff. Student may need library items in preparation of papers and class assignment for establishment or verifying facts or in the tracing of historical development over a period of time. Researchers, teaching staff may use library

materials in order to keep pace with the development in specific field of interest (Karin de Jager, 2004). It was observed that the library delinquency literature is heavy and the researchers are many and varied because delinquent acts are certainly not new phenomenon to libraries.

Tefera (1996) stated that user delinquent in the library could result from the following factors: throwing out books and other information resources through the windows at night during power outage, carrying books and other information resources out of library without getting them properly charged out, tearing off pages of books and other information resources. It could also arise from using chemical to clean off library stamps in books and removing date due slips, removing the jacket cover and preliminary pages of books so that those books cannot be identified, stealing other registered library user borrower's ticket and using them to borrow books, some library staff cooperate with users such that the user can be issued with more borrowers tickets allowed by the library, while library staff at times assisting users to borrow books illegally and destroy the records thereafter.

Gadekar and Golwal (2013) noted that library crime and vandalism is a serious and widespread problem in academic and public libraries, where damage to library materials, building, vehicles, equipment, furniture etc. could be recorded. Apart from this, theft, mutilation, loss of books, non return of books, physical and verbal abuse, misuse of reading material, over borrowing, unauthorized borrowing, problem patron behavior, delinquent readership, misplacement, and illegal incidences also constitute vandalism in the library. As regards method of theft and mutilation, from survey conducted by Gadekar and Golwal, 81.42% users suggested hiding materials in their cloths and tearing out pages from books and periodicals, while 32.54% users suggested throwing books through window, 18.11% suggested method of offering inducement and 9.59% respondents agreed removing due date slip. The respondents are of the opinion that exam pressure was the main driving force among library users towards involving themselves in the practice of book hiding. This was followed by the tendency of selfish nature and monopoly of information. However, it was cleared that misplacement or book hiding in library stack was not much familiar practice among the users due to the application of closed access system in maximum number of college libraries. The other reasons suggested by the respondents were the

untrained staff in college libraries in shelving library materials properly, while the librarians were not vigilant enough.

Burrow (1997) in his article of theft and losses of library materials in the United Kingdom (U.K.), found out a comprehensive survey of the financial loss borne by U.K. library materials. He further reported methods of preventing the losses and estimate that a loss of books alone exceeds 100million pounds per annum. Abhijit and Arabinda (2013) talked about how libraries acquired costly materials to serve the community and loss record from the impact of theft of these materials to the organization as well as to the society as a whole. They also reported that early monastic libraries and cathedral kept books in cupboards and chains to safeguard books being abuse. On the kind of information which could be abused in the library, a studies conducted by Holt (2007) identified rare books, manuscripts and special collection as frequent target of theft and mutilation because of special demands for in depth studies of such materials. Ewing (1994) reported on a survey conducted in U.K. libraries where it was revealed that book theft was by far the most common crime, and theft of reference materials was also a serious problem. Indeed, the likelihood of a staff member being verbally abused was among the highest of the 24 categories studied. Vandalism, in particular external building damage and book mutilation, were very high. However, rates of theft of library equipment and audio-visual materials were comparatively low.

Looking at the way forward from this ugly perspective in academic libraries, Ewing (1994) noted that authorities must ensure that loan and renewal policies are liberal, access to stock is more than enough, and there are good photocopying facilities. Holt (2007) highlighted theft of library collection by staff as a real problem that libraries should address and not ignore because of the risk of bad publicity. According to Ewing (1994), library staff should be acquainted of losses and should be trained to be vigilant when on duty. In addition, users should be made aware of the effects of non-return and mutilation of materials. Greater statistics of amounts of theft is needed, and much further research is vital. However, it has to be said that, in an area where library crime is high that librarians can no longer tolerate it, there is then need for library security.

In African context, specifically Nigeria, which is regarded as the giant of African, academic libraries have been faced with varying degrees of criminal behavior in the use of their resources especially materials and to some extent manpower (Momodu, 2002). Abuse of library materials has become a common occurrence in academic libraries in Nigeria and other parts of the world and if this is not investigated and checked, it will create a serious threat to Nigerian libraries' collection and preservations (Anyaoibi and Akpoma, 2012). Okogwu and Nnamani (2013) posited in their recent study that libraries create their own brand of abuse of materials by encouraging patrons to utilize their resources without providing the relevant and sufficient-enhancing materials. Availability of materials put in a better way, inadequate number of books/journals has been given much prominence as a reason for delinquent act witnessed in libraries. Idris, Hassan, and Abdul-Qadir (2013) reported from the study carried out at Kano University of Science and Technology, Wudil, Kano State, Nigeria that the researcher during the interview segment with the circulation librarian gathered that 85.04% circulated books, 5.78% of reference books and in the serials unit, 9.18% items were mutilated between 2001 and 2012, while 55% circulation books were stolen, and 30% serial items were also stolen. Mutilation is carried out by lazy, uncultured users for their selfish ends. Mutilation in academic libraries becomes rampant towards the end of the semester when students are preparing for examinations.

Anyaoibi and Akpoma (2012) concluded from their study carried out at the Delta State Polytechnic Library, Ogwashi-Uku that there is no doubt that as long as library materials are physically handled and are intellectually explored, there is bound to be some forms of abuse or the other. Their findings revealed that selfishness was one of the main factors responsible for the abuse of library materials, followed by inadequate number of multiple copies of library materials, high cost of photocopying and fear that one may not find the material at the next visit. Most of the academic libraries in the developing nations, according to (Eruvwe, Akpojotor, and Okonoko, 2015) including Nigeria, lack adequate security measures which give the users the opportunity of such deviant act. Sometimes, library materials are not available in large quantity in some libraries and most libraries do not have photocopy facilities. In some case, when available, there is problem of power supply which does not allow users to make copies of materials needed. Oyesiku, Buraimo, and Olusanya (2012) opined that periods of temporary

blackout from inefficient power supply usually encourage library delinquency among users; and lack of in-service training to adequately enlighten junior staff on what library profession is all about, are some of other factors that encourage library delinquency.

Momodu (2014) noted that there are many administrative, logistic and legal challenges militating against effective policing and enforcement of relevant library rules and regulations. These include the absent of detective barcode machines to aid security; improper shelving and shelve reading; improper utilization of catalogue box; absent of efficient photocopy machines; detailed library guide; user orientation; deficient policy formulation to prevent disruptive behaviors in library; as well as in-effective disciplinary measure for staff and users. Dzarma and Jibasen (2015) noted when Ibrahim Babangida Library (IBL), Modibbo Adama University of Technology (MAUTECH) Yola faces threats on some Information Security Asset (ISA), structured questionnaire was administered to library users to obtained data on threats to the IBL where “The Annual Loss Expectancy Model (ALEM)” was employed. It was revealed that the most affected assets in the library of Modibbo Adama University of Technology, Yola are books, which has “The Annualized Loss Expectancy” (ALE) of N40 000 000, building is second with ALE of N760,323.456 and computer systems is last having ALE of N80 000.

To curb abuse of library materials which will eventually help to reduce the incidences of pilfering, theft and mutilation, photocopying services must be available at an affordable price in libraries (Aguolu and Aguolu, 2002). Holt (2007) pointed out the theft of library collections by staff as a real problem which should be address and not ignore because of the risk of bad publicity. Holt suggested several methods to deal with abuse of information materials, especially those that involve staff. They are the installation of high security lock systems, tightening of collection movement procedures, marking collections to indicate ownership, good record keeping and undertaking periodic inventories.

Methodology

Research Design

The descriptive design was used for this study. Research instrument employed was questionnaire. The population of the study is 140 which are made up of all members of library staff working in the five (5) academic libraries in Ekiti-State, namely; Federal University, Oye-Ekiti, Ekiti State University, Ado-Ekiti, Afe Babalola University, Ado-Ekiti, Federal Polytechnic Ado-Ekiti, and College of Education, Ikere-Ekiti. Quota sampling technique was employed while 100 copies of questionnaire were distributed to the respondents.

Data collection

With close monitoring, within a period of five weeks, eighty (80) copies of the questionnaire distributed were returned and correctly filled, thereby producing returned rate of 80%.

Data analysis

The data extracted were analysed using descriptive statistics which includes frequency and percentage presented in charts. For effective understanding of the analysis, the data of Strongly Agreed (SA) and Agreed (A) were added together and that of Disagreed (D) and Strongly Disagreed (SD) were also added together.

Findings and Discussion

Table 1: Name of the Institutions of the Respondents and Distribution

S/N	Name of Institutions	Population	No. of Questionnaire Distributed	No. of Response	%
1	Afe Babalola University, Ado-Ekiti	22	18	18	22.50
2	Federal Polytechnic Ado-Ekiti	40	25	19	23.75
3	Ekiti State University, Ado-Ekiti	55	30	23	28.75
4	College of Education, Ikere-Ekiti	13	12	12	15.00
5	Federal University, Oye-Ekiti	20	15	08	10.00
	Total	140	100	80	100

Source: Researchers' Data (2016)

Figure 1

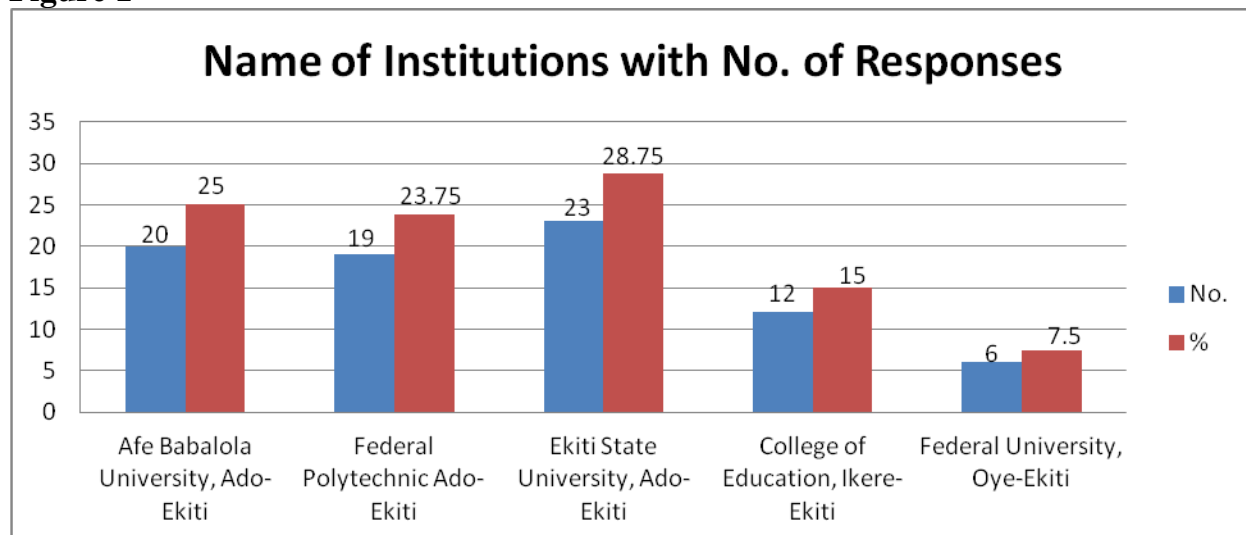


Table 1 and Figure 1 shows the highest number of responses came from library staff of Ekiti-State University, Ado-Ekiti with 23 (28.75%) while the lowest was recorded from Federal University, Oye-Ekiti having 06 (7.50%).

Table 2: Job Title of the Respondents

S/N	Job Title	No.	%
1	Principal Librarian	03	3.75
2	Senior Librarian	10	12.50
3	Librarian I	13	16.25
4	Librarian II	17	21.25
5	Assistant Librarian	06	7.50
6	Library Officers	14	17.50
7	Library Assistants	12	15.00
8	Binders	03	3.75
9	Library Portals	02	2.50
	Total	80	100

Source: Researchers' Data (2016)

Figure 2

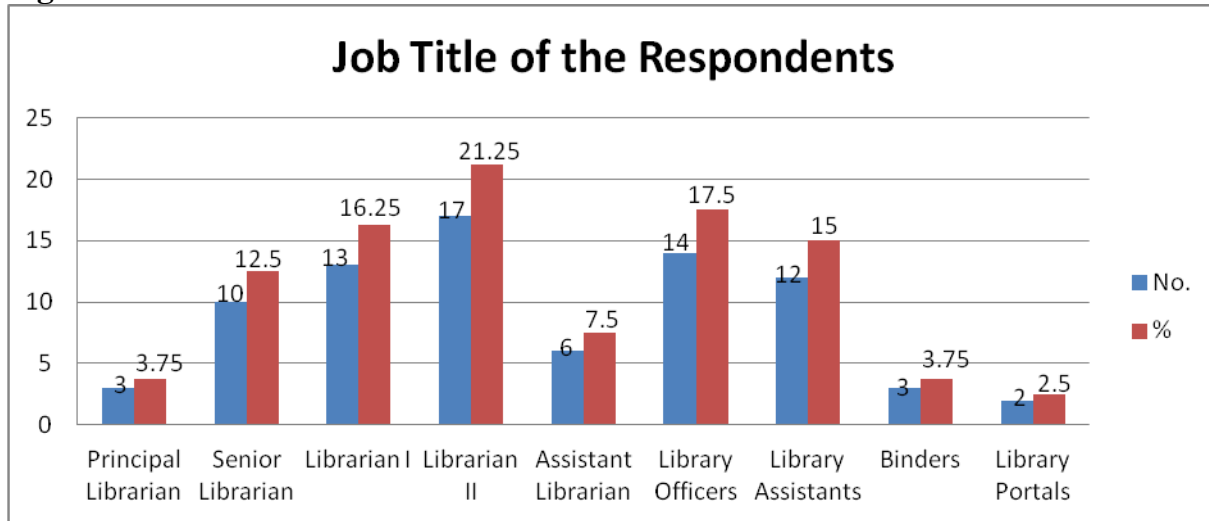


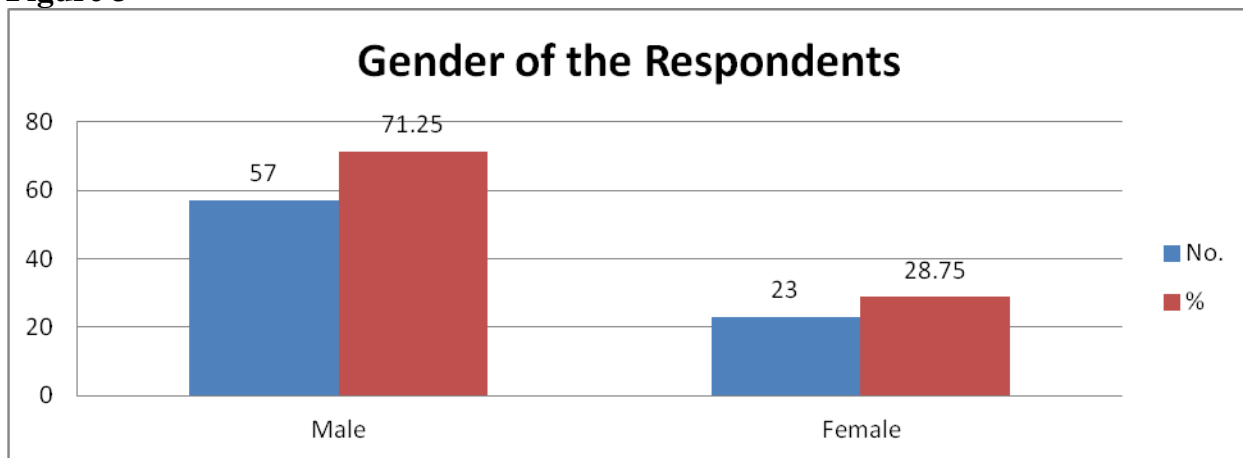
Table 2 and Figure 2 presented the job title of the respondents. The highest group of respondents was Librarian II with 17 (21.25%) followed by Library Officers having 14 (17.50%) responses and Librarian I recording 13 (16.25%). The list came from the Library Portals with 02 (2.50%), while Binders have 03 (3.375%) respondents.

Table 3: Gender of the Respondents

S/N	Gender	No.	%
1	Male	57	71.25
2	Female	23	28.75
	Total	80	100

Source: Researchers' Data (2016)

Figure 3



The gender of the respondents was presented in Table 3 and Figure 3 above where we have 57 (71.25%) of male and 23 (28.75%) of female. This indicated that we have more male as respondents than female. This may be that members of staff of academic libraries in tertiary institutions in Ekiti-State have more male working in libraries than the female.

Table 4: Responses on those that have ever Abused Library Materials in their life

S/N	Items	No.	%
1	Yes	11	13.75
2	No	69	86.25
	Total	80	100

Source: Researchers' Data (2016)

Figure 4

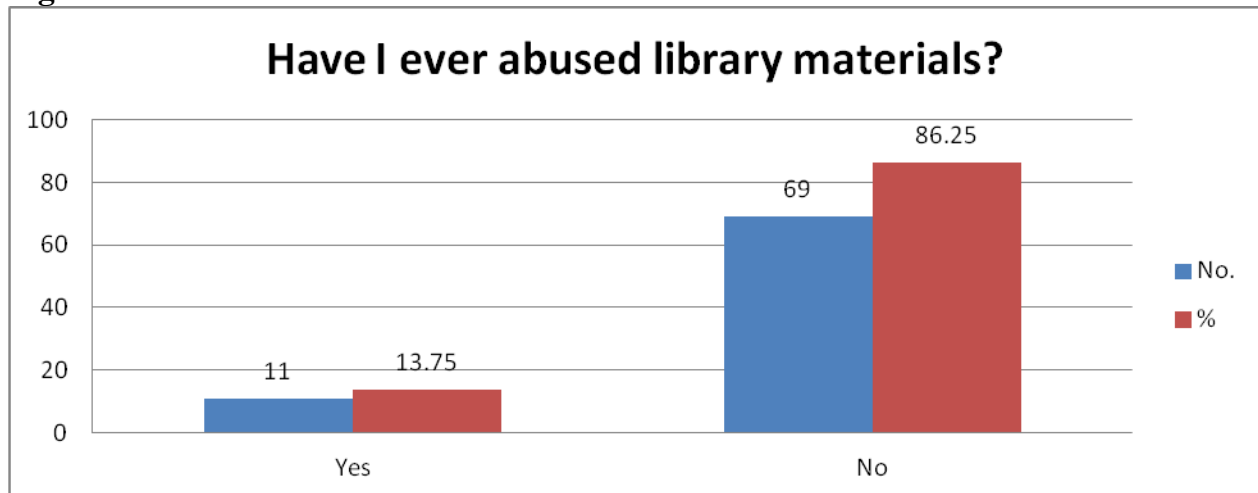


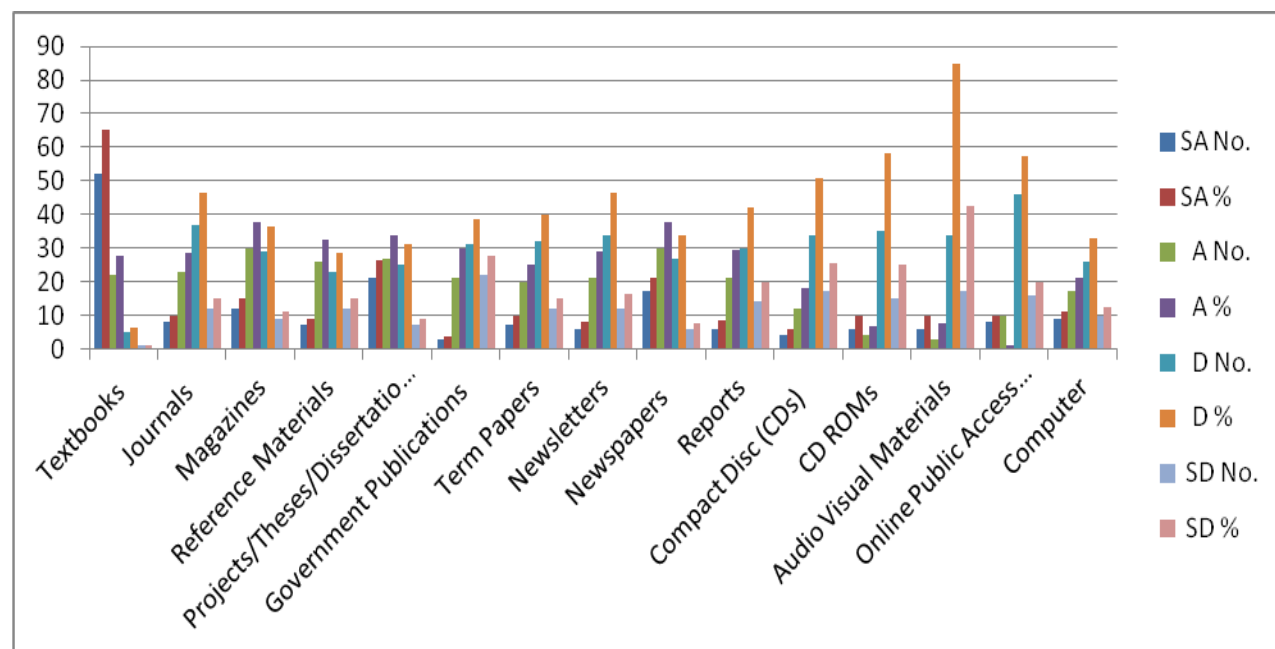
Table 4 and Figure 4 revealed the response of the library staff on whether they have ever abused library materials in their life. Eleven '11' (13.75) of the library staff agreed that they have once abused library materials before now and 69 (86.25%) said they have never abused library materials. This indicated that a few of the library staff have abused information materials available in the library maybe while in primary, secondary school, higher institution or while working as a staff in the library. The researchers asked this question to know if the respondents have once involved in this ugly act in order to appreciate the subject of this study.

Table 5: In your opinion, what are the Information Materials mostly abused by Students in your Library?

	Items	SA		A		D		SD	
		No.	%	No.	%	No.	%	No.	%
1	Textbooks	52	65.00	22	27.50	5	6.25	01	1.25
2	Journals	08	10.00	23	28.75	37	46.25	12	15.00
3	Magazines	12	15.00	30	37.50	29	36.25	09	11.25
4	Reference Materials	07	8.75	26	32.50	23	28.75	12	15.00
5	Projects/Theses/Dissertations	21	26.25	27	33.75	25	31.25	07	8.75
6	Government Publications	03	3.75	21	30.00	31	38.75	22	27.5
7	Term Papers	07	9.86	20	25.00	32	40.00	12	15.00
8	Newsletters	06	8.22	21	28.77	34	46.58	12	16.44
9	Newspapers	17	21.25	30	37.50	27	33.75	06	7.50
10	Reports	06	8.45	21	29.59	30	42.25	14	19.72
11	Compact Disc (CDs)	04	6.00	12	17.91	34	50.75	17	25.37
12	CD ROMs	06	10.00	04	6.67	35	58.30	15	25.00
13	Audio Visual Materials	06	10.00	03	7.50	34	85.00	17	42.50
14	Online Public Access Catalogue (OPAC)	08	10.00	10	1.25	46	57.50	16	20.00
15	Computer	09	11.25	17	21.25	26	32.75	10	12.50

Source: Researchers' Data (2016)

Figure 5



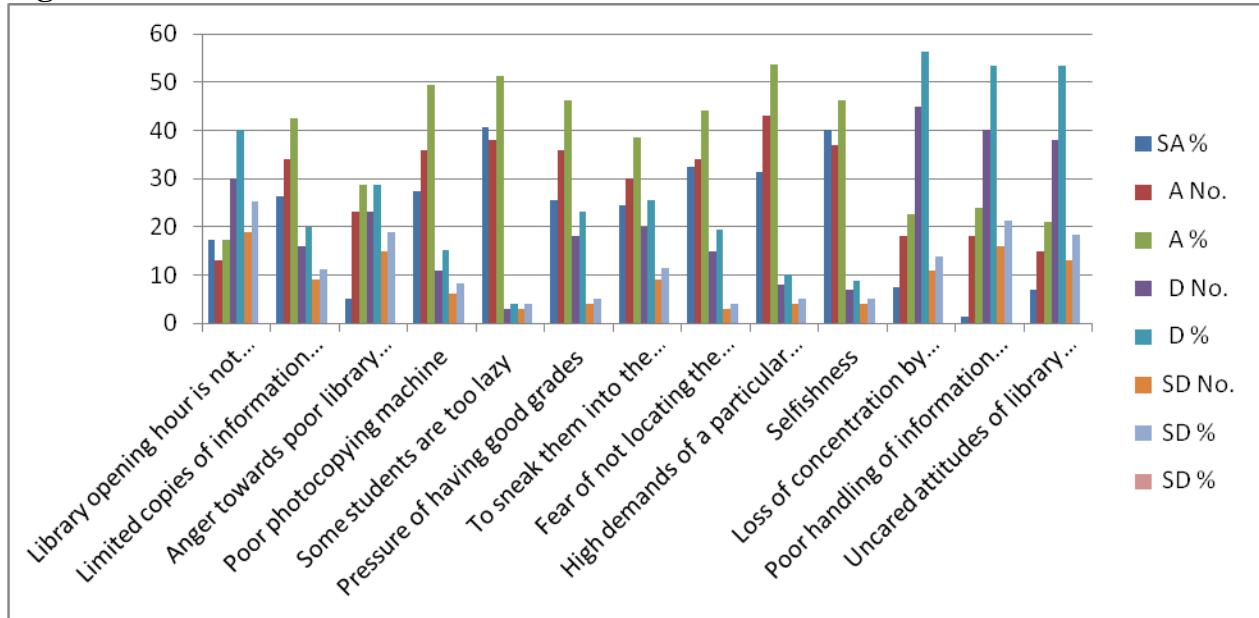
The table and figure above shows the information materials mostly abused by students using academic libraries in Ekiti-State. Textbooks recorded 74 (92%), followed by Projects/Theses/Dissertations recording 48 (60%) and Newspapers have 47 (58.75%). The least of the information materials mostly abused is CD ROM with 10 (16.67%) and Audio-Visual recording 9 (17.50%). The findings revealed that the mostly abused information materials happened to be Textbooks. It is believed that textbook is the information materials mostly consulted by students especially at the undergraduate levels, therefore this maybe the reasons why textbooks happened to be the leading material mostly abused followed by student's projects/theses/dissertations with the newspapers that provides daily news, events, adverts, and so on. This corroborates the findings of Ewing (1994), and Idris, Hassan, and Abdul-Qadir (2013) who stressed that book theft was by far the common materials being abuse in library. However, Holt (2007) identified rare books, manuscripts and special collections as frequent target of theft and mutilation.

Table 6: Reasons for Abusing Information Materials in your Library

	Items	SA		A		D		SD	
		No.	%	No.	%	No.	%	No.	%
1	Library opening hour is not enough	13	17.33	13	17.33	30	40.00	19	25.33
2	Limited copies of information materials	21	26.25	34	42.50	16	20.00	09	11.25
3	Anger towards poor library services	04	5.00	23	28.75	23	28.75	15	18.75
4	Poor photocopying machine	20	27.40	36	49.32	11	15.07	06	8.22
5	Some students are too lazy	30	40.54	38	51.35	03	4.05	03	4.05
6	Pressure of having good grades	20	25.64	36	46.15	18	23.08	04	5.13
7	To sneak them into the examination hall	19	24.35	30	38.46	20	25.64	09	11.54
8	Fear of not locating the material when next students visit	25	32.47	34	44.16	15	19.48	03	3.90
9	High demands of a particular book	25	31.25	43	53.75	08	10.00	04	5.00
10	Selfishness	32	40.00	37	46.25	07	8.75	04	5.00
11	Loss of concentration by librarian/library staff during processing of information materials	02	2.50	18	22.50	45	56.25	15	18.75
12	Poor handling of information materials by library assistant during shelving	04	5.00	20	25.00	41	51.25	15	18.75
13	Uncared attitudes of library staff towards library users	05	7.04	15	21.13	38	53.52	13	18.31

Source: Researchers' Data (2016)

Figure 6



According to Table 6 and Figure 6, reasons for abusing information materials were highlighted. The respondents agreed that some students were too lazy, having 68 (91.89%), selfishness ranked second with 69 (86.25%), followed by 68 (84%) of the respondents indicating that high demand of a particular book by the students is another reason for abusing library materials in tertiary institutions in Ekiti-State, Nigeria. The least was recorded with 60(75%) of the respondents disagreed that loss of concentration by librarian/library staff during processing of information materials gives rise to abuse of library materials. The result indicated that the leading reason why students abuse information materials in library is because some students are too lazy and they are also selfish. As a result of their laziness and selfish interest, they tend to look for short cut by abusing (stealing, mutilating, cutting pages, hiding, folding and tearing pages, etc) of library materials. The findings agreed with that of Anyaobi and Akpoma (2012) who revealed selfishness as one of the main factors of abusing library materials. It did not agree with Gadekar and Golwal (2013) that were of the opinions that examination pressure was the main driving force among library users towards involving in the practice of hiding books. Though, they mention the tendency of selfish nature of users as one of the reason why users abuse information materials.

Table 7: Ways of Abusing Information Materials in Library

	Items	SA		A		D		SD	
		No.	%	No.	%	No.	%	No.	%
1	Tearing of pages	40	52.63	30	39.47	04	5.26	02	2.63
2	Hiding materials in their cloths	26	34.67	31	41.33	15	20.00	03	4.00
3	Hiding materials in their bags	27	35.53	26	34.62	13	17.10	10	13.16
4	Hiding materials in their notebook	19	26.39	33	45.83	16	22.22	04	5.56
5	Handling of books during processing of new collections	10	12.99	24	31.17	29	37.66	14	18.18
6	Defection of shelf	09	13.85	30	46.15	20	30.77	06	9.23
7	Defacing library materials	19	25.33	36	40.00	09	12.00	11	14.67
8	By offering inducements	15	20.00	24	32.00	26	34.67	10	13.33
9	Folding pages	25	33.33	40	53.33	06	8.00	04	5.33
10	Through un-authorized borrowing	18	23.08	23	29.49	27	34.62	10	12.82
11	Failure not to return borrowed materials	20	27.02	36	48.65	12	16.22	06	8.11
12	Deliberate shelving of materials in a wrong shelve	32	42.11	27	35.53	14	18.42	03	3.95
13	Book spine ripped off to remove magnetic strip	20	25.00	29	36.25	25	31.25	06	7.50
14	Collaboration with library staff	15	20.55	16	21.92	25	34.27	17	23.29
15	Writing on pages of the materials	23	28.75	43	53.75	12	15.00	02	25.00
16	Excessive downloading from subscribed online database	07	8.75	40	50.00	26	32.50	07	8.75
17	Cracking and scratching of sound disc	09	12.50	28	38.89	24	33.33	11	15.28

Source: Researchers' Data (2016)

The above table present ways students abuse information materials in library. It shows that 70 (92.10%) of the respondents agreed that tearing of pages of information materials is the most common way of abusing library materials followed by folding of pages of information materials with 65 (86.66) responses and writing on pages of materials with 66 (82.50%). The table revealed that 31 (42.49%) and 34 (44.16%) of the respondents disagreed that collaboration with library staff and handling of books during processing of new collections were some of the ways of abusing library materials, respectively. It implies that students mostly indulge in tearing of pages thereby rendering the remaining parts of the materials useless without the knowledge of members of library staff. Folding of pages that is also common may occur when users are trying to take note of the exact point, page they are, or a particular page that is of interest while making use of such information materials. The results corroborate Gadekar and Golwal (2013) reports

showing that majority of the students hide materials in their cloths and tearing out pages from books and periodicals.

Table 8: Means of Minimizing Abuse of Information Materials

Items		SA		A		D		SD	
		No.	%	No.	%	No.	%	No.	%
1	Having qualified library staff	42	52.63	28	38.36	02	2.74	01	1.37
2	Having enough library portals	44	56.41	22	28.21	05	6.41	07	8.97
3	Organizing regular training for library staff on proper ways of handing information materials	39	50.65	33	42.86	01	1.30	04	5.19
4	Present of effective photocopying facilities	42	52.50	35	43.75	01	1.25	02	2.50
5	Provision of effective library services	38	52.78	32	44.44	-	-	02	2.78
6	Regular acquisition of relevant and current information materials	40	51.95	33	42.86	03	3.90	01	1.30
7	Acquisition of multiple copies of book	46	58.23	28	35.44	04	5.06	01	1.27
8	Proper examining returned books at the circulation desks	43	55.13	32	41.03	03	3.85	-	-
9	Proper checking of users when leaving the library	45	56.96	31	39.24	-	-	03	3.80
10	Mount cameras (CCTV) in the library	50	64.10	27	34.62	03	3.85	-	-
11	The uses of flash drive and CDs should be prevented	23	29.11	35	44.30	19	24.05	02	2.53
12	Present of effecting library policies	30	46.67	36	50.00	04	5.56	02	2.78
13	Abusers should be subjected to heavy and well define penalties	38	48.10	40	50.63	01	1.27	-	-
14	Reporting offenders in the library/school bulletins	38	47.50	35	43.75	06	7.50	01	1.25

Source: Researchers' Data (2016)

Table 8 reveal means of minimizing the occurrence of abuse of information materials. It was discovered that 78 (98.73%) of the respondents indicated that abusers should be subjected to heavy and well defined penalties, closely followed by suggestion to mount cameras (CCTV) in the library with 78 (98.72%), while 77 (96.25%) of the respondents suggested that the present of effective photocopying facilities will minimize the abuse of library materials. The findings show that the respondents agreed with nearly all the items suggested in the Table 8 as a means of reducing the rate at which students could abuse the use of library materials by students in Ekiti-State, Nigeria. It more importantly, indicated that abuser should be subjected to heavy and well

defined penalties whenever they are apprehended while the fear of the present of Closed Circuit Television (CCTV) mount shall create fears to any user who may want to abuse library materials. It is high time Nigeria libraries, and libraries in the rest of developing countries take a bold step in the security measure by installing the CCTV to tackle this bad act.

Conclusion and Recommendations

The print and non print information materials are acquired to serve the academic community as required towards discharging its statutory responsibility of its establishment. However, these materials are sometimes deliberately or unintentionally abuse in libraries by ways of stealing, theft, mutilation, vandalism, defacement, folding of pages, hiding of books, and so on. The study therefore examines the abuse of information materials in academic libraries by students of tertiary institutions in Ekiti-State, Nigeria. It was discovered that the mostly abused information materials are textbooks, projects/theses/dissertations, and newspapers. Students abuse these materials because they are too lazy, selfish and that high demand of a particular book by the students sometime influence them in abusing library materials. It was suggested that proper orientation should be given to users of all the libraries, abuser should be subjected to heavy and well defined penalties, while Closed Circuit Television (CCTV) should be installed in libraries to minimize these occurrences, as well as providing effective photocopying facilities which can be easily used when needed by library users. In addition, multiple copies of books should be placed in circulation so as to meet the high demands of library user. In-service training should be organized once in a while to non- professional librarians; in order to know the values attached to library materials. It is high time Nigeria libraries, and libraries of the rest of developing countries take a bold step in ensuring effective security measure to tackle this ugly incidence in our libraries.

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