ISSUES AND CHALLENGES IN THE PROVISION AND UTILISATION OF PUBLIC LIBRARY SERVICES IN NIGERIA

By

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DECLARATION

I declare that this study, "Issues and challenges in the provision and utilisation of public library services in Nigeria", is my original work and has not been submitted to any other University for the award of any other degree, unless where specifically indicated in the study.

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DEDICATION

This thesis is dedicated to God, the almighty, for his mercies and protection over me and my family members; and for making the challenging doctoral research journey a success, despite all odds;

To my late father (Alh. Salman Ateeka);

To my beloved wife (Mrs R.O. Salman) and children

"A capacity, and taste, for reading, gives access to whatever has already been discovered by others. It is the key or one of the keys, to the already solved problems. And not only so, it gives a relish, and facility, for successfully pursuing the (yet) unsolved ones"

Abraham Lincoln, 1859

"…change won't come from the top, I would say. Change will come from mobilized grass roots"

Barack Obama, 2012

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ABSTRACT

This study set out to investigate the provision and use of public library services in Nigeria with a view to determining the satisfaction level of users with the services offered. Additionally the study wanted to develop a framework that will address the issues and challenges identified when providing public library services to the Nigerian population. Providing access to information through an institution such as a public library presupposes a well-governed and efficiently managed system. Lacking these, service delivery might be compromised, resulting in a population dissatisfied with the services delivered. The study is centred on the IFLA Public Library Service Guidelines, with the use of theoretical models such as the Traditional Public Administration Model (TPAM) and the New Public Management (NPM).

An interpretivist approach to research was adopted involving mainly qualitative methods. A quantitative paradigm was also used as a supplementary method. The case study design methodology was used by conducting in-depth interviews with three permanent secretaries, six public library directors, and six heads of rural community libraries, cutting across the six geo-political zones in Nigeria. An informal interview was held with the children using the public library services in order to gauge their opinion about the services provided in the children's section of the library. A questionnaire was administered to public library users in order to understand their responses on awareness, accessibility, use and satisfaction with the services provided by public libraries. Observation was used for validation of the responses from the interviews and questionnaire. In all, fifteen interviews were conducted with the administrators/managers of public libraries in Nigeria. The reason for using multiple instruments (interview, observation and questionnaire) was for triangulation of the responses in order to identify areas of divergence and convergence during data analysis. The interview responses were thematically analysed using content analysis, while the data collected through a survey questionnaire were analysed using the statistical packages for social sciences (SPSS) in order to arrive at summary and descriptive statistics. A test-retest reliability method using two methods was imperative; (1) expert opinion where a content validity index (CVI) was computed, and (2) Cronbach's Alpha, that became more useful where continuous and non-dichotomous data were included in the analysis. It was therefore concluded that the instrument was internally consistent and reliable. Ethical considerations were also taken into account with informed consent forms, approval seeking, permission as well as confidentiality.

The findings of this study showed that variables such as: relevant academic qualifications, years of experience, and designation of the administrators of public libraries affected the service delivery. The study also revealed that the pattern of administration of public libraries in Nigeria still conforms to the Traditional Public Administration Model (TPAM), which was criticised for its top-down and inefficient administrative approach. Very little community participation in the administration of the public libraries was identified, and it was established that there is still a huge dependency on the parent bodies for decision-making and funding. Additionally the study also found the following challenges as impediments to the expected service delivery: inadequate funding; insufficient staff; irregular electricity supply; outdated library materials; lack of functional library resources and facilities; and inappropriate public library legislation. Digital resources were found to be lacking in most of the libraries, and the physical infrastructure was found lacking, especially in the rural areas. Awareness of the services provided by the public libraries was found to be low, and it is mainly traditional services that are currently offered. This situation subsequently resulted in a low level of satisfaction with the use of the services.

The study recommended that laws specific to public libraries should be promulgated in order to regulate the governance and administration of this public unit; more relevant and adequate services should be be provided; alternative forms of funding should be explored in order to alleviate the dependence on governmental budgets; and training and retraining of public library staff should be actively explored with special emphasis on attaining IT skills.

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

AACR	Anglo-American Cataloguing Rules
ALA	America Library Association
APA	American Psychological Association
ASLIB	Association of Special Libraries and Information Bureau
BLS	Bachelor of Library Science
BNLS	Botswana National Library Services
CCNY	Carnegie Corporation of New York
CD-ROM	Computer Disk Read Only Memory
CIPA	Children's Internet Protection Act
DDCS	Dewey Decimal Classification Scheme
DLS	Diploma in Library Science
EFQM	European Foundation for Quality Management
FCT	Federal Capital Territory
GLB	Ghana Library Board
HR	Human Resources
ICT	Information Communication Technology
IFLA	International Federation of Library Association
IGR	Internally Generated Revenue
IMLS	Institute of Museum and Library Serrvices
INASP	International Network for the Availability of Scientific Publications
INCITE	Innovative and Novel Computational Impact on Theory and Experience
LIASA	Library Association of South Africa
LIS	Library and Information Science
LRCN	Librarians' Registration Council of Nigeria
MDG	Millennium Development Goal
MLIS	Master of Library and Information Science
NCE	National Certificate of Education
NGOs	Non-Governmental Organisations
NLA	Nigerian Library Association
NLN	National Library of Nigeria

NPM	New public Management
NUC	National University Commission
NY	New York
OCLC	Online Computer Library Centre
OECD	Organisation for Economic Co-operation and Development
OPAC	Online Public Access Catalogue
PAT	Public Access Technology
PLR	Public Lending Right
RM	Research Methodology
RQ	Research Question
SDI	Selective Dissemination of Information
SPSS	Scientific Packages for Social Sciences
SSC	Senior School Certificate
TM	Theoretical Model
TPAM	Traditional Public Administration Model
TQM	Total Quality Management
UNDHR	Universal Declaration for Human Rights
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USA	United States of America

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter provides background information on issues and challenges that concern the provision and use of public library services in Nigeria. The aims and objectives, research questions, statement of the problem, scope and limitations of the study, methodological focus, theoretical framework and the significance of the study will be discussed. Operational definitions of salient terms and the thesis design will also be presented.

1.1.1 Conceptual setting

Access to public library services is a fundamental human right, the lack of which should not be accepted as normal. The Universal Declaration of Human Rights (UDHR), adopted by the United Nations General Assembly in 1948, was intended to educate all people in the promotion of respect for universal rights and freedoms. The document emphasises the right of individuals to give, and be provided with, access to and use of information (United Nations, 2008). Article 19 stipulates that [*e*]*veryone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers* (UDHR, 1948). Furthermore, Article 27 stipulates that [*e*]*veryone has the right freely to participate in the cultural life of the community, to enjoy the arts and share in scientific advancement and its benefits*.

The right to access information is contained in Article 21:2 of the same document, which specifically states that *everyone has the right of equal access to public services in his country*.

It is therefore understood that a public library service is a service which should be made accessible equally to everyone. Any contrary arrangement in the provision and use of public library services does not conform to the provisions of the UDHR, a document which is held in high esteem by world leaders and the United Nations (UN) General Assembly.

The UNESCO Public Library Manifesto (1994) describes a public library as the local centre of information, making all types of knowledge and information readily available to all

registered users. This document also supports the UDHR in stipulating that the services of a public library should be provided on the basis of equality of access for all, and that it should also provide for users who cannot use the regular services and material. These include people who are disabled, hospitalised, or incarcerated, and also minority groups. The manifesto states that:

> *a public library is the responsibility of the local and national authorities which must be supported by specific legislation and funded by the authorities; a clear policy formulation must be in place, defining the objectives and services in accordance with the immediate community needs; must be physically accessible and adaptable to the different needs of both the rural and urban communities* (IFLA/UNESCO Public Library Manifesto, 1994:n.p.).

There is also a need for the continuing education of librarians and other professionals in order to ensure the provision of adequate services (IFLA/UNESCO Public Library Manifesto, 1994). The IFLA Public Library Service Guidelines (Koontz and Gubbin, 2010) conceptualise a public library as an organisation established, supported and funded by the community through local, regional and/or national governments. This document postulates a public library as being an institution that provides access to knowledge, information and works of the imagination through a range of resources and services.

Most definitions of a public library (e.g. Aina, 2004; Johnson, 2009; Koontz and Gubbin, 2010; Jaeger, et al., 2011; Svendsen, 2013; ALA, 2014; Cambridge Dictionaries, 2015) are strongly linked to the IFLA/UNESCO Public Library Manifesto (1994), which argues that a public library is a local gateway to knowledge in providing the basic conditions for the lifelong learning, independent decision-making and cultural development of an individual and social groups. The Manifesto also describes a public library as a 'public institution established, supported and funded by the community, either through local, regional or national government or through some other form of community organisation' (UNESCO Public Library Manifesto, 1994; Koontz and Gubbin, 2010).

Koontz and Gubbin, 2010 states that a public library provides access to knowledge, information and fictional works through a range of services that are available to all members of the community regardless of race, nationality, age, gender, religion, language, physical and mental limitations, economic, and employment status as well as educational attainment.

Svendsen (2013) describes public libraries as open meeting places which provide a number of individual and collective benefits to local communities free of charge. Some of the benefits which a public library provides include: self-education and development, information, social interaction and networking, cultural enrichment, and educational support towards the attainment of the goals of academic institutions. Greenhalgh et.al in Arko-Cobbah (2005:52) describes the features of a public library as:

- "the historical principle of ''the right to know'', civic rights, the freedom of knowledge and the idea of human betterment;
- democratic, non-partisan, above-sectional interests, inhabiting the ''value-free'' world of scholarship and general interest;
- the espousal and encouragement of early childhood literacy and the enjoyment of reading, seen as a welcoming entry for the young into civil society and ''the great book of life''; and
- a ''window of the world'', where newspapers can be read, the events of the day absorbed and followed and the latest reference books and novels keep the local community in touch with the wider world." Greenhalgh et.al in Arko-Cobbah (2005:52).

Ignatow, et al. (2012), referring to the UNESCO Public Library Manifesto, explained that 'fundamental human values' are only attainable in a democratic society, and it is only through free and unlimited access to knowledge, thought, culture and information that participation in and development of democracy can be achieved. As a publicly owned and non-profit organisation, the basic functions of a public library are to provide access to knowledge and information, and to be available for their use through a range of services and resources which are made available and accessible to all members of a particular community (UNESCO Public Library Manifesto, 1994). The Manifesto clearly articulates the functions of a public library in any given society as follows:

- Creating and strengthening reading habits in children from a very early age.
- Supporting both individual (self-conducted) and formal education at all levels.
- Giving everybody the opportunity for personal creative development.
- Catalysing the imagination and creativity of children and minors
- Promoting the awareness of cultural heritage, arts, scientific achievements, and innovation.

- Promoting free and easy access to cultural expression of all performing arts.
- Encouraging intercultural dialogue and cultural diversity.
- Encouraging oral traditions.
- Ensuring easy access to all sorts of community information.
- Providing appropriate information services to local enterprises, associations and groups.
- Encouraging the development of computer literacy and information.
- Promoting literacy activities and programmes for all age groups.

1.1.2 Contextual setting

Public library development in Nigeria is linked to the history of education and colonial settlement. The first established public library system in the country was in Northern Nigeria in 1952. It was located in Kaduna, in the Lord Lugard Hall, which was the regional headquarters at that time (Salman, 2006:53-54). The provision of public library services had its challenges at this stage, since the books provided for public use were packed in boxes and mailed from the Kaduna regional library to other regions by foreigners, who did not have a comprehensive understanding of the information needs of the intended users. The use of the services was also problematic as the attendants in charge of these books preferred to keep the boxes of books unopened for the fear of losing books. This was because they were made responsible for any losses, and a deduction to the value of such losses was acquired from their monthly salary (Salman, 2006:31). Thus many boxes were never opened since the salary of the attendant was more important to him than the actual value of the library services to the public. According to Johnson (1970:49), the 'reading room', where the book boxes were delivered for access and use by the general public, had a radio and other propaganda material for the dissemination of information. The libraries, however, failed to transform into real public libraries for the following reasons:

- They were situated in market places where noise could limit the attainment of the objectives of a good public library.
- The reading rooms were not adequate as library buildings, and sometimes had no furniture and other library facilities.
- The attendants were afraid of losing the books because deductions for losses were made from their monthly salary, so many books were returned unopened and unread.
- The books were meant for a European audience, and had no bearing on the Nigerian

4

way of life.
- Nigeria had no reading culture in order to appreciate the provision of the services.
- The attendants were illiterate in library matters.
- Most people were illiterate (Johnson, 1970:49).

The colonialists, who were often also missionaries, made significant contributions to the development of public libraries through education. According to Johnson (1970), the period 1842-1900 was marked by missionary activities. These included those of the Catholic church, the Wesleyans, and the Baptists. Because most people were illiterate, these missions established libraries in order to encourage reading about and understanding the missions' activities. Missionary work in Calabar (Cross River State) was spearheaded by Hope Waddell, who established schools in Calabar, Greek Town, and Duke Town. Since the missionaries intended to spread the gospel they required a society literate in English, which necessitated the establishment of public libraries (Johnson1970). At an early stage, public library activities were very robust in the eastern part of the country before spreading to north and western Nigeria. This was the result of a UNESCO pilot project which started in the eastern part of the country in order to assist the development of public libraries. This catalysed the establishment of a Library Board. Scholarships were given in order to qualify staff for training. For example, the deputy librarian of the eastern Nigerian Library Board was granted a six months' fellowship to travel to the United States of America and Europe to observe the nature of the public library services rendered. The Carnegie Corporation of New York gave Nigeria $10,000 to establish public libraries between 1911 and 1961 (Carnegie Corporation, 1963). This was intended to increase access to library services by acquiring more books and increasing the branches across the country (Opara, 2012). The British Council also contributed to the development of public libraries in Nigeria from 1946. In 1951, when Nigeria was divided into three regions (Northern Region, Eastern Region and Western Region), the British Council introduced a book boxes system, by which books were packed into boxes and transported to the public libraries in the capitals of each of the three regions. These boxes of books were thereafter distributed to rural public libraries by the librarians in charge of the regional libraries.

Rochester (2002) states that grants made available in the 1930s for library development by the Carnegie Corporation of New York (CCNY), under the British Dominions and Colonies Fund, to Africa, Canada, New Zealand and Australia had a positive impact on the development of libraries in these countries. The British Council came to Nigeria in 1943

during World War II, and established reading rooms (i.e. public libraries) across the country to promote British culture and associated ideas. These reading rooms were filled with British newspapers, political tracts, bulletins and radio propaganda about the ongoing war. Towards the end of the colonial period, some perceptive British colonial officials, who recognised the inevitable progress of political events towards Nigerian independence, had begun to question British policy on libraries in Nigeria. Thus, in 1950, J. O. Field, a colonial civil servant, criticised the colonial government's misuse of the financial grants from the Carnegie Corporation of New York. Other agencies that provided financial assistance for the development of public libraries in Nigeria, besides the British Council, were UNESCO, and Ranfurly Library Service (RLS) of London (Opara, 2012). Table 1.1 below shows an overview of financial grants for the development of public libraries from 1932 to 1959 by the Carnegie Corporation – a year before Nigeria's independence in 1960.

Table 1.1 Carnegie public library grants to Nigeria 1932-1959

Purpose of Grant	Date	Grant (in U.S.$)
1. Library Development	1932	$6,000.00
2. Books for Schools and Colleges	1940	$3,000.00
3. Purchase of Books for Lagos Public Libraries	1940	$27,323.00
4. Regional Libraries and Reading Rooms	1940	$1,412.00
5. Library of Congress Catalogue and Supplement for University College, Ibadan	1951	$1,126.00
6. Purchase of Books for Library of Nigerian College of Arts, Science, and Technology	1954	$10,000
7. Library Training Course at the University College, Ibadan	1959	$88,000.00
	Total:	$136,861.00

Source: Carnegie Corporation Library Program, 1911–1961
(New York: Carnegie Corporation 1963: 99)

At the UNESCO seminar on the development of public libraries in Africa held in Ibadan, Nigeria, in 1953, a decision was taken that appropriate legislation be put in place to ensure the development of public libraries in Nigeria, and that the control of the libraries be put in the hands of a state agency that would be established by the Federal government (UNESCO,

1953). This agency was to be advised by a national advisory board. At the same meeting it was proposed that the responsibilities of both national and local authorities in the governance of the public libraries be established, and that funding of the libraries was to be the responsibility of government, though local authorities could make monetary contributions if so inclined (UNESCO, 1953). Despite the implementation of these decisions, public library services in Nigeria experienced a declining quality of service delivery after the advent of national independence in 1960, owing to the unstable economic and political structure in the country (Omotosho, 2012). Abdulkarim (2010) observes that the crisis confronting public library services currently is the result of public sector mismanagement, which affects infrastructure and resource development and maintenance.

By 2014, there were 316 public libraries in Nigeria (Librarians' Registration Council of Nigeria, 2015), including the 37 Public Library Boards in all of the six geopolitical zones, serving a population of approximately 170 000 000 people at a ratio of one library for every 537 974 persons (World Bank, 2013; Omotosho, 2014; World Health Organisation, 2014). On a smaller scale, Okeke (2012) established that there were only 11 public libraries in Lagos State, serving a population of about 24 500 000. The World Bank was hardly exaggerating when it said that this distribution was inadequate (World Bank, 2013). For example, in the United States of America there are 26,500 public libraries serving a population of 318 929 000 people at a ratio of 1:12,000 inhabitants (All Public Libraries, 2014; United States Census Bureau, 2014). In South Africa, 1 500 public libraries serve a population of 52.98 million people at a ratio of about 1:34 666 (Statistics South Africa, 2013). From these examples, it is clear that Nigeria is lacking in sufficient facilities to satisfy the general public's need for public library services. Since the recommended standard is for nine public libraries or more to serve a population of 100 000, the current library-population ratio in Nigeria is a good indication that service delivery is not functioning optimally (IMLS, 2011).

Although there is now a better educated population, more training of librarians, and a supply of more relevant material and services, effective provision of public library services and the use thereof remain problematic. This is probably due to the lack of well-defined public library policies/laws, deficient administrative structures, and haphazard public library service delivery, which favours the urban areas and neglects the rural areas. Public libraries are responsible for disseminating diverse and current information services to the members of their communities, but this provision is seemingly lacking in public library services in Nigeria. Several studies carried out by researchers and organisations on public library

services in Nigeria have alluded to the challenges and issues currently plaguing public library service delivery. They include the Black and Muddiman (1997); van Der Walt (2004); Aina (2004); Opara (2006); Dick (2008); Opara (2008); Badawi (2009); Medina (2009); Mutshewa (2010); Ogbonna (2010); Yusufu (2010); Salawu (2012); America Library Association (2011); Conable (2012); Irwin (2012); Hapel (2012); Joppe, Brooker, and Thomas (2014); Ferkins and Shilbury (2015); Chattopadhyay (2015); Chen and Pang (2015); Rashidi (2015); Fadayi and Golujeh (2015); Ghandvar and Sehliat (2015); Karabulut, et al. (2015); Jian (2015); and Qahtani and AlDahi (2015).

1.2 Problem statement

This study is motivated by the public service philosophy that is represented in the UDHR and public library development guidelines and policy in the UNESCO Public Library Manifesto, as alluded to earlier. The poor status of public library services in Nigeria that is highlighted in section 1.1.2 above is an indication that public library services in Nigeria do not currently conform to the UDHR principles, nor do they comply with the UNESCO Public Library Manifesto or the IFLA guidelines The studies referred to in section 1.1.2 identify a variety of problems such as poor library facilities, outdated and irrelevant information material and services, lack of qualified staff, erratic power supply and a lack of funding as some of the issues affecting access to and use of public libraries. However, all these challenges refer to the symptoms of the problem, not the cause. In order for service provision and delivery to be efficient and effective, issues such as the administration and management of an institution need to be addressed. From the perspective of the Nigerian public libraries, it would seem as if inadequacies in the administration and management of the services are the major contributors to poor service delivery, which in turn affects the users' access to and satisfaction with the services. In order to establish these inadequacies and find solutions to them, questions need to be asked such as the following:

- What is the current level of development of public libraries in Nigeria?
- Who carries the responsibility for the governance of the public libraries, and how is it structured?
- What laws and/or policies are in place to govern the public library systems?
- What challenges are experienced by the management hierarchy in providing effective and efficient services to their library clientele?

It is against this backdrop that the current study sets out to investigate issues and challenges, with special reference to administrative and management issues affecting clients' access to, use of, and satisfaction with public library services offered in Nigeria, so as to develop a framework that can be used by the Nigerian government to guide it in the administration and management of public libraries, towards improved service delivery.

1.3 Aim and objectives of the study

The aim of this study was to investigate the issues and challenges in the provision and use of public library services in Nigeria, with a view to developing a framework for improved public library service delivery.

The following objectives were identified:

- To appraise the governance and administrative structures of public libraries.
- To establish the development and services offered by public libraries.
- To determine the factors hampering the provision of public library services.
- To establish issues in terms of accessibility to public library services.
- To ascertain the patterns of usage among the clients of the public library services.
- To determine the issues affecting the satisfaction levels among users of public library services.
- To develop a framework for improved public library service delivery.

1.4 Research questions

The study sought to answer the following research questions:

- Who is responsible for the governance and administration of public libraries in Nigeria?
- What are the status and level of development of public libraries in Nigeria?
- What types of services are currently offered by public libraries?
- What factors affect administrative structures in providing services to the users of public libraries?
- What are the factors affecting accessibility to the services provided by public libraries?
- What is the frequency of use of public library services?
- What is the satisfaction level of public library users with the use of the services?

- What challenges are experienced by public library clients in accessing and using the services?

1.5 Scope and limitations of the study

The study was limited to the issues and challenges affecting the provision and use of public library services, with special reference to the management and administrative issues in the six geopolitical zones in Nigeria from the perspectives of the registered users of the libraries, the library directors/heads, and the authorities in the Ministries of Education, Science and Technology (permanent secretaries).

1.5.1 Subject

This study covered the issues and challenges, with special reference to the management and administrative issues, in the provision and use of public library services in Nigeria.

1.5.2 Research environment

The study was carried out in Nigeria amongst the public libraries. Nigeria is divided into six geopolitical zones for administrative and political convenience, with 36 states. The federal public library headquarters are situated in Abuja, and though it is the National Library of Nigeria, it, and its 25 branches, also acts as public libraries. These libraries did not form part of the libraries from which the selection was made as the national libraries are funded differently and also receive their books mainly through the legal deposit system. This study wanted to look specifically at the state public libraries and their operations as they form the backbone of the public library services in the country.

Two public libraries were selected from each of the zones for this study. This was done in order for the study to have adequate representation of the services offered by the public libraries concerned. A total number of 12 public libraries (one urban and one rural) were selected from each of the six geopolitical zones. This was done in order to give adequate representation of the nature and type of public library services, usage patterns, and the various challenges faced by the providers and users of the services in the urban and rural communities.

1.5.3 Methodological scope

The study deployed a case study research design, using both quantitative and qualitative research paradigms. Questionnaires, interviews and observation were deployed in order to achieve its aim and objectives. Formal interviews were conducted with the public library's

parent body officials (permanent secretaries in the Ministry of Education, Science and Technology), the directors of public libraries and the public library heads/librarians on the provision of services. Questionnaires were administered to and informal interviews conducted with the users of public library services in order to establish their pattern of use and level of satisfaction with the services. Observation was made on the provision, accessibility and use of the services. A content analysis was deployed for in-depth interviews and open-ended questions, which will be thematically presented, analysed, and discussed in the discussion chapter. Chapter Five discusses the research methodology in detail.

1.5.4 Political limitations

In the first instance, the political insurgency in the northern part of Nigeria compelled the limitation of the research environment to Adamawa, Kano and Kwara States in the north, and Edo, Imo and Osun States were selected in the southern part of the country because the study cut across state frontiers. In carrying out this study in the research environment, the researcher has found the heads of public libraries unwilling to grant interviews for fear of hostile political interpretations by the parent bodies. This was because all Public Library Boards in Nigeria fall under the umbrella of the Ministry of Education, Science and Technology, with commissioners and permanent secretaries as bosses to the directors and heads of the libraries. One of the directors, who is both head of a library and the secretary to the local Library Board, needed assurance that the interview did not have any political implications for him and the systems before granting it.

1.5.5 Time

There are a number of rural public libraries in each of the geopolitical zones affiliated to the Public Library Boards at the state headquarters. It took several weeks to conduct research across the six zones. Research assistants were deployed to get the questionnaires administered in good time, and to serve as interpreters in the northern parts of the country where the researcher was unfamiliar with the language.

1.6 Significance of the study

The results of this study will assist the public library governing bodies in Nigeria in planning towards the implementation of the proposed framework for improved service delivery. The study will also create awareness about the degree of patronage of public library services among public library stakeholders, and explain why the existing public library services are not sufficiently used by registered users. It will serve as additional information to the existing

body of knowledge, assist the researcher in acquiring in-depth knowledge of the field, serve as a basis for appropriate fundraising for public libraries, and act as a significant catalyst to stimulate better government policy formulation and implementation regarding public libraries.

1.7 Theoretical guidelines and framework

The theoretical guidelines for this study centred on the Universal Declaration of Human Rights (UDHR) of 1948; the UNESCO Public Library Manifesto of 1994; and the IFLA Public Library Service Guidelines (Koontz & Gubbin, 2010), which explain the right of individuals to access and use the services of public libraries. The theoretical frameworks used in the study are the Traditional Public Administration Model (TPAM) and the New Public Management (NPM) Model in order to identify management and administrative requirements for service delivery.

1.8 Literature review

Kowalczyk and Truluck (2013) argue that a literature review involves technicalities in summarizing information published on a specific topic. In a well-presented literature review, an introduction is necessary in order to describe the concept's objective, and justify the topic's assumed pertinence to professional practice. The literature that was reviewed for this study focuses on the identified subject and related topics on public administration. These include a revision of the role of legislation on the administration of public library services, and the issues and challenges regarding funding, staffing, public library resources/facilities, services, use of services, and satisfaction with their use. Multiple data bases, monographs, the internet and newspapers were used to gain on overview of the existing knowledge on the topic as discussed in Chapter 4 of this study.

1.9 Ethical considerations

Obono, et al. (2006) posit ethics as the 'high-minded study of normative conduct, the study of things as they actually are.' It is the code of morality, or system of moral principle, that governs the conduct of a group. Ethical issues in research mainly focus on participants in a research activity, intellectual ownership, and plagiarism. The aims and purposes of the research must be clearly stated. Ethical considerations also relate to the sponsoring of organisations, and how research could be influenced by them. Miles and Huberman (1994) note ten ethical considerations in social science research, which include the worthiness of the

research, competence boundaries, informed consent, benefits, cost and reciprocity, harm and risk, honesty and trust, privacy, confidentiality and anonymity, intervention and advocacy, research integrity and quality, ownership of data and conclusions, and the use and misuse of results. This study has conformed to all ethical issues that deal with the application of moral rules and professional codes of conduct involving collection, collation, analysing, reporting and dissemination of the findings. The research proposal for this study was approved by the Faculty of Arts Board and the Research Ethics Committee of the University of Zululand before research was begun. The consent of the respondents was sought for voluntary participation devoid of harm and risk on the part of the participants. This was achieved by written communication before research was begun, as approved by the University of Zululand Research Ethics Committee. An approval letter for conducting the research was provided by each of the research environments' authorities before research was proceeded with.

1.10 Dissemination of results

The findings from this study will be disseminated through seminars and/or conferences, lectures, and publications in peer-reviewed scholarly journals. The recently constituted committee on the implementation of the outcomes of research findings by the National Universities' Commission (NUC) of Nigeria will also serve as a platform for disseminating the results of this study for possible implementation by public library policymakers. A proposal is intended to be submitted to the 'Tetfund' (a government funding body in Nigeria for developmental activities, including the outcome of research findings) on the possibility of implementing the recommendations of this research. This thesis will also be made available online and in the library of the University of Ilorin for reference purposes.

1.11 Operational definitions of terms

Public Library: This refers to the urban and rural or community libraries serving the generality of the populace under their jurisdictions. It is operationalised as the collection of books, newspapers, records, tapes, electronic and other materials that are valuable for reading, research, and leisure activities that include the provision of internet and other digital facilities made available for public use free of charge.

Governance: This explains the way in which an organisation is governed or controlled. It entails the activity of controlling and managing an organisation.

Public library legislation: These are laws a passed by Parliament as guides to the operation of public library activities.

Public administration: This explains the interaction of managerial, political and legal approaches in the discharge of the mandates of the legislative, executive and judicial authorities in order to ensure regulations and services for the society.

Public management: This is a reference to various authorities working together as a team which, through its entire activities, focuses on the goal of persistently satisfying the interests of the public in accordance with social expectations.

Provision of public library services: These are the totality of all the activities of the governing institution in rendering relevant and adequate public library services. These include 'open' and 'closed' services in order to meet the information, education, entertainment, recreational, cultural, and leisure needs of the library users. It also refers to the degree of available public library services, print, electronic and material resources in the library for use by the general public in order to enhance service delivery.

Use of public library services: This is the ability of public library users to use the services in the public library.

Satisfaction: This is the feeling of pleasure and happiness that comes when the public library services are successful, and the desires of the user are fulfilled.

Funding: This involves the process of providing money and other incentives required for the smooth running of public library operations.

Lifelong learning: This is the activity which requires the provision of a range of public library material on a variety of topics to allow people to follow their interests and support their formal and informal education. It also makes provision for material to support literacy and the development of basic life skills.

Services to adults: These are the services rendered by the public libraries that are geared towards the general developmental ability of adults by educating and informing them, and offering recreation.

Services to children: This is the process of promoting book reading and other media for children. Public libraries must provide special events for children, such as storytelling and activities related to the library's services and resources.

Customer care: This is the totality of the efforts and policies implemented in order to ensure that the needs and convenience of the users are paramount.

User education: This is defined as one of the responsibilities of the public library in order to facilitate the assistance provided to users for the development of skills that will enable them to make the most effective use of the library's resources and services.

1.12 Thesis structure

Chapter One: Introduction and background to the study

This chapter introduces and gives background information on the topic, the aim and objectives, research questions, statement of the problem and the methodology that was used for this study. Operational definitions of certain salient terms are also discussed.

Chapter Two: Public library system in Nigeria: A contextual setting

This chapter looks at the system of public library services in Nigeria. It explains the administrative arrangements in the provision of public library services, legislation, governance, budget allocation, funding, staffing, resources/facilities, services, and some of the challenges faced in accessing and using the services.

Chapter Three: Conceptual guidelines and theoretical framework of the study

This chapter discusses the IFLA Public Library Service Guidelines (Koontz & Gubbin, 2010), and the public management and administration models that consider and frame the provision and use of public library services. These include the TPAM and NPM models, with a view to adapting some of the models to the Nigerian scenario. A theoretical framework for this study is conceptualized as basis for the literature review.

Chapter Four: Literature review

In this chapter, a review of literature is carried out on issues and challenges in the provision and use of public library services. This is intended to serve as a basis for new thinking on the prevailing variables such as administration and governance, legislation, funding, staffing, resources/facilities, services, accessibility and challenges, with a view to identifying the gaps

in the public library service delivery and answering the set objectives for this study. The variables are systematically reviewed in considering the application of some models such as TPAM and NPM.

Chapter Five: Research methodology

In order to validate the methods used in any research endeavour, it is desirable to discuss in clear terms the research paradigm and the methods used in the course of the research. The research methodology used for this study is discussed in this chapter.

Chapter Six: Data analysis and presentation

This chapter uses thematic analyses for the interview responses, and the Scientific Package for Social Science (SPSS) research for the analyses and presentation of the responses collected through questionnaires. Because of the nature of the data collected, this chapter is divided, for clarity of analysis, into Parts A, B and C, and subsections addressing subthemes. Analyses are made of the responses to the interviews, observation and questionnaires.

Chapter Seven: Discussion of findings

This chapter discusses the results of the findings in Chapter Six (the data collected through interviews, observation and, questionnaires). Interviews were used to gather data from the public library parent body officials (permanent secretaries), directors and heads of public libraries. The questionnaires were used to gather responses from the users of public library services, and observations were used to compliment the responses from both the interviews and questionnaires in order to come up with triangulation analysis.

Chapter Eight: Summary, conclusions and recommendations

This chapter summarises the findings from the study, using the data analysed to arrive at meaningful conclusions and recommendations. A proposed framework for improved service delivery in Nigeria is also presented.

List of references: All the authorities cited in this study are referenced. The American Psychological Association (APA) style is used for referencing both the print and electronic sources.

Appendix: All relevant appendices are attached in this work.

1.13 Summary

This chapter has introduced and presented background regarding the issues and challenges in public libraries in Nigeria by identifying some of the problems that affect service delivery, including the desperately low number of public libraries, the lack of public library legislation, inadequate funding, inappropriate administration, the need for better infrastructure and sufficient staff, inadequate and irrelevant services, neglect by the government, and a lack of public awareness of public libraries among others. These issues were discussed in the context of Nigerian experience. A statement of the problem, and the motivation for the study, were identified from the conceptual brief. The aims and objectives of the study and research questions were elucidated, and the methodological scope, significance and originality of the study, its theoretical framework, and its limitations were discussed. The latter part of this chapter focused on the clarity and applicability of certain salient terms as used in the dissertation.

Chapter 2 contextualizes the study.

CHAPTER TWO: PUBLIC LIBRARY SYSTEM IN NIGERIA: A CONTEXTUAL SETTING

2.1 Introduction

In the previous chapter, a brief contextual setting was presented in order to provide background on the development of public library services in Nigeria. This chapter presents a contextualisation of the public library system in Nigeria by examining the public library legislation, governance/administrative structures, staffing, funding, budget allocation, resources, services, and facilities as variables that contribute to the provision of public library services. The National Library Acts of 1964 and 1970, and the National ICT Policy (2012) were examined alongside other issues. The chapter also appraises the challenges in the provision and use of the public library services with a view to establishing the current situation concerning public library services in Nigeria.

2.2 Legislation governing public libraries in Nigeria

According to Lejeunesse (2004), legislation underpins the creation, development and maintenance of library and information services globally. Adequate and current legislation is therefore important for the successful implementation of public library policies in any country. In response to the recommendation by the UNESCO seminar in 1953, Nigeria implemented legislation to govern the county's library systems. Initially, owing to the lack of articulate public library laws, public library activities in Nigeria were governed by the National Library Act of 1964. Mu'azu (2014) explains that the government's intention was to provide access to educational materials for Nigerians by establishing branches of the main National Library. The legislation provided funding to the ministry responsible for the administration of library services, and also for the establishment of a Library Board that would manage the affairs of both urban and rural libraries. The National Library Act (1964) provided the foundation for all public libraries' activities. Its aims were to constitute a Library Board as the key authority for library activities, establish and maintain the National Library, establish a public library branch affiliated to the National Library in each state of the federation, advise the federal government on all library matters; assume responsibility for the National Bibliography of Nigeria, and set up National Bibliographic Centres. The states' public libraries carried out their activities under the National Library Act (1964) as no

specific public library laws under which the state's public libraries could operate had been put in place (Mu'azu, 2014).

Because the National Library Act (1964) was limited in scope and content, a replacement was needed six years later, resulting in the National Library Act, No. 29, of 1970, which presently serves as the legal instrument that regulates public library activity in Nigeria. This Act stipulates the provision of funding for the activities of public libraries in Nigeria, and also spells out the deposit obligations of the publishers of every book that is published there. The act stipulates that three copies should be delivered, at the publisher's expense, within one month of publication, to the National Library. Two copies are to be kept in the public library at the Lagos headquarters for preservation and consultation, and one copy sent to Ibadan University Library (The National Library Act, 1970). The Act stipulates that the delivered copies of any published material under section (1) of this Act need to be presented in the exact condition as that of the commercial product. Material to be delivered to the National library include, but are not limited to, all literary works such as books, pamphlets, sheets of music, maps, charts, plans, tables and compilations, dramatic works, collective works such as encyclopaedias, dictionaries, yearbooks or similar works, newspapers, magazines and similar periodicals, and all forms of documentary or oral record in relation to a book, or causing a book to be printed or published, in Nigeria.

The National Library Act (1970) gives more powers to the directors/chief executives of the library under section (3), sub-section (4). These had been missing in the National Library Act of 1964. The paragraph stipulates that:

> *Subject to sub-section (4) requires that the Library Board provide financial, operational and administrative policy programmes, in which the director shall be free to manage the library as he deems fit in accordance with this Act, and the board shall not interfere with his methods or manner in which he deploys the material and human resources of the board, in order to obtain results in accordance with this Act.*

An amendment of the 1970 Act, known as the National Library (Amendment) Decree No. 9 of 1970, enlarged the membership of the Library Board from 17 to 19 in order to reflect representation of each of the then 19 states of the federation. The 1970 Act was an improvement on the 1964 Act because of the additional provision which widened the services to be provided by the Library Board, and the powers of the Board to give it more autonomy. Despite this improvement, the National Library Act's emphasis was only on funding,

administrative policy, legal deposit, the obligations and benefits of directors and Board members, and the extension of powers to the director/chief executive (Mu'azu, 2014). According to Bello (1983:376), the Act is limited in scope and the ability to legally support the services of public libraries in a way to deliver ideal public library services. The Act was in fact not specifically geared towards state-owned public libraries, nor did it give attention to an ICT implementation framework. This is why Yusufu (2010) argues that the lack of distinct legislation towards the development of the public library system in Nigeria contributes to the difficulty of providing satisfactory public library services to the public.

2.3 The 2012 National Information Communication Technology (ICT) Policy

The development of ICT-related information services has necessitated the introduction of these services into public library services. This is also the case in Nigerian public libraries, where the introduction of ICTs into government's institutional services, of which the public library is one, is regulated by the National ICT Policy of 2012. This policy was initiated in 2011 when the Federal Ministry of Communication Technology in Nigeria was created in order to ensure better coordination of ICT activities and development in the country (National ICT Policy, 2012). The policy was meant to lay out the inputs necessary for the strengthening of all productive sectors, and would indicate the way to transform Nigeria into a knowledge-based and globally competitive country. The National ICT Policy (2012) addresses issues such as the policy and regulatory framework, internet and broadband development, local content, and coordinated ICT enhancement across all sectors of the country's economy. One of the stated goals in the policy concerns the development of human capacity in the ICT sector and across other sectors in the country. By providing the required ICT infrastructure, and making ICT hardware and software available to public library users, these institutions are contributing towards this goal. In a report on the state of the Nigerian public library system the Librarians' Registration Council of Nigeria (2015) acknowledged the role of ICT as a driver of the information economy, describing it as a 'must have' for human development. The report acknowledged that for Nigeria to be a key player in the global economy, the efficient and effective deployment of ICTs are of paramount importance, and therefore recommended that public libraries be adequately provided with ICTs in order to fulfil their roles as the 'people's university', especially in rural areas, where the people cannot afford ICT facilities.

2.4 Public library governance and administrative structures in Nigeria

Nkuna and Sebola (2015) argue that the practice of administration cannot be separated from the ability of people in leadership positions within any given organisation. Governance structures involve the totality of planning, organising, staffing, coordinating and budgeting in any organisation which is important to the successful running of the organisation. Likewise, the governance of public libraries requires the coordination of both human and material resources for effective and efficient dissemination of relevant information (Saleh & Lasisi, 2011). Governance of public libraries in Nigeria is essentially the responsibility of the government because the public library is regarded as a service institution, established and managed with public funds. According to the Librarians' Registration Council of Nigeria (2015), there are 316 public libraries in Nigeria, including the urban and rural libraries. There is one National Library of Nigeria at the headquarters in Abuja, and it has 25 branches nationwide. All the 36 states in the country have a public Library Board, each at the state headquarters. These Library Boards also function as the urban libraries. Abuja, which is the federal capital territory (FCT), also has a Library Board (Nigeria Library Association, 2011). There are 253 branches of the states' Library Boards spread across the rural communities in the country (Librarians' Registration Council of Nigeria, 2015). These libraries are also known as rural or community libraries, and are governed and administered by the state Library Board as directed by each of the states' Ministry of Education, Science and Technology.

According to Obonna (2014), the public library system in Nigeria functions on three levels: federal, state, and local. Figure 2.1 on the next page shows the hierarchical structure of the public libraries in Nigeria.

Federal level

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┌─────────────────────────────────────┐
│   FEDERAL GOVERNMENT OF NIGERIA      │
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                 │
                 ▼
┌─────────────────────────────────────┐
│   FEDERAL MINISTRY OF EDUCATION      │
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                 │
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│    NATIONAL LIBRARY OF NIGERIA       │
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│    NATIONAL LIBRARY BRANCHES         │
└─────────────────────────────────────┘

┌─────────────────────────────────────┐
│       STATE GOVERNMENTS              │
└─────────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────────┐
│    STATE MINISTRY OF EDUCATION       │
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State level

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┌─────────────────────────────────────┐
│          LIBRARY BOARD               │
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│       URBAN PUBLIC LIBRARY           │
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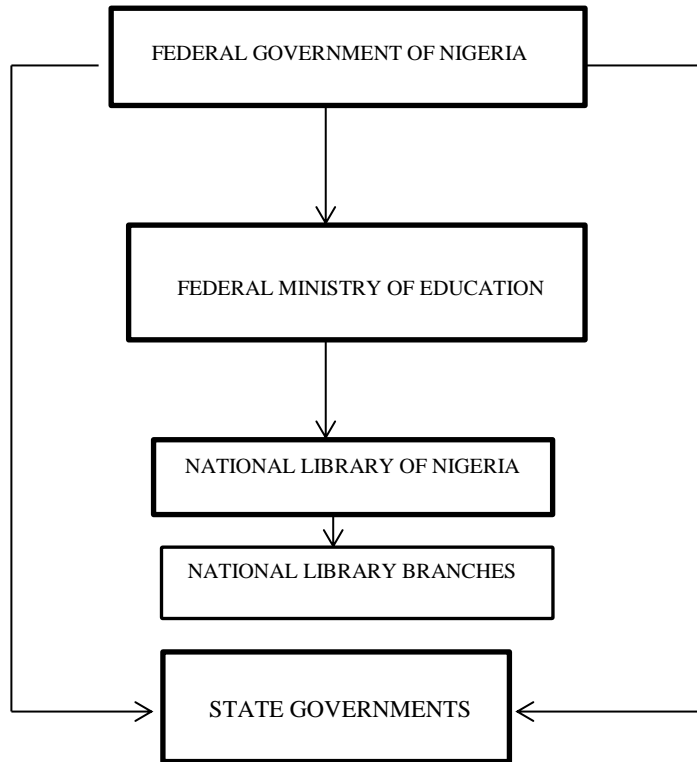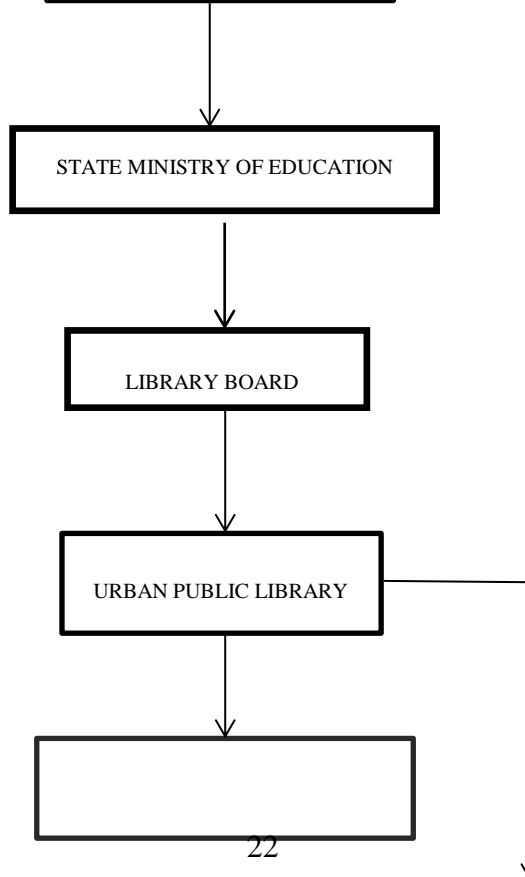
Local level

LOCAL GOVERNMENT/
PRIVATE LIBRARIES

Figure 2.1 Hierarchical structure of public library system in Nigeria

Fig 2.2 Mapping of public libraries in Nigeria

Source: Librarians' Registration Council of Nigeria, 2015

2.4.1 Federal level

At the federal level, the federal government provides funding for the National Library of Nigeria through the federal Ministry of Education. The National Library of Nigeria is categorised as a public library because it serves all categories of users at the national level. It is the responsibility of the National Library to channel the funding received from the annual budget allocation by the federal government to all the states and local governments of the federation. The governance structure of national libraries in Nigeria is headed by the federal Ministry of Education, and the allocation of funds is derived directly from the federal government's budget. The selection and acquisition of material, service delivery, and all other administrative responsibilities are discharged by senior librarians and the executives of the National Library of Nigeria.

2.4.2 State level

At the state level, all urban public libraries fall under the umbrella of the state Ministry of Education, Science and Technology, with the permanent secretary in the ministry as the overseer/supervisor of the libraries (Obonna, 2014). The permanent secretaries in each of the 36 ministries represent the interests of the ministries, and have the responsibility of ensuring the smooth operation of the public libraries and the affiliated/local libraries. The permanent secretaries report to the commissioners, who are the officers accountable for the libraries' activities, and who are also the chief executives in these ministries. The ministries are responsible for policy formulation, budgetary allocation, the provision of staff, and the payment of their salaries through the states' annual budget as allocated by the federal government (Obonna, 2014).

A Library Board is constituted in each urban library to administer the affairs of both the urban and rural/community libraries under its jurisdiction. The Library Boards are responsible for the direct management of the nationwide public libraries (urban and rural), and are accountable to the ministry for the administrative responsibilities of managing the libraries.

The Eastern regional government established the first regional Library Board in 1955 to render library services to the people of the region, and later the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) became involved in a pilot project in order to support the Eastern regional government in the establishment of the Library Board in the area (UNESCO, 1953). The East-Central State Library Board was created in 1971 by Edict

No. 17, and the River State Library Board in 1971. The Mid-Western Region Library Board was established in February 1971 by the Mid-Western Board edict. Since then Edo and Delta States' Library Boards have been very active in the provision of library services in these two states. The South-Eastern State Library Board was established in 1973. These Library Boards' edicts did not specifically address the provision of public library services, but focused instead on the benefits of the Board members.

Currently, the main public library at the state headquarters in each of the states in Nigeria has a Library Board that is responsible for its affairs and that of the affiliated rural libraries, with a chairman who is normally a political office holder, and may not necessarily be a professional librarian (Obonna, 2014). Members of the Board include the director of the public library, who serves as the secretary of the Board, one or two librarians, and some non-professionals who are political appointees.

Figure 2.3 below show the 36 states in the six geopolitical zones and the federal capital territory (FCT) of Abuja.

Figure 2.3 Map of Nigeria showing the six geopolitical zones and Abuja (FCT)

Source: http://www.nigeriamasterweb.com/masterweb, Accessed 27/09/2013

Table 2.1 on the next page indicates the Public Library Boards in the six geopolitical zones responsible for the provision and use of library services in Nigeria.

Table 2.1 Public Library Boards in Nigeria

S/N	Library Board	Geopolitical zone
1.	Kwara State Library Board	North-Central
2.	Niger State Library Board	
3.	Nassarawa State Library Board	
4.	Benue State Library Board	
5.	Kogi State Library Board	
6.	Plateau State Library Board	
7.	Borno State Library Board	North-East
8.	Yobe State Library Board	
9.	Bauchi State Library Board	
10.	Gombe State Library Board	
11.	Adamawa State Library Board	
12.	Taraba State Library Board	
13.	Sokoto State Library Board	North-West
14.	Zamfara State Library Board	
15.	Katsina State Library Board	
16.	Jigawa State Library Board	
17.	Kaduna State Library Board	
18.	Kebbi State Library Board	
19.	Kano State Library Board	
20.	Ebonyi State Library Board	South-East
21.	Enugu State Library Board	
22.	Imo State Library Board	
23.	Abia State Library Board	
24.	Anambra State Library Board	
25.	Edo State Library Board	South-South
26.	Rivers State Library Board	
27.	Delta State Library Board	
28.	Akwa Ibom State Library Board	
29.	Cross River State Library Board	
30	Bayelsa State Library Board	
31.	Oyo State Library Board	South-West
32.	Osun State Library Board	
33.	Ogun State Library Board	
34.	Lagos State Library Board	
35.	Ondo State Library Board	

| 36. | Ekiti State Library Board | |
| 37. | Education Resource Centre (ERC), Wuse, Abuja | Federal Capital Territory (FCT) |

The urban public library services under the auspices of the Library Boards are given more attention by the government with regard to the provision of infrastructure and library services, resulting in better service delivery to the patrons. This in turn normally results in a relatively high level of patronage (Oyeronke, 2014:68). This observation is supported by Erinle (2001:451), who argues that public libraries in the urban centres perform more effectively than those in the rural or local communities because considerable resources are available, especially reference materials and staff. The rural libraries at the local level are affiliated to the urban library at the state level in the same hierarchical arrangement. This is because they are extensions of the urban public library in order to serve the rural populace.

2.4.3 Local level

At the local level, most rural/community and local government libraries are either affiliated to, or supervised by, the public Library Boards, and function as branches of the urban libraries (Momodu, 2014). These libraries are affiliated to the public Library Boards at the state headquarters, and are funded and governed by the Boards, except for the local government or privately owned libraries; but even these libraries are supervised and assisted by the state Library Boards.

Information, service delivery, and all administrative activities are channelled through the Boards, but the selection and acquisition of information material are the responsibility of the professional librarians (Obonna, 2014). The library management staff comprises professional librarians who ensure the smooth running of the library's day-to-day activities. The library management is in charge of public library services, finances, staff motivation and discipline. Regular meetings between the management of the library and staff address issues and challenges that affect the development of the library and staff for possible intervention.

Most of these rural libraries experience problems of infrastructure and service owing to lack of sufficient funding by the government, and its failure to provide effective library and information services in these areas to serve the rural dwellers, who are the bulk of the population (Anunobi, Ogbonna, & Osuchukwu, 2014; Banjo, 2014). The result is commonly a lack of patronage of public library services at this level. The above studies have established

that the non-government funded rural/community libraries and information centres are better governed, with services that meet the needs of the users in the rural communities.

2.4.4 Public library staffing

According to Eze (2012), public library staff in Nigeria comprises the director, the management staff, professional librarians, library officers, and the support staff. The director and the management staff are senior librarians, and carry out the daily management activities of the library. There are also professional librarians who are normally in possession of a bachelor's, master's, or even a PhD degree in Library and Information Science (LIS). The professional librarians are responsible for the technical aspects of the library's work, and ensure service delivery to the general community. Library officer cadres, who operate on the level of assistant librarian, are staff who have obtained a junior degree, diploma or National Certificate of Education (NCE), and a school certificate. The library officers assist the professionals in the daily activities of the library, such as the circulation routine, stamping, identification of new arrivals, shelving arrangements, classification inscriptions with a stylus pen, ensuring that silence is maintained in the reading and studying areas of the library, and so on. On the lowest work level are the library attendants who attend to library patrons with quick answers to queries, shelve and re-shelve consulted library materials, and maintain orderi n the arrangement of the material. The administrative staff consists of clerical officers, accountants, secretaries, drivers and security officers. The support staff includes cleaners and messengers. The current staff situation in public libraries is depicted in Table 2.2 below:

Table 2.2 Total staff strength in the public libraries

Type of Library	No of Certified Librarians	Library Officers (LO)	Library Assistants (LA)	Others
National Library of Nigeria Hq	90	23	86	187
State Branches of National Library	99	48	163	42
State Library Boards Hq	273	588	915	713
Branches of State Library Boards	48	114	22	6
Total	**510**	**773**	**1186**	**948**

Source: Librarians' Registration Council of Nigeria (2015)

Table 2.3 Staff strength in the national library branches

S/N	Name of Library	Certified Librarian (CL)	Library Officers (LO)	Library Assistants (LA)	Others
1	National Library of Nigeria Sanusi Dantata House Plot 274, Central Business District. P.M.B 01 Garki, Abuja	179	23	86	187
2	National Library of Nigeria Mokwa Street Off Moshood Abiola Way Area 2, Garki, Abuja	9	3	20	-
3	National Library of Nigeria Ohokobe Town Hall P.M.B 7068 Ibebu- Umuahia, Abia State	3	1	7	3
4	National Library of NigeriaFederal Secretariat Road P.M.B 2124, Adamawa State	1	2	3	-
5	National Library of NigeriaYakubu Bauchi Road P.M.B 0282 Bauch State	2	1	9	2
6	National Library of Nigeria No. 31, J.S Tarka Road Beside Fire Services Makurdi, Benue State	2	-	8	2
7	National Library of Nigeria2,Otop-Abasi Street P.M.B 1197 Calabar, Cross River State	-	--	--	-
8	National Library of Nigeria Ministry of Education Premises P.M.B 1551 Benin-City, Edo State	2	-	4	2
9	National Library of Nigeria, Independent Layout, Achi Road P.M.B 1242, Enugu State	3	3	11	1
10	National Library of Nigeria Dukku Road, Opposite Prison Yard, Emir Street P.M.B 0178 Gombe State	4	-	6	8
11	National Library of Nigeria Plot 5009, New Owerri, Imo State	4	-	10	4
12	National Library of Nigeria Bida Road P.M.B 2184 Kaduna State	3	-	11	-
13	National Library of Nigeria Katsina State	2	-	6	-
14	National Library of NigeriaKofar Nasarawa Opp. Kano State Printing Press, Kano State	3	-	10	3
15	National Library of Nigeria Federal Road Kulende Housing Esate P.M.B 1447 Ilorin, Kwara State	3	6	2	2
16	National Library of Nigeria 227,Herbert Macaulay Street P.M.B 12626, Alagomeji, Yaba Lagos	29	20	14	10
17	National Library of Nigeria Muazu Mohammed Road P.M.B 171Minna, Niger State	2	1	10	1
18	National Library of Nigeria Ijemo-Agbadu Road Off Centenary HallP.M.B 2007 Abeokuta, Ogun State	3	1	7	-
19	National Library of Nigeria Oda Road, P.M.B 807Akure, Ondo State	5	3	5	4
20	National Library of Nigeria Km.2, New Ikirun Road New, Omo West New NYSC Secretariat P.M.B 4393 Osogbo, Osun State	4	1	6	-
21	National Library of Nigeria Opposite Court of Appeal Iyaganku G.R.A P.M.B 5235 Ibadan, Oyo State	6	-	8	2
22	National Library of Nigeria Yakubu Gowon Way Bukuru Road P.M.B 2160 Jos, Plateau State	4	-	9	-
23	National Library of Nigeria 12, Sultan Abubakar Road P.M.B 2251 Sokoto State	3	5	-	1
24	National Library of Nigeria BestCentre/VTC P.M.B 1142, Jalingo, Taraba State	-	-	-	-
25	National Library of Nigeria Shendam Road P.M.B 147 Lafia, Nasarawa State	2	1	7	2
26	National Library of Nigeria Gashua Road Damaturu, Yobe State	-	-	-	-
	Total	**278**	**71**	**259**	**234**

Source: Librarians' Registration Council of Nigeria (2015)

Table 2.4 Staff strength at the State Library Board headquarters

S/N	Name of Library	No. of Certified Librarians	No. of Library Officers (LO)	No. of Library Assistants (LA)	Other staff
1	Abia State Library Board, Umuahia	14	17	20	84
2	Anambra State Library Board (Prof. Kenneth Dike State Central e-Library), Awka	14	6	48	23
3	Bauchi State Library Board, Bauchi	17	17	5	31
4	Cross River State Library Board, Calabar	5	6	20	27
5	Gombe State Library Board, Gombe	11	21	3	9
6	Oyo State Library Board, Ibadan	9	3	-	-
7	River State Library Board, Port Harcourt	1	6	3	-
8	Benue State Library Board, Makurdi	5	18	3	20
9	Enugu State Library Board, Enugu	8	1	16	
10	Sokoto State Library Board, Sokoto	3	12	23	-
11	Yobe State Library Board, Yobe	8	20	70	
12	Delta State Library Board, Asaba	21	18	118	75
13	Taraba State Library Board, Jalingo	5	55	13	-
14	Kaduna State Library Board, Kaduna	5	9	51	26
15	Kogi State Library Board, Lokoja	3	12	1	-
16	Edo State Library Board, Benin	7	13	23	24
17	Akwa Ibom State Library Board, Uyo	12	9	8	-
18	Adamawa State Library Board, Yola	13	66	115	-
19	Kano State Library Board, Kano	24	64	88	82
20	Ogun State Library Board, Abeokuta	5	3	16	47
21	Imo State Library Board, Owerri	12	38	14	-
22	Ebonyi State Library Board	2	6	27	38
23	Jigawa State Library Board, Dutse	11	32	23	38
24	Lagos State Library Board, Lagos	10	3	-	57
25	Ekiti State Library Board, Ado- Ekiti	3	2	9	-
26	Osun State Library Board, Osogbo	1	3	3	-
27	ERC City Library, Abuja	9	2	10	6 + 3 programme Analysts
28	Kwara State Library Board, Ilorin	10	26	11	-
29	Ondo State Library Board, Akure	2	5	10	-
30	Bayelsa State Library Board, Yenagoa	1	2	2	27
31	Plateau State Library Board, Jos	3	13	5	20
32	Nassarawa State Library Board, Lafia	2	19	4	-
33	Niger State Library Board, Minna	6	10	20	-
34	Katsina State Library Board, Katsina	7	29	99	52
35	Kebbi State Library Board, Birini- Kebbi	2	12	24	17
36	Zamfara State Library Board, Gusau	2	10	10	17
37	Borno State Library Board, Maiduguri	--	-	-	-
	Total	**273**	**588**	**915**	**720**

Source: Librarians' Registration Council of Nigeria (2015)

Tables 2.2-2.4 above indicate that the number of certified librarians (i.e. professionals) in public libraries in Nigeria is insufficient, with only 510 personnel managing the libraries Library assistants constitute the largest number of staff with 1 186. Library officers numbered 773, and support staff 948.

From the researcher's own experience as a public librarian, it was observed that the title of the office of head of the public libraries varies from one public library to another. There are such titles as 'State Librarian', 'Executive Director', and 'Director'. The head of the Kano State Library Board, in the North-West, for example, is addressed as 'Executive Director', but that of the Osun State Library Board in South-West Zone is given the title of 'State Librarian', and the Kwara State head in North-Central is known as 'Director'. This phenomenon is similar across all of the 36 Public Library Boards in the country.

Methods of employing staff in these libraries vary from state to state. For example, in Osun, in South-West, the ministry deployed some of its own staff to the libraries, whereas in Kwara, in North-West, the library is staffed either by the state ministry or by recruiting staff directly from the labour market.

2.5 Funding and budget allocation

Adequate funding is an enabler of the successful provision of public library services. According to Ubogu and Okiy (2011), services of libraries cannot be provided optimally without the necessary funding as it is essential for a library to possess the resources that will enable it to meet its goals. The amount of funding given to libraries directly influences the quality of services provided. Funding of public libraries in Nigeria is made available by the government, philanthropists, friends of the library, and other non-governmental agencies. However, from the researcher's own observations, it seems to be a common phenomenon on the African continent, and in Nigeria in particular, that general national budget cuts in bad economic conditions have led to cutbacks in the funding of public libraries. As indicated earlier, the funding of public libraries in Nigeria is currently the responsibility of the state governments through the states' Ministry of Education, Science and Technology.

Opara (2012) notes that government funding of public libraries in Nigeria has not been conducive to service delivery since the 1980s. For example, public libraries in Edo and Delta States, in the South-South Zone, are currently performing poorly because of their appallingly low resources. According to Opara (2008), the bane of public libraries in Nigeria is poor funding, owing to budgets not taking inflation into consideration. However, public libraries in Nigeria continue to explore alternative sources of funding apart from the budget allocation from the government, such as gifts, exchange, resource sharing, donations, endowments, internally generated revenue (IGR), solicited and unsolicited funds, and book aid international (BAI). It is desirable to put in place aggressive mechanisms to get more money (Opara, 2012; Nnadozie, 2014) because it is the only way public libraries in Nigeria can grow independently. According to Nnadozie (2014), budget allocations to libraries will continue to be insufficient because of the country's bad economic situation. Hence, fiscal discipline is required by the public libraries to spend the available funding wisely, and generate additional funds. There are several ways of generating additional income.

2.5.1 Internally generated revenue (IGR)

According to Opara (2012), internally generated revenue is a source of funding made available to the library through enterprising activities such as lamination/photocopying, binding of books and other material at reduced prices compared to commercial ventures, hall/office rental, the facilitation of seminars/workshops, and the renting of library facilities for these activities. The money generated from these activities is normally used to supplement the government allocation. Most public libraries in Nigeria charge a token amount for registration as a member and user of the library's resources (Opara, 2012). Study carrels are made available, especially in the Public Library Board libraries, for a fee. The study carrels are used by students, researchers, public office holders, politicians, retired persons, clergy and civil servants who want to maintain a certain level of privacy and concentration in consulting personal or library resources.

2.5.2 Solicited and unsolicited funding and resources

Organisations such as UNESCO, the Ford Foundation, the Carnegie Corporation of New York, the United Nations, the African Union and other non-governmental organisations (NGOs) voluntarily donate resources and materials to the public libraries (Olden, 1985; Opara, 2012). Solicited public library funding is obtained from private individuals and organisations by way of personal requests made by the library. Some of the libraries approach wealthy and committed individuals, or groups and corporate bodies for assistance, donations, and support.

Unsolicited sources comprise support given voluntarily by individuals or organisations in order to assist the library in delivering good services. This is evident in some public libraries where 'friends of the library' support the library's services by donating personal collections, money and other material on request of the library management. For example, as observed during the researcher's field study, Kano State Library Board enjoyed such gestures during a recent book exhibition week when friends of the library donated their personal collections and other resources in support of the library's services to the public.

2.6 Resources, services, and facilities available in public libraries

Resources, services and facilities are necessary requirements in effective and efficient public library service delivery. Resources and facilities are the combination of requirements such as the traditional resources, e-resources, and other physical facilities that contribute towards the successful provision and use of public library services. Local standards for these elements

should be developed in order to suit the public library service requirements in delivering relevant, adequate, and timely public library services. These services need to include a space for services to adults, children, young adults and families (Ebiwolate, 2010). The Nigerian government is currently in the process of drafting standards for optimal service delivery (Librarians' Registration Council of Nigeria, 2015).

Ebiwolate (2010) advocates that the Nigerian public libraries should aim at providing a range of services to meet the needs of all groups and individuals in both the urban and rural communities. The design features should guarantee easy access for all users, in particular persons with physical and sensory disabilities. According to the IFLA Public Library Service Guidelines (Koontz & Gubbin, 2010), everybody in the community is expected to benefit from using a public library, thus contributing to both personal and overall community development. Figure 2.5 below provides insight into the facilities available in the state Library Boards:

Table 2.5 Facilities available in the State Library Board urban public libraries

Name of Library	Facilities								
	No. of desk-tops	No. of lap-tops	No. of ipads	No. of photoco-piers	No. of printers	No. of scanners	No. of digital cameras	No. of multimedia projectors	No. of generators/ capacity (KVA)
Abia State Library Board, Umuahia	5	-	-	2	1	1	-	-	2(2.5kv)
Prof. Kenneth Dike State Central e-Library, Awka	114	2	-	4	4	1	-	1	2 (60KVA& 100KVA)
Bauchi State Library Board	76	-	-	3	4	2	-	-	1 (60KVA)
Cross River State Library Board	24	2	1	2	5	-	-	1	2 (34KVA & 500KVA)
Gombe State Library Board, Gombe	59	2	-	1	4	-	1	-	2
Oyo State Library Board, Ibadan	40	5	5	2	3	1	1	-	2
River State Library Board, Bernard Carr Street, Port Harcourt	2	-	-	-	-	-	-		-
Benue state Library Board, Makudi	56	-	-	2	6	2	-	-	1(KVA): 60KVA
Enugu State Library Board, Enugu	6	-	-	2	3	-	-	1	2
Sokoto State Library Board, Sokoto	20	-	-	4	4	2	-	1	2 (60KVA &23.5KVA)
Yobe State Library Board, Yobe	11	-	-	2	5	1	-	-	3(2.5KVA, 5KVA)
Delta State Library Board, Asaba	50	-	-	1	1	1	-	-	1
Taraba State Library Board, Jalingo	1	-	-	-	1	-	-	-	1
Kaduna State Library Board, Kaduna	9	-	-	1	9	-	-	-	1(12KVA)
Kogi State Library Board, Lokoja	50	-	-	-	2	1	-	-	1(60KVA)
Edo State Library Board, Benin	23	-	-	1	3	1	-	1	1(500KVA)
Akwa Ibom State Library Board, Uyo	5	-	-	2	4	2	-	-	1
Adamawa State Library Board, Yola	50	-	-	1	4	2	-	-	2

Kano State Library Board, Kano	40	2	-	3	5	5	1	2	5(3.50KVA)
Ogun State Library Board	6	-	-	3	3	2	-	3	-
Imo State Library Board, Owerri	1	1	-	2	2	-	-	-	1
Ebonyi State Library Board	66	2	-	5	5	2	-	-	1 (60KVA)
Jigawa State Library Board, Dutse	150	20	2	1	4	3	1	1	2 (60KVA)
Lagos State Library Board, Oba Akinjobi Street, Old Secretariat, Ikeja, Lagos	47	18	-	-	19	15	1	-	1 (80KVA)
Board, Ado Ekiti	21	2	-	2	3	-	1	1	1
Osun State Library Board, Osogbo	70	-	-	2	4	2	-	-	2 (60KVA)
ERC City Library, Abuja	20	1	-	2	3	1	-	-	1 (40KVA)
Kwara State Library Board, Ilorin	31	-	-	3	2	1	-	1	1
Ondo State Library Boar, Akure	-	-	-	-	-	-	-	-	-
Bayelsa State Library Board, Swali,Yenagoa	50	-	-	2	2	1	-	-	1 (60KVA)
Plateau State Library Board, Jos	2	-	-	1	1	2	-	-	1(5.5KVA)
Nassarawa State Library Board, P.M.B. 77 Lafia	50	-	15	1	2	1	-	-	1 (26KVA)
Niger State Library Board, Minna	1	8	-	1	-	-	-	-	1
Katsina State Library Board, Opp. Central Mosque	75	-	-	-	4	2	-	-	-
Kebbi State Library Board, Dr. Bala Usman Library Complex Birini Kebbi	10	-	-	1	1	1	-	-	1 (250KVA)
Zamfara State Library Board, Gusua	56	-	-	2	6	1	-	-	2
Bornu State Library Board, Maiduguri	-	-	-	-	-	--	--	-	-
Total number of libraries	35	12	4	30	33	26	6	10	32
Total no. of items	1,297	65	23	61	129	56	6	13	49

Source: Librarians' Registration Council of Nigeria, (2015)

As indicated in Table 2.5 above, the facilities available in the public libraries are inadequate. Desktops constitute the largest number, with almost all the libraries provided with them. The availability of the desktops ranges from 1 – 150, indicating that some of the State Library Board libraries are well equipped, but others are in no position to offer satisfactory services to their users. Printers and scanners also seem to be readily available, and most libraries have a generator or generators available to serve as backup during failure.

The internet seems to be generally available in 21 of the state Library Board headquarters libraries, but the delivery of automated services such as the OPAC (Online Public Access Catalogues) is not yet a reality, as indicated in Table 2.6 below.

Table 2.6 Internet availability and the automation of services at the State Library Board urban public libraries

Name of Library	Internet Connectivity		Automated		Name of software
	Yes	No	Yes	No	-
Abia State Library Board, Umuahia	-	√		√	-
Prof. Kenneth Dike State Central e-Library, Awka	√	-		√	-
Bauchi State Library Board, Bauchi	√	-		√	-
Cross River State Library Board, Calabar	√	-		√	-

Library					
Gombe State Library Board, Gombe	√	-		√	-
Oyo State Library Board, Ibadan	√			√	
River State Library Board, 3 Bernard Carr Street, Port Harcourt	-	√		√	-
Benue state Library Board, Makudi	√	-		√	-
Enugu State Library Board, Enugu	-	√		√	-
Sokoto State Library Board, Sokoto	√	-		√	-
Yobe State Library Board, Yobe	-	√		√	-
Delta State Library Board, Asaba	√	-		√	-
Taraba State Library Board, Jalingo	-	√		√	-
Kaduna State Library Board, Kaduna	-	√		√	-
Kogi State Library Board, Lokoja	√	-		√	-
Edo State Library Board, Benin	-	√		√	-
Akwa Ibom State Library Board, Uyo	-	√		√	-
Adamawa State Library Board, Yola	√	-	-	-	-
Kano State Library Board, Kano	√	-		√	-
Ogun State Library Board	-	√	-	√	-
Imo State Library Board, Owerri		√		√	-
Ebony State Library Board	√			√	-
Jigawa State Library Board, Dutse	√	-	√	-	Alexandria
Lagos State Library Board, Oba Akinjobi Street, Old Secretariat, Ikeja, Lagos	√	-	-	√	-
Ekiti State Library Board, Ado Ekiti	√			√	
Osun State Library Board, Osogbo	√	-	-	√	-
ERC City Library, Abuja	√	-	-	√	-
Kwara State Library Board, Ilorin	-	√	√	-	Alice for Window
Ondo State Library Boar, Akure	-	√	-	√	-
Bayelsa State Library Board, Swali,Yenagoa	√	-	-	√	-
Plateau State Library Board, Jos	-	√	-	√	-
Nassarawa State Library Board, P.M.B. 77 Lafia	√	-	√	-	Library Management Software
Niger State Library Board, Minna	-	√	-	√	-
Katsina State Library Board, Opp. Central Mosque	√	-	-	√	-
Kebbi State Library Board, Dr. Bala Usman Library Complex Birini Kebbi	-	√	-	√	-
Zamfara State Library Board, Gusua	√	-	-	√	-
Bornu State Library Board, Maiduguri					
Total	**21**	**15**	**3**	**33**	

Source: Librarians' Registration Council of Nigeria, (2015)

As indicated in section 2.4 above, there are 253 branch libraries under the state Library Boards. These libraries provide services to a mainly rural population. Table 2.7 gives an indication of the facilities that are found within these libraries. From the table it is clear that these libraries are not well provided for.

Table 2.7 Facilties in the branch/rural libraries   (Key: CL Certified Librarian; LO Library Officer; LA Library Assistant)

Name of Library	No. of branches	Rank of heads of Branch	Facilities available								
			Desktops	Laptops	Ipads	Photocopiers	Printers	Scanners	Digital cameras	Multimedia	Generators/ capacity (KVA)
Abia State Library Board, Umuahia	11	4CL, 5 LO, 2 LA	-	-	-	-	-	-	-	-	-
Prof. Kenneth Dike State Central e-Library, Awka	10	3 CL , 3LO, 3 LA, 1Conf. Sec.	40 (Onitsha Div. Lib), 2 (Nnewi Div. Lib)	-	-	3 (Onitsha Div. Lib)	2 (Onitsha Div. Lib.)	1 (Onitsha Div. Lib.)	-	-	1 (100KVA)
Bauchi State Library Board, Bauchi	1	1CL	-	-	-	-	-	-	-	-	-
Cross River State Library Board, Calabar	2	2CL	2 (1 in each branch	1	-	2 (1 in each branch)	2 (1 in each branch)	2 (1 in each branch)	-	-	2 (1 in each branch (36KVA)
Gombe State Library Board, Gombe	11	-	-	-	-	-	-	-	-	-	-
Oyo State Library Board, Ibadan	4	4 CL	-	-	-	-	-	-	-	-	-
River State Library Board, Port Harcourt	3	-	-	-	-	-	-	-	-	-	-
Benue state Library Board, Makudi	8		-	-	-	-	-	-	-	-	-
Enugu State Library Board, Enugu	4	1 CL, 3 LO	1 (Nsukka Zonal Lib.)	-	-	-	-	-	-	-	-
Sokoto State Library Board, Sokoto	-	-	-	-	-	-	-	-	-	-	-
Yobe State Library Board, Yobe	11	-	-	-	-	-	-	-	-	-	-
Delta State Library Board, Asaba	15&(11 reading rooms	10 CL, 4 LO, 1 LA	-	-	-	-	-	-	-	-	-
Taraba State Library Board, Jalingo	1	1 LO	-	-	-	-	-	-	-	-	-
Kaduna State Library Board, Kaduna	9	9 LO	-	-	-	-	-	-	-	-	-
Kogi State Library Board,	3		-	-	-	-	-	-	-	-	-

Edo State Library Board, Benin	23	3 CL,5 LO, 10 LA, 1 Lib. Attend., 1 SM, 2 EO	6 (3 in Central Lib. Benin, 1 each in Ekpoma, Ibillo & Uromi Branches	-	-	1(Benin Central Lib.)	-	-	-	1(Benin Central Lib.)	-
Akwa Ibom State Library Board, Uyo	4	4 LO	-	-	-	-	-	-	-	-	-
Adamawa State Library Board, Yola	3	3 LA	-	-	-	-	-	-	-	-	-
Kano State Library Board, Kano	18	2 CL, 16 LO	18 (1 in each branch	-	-	18 (1 in each branch	18 (1 in each branch)	18 (1 in each branch)	-	-	18 (1 in each branch)
Ogun State Library Board	4	-	-	-	-	-	-	-	-	-	2 (100KVA in Salamotu Kuku Memorial Lib. Ijebu – Ode & 25KVA in Sagamu Zonal Lib)
Imo State Library Board, Owerri	10	10 LO	-	-	-	-	-	-	-	-	-
Ebonyi State Library Board	2	1 CL 1 LO	-	-	-	-	-	-	-	-	-
Jigawa State Library Board, Dutse	14	4CL, 7 LO	Kazaure 6, Hadejia 10, Birniwa 4, K/hausa 4, B//kudu 10, Ringim 10, Taura 5, Jahunn10, Roni 4, Babura 6, Gumel 10,	-	-	-	-	-	-	-	1 each for Kazaure Hadejia , Birniwa , K/hausa , B//kudu , Ringim , Taura , Jahunn, Roni and Gumel branches
Lagos State Library Board, Oba Akinjobi Street, Old Secretariat, Ikeja, Lagos	11	7 CL, 2LO, 1 HEO	4 Ikeja, 2 (Isolo, Badagry,	1 laptop for each library.	-	-	1 printer for each library.	1 each for Isolo, Badagry,IIupe	-	1 for Ikeja library	1 for each library (Ikeja 80KVA, 2.5

			Ilupeju, Ikorodu, Epe, Herbert Macaulay, Tolu, & Borno House libraries) 3Henry Carr					ju, , Epe, Herbert Macaulay, Tolu, & Borno House Libraries			KVA for others
Ekiti State Library Board, Ado Ekiti	-	-	-	-	-	-	-	-	-	-	-
Osun State Library Board, Osogbo	17	16 LO	-	-	-	-	-	-	-	-	-
ERC City Library, Abuja	3	3 CL	13ERC Ref. Lib, 10 Gudu Lib	1Bwari Lib.	-	2 (1 Bwari, 1Gudu)	1 in each Library	-	-	-	1 each for ERC Ref Lib &Gudu (160KVA shared with other buildings with ERC, 1(40KVA for GUDU)
Kwara State Library Board, Ilorin	-	-	-	-	-	-	-	-	-	-	-
Ondo State Library Boar, Akure	-	-	-	-	-	-	-	-	-	--	
Bayelsa State Library Board, Swali,Yenagoa	-	-	-	-	-	-	-	-	-	-	-
Plateau State Library Board, Jos	2	2LO	-	-	-	-	-	-	-	-	-
Nassarawa State Library Board, P.M.B. 77 Lafia	2	2 CL	-	-	-	-	-	-	-	-	-
Niger State Library Board, Minna	-	--	-	-	-	-	-	-	-	-	-
Katsina State Library Board, Opp. Central Mosque	22	2 CL, 17 LO	75 in Bakori Branch	-	-	-	4 in Bakori Branch	2 in Bakori Branch	-	-	-
Kebbi State Library Board, Dr. Bala Usman Library Complex Birini Kebbi	5	5 LO	-	-	-	-	-	-	-	-	-
Zamfara State Library Board, Gusua	1	1LO	-	-	-	-	-	-	-	-	-
Bornu State Library Board, Maiduguri	8	-	-	-	-	-	-	-	-	-	-
Total	**253**	**190 (48CL, 114 LO, 22 LA, 6 others)**	**51 (269)**	**13 (13)**	**0**	**24 (26)**	**36 (40)**	**28 (30)**	**0**	**2 (2)**	**46 (46)**

Facilities mostly found in Nigerian public libraries include tables, chairs, lighting, ventilation, flooring, bookshelves, library space, fans, a circulation desk, photocopiers, study carrels, computers, periodical racks, binding machines, meeting halls, vehicle parking space, and restaurants (Iwhiwhu & Okorodudu, 2012). Resources such as fiction books, non-fiction books, textbooks, and newspapers/magazines are commonly found in the public libraries, whereas posters, records, tapes, pictures, fax machines, audio-visual material, Braille material, CD-ROMs and toys are less commonly found. Table 2.8 indicates the general availability of print and e-resources available in the public library system. The resources in the state Library Boards as indicated in Table 2.9 represent the total stock in the Library Board headquarters and the rural libraries under the Library Boards.

Table 2.8 Total stock in the public library system

Type of Library	Printed Resources	E-Resources
National Library of Nigeria Hq	10,305,190	-
Branches of National Library	438, 713	243
State Library Boards	10, 638, 453	25,904
Total	**21, 382, 356**	**26,147**

Table 2.9 Print and e-resources available in the State Library Board public libraries

Name of Library	Total print resources	Total e-resources
Abia State Library Board, Umuahia	33,665	-
Prof. Kenneth Dike State Central e-Library, Awka	24,756	213
Bauchi State Library Board, Bauchi	20,439	-
Cross River State Library Board, Calabar	45,300	-
Gombe State Library Board, Gombe	35,750	-
Oyo State Library Board, Ibadan	50,000	-
River State Library Board, 3 Bernard Carr Street, Port Harcourt	12,800	-
Benue state Library Board, Makudi	105,210	-
Enugu State Library Board, Enugu	116,634	-
Sokoto State Library Board, Sokoto	46,317	-
Yobe State Library Board, Yobe	36,000	-
Delta State Library Board, Asaba	141,633	-
Taraba State Library Board, Jalingo	23,577	-
Kaduna State Library Board, Kaduna	172,303	-
Kogi State Library Board, Lokoja	19,709	
Edo State Library Board, Benin	70,447	22
Akwa Ibom State Library Board, Uyo	108,730	-
Adamawa State Library Board, Kano	16, 824	10,000
Kano State Library Board, Kano	25,380	11,508
Ogun State Library Board	28,000	-
Imo State Library Board, Owerri	120,988	325
Ebonyi State Library Board	137,981	
Jigawa State Library Board, Dutse	48, 812	153
Lagos State Library Board, Oba Akinjobi Street, Old Secretariat, Ikeja, Lagos	161,449	-
Ekiti State Library Board, Ado Ekiti	41,339	25
Osun State Library Board, Osogbo	60,800	70

ERC City Library, Abuja	5,010	15 kindles
Kwara State Library Board, Ilorin	8,560	96
Ondo State Library Boar, Akure	3,914	-
Bayelsa State Library Board, Swali,Yenagoa	20,000	-
Plateau State Library Board, Jos	53, 192	-
Nassarawa State Library Board, P.M.B. 77 Lafia	24, 583	52
Niger State Library Board, Minna	14,000	-
Katsina State Library Board, Opp. Central Mosque	7,568,981	75
Kebbi State Library Board, Dr. Bala Usman Library Complex Birini Kebbi	1,102,000	3,350
Zamfara State Library Board, Gusua	250,000	-
Bornu State Library Board, Maiduguri	-	-
Total	**10, 638,453**	**25, 904**

Source: Librarians' Registration Council of Nigeria (2015)

Services such as bookmobile services, information and referral services, outreach programmes, current awareness programmes, children's library services, selective dissemination of information (SDI), and entertainment services are also less found in some of the libraries (Ebiwolate, 2010).

According to Ebiwolate (2010). adequate provision of library services is crippled by poor infrastructure, inadequate funding, inadequate human resources, lack of public library laws, and lack of clear understanding of the concept of public libraries by the policymakers.

2.7 Challenges affecting the provision and use of public library services

In Nigeria, an array of challenges affect the provision and use of public library services – amongst others, the following: inadequate funding, lack of adequate staff, little awareness of public library services, inadequate services, no widespread usage of digitalized services, inadequate supply of electricity, inadequate policy formulation and implementation, and outdated facilities (Opara, 2008; Okorafor, 2010; Omotosho & Okiki, 2012; Adeniyi & Subair, 2014). Folorunso (2010:306) has also identified some of the challenges confronting the growth and development of public libraries in Nigeria, as well as their desire to render effective services, such as poor funding, inadequate stock, bad location, lack of inadequate and qualified staff, and of staff motivation, and insecurity of the library material.

Inadequate staff numbers and accommodation were identified by Opara (2008; 2012) as detrimental to the efficient functioning of public libraries in Nigeria. For example, the urban public libraries in Nigeria have 273 library professionals, 588 library officers, 915 library assistants, and 713 support staff, whereas the rural libraries have only 48 library professionals, 114 library officers, 22 library assistants, and six support staff (Librarians' Registration Council of Nigeria, 2015). It is evident from the above figures that public libraries in Nigeria are understaffed. The only available legislation for the governance of the

activities of all the public libraries is the National Library Act (1964) (Mu'azu, 2014). See 2.2 above.

Antwi (1989), in a study of Bauchi State public library, concluded that the services of the libraries are restricted to literates because the libraries are mostly book-oriented, and therefore do not benefit the large number of illiterates. Saleh and Lasisi (2011) evaluated public library services in North-Eastern Nigeria, and concluded that all the Library Boards under study lacked a coordinated library development policy, resulting in haphazard and inefficient services; suffered from a shortage of qualified personnel; and lacked basic services such as bibliographical services, indexing and abstracting, and adult and continuing education programmes. They concluded that 90% of the library collections is made up of monographs such as outdated textbooks, thus not conforming to the provisions of section 4: (1) - (5) of the National Library Act, No. 29 of 1970, which stipulates the provision of relevant and up to date public library services to the general public. Eze (2013) established that public libraries in Nigeria lacked information and technological facilities, apart from a few projectors that were not used for a long period, and one or two computers used for administration. Iwhiwhu and Okorodudu (2012) posit that Edo State public library services are not beneficially used because of the poor state of the information resources, the inadequate service of the library staff, and their poor attitude to work.

2.8 Evaluation of Nigerian public library services

The study is premised on the ideal public library services as advocated by the UNESCO Public Library Manifesto, as well as the Universal Declaration of Human Rights. Table 2.10 below presents an evaluation of public library activities in Nigeria as discussed above against these guidelines below:

Table 2.10 Evaluation of public library services in Nigeria against the study guidelines

Study Guidelines (Ideal)	Contextual Overview (Where We Are)	Remarks
IFLA Public Library Service Guidelines	Nigerian Public Library System	
Public libraries must be supported by specific legislation and financed by government.	Activities carried out under the National Library Acts, 1970. Government provides library budget at federal level – flows down through hierarchical structures to libraries. Additional revenue can be sourced by	No specific legislation for public libraries, and poorly financed by government owing to lack of ideal public library administrative structures.

	libraries.	
Provision of information for use through a range of services and resources to all members of a particular community.	Provision of information limited to a few services and resources. Mainly outdated sources and a few/irrelevant services.	Members are limited in their choice of services and resources for use because of a lack of ideal administrative and management structures.
Free and unlimited access to knowledge, thought, culture, and information.	Services are not completely free, and limited in access owing to a registration fee and restrictions on borrowing library material.	The services of the public libraries should be made free to access and use.
Encourages national and local governments to support and actively engage in the development of public libraries.	The national government directly supports and engages in the development of a national library, and the state governments support both the urban and rural libraries.	The states' Ministries of Education, through the public Library Boards, are managing the affairs of public libraries. Other governmental and private agencies should also support their activities.
Designed with a synergy that will encompass the relationship between national, regional, research, and special libraries.	No evidence of cooperation/resource sharing among public libraries and other institutions	This affects robustness in provision of services because libraries are limited to the services they can provide.
Universal Declaration of Human Rights	Nigeria Public Library System.	Remarks
Advocates the rights of individuals to provide, access, and use information.	No specific legislation to guide the provision of access to and use of public library information services.	Lack of legislation affects the proper administrative/managerial activities of the libraries.
Rights to access, receive, and impart information and ideas through any medium, regardless of borders.	No specific public library legislation.	Access, retrieval, and the right to impart information and ideas could be affected because of lack of legislation.
The right of equal access to public library services by everyone in his/her country.	Lack of access in both urban and rural areas. Very few libraries relative to population.	Public library services are not accessible to the majority of the population, especially the rural population.

2.9 Summary

In this chapter, the public libraries' governance and administrative structures were discussed. Specifically, their shortcomings were highlighted. The current legislation regulating the public libraries in Nigeria was presented and elaborated on, with a view to evaluating its current operations. The administrative structure of the public libraries was analysed at the three major levels: federal, state and local, looking at the libraries' services as they affect individuals, corporate bodies and the community as a whole. The Library Boards as institutions governing the public libraries in the six geopolitical zones that are responsible for

the running of the libraries were also examined in terms of composition and activities. The chapter also looked at the staffing structure, funding and budget allocation sources. The resources, services and facilities provided in public libraries in Nigeria were discussed. The evaluation table projected in clear terms the ideal situation as provided by the two major guidelines, and what is on the ground with regards to the provisions and use of public library services in Nigeria.

Chapter 3 provides the conceptual guidelines and theoretical framework of the study.

CHAPTER THREE: CONCEPTUAL GUIDELINES AND THEORETICAL FRAMEWORK OF THE STUDY

3.1 Introduction

In the previous chapter, the contextualisation on the provision and use of public library services was presented, focusing on administration/governance, legislation, funding, staffing, and the nature of public library services in Nigeria. This chapter looks at the conceptual guidelines and theoretical framework of the study. It is desirable to base research on certain theories in order to provide a rationale for the development of the research questions or hypotheses.

Theories are used to make comparisons between the results of different studies that otherwise may not be made if studies were conducted in isolation from one another. Theories are not expected to be added to a study, but are used in order to determine if they work and if they are appropriate in the current study population (Green, 2014). According to Green (2014), a theoretical framework is necessary in order to assist researchers in ensuring that their research is coherent and targeted on what the researcher is trying to achieve. Most researchers tend to find it difficult to distinguish between conceptual and theoretical frameworks, which are sometimes regarded as synonymous and are therefore used interchangeably. Concepts are interrelated with statements which specify the nature of relationship between two or more variables. The ultimate aim is to achieve understanding of a problem or a class of phenomena (Green, 2014). It is when these concepts are organised and systematically positioned that they become a theory. In other words, a theoretical framework is a product of a conceptual framework (Ocholla & Le Roux, 2011). Imenda (2014) posits that a theory is a set of interrelated concepts which structure a systematic presentation of phenomena for the purpose of explaining them. It is a blueprint and a guide for modelling a structure. Connelly (2014) postulates that a theoretical framework in research is used as a mechanism in order to expand the theoretical ideas.

It is desirable to use a theoretical framework or model that will serve as a symbolic representative of a set of concepts through which a study is perceived, regardless of the quantitative or qualitative nature of such a study (Liehr & Smith, 2011). In this chapter, the Traditional Public Administration Model (TPAM) and the New Public Management (NPM) model are discussed in order to explain the role of the governing structures in the provision of public library services. The IFLA Public Library Service Guidelines (Koontz & Gubbin,

2010) are also discussed in order to provide an understanding of what exactly quality public library service delivery to a community entails, and the basic human rights of individuals to access and use the services and information provided by the public library.

3.2 Theoretical frameworks

Two models were selected to serve as the theoretical frameworks for the study: the Traditional Public Administration Model (TPAM) and the New Public Management (NPM) model.

3.2.1 Traditional Public Administration Model (TPAM)

Also known as the 'classical model of public administration', the traditional model, based on the work done by Max Weber on the nature of bureaucracy, has developed over time, and was widely adopted by governments and organisations as a way of understanding and conceptualizing the management of the public sector (Pfiffner, 2004:1). According to Pfiffner, this model advocates a top-down approach, where control by way of policy is set at the top, cascading down to the bottom by means of a series of offices manned by a manager reporting to a superior, and being held accountable by the superior. The system is regulated by a set of rules and regulations obtained through public law, and the control thereof is rational and legal. Petrescu, et al. (2010:411) indicates that this model is characterised by the following:

- Administration is the instrument of the executive power.
- The rules are objective, publicly known, and edited in such a manner that they formulate a clear legal framework.
- Job's depersonalisation: the advantages of occupying a certain position are related to the job itself, and not to the person that has the job.
- The functionaries' behaviour is standardised by respecting the rules, thus being an important manner of assuring discipline (Petrescu, et al., 2010:411).

To these characteristics, Koseoglu (n.d.) adds that the traditional model is characterised by a strictly hierarchical model of bureaucracy, served by permanent, politically neutral staff members whose main aim is to serve the public interest by administering the policies decided on by politicians. These staff members are in no way contributing towards the making of the policies governing their activities. Petrescu, et al. (2010:411) explain that functionaries

operating within this model do not possess the technical or financial means to do the administration, and therefore have to take into account the available resources when executing their duties.

3.2.2 Critique of the TPAM

Until a few years ago this model was accepted as the norm and widely practised in different countries, though with minor interpretation differences of the existing paradigm. According to Peters (2003:7), there was general agreement about what the administration of an enterprise entails, and how it should be done. Despite the wide adoption of the traditional model, critics of this model have recently described it as out of date and inefficient (Vyas-Doogapersad, 2011; Katsamunska, 2012). This Pfiffner (2004) and Koseoglu (n.d.) ascribed to a recent transformation within societies taking place over a wide front. Koseoglu identified the changes influencing the demise of the traditional model as political changes due to the emergence of more conservative governments, economic changes in the form of a strong movement to privatization, administrative changes as a result of oversized and inefficient civil services, and social change directly related to the changed expectations of the people concerning service delivery to them. Peters (2003:10) shares this judgement, and adds that despite the fact that the traditional model offered an 'honest, politically neutral and generally effective public service', as well as treating all citizens equally, it was heavily criticised by those wanting a more humane and efficient government. To this, Pfiffner (2004:3) added that the lack of accountability by those implementing public policy to the governing constitutional rulers was a major concern expressed about this management model. These critiques have resulted in the emergence of the New Public Management (NPM) model.

3.2.3 New Public Management (NPM) model

Petrescu, et al. (2010:411) describes the NPM model as a transition from traditional public administration to public management. The model evolved during the 1970s and 1980s from a growing unease about the deficiencies in the management of the public sector, and the need for change. A growing sense that management in the public sector and the private sector were not significantly different provided the impetus for the development of the NPM model. According to Peters (2003:11), this model advocates the severance of the manager and the organisation from the control of political leaders so as to manage and operate free from any political constraints. By doing this the system will perform more efficiently. Tahar and Boutellier (2013) support this view, indicating that NPM aims at increasing efficiency in the

administrative structure of the public sector, and describing it as a useful tool in improving the performance of public administration systems. Kalimullah, Alan and Nour (2012) describe NPM as a new public administration paradigm which highlights the failures and inadequacies of the performance of public organisations, and explain that it is designed as a handy and concise description of how to reorganise public organisations in order to bring management approaches closer to business management methods.

According to Tahar and Boutellier (2013), NPM has been adopted globally as a paradigm in response to the economic, institutional, political, and ideological changes that have brought about standards, transparency, accountability, adaptability and efficiency. This is supported by Kalimullah, Alam and Nour (2012), who indicate that NPM emerged in order to transform the traditional concepts of public administration in order to cope with the new environmental, geopolitical, and economic challenges.

Williams, Rayner and Allinson (2012) argue that the implementation of NPM had a very positive impact on public service organisations in terms of good service delivery to their citizens. Christopher Hood (1991), widely regarded as the initiator of the NPM model in 1991, ascribed the following characteristics to it:

- Applied and entrepreneurial management
- Specific standards and performance measurement
- Output controls
- Desegregation and decentralization
- Competition in the provision of public services
- Implementation of management styles
- Cost-cutting in resource allocation

Hood (1994) explained these characteristics in more detail by providing the meaning of and justification for each of these characteristics (see Table 3.1). He called each characteristic a doctrine.

Table 3.1 Doctrine of the New Public Management (NPM)

Doctrine	Meaning	Justification
Hands-on professional management of public organisation.	Visible managers are at the top of the organisation, free to manage by use of discretionary power.	Accountability requires distinct assignment of responsibility.
Explicit standards and measures of performance.	Goals and target defined and measurable as indicators of success.	Accountability implies distinct stated aims, efficiency requires a 'hard look' at objectives.
Greater emphasis on output controls.	Resource allocation and rewards are linked to performance.	Results required, rather than procedures.
Shift to disaggregation of units in the public organisation.	Disaggregate public organisation into corporatized units of activity, organised by products with developed budgets.	Use contracts or franchises inside or outside the public organisation.
Shift to competition in the public organisation.	Move towards term-based contracts and public tendering procedures in public organisation.	Rivalry via competition (lower costs and better standards).
Stress on private sector style of management.	Move away from traditional service ethics to more flexible pay, hiring, and rules.	Need to apply proven private sector management mechanisms in the public organisation.
Stress on greater discipline and economy in the public organisation resource use.	Cutting direct costs, raising labour, discipline, limiting compliance costs to business.	Need to check resource demands of the public organisation and do more with less.

Source: Hood (1994)

According to Hood (1994), NPM lays emphasis on the autonomy of top managers in public organisations with the freedom to formulate policies and appropriate legislation in order to pave the way for satisfactory service delivery. The parameter for measuring success in an organisation is determined by the degree to which goals are achieved, the allocation of resources, and rewards based on any given level of performance. NPM advocates flexible contract terms and tendering procedures, and moves away from the traditional service ethic, which is bureaucratic and prolonged in nature. This, according to Hood (1994), promotes cutting direct costs and thereby increases productivity in the public sector. Petrescu, et al. (2010:412) explains that the key elements of NPM lie in the decentralization of management, as well as an interest in their clients and their performance in service delivery. Zaharia (2011:118) argues that, within this model, the authority of the public administration levels between the central government and local government is demarcated, which allows local governments the autonomy to manage the interests of their communities. Without this autonomy efficient public administration is, according to this school of thought, not possible.

Table 3.2 below shows a comparative analysis of TPAM and NPM in relation to the focus areas:

Table 3.2 Comparative analysis of TPAM and NPM against focus areas

Focus areas	TPAM	NPM
Delivery system	Programme/agency	Contingent tools
Organisational structure	Hierarchical	Network
Normative order	Command and control	Negotiation and persuasion
Values	Efficiency	Efficiency and effectiveness
Roles of government	Paternalistic	Empowering
Measurement criterion	Conformity to procedures	Producing results
View of citizens	Citizens	Customers
View of the state	Rowing	Steering

Source: Zia and Khan (2014:435)

3.2.4 Critiques of NPM

Mongkol (2011) identifies a number of criticisms that have been levelled against NPM. The study argues that in the process of decentralising decision-making, the model could actually lead to centralising it. Additional problems are the dilemma of applying private sector management techniques to public entities, and the stress that performance management could place on the ethical behaviour of managers. Mongkol argues that this could lead to an increase in corruption despite the fact that NPM advocates transparency for the public sector. Within the developing country context, Mongkol & Rahman (2013) contest the appropriateness of NPM as a public management model. They cite issues such as the lack of capacity, expertise, and the will to implement NPM, internal strife among government officials, and rife corruption as key problems hindering NPM's effective functioning. Also, NPM was criticised for originating from a few countries of the Organisation for Economic Co-operation and Development (OECD), which was not necessarily designed for developing

countries (Zia & Khan, 2014:433). This could adversely affect the implementation of NPM in developing countries because of socio-economic and environmental factors peculiar to them, and therefore not considered. Zia and Khan (2014:435) argue that NPM is criticised for narrowing the responsibilities of the public and weakening the collective values and interests of the administration.

3.3 Application of the chosen models to the study

Despite the criticisms of TPAM, the framework allowed for the running of a country in a stable and predictable manner, and within a relatively static environment, not taking cognisance of the fact that changes in the environment required new management applications in order to function effectively (Katsamunska, 2012:81). Katsamunska describes it as an ideal type of model as it completely separates private and public interests, making a clear distinction between politics and administration. He argues that this approach to public management was a huge success, and widely applied by many governments around the world. However, a number of studies on the current state of service delivery in Nigerian public libraries indicate that ineffective administrative structures might be responsible for the ineffective and inefficient delivery of services. By identifying the administrative structures and paradigms currently in place, a better understanding of the factors that affect service delivery can be identified. Currently, the services of public libraries in Nigeria are likely not to conform to the IFLA Public Library Service Guidelines, especially in the areas of information access, legislation, funding and staffing, which could be responsible for the lack of service delivery.

Globally, public libraries are governed as public sector entities. Their governance and management are directly controlled by government structures at central, federal/provincial, and local levels. As stated in section 1.2.2, Nigerian public libraries have, since 1953, been governed by federal, state and local government structures. These structures are based on defined hierarchical arrangements, a top-down management approach, and bureaucratic procedures according to the TPAM. Ehsan and Naz (2003) postulate that the NPM model is currently the dominant paradigm in the field of public administration, and adopted in most developing countries for the improvement in the performance of public sector organisations. Polidano (1999), however, argues that most developing countries have taken up only certain elements of the NPM, and have yet to adopt anything remotely close to the entire package.

Ehsan and Naz (2003) argue that implementation of NPM in developing countries is much less than that of the developed countries, even with all the positive measures attributed to the model, such as: professional management, output orientation, a performance-based accountability system, performance measures, strategic planning, quality measurement, contracting out, privatization, output budgeting, accrual accounting, and contract employment (Gruening, 2001; Peters, 2003; Steurer, 2006; Alford & Hughes, 2008; Petrescu, et al., 2010; Zaharia, 2011).

3.4 Conceptual guidelines

The purpose of a conceptual guideline is to assist in the implementation of high quality services for the attainment of good service delivery (IFLA, 2003). As earlier discussed in Chapter One (sections 1.1.1 and 1.10), the IFLA/UNESCO Public Library Manifesto and the UDHR are the premises on which this study is built. These two guidelines form the basis for understanding public library service delivery and the requirements of the community. The IFLA guidelines serve as benchmark, and the UDHR emphasises the accessibility and usage rights of individuals. These guidelines admit that development of societal democracy can be better achieved through free and unlimited access to knowledge, thought, culture, entertainment and information, which should be provided by public libraries. In the following section, the IFLA guidelines are discussed. The UDHR has been alluded to in Chapter 1, section 1.1.1.

3.4.1 IFLA Public Library Service Guidelines (Koontz and Gubbin, 2010)

The IFLA Public Library Service Guidelines (Koontz & Gubbin, 2010) came about as an improvement on the 1994 IFLA/UNESCO Public Library Manifesto because of the demand for a more detailed statement of practical guidelines and standards that would give focus and direction to librarians and policymakers for the development of public library services. The IFLA guidelines and standards for public libraries, which were released in 1973 and reviewed in 1977, 1986 and 1994, were geared towards providing a range of quantitative standards for the development of public libraries. They addressed issues of size of collections, administrative units, opening hours, staffing, services, and building standards (Koontz & Gubbin, 2010). The general purpose of a public library is to provide basic conditions for lifelong learning as a local gateway to the knowledge, independent decision-making and cultural development of individuals and social groups (IFLA/UNESCO Public Library Manifesto, 1994). The roles and purpose of public libraries also include the provision of a

51

local centre of information, and making all kinds of knowledge and information readily available to the communities to whom the public libraries are a service. The IFLA Public Library Service Guidelines indicate that there is a gap between the 'information rich' and the 'information poor' countries. An important role of the public library is to bridge this gap by making access to the internet available to the public, as well as providing the traditional formats of information, which could be achieved by exploiting the opportunities provided by the developments in information and communication technology. The public libraries also have the responsibility of developing individual creativity by providing a rich and varied store of knowledge and creative achievement through a variety of different media (Koontz & Gubbin, 2010).

3.4.2 Application of the IFLA Public Library Service Guidelines to public library services

The IFLA Public Library Service Guidelines focus on the nature and type of public library services that are intended to be provided. They also address issues of accessibility to, use of, and satisfaction with services. With the adoption of the IFLA guidelines for this study, the document was simplified into four basic categories as follows: provision and purposes of public libraries, legal and financial frameworks, meeting the needs of the users, and management and marketing of public library services. This categorisation addresses the objectives of this study on the provision and use of, and satisfaction with, public library services, and also the challenges encountered in the process of providing and using the services.

3.4.2.1 Provision and purposes of a public library

The purpose of a public library is to provide resources and other relevant services through various channels in order to meet the needs of individuals and groups for education, information, and personal development (Koontz & Gubbin, 2010). A public library should aim to support the education (formal and informal) of individuals and groups at all levels. It should also aim at providing those services which will recreate, entertain, inform and develop individual skills and interests. In this process, a public library can move a step further by cooperating with other educational institutions in training towards the use of information resources that will enhance social development.

3.4.2.2 Legal and financial framework

The IFLA guidelines posit that providing the services of public libraries is the responsibility of the local and federal authorities, a responsibility which needs to be supported by specific legislation, and funded by the two authorities. This is an essential component of any long-term administrative system for the provision of culture, information, education, and literacy. The guidelines advocate that the governance of public library services be regulated on both national and local government level. They acknowledge that the laws regulating these services might differ from country to country, but they must clearly state the responsibilities of each government level towards service provision and the management thereof. According to the guidelines, a public library is a non-profit organisation, and as such ought to be financed by the government, at federal, state, and local levels.

According to the IFLA guidelines, public library services should be free of charge. Charging for services inevitably restricts access to them, especially for the hard-up. However, a token fine may be required for keeping items after they are due for return so that they are not retained for a long time by a single user. There could also be charges sometimes for personal services such as photocopying, printing, scanning, reprography, faxing, office rental, internet access and e-mail.

A public library should be supported by legislation, which must be respected. Provision of adequate funds should also be made available. For example, a public library should be a key element in the national information policy by involving the librarians in the development of the local, state, and national policies concerned with the administration of public libraries. The legislation for public libraries should spell out, in clear terms, specific details on what services are to be provided, and by what standard they ought to be measured. Copyright legislation is an equally important consideration, which should be subject to amendment and review. Public librarians should keep up to date with legislation that concerns them, and assist in enhancing and enforcing it.

3.4.2.3 Meeting the needs of the users

It is the responsibility of the public library to provide services based on equality of access for all, regardless of age, sex, religion, nationality, language or social status (Koontz & Gubbin, 2010). In providing physically accessible public library services, the library building must be well situated, with good facilities for reading and studying. Relevant technology and opening hours that are convenient for the users, are also necessary. Services should include a mobile

library for outreach services for those clients who are unable to visit the library, which must adapt to the needs of rural communities according to their information specifications. When access to the services of a public library is limited, whether deliberately or accidentally, it will, of course, limit the library's ability to achieve its primary aim of meeting the information needs of the communities it serves. According to the IFLA guidelines, the following are the pertinent considerations for effective delivery of public library services: users' needs analysis, development of services to individuals and groups, introduction of customer care policies, promotion of user education, resource sharing and cooperation, development of electronic networks, ensuring adequate access to services, and the provision of appropriate library buildings.

3.4.2.4 Management and marketing of public libraries

With regard to the management and marketing of public library services, there should be a clear policy formulation which will define the objectives, priorities and services in relation to both the needs of the immediate communities, and the achievement of professional standards (IFLA/UNESCO Public Library Manifesto, 1994). Management of public library services requires the following management skills: leadership and motivation, effective relationships with parent and funding bodies, policy development, good networking with other organisations, budget negotiations and management, library resources and staff management, planning and development of library systems, good change management, promotion and marketing, and community relationship and lobbying.

3.5 Summary

This chapter has reviewed the Traditional Public Administration Model (TPAM) and the New Public Management (NPM) model extensively, as they affect a public library's ability to deliver satisfactory services. It is only when the appropriate model is applied that the service needs of the society can be delivered, and feedback about their satisfaction received from the users. The IFLA guidelines also serve as conceptual guidelines for this study as justified in the rights of individuals' access to and use of public library services. All these serve as an impetus for the adaptation of the above management models in order to bring about the required service delivery in the public library system.

The next chapter, which is the literature review, is informed by the variables illuminated by the models examined in this chapter. These include governance/administration, legislation,

funding, staffing, resources and facilities, types of services, use of services, and satisfaction with services.

CHAPTER FOUR: LITERATURE REVIEW

4.1 Introduction

The previous chapter looked at the conceptual guidelines and theoretical framework of the study. The aim of this chapter is to provide a review of literature guided by the following specific objectives:

- To appraise the governance and administrative structures of public libraries.
- To establish the development and services offered by public libraries.
- To determine the factors hampering the provision of public library services.
- To establish issues in terms of accessibility to public library services.
- To ascertain the utilisation patterns among users of the public library services.
- To determine the issues affecting the satisfaction levels among users of public library services.
- To develop a framework for improved public library service delivery.

As indicated in Chapter One (section 1.8), the literature review comprises the technicalities involved in summarising published information on a specific topic (Kowalczyk & Truluck, 2013). Multiple data-bases, monographs, the internet and newspapers were used to gain an overview of the existing knowledge concerning the topic. This enabled the researcher to make sense of the research evidence, and facilitated the answering of the above research questions.

The literature review provides an overview of the role of public libraries in society, and insight into issues affecting the ability of these libraries to provide effective and quality services. Issues such as the governance structures, legislation governing their management and functioning, funding challenges, staffing issues, the problems in the provision of resources, and the facilities and services designed for effective service delivery are discussed. Also addressed is the impact of these challenges on the use of library services, and

users'satisfaction with service delivery in the public library systems in both developed and developing countries.

4.2 Role of public libraries in the society

Public libraries are found in most countries, and are often seen as important contributors to a country's general education and literacy levels. As public sector institutions, their facilities, programmes and services should therefore be aimed at being accessible to the communities they serve. They should also aim to provide quality services that satisfy the entertainment and information needs of users through adequate governance and administrative structures as advocated by the New Public Management (NPM) model.

Svendsen (2013) describes public libraries as open meeting places, which provide a number of individual and collective benefits to local communities free of charge. Some of the benefits which the public library provides include self-education and development, an informed community, social interaction and networking, cultural enrichment, and educational support in the attainment of the goals of academic institutions. Koontz and Gubbin (2010:16) defines a public library as 'an organisation established, supported and funded by the community, either through local, regional, or national government; or through some other form of community organization'. According to Koontz and Gubbin (2010) and Aboyade (1984), a public library provides access to knowledge, information, and works of fiction through a range of services that are equally available to all members of the community regardless of race, nationality, age, gender, religion, language, physical and mental limitations, economic and employment status, or educational attainment.

The Universal Declaration of Human Rights (UDHR) of 1948 was adopted by the United Nations (UN) General Assembly in Paris on 10 December 1948 as a result of the experience of the Second World War. It was aimed at educating in order to promote respect for the universal rights and freedoms of everyone, emphasising the rights of individuals to provide, access, and use information (United Nations, 2008). The right to receive and impart information and ideas through any medium and regardless of frontiers is entrenched in Article 19 of the UDHR of 1948. The right to access information is contained in Article 21:2 of the same document, which specifically states that 'everyone has the right of equal access to public services in his country.' A public library service is therefore a public service which should be made accessible to everyone. According to the researcher, any contrary

arrangement in the provision and use of public library services does not conform to the provisions of the UDHR, a document which is held in high esteem by world leaders and the UN General Assembly. The UNESCO Public Library Manifesto (1991) also encourages national and local governments to support and actively engage in the development of public library services. Furthermore, it advises that public library services shall be free of charge in principle, must be supported by specific legislation, and ought to be financed by government.

The essential reason for establishing a public library is to serve as a social institution with the responsibility of selecting, acquiring, organising, interpreting, and disseminating relevant information services to the community it serves (Owoeye & John-Okeke, 2012). The role of the public library has become indispensable in complementing all human endeavours by providing educational, informational, recreational, and cultural services which contribute to the quality of human life and the promotion of democracy, egalitarian society, and self-actualisation. However, Fairbairn (2012) posits that with more than 230 000 public libraries in the developing countries of the world, the services are largely untapped in terms of reaching people with vital information in areas such as agriculture, health, employment, education and poverty reduction. Aina (2012) argues that countries that have well-developed public libraries perform better in all areas of human development, while the reverse is the case where public libraries are neglected.

Public library services cannot be said to be adequately functional unless users are satisfied with the services that are provided. A public library is regarded as the local gateway to knowledge, providing a basic condition for lifelong, independent decision-making and cultural development of individuals and social groups (IFLA/UNESCO, 1995). Iwhiwhu and Okorodudu (2012) argue that public libraries are established in order to provide material which communicates experiences and ideas from one person to another, and makes them easily and freely available to all people. They are general information centres that serve as intellectual, cultural and recreational institutions for any community. They are uniquely positioned because of the nature of the services they render to their users. Aina (2004) identified the characteristics of a public library as follows. It

- provides a free information service to all.
- supports the civic and cultural activities of a community.
- Meets the information needs of all the individuals in the community.

- provides information sources for continued vocational and adult education; thereby facilitating the development of all those interested in informal education.
- provides educational sources that will enrich and further formal education.
- Encourages users to be involved in recreational activities.
- provides library and information services to all, whether in urban or rural areas.
- provides rental facilities to members of the public, such as a hall for events like wedding receptions, lectures and symposia, and rooms for meetings.

Koontz and Gubbins (2010) specifies the following features as necessary in the provision and use of public library services:

- The exterior of the library should be well lit, and identified with signs clearly visible from the street.
- The entrance of the library should be clearly visible and located in that part of the building that most users approach.
- The library should focus on eliminating barriers to use.
- There should be no design features that limit the ability of an individual or group to use any part of the library.
- Care should be taken to avoid steps as much as possible in both interior and exterior design.
- Lighting should comply with international or national standards.
- Libraries that occupy two or more floors should provide lifts that are close to the library entrance, and that easily accommodate wheelchairs and child strollers.
- The library should provide facilities for the return of library material when the library is closed; after-hours deposit boxes should be both theft and waterproof.
- The library should undertake an 'accessibility' audit on a regular basis.
- Local, national or international standards for making public buildings accessible to the disabled should be followed wherever possible.

Conable (2012) argues that every citizen should have equal rights to access public library services, supporting the IFLA and UDHR's positions on the matter. Public libraries are a worldwide phenomenon which exists within various distinct societies, in differing cultures, and at different stages of development (Obinyan, Obinyan & Aidenojie, 2011). The objectives of a public library differ from other types of library because of its structural uniqueness and the services provided, which are not biased towards any particular user or

group of users. A public library needs to take a proactive approach in motivating users to use its resources and services. It ought to provide access to the internet and offer community-based services, including literacy programmes (Obinyan, et al., 2011). Staff training and re-training is also germane to the provision and use of relevant public library services because only professionally trained staff can make available adequate and needed information services, especially in the continuously changing world of information provision and use. The fact that public libraries in Africa are mainly replications of the Western library models in cultural and social terms serves as a possible explanation for the poor usage patterns observed in most African countries (Obinyan, et al., 2011).

In order for public libraries to best serve their communities, the governing structures, and the support received from them, are of paramount concern. The next sections will explore the role of these structures.

4.3 Public administration

For effective public administration, it is pertinent to adopt a workable administrative and management model with good formulation and enforcement of policies in order to deliver the expected services. Rosenbloom, in Zaharia (2011), indicates that the concept of 'public administration' is one that has no one clear definition describing it successfully. This opinion is shared by Aderibigbe and Olla (2014), who agree that it can be seen as a governmental action concerned with the executive part of government, and deals with the formulation and enforcement of public policies. Herbert, Thompson and Smithburg, in Zaharia (2011), describe public administration as 'the activities of the executive branch of national, state and local government'. According to Zaharia (2011) public administration is a set of authorities working together and operating together as a coherent system which, through its entire activity, aims to satisfy the public interest, continuously and in accordance to social expectations.

Public libraries are public organisations which are governed by the state because they are established and maintained with public funds and taxpayers' money. The delivery of public library services is a governmental activity requiring efficient legislation and policies, and a management structure that is responsive both in terms of the implementation of the legislation and policies, and also in satisfying the needs of the people receiving the services,

which seems to constitute a huge problem, and is likely to affect the delivery of public library services in Nigeria.

For this study, two models have been used to explain the role of government in the administration and management of public library services. Firstly, the traditional public administration model (TPAM), and secondly, the new public management (NPM) model. TPAM emphasises the hierarchical and bureaucratic nature of administration, which, although effective, can sometimes delay service delivery. The NPM, however, improved on the TPAM by including customers/users in decision and policy issues, and also eradicating the bureaucratic process. This shift brought about better service delivery. From the above, it is obvious that the adoption of applicable administrative models, such as the NPM, will go a long way in achieving the required service delivery because of its effective and efficient components.

4.4 Service delivery

Service delivery takes place through an organised process which cannot be achieved without adequate governance and management structures in place, as the ability to deliver the expected public services at grassroots level requires commitment and efficiency in the capabilities of both the authority and the institutions (Islam, 2015). Foo, et al. (2015) share Islam's view (2015) in positing that service delivery is gauged by the performance of policymakers and managers. Escuriet-Peiro (2015), Grundy (2015) and Harber (2009) agree that service delivery is used to measure the degree of performance of policymakers in public organisations. The World Meteorological Organisation (WMO) (n.d.) explains that for an organisation to deliver the expected services to the populace resources must be available which are mostly in short supply, and must be shared among competing organisations. In acquiring these scarce resources, organisations must demonstrate value by realising cost efficiencies in the process of delivering high quality, useful products and services. It is clear from the above that if public libraries are to deliver the expected services, policymakers should involve the public in continually assessing the effectiveness of services delivered based on their ability to meet administrative standards.

4.5 The role of legislation in the governance and administration of public libraries

The IFLA Public Library Service Guidelines (Koontz & Gubbin, 2010) state that public libraries should be based on legislation in order to ensure their continuance and their place in the government structure. The Ontario Library Association (2012) looks at the governance of a public library as the entire framework set by the board of the library in order to direct the affairs of the sector, which is different from management responsibilities. Management deals directly with the day to day running of the activities of the library, whereas governance ensures the *proper* running of the organisation, but does not manage it. Ensuring such adequate running requires legal authority (legislation) to make policy, and also govern the library affairs under the stipulated Act. The Ontario Library Association (2012) identified 10 principles guiding effective library governance as follows:

- Building a solid governance framework empowered by laws, policy, and achievable plans.
- Ensuring that the system works, and keeping it in shape.
- Knowing whom you represent and how to connect with them.
- Ensuring good decision-making on their behalf.
- Knowing the goals and objectives to achieve.
- Evaluation of what you have achieved.
- Management of risk through information.
- Ensuring the appropriate composition of board members.
- Ensuring adequate sources of resources needed.
- Always keeping in mind that you are not to manage, but govern.

Legislation is important in any organisation in order to provide mechanisms for monitoring through a well-established structure. For example, it dictates who does what and how they do it. Legislation allows government/administration to be accountable, by law, for whatever actions or inactions are carried out by such administration. According to Stapenhurst (2004), the concept of legislation implies formulating and developing laws which will govern or guide a particular activity, issue, or behaviour. In developed countries, there are functional public library laws which serve as guides and a working framework for the activities of

public library services. As reflected in the Council of Europe/EBLIDA Guidelines on Library Legislation and Policy (2000:7), and the IFLA guidelines, the effort is to address issues of convergence, globalization and participation. These issues concern and include the subject of freedom of expression, free access to information, and the protection of library heritage.

Stoian (2014) affirms that administrative structures use legal, managerial and political processes in order to achieve the mandate of providing the regulations and services that are required of a society. Management performance is enhanced by the totality of the mechanisms that are put in place by ensuring and monitoring effective and efficient management of an organisation (Salman, 2006:11). According to Aina (2004:273), management is concerned with the human and material resources, activities, and assigned tasks of an organisation. This is pertinent if the objectives of an organisation must be achieved. In achieving them, certain management theories or techniques which have been tested over the years provide good guidance (Salman, 2006:15). Some of these techniques are: the scientific management theory, which uses the principles and techniques of modern science to find solutions to organisational problems; the human relations theory, of which the original exponent was Elton Mayo, and which focused on the individual worker at the centre of management decisions and practices; and the system theory, which is concerned with the problem of relationships of structure and of interdependence of each part of the organisation. Jaeger, et al. (2013) explored the interrelationships between public libraries and policy essays in supporting democracy, and White (1986:49) affirmed that public libraries are part of a political decision-making process of organisations charged with the responsibilities of managing information and culture. Ignatow, et al. (2012) agree that the public library and various democratic structures have a close relationship because they contribute to societal democracy.

According to IFLA (2013), there are more than 320 000 public libraries all over the world. Of these, 73% are situated in developing and transitioning nations. IFLA confirms that the structures governing public libraries in the developed and developing countries are similar in terms of hierarchical and managerial outlook. However, there is more community participation in public library governance and management in the developed countries than in the developing countries. Public library systems can only perform well if public management structures do so

4.5.1 Existing public library legislation

Despite the fact that public libraries have been recognised as instruments of general education and social welfare for the general population long before the modern states' legal frameworks existed, many countries, both developed and developing, have not promulgated public library legislation until very recently (Gardner, 1971:17). Gardner argues that even in countries that had long had public library legislation in place, it was still defective, thus hampering effective service delivery.

At the 1953 UNESCO seminar on public libraries in developing countries, held in Ibadan, Nigeria, the following statement of principles concerning public library legislation was made. (UNESCO, 1953):

> *Only legislation can empower the appropriate authorities to provide the service and ensure adequate financial support and efficient administration according to a national standard. Only legislation can define the functions of the providing authority, create the conditions in which it may fulfil those functions, and ensure development.*

Various countries have enacted legislation to support the development and running of public library systems, usually as part of broader national library policies. In the United States of America, for example, there are public library district laws in all the federal states (Hennen's American Public Library Rating, 2008). These laws provide for non-discrimination in the provision of services. According to Adams (2008), in addition to the district laws, other supporting legislation exists in the USA, such as the Library Bill of Rights, the Code of Ethics, and Freedom to Read. Article II of the Library Bill of Rights stipulates that library staffs are to provide 'materials and information which present all points of view.' It also expresses the responsibilities of libraries in guiding and maintaining intellectual freedom by providing free access to information. In the United Kingdom, the Public Libraries Act (1850) was the first legislative step in establishing public libraries, and providing universal free access to information and literature. The first public library legislation in Asia was enacted by Japan in 1899, and the Imperial Library Act of 1902 heralded the first library legislation in South Asia (Ahmed & Sheik, 2015).

Following this earliest legislation most developed and developing countries have followed suit. Several examples of legislation concerning public libraries in Africa and other

developing countries exist. For example, in India, public library legislation (Model Library Act, 1930) was motivated by Dr Ranganathan before independence (Srivastava, 1972; Venkatappaiah, 1994). Other existing state legislation includes the Madras Public Libraries Act (1948); the Hyderabad Public Libraries Act (1955); and the Maharashtra Public Libraries Act (1967), which provides for the establishment of a Library Department with a Director as its head, and is responsible for planning, organising, maintaining, and developing public libraries in the state. In Pakistan the public library legislation started at the provincial level, contrary to the norm of national level legislation as a driver (Ahmed & Sheik, 2015).

The Ghana Library Board (GLB) was established by an Act of Parliament in 1970 to establish, govern, manage and maintain public libraries in the country (INASP, 2000). Similar governance and administrative structures were put in place in Kenya, South Africa, Tanzania, Uganda, Zambia and Zimbabwe. However, in South Africa, the governance and administration of public libraries are the direct responsibilities of the local municipalities where specific libraries are based, as instituted by the public library legislation (Dick, 2008).

4.5.2 Effects of the lack of effective public library legislation

The fact that legislation is in existence is not a guarantee that service will be provided. Even so, several studies on a global scale have lamented the paucity of effective legislation (Gupta, in Bowden & Wjasuria, 1994; Zulu, 2014; Obasi, 2015). In a comparative study of public library legislation between developing and developed countries, Gardner (1971:283) said that the lack of adequate public library legislation, especially in some developing countries, is seen as a serious hindrance to the development of the services. In Nigeria, for example, there are no distinct public library laws which comprehensively address the activities of public library services. Yusufu (2010) argues that the lack of public library legislation in Nigeria has affected the growth and development of services in the country. Although there exists legislation such as the National Library Act of 1964, the Legal Deposit Act and the Public Library Board Acts in some parts of the country, it is not sufficient to address the pressing public library activities in the country. In a similar scenario, the Zambia Library Association (2008:3) reveals that the lack of public library legislation has affected the growth and expansion of the sector in Zambia in terms of the provision of services, infrastructure, availability of funds, and staffing. Zulu (2014) confirms this in his study on the importance of legislation in the provision of national and public libraries in Zambia by directly linking the below par provisions of public library facilities, services and collections to the lack of library

legislation. Dewe (2012:27) argues that the problems affecting the planning and provision of library buildings and facilities derive from the lack of clear legislation, leaving libraries at the mercy of changing governments, and their reluctance to enforce existing legislation.

Lajennesse (2004), in his appraisal of the legislation for library services in French-speaking African countries, noted that eight of the nine West African countries (i.e. Benin, Burkina Faso, Guinea, Mali, Ivory Coast, Mauritania, Senegal and Togo) had laws governing legal depositing activities. Additionally, Lajennesse found that Central and East Africa, Cameroon, Chad, Congo-Brazzaville, the Democratic Republic of Congo, and Gabon had legislation governing legal depositing. These laws were created by similar decrees for the compliance by publishers, authors and information professionals. It is clear from the above that these laws were found to have very little bearing on the effective provision of services in public libraries, owing to their limited effect on public libraries in general.

4.6 Funding of public library services

As a public sector entity, funding of public libraries has traditionally been the responsibility of the national government, which distributes the funds to the provinces or states, which then distribute it among the public libraries in their region. Funding is also sourced from local governments, in line with the IFLA position in respect to public library funding, and also espoused in the TPAM model of governance. However, several studies globally have found that the TPAM model of funding has resulted in too little money being made available to the libraries to allow them to deliver quality services (Abel & Issa, n.d.; Providence Associates, n.d.). This necessitated the adoption of a more flexible and liberal model in funding public organisations such as the NPM.

Funding is crucial to the development of public library services in any part of the world. Funding of public libraries comes through federal, state, or local government allocation, donations by individuals or corporate bodies, grants, internally generated revenue, and provision by non-governmental organisations (NGOs), amongst other bodies. Aguolu (1983) observes that the establishment of any library is predicated upon the fundamental assumption that the authorities setting it up are prepared to ensure its continued existence by means of adequate financial support.

Alexander (2013) explains that in developed countries, such as the United States of America, local governments contribute the bulk of public library funding, with federal or national governments only contributing a very small portion. It is. However, the prerogative of local

governments to provide generous funding, or not to do so. Insufficient budget allocations to public libraries are likely to cripple service delivery. According to Ebiwolate (2010), the lack of funding is the biggest challenge public libraries face, hindering their development. Goodman (2008) observes that though public libraries in Australia are woefully underfunded on a per capita basis, improvements in the government funding are workable, but could take many years of lobbying; so alternative funding opportunities are advocated through innovative partnerships in the localities. According to Stenstrom and Haycock (2014), consistency, commitment, and the will of the authorities and that of stakeholders are important factors in the increase of public library funding, as was proven in the Canadian province of Alberta.

Davis (2006) observes that public libraries in the United States of America have managed to maintain, and even increase, services despite their flat or reduced budgets, by increasing their internal revenue for a number of years. According to Elliott (2013), public library districts demonstrated more reliable funding over a ten-year period in New York, but did not improve per capita funding compared to other types of library in the United States. If there is not enough money for public library services, they might partly or even totally collapse. In December 2004, Salinas, in California, almost became the first city in the United States to completely close down its entire library system for lack of enough money to run it (American Library Association, 2004).

Folorunso (2010), Ajegbomogun (2010:3) and Arts Council England (2014:5) agree that internally generated revenue (IGR) plays an important role in the development of public library services by facilitating access to new digital technologies and sources. IGR has seemingly become customary in public organisations globally, especially in developing countries such as Nigeria, where money is short (Onuoha, 2013:9). IGR can be sourced through a number of ways such as photocopying services, rental of halls, study carrels and offices, the token collected from users' library membership registration, scanning and bindery services, and the organisation of seminars and workshops.

Another way of increasing income is to solicit it from wealthy individuals, as in the case of the New York public library, which in 2011 received from a financier $100 million for the expansion of the library (Maria, 2011). This type of gesture is a common practice in the developed countries, where community members actively participate in the development of the public libraries.

4.7 Staffing

Human resources is a term used to describe the individuals who comprise the workforce of an organisation (McLean, 2006). Rodriguez and Brown (2013) note that staffing involves the provision of manpower, or human resources, in order to carry out the activities of an organisation. Staffing is an integral and important part of the success of any public library service. However, the availability of staff is closely related to the availability of funds to pay for their services.

Omotosho and Okiki (2012) have found that on the African continent public library staff tend to possess general library skills. Though most know how to use electronic resources, very few have been trained to be able to identify and serve the needs of specific community members. The librarians in Eze's study (2012) indicated that they had a number of training needs such as the attainment of more skills, and more exposure to the work environment. They also required computer training to improve their communication and information retrieval skills, and provide better assistance to users.

According to EBSCO (2002), inadequate staffing has always been a problem in many public libraries. As illustrated by several studies (Isaak 2000; Ghosh, 2005; Goldberg, 2009), lack of staff, especially professionally trained staff, is a recurring theme in public library studies. Adequate staffing in the public library system would positively improve the quality of services provided. According to Young Adult Library Services (2014), staff development could be enhanced through professional development workshops which could be organised once a year, and should involve the community.

4.8 Resources/facilities

Eze and Dike (2014) argue that the resources and facilities in the library 'encompass all the facilities and materials which are at the disposal of the library through which it can provide needed services to its users.' The *Encarta Dictionaries* (2009) define resources as an inner ability or capacity that is drawn on in time of need, as well as such abilities considered collectively. They are also posited as any or all of the sources drawn on by a company for making a profit, e.g. personnel, capital, machinery, or stock. Resources and facilities as applicable in this study refer to the availability of both online e.g. Internet and traditional information resources and facilities such as: shelves, trolleys, the building/office and halls, furniture, consumables for technical activities, mobile facilities, binding equipment, and so

on. According to Eze and Dike (2014), information resources are classified as print sources such as textbooks, novels, newspapers, magazines, journals, reference works, and other serial publications; non-print sources, for example, microfilms, micro-fiche, audio tapes, videos and audio-visual resources; and electronic resources such as computers, CD-ROMs and other related devices.

According to the IFLA guidelines, public libraries ought to provide adequate resources/facilities in order to fulfil their roles satisfactorily. These resources/facilities must be provided on a continuous basis to enable them to sustain and develop services that will meet the needs of the local communities. From the above, it is obvious that a variety of formats, current resources, and sufficient facilities should be provided by public libraries in order to meet the needs of all groups and individuals that may use the library. Ebiwolate (2010), however, found that the provision of information resources is problematic in developing countries, where materials are mostly purchased from foreign countries at inflated prices, mostly because of a shortage of foreign currency, resulting in the inability of library staff to acquire relevant, current sources.

Eskay and Chima (2013:629) advocate that libraries need to provide services and facilities for physically and visually impaired library users, such as talking books, Braille books, talking newspapers, large printed materials made visible by screen magnifiers and screen readers, and voice-recognition software so as to allow easy access to and use of the facilities/resources by this group. Igben and Akobo (2007) state that the provision of e-resources and other facilities is nowadays a necessary requirement for good service delivery. They found that libraries in the developed countries are losing patronage because e-resources are not available in their libraries. With regard to implementing a digital policy in a library, however, Jaeger, et al. (2006) argue that before the implementation of e-resources and e-facilities in public libraries issues such as sufficient availability of bandwidth and broadband, the digital divide, the role of the library as an e-government access point, the complexities of its funding, internet access, the impact of filtering and the effect of security legislation should be addressed, preferably by way of specific policy. According to Prabha and Irwin (2003), the integration of ICTs in public libraries has changed the way services are offered in terms of multiple access, new formats, e-books, e-readers, computers, and the internet, as well as video games for children and adults, web access and marketing of services. They also found that web technology significantly assists public libraries in carrying out their traditional mandate more effectively by helping them cater for the daily information needs of public

library users, and members of almost any interest group, as the web offers quick access to information on virtually any topic (Prabha & Irwin, 2003). Mabawonku (2001) suggests that internet facilities could be used for the provision of information to policymakers such as governing bodies. The internet could therefore be used, not only to access information, but also to disseminate it. Information and communication technologies (ICTs) could be used to store and preserve materials in the public libraries as a backup measure.

Iwhiwhu and Okorodudu (2012) stress the role of ICT in the effective use of public library services, and Igben (2007) blames the lack of money, and staff with ICT skills. for failure to implement and use ICTs in public libraries in Nigeria. Ebiwolate (2010) concurs with Igben that due to a lack of funding most libraries cannot afford to buy and install computers with internet. According to the author, in developed countries the provision and use of ICT facilities are more effective because of the availability of electricity, adequate manpower, funding, adequate communication experts, installation and maintenance strategies, and the will to accept the development and availability of ICT-related devices; which are lacking in the developing countries (especially Nigeria), and as a result affect the provision of services. These findings are supported by studies done by Oyegade, Nassarawa and Mokogwu (2003), Iyiade and Oladipupo (2004), and Onohwakpor (2009). Ebiwolate (2010) adds that the lack of ICT infrastructure development is partly to blame for the inability to provide efficient ICT-related services in public libraries in Nigeria. This, he found, is especially the case in rural areas.

A report by KPMG (2011) established that for many countries, the deterioration of their infrastructure, including buildings, is a major concern, and they are now seeking for ways to redress the decades of underinvestment. This realisation is linked to the fact that poor infrastructure reduces a country's ability to be a role player in modern economies. According to Galluzzi (2009:52-59), public library buildings are currently seen as central to many local government investments, aiming at revitalizing neighbourhoods and creating new city centres. For example, in Italy, local governments have committed to renovating and adapting historical buildings, equipping them with library facilities and space, rather than building brand new establishments. Dewe (2012:27) maintains that the neglect experienced in many library buildings globally needs to be addressed by way of proper legislation, sufficient funding for maintenance, and the ability to keep buildings in a sanitary condition. He argues that the provision of proper amenities such as toilets, cafés and crèches, and sufficient signage outside and inside the building, will enhance the marketability and use of the

libraries. Ebiwolate (2010) expresses the concern that infrastructure development and maintenance is not a priority in developing countries, such as Nigeria, and this badly affects the efficient provision of public library services to communities, especially in rural areas. A study done by Okeke and Owoeye (2012) lamented the poor state of the infrastructure in urban libraries in Nigeria, and indicated that lack of space discouraged people from using them for either learning or recreation. This view was shared by Omotosho and Okiki (2012), who found that most public library facilities in Africa are far from impressive.

4.9 Public library services

The users of public libraries are heterogeneous. This is because of the uniqueness of this type of library, serving all categories of people in the community. Unagha (2010), Onoyeyan and Adesina (2012), and Akanwa (2014) point out that public libraries provide unrestricted access to an array of library resources and services free of charge. They add that these libraries have a broader mandate than other types of library – i.e. to develop their collections in order to reflect their users' diverse needs.

According to Amodeo and Carter (1999), the services provided by public libraries are essential for both individual and collective development, as public libraries are the only libraries that make their services available to all members of the community, without any form of discrimination. Agbo and Onyekweodiri (2014) point out that the services of public libraries vary in terms of responsibilities, which include individual support and development, commerce, and social and cultural advancement. According to Oyeronke (2012), public library services are mainly concerned to provide timely, accurate, current and reliable information to the community they serve. According to Evans, Amodeo and Carter (1999), public libraries could also render services such as lifelong learning by providing a range of material on a variety of topics which will allow people to follow their interests and support them in the development of their formal and informal education.

According to Swash and Marshland (1994), students' expectations of the public library services are in many cases unrealistically high. This is because during holiday seasons students descend on public libraries to use online computer catalogues and search for subjects on CD-ROMs. Often the available resources are found lacking in their capacity to service the huge influx of users, thus leaving the users frustrated and disappointed. ASLIB (1995)

recommends that public libraries should provide enough computers to access information much more easily than with manual methods.

According to Ebiwolate (2010), public library services are essential to the educational, political and social development of communities. Saleh and Lasisi (2011), and Akparobore (2011) agree with this statement, adding that public libraries play an important role in all facets of human social development, as all kinds of people use libraries. Ugwoke and Omekwu (2014) consider that public library services should enhance cultural development in communities. Aguolu (2002: n.p.) states that

> public library services can richly complement the formal education institutions by imparting to the students the required socialisation through effective participation in adult education activities. Public libraries can also facilitate this by assisting adults, who are no longer of school age or are out of school, in the development of attitudes and extending their technical needs and vocational skills. In this way the (public library) affects society by changes in perceptual categories, ethnical outlooks, and behaviour leanings.

He emphasises that public libraries can play an important cultural role in supporting civic and cultural organisations through providing accommodation for holding meetings, staging plays, organising debates, or showing films of cultural relevance. By serving as documentation centres for the traditions and values of the people, public libraries can help in inculcating in young children and adolescents an appreciation of their cultural heritage through making available to them oral traditional material in transcribed or recorded formats. According to Collins and Chandler (1997), and IFLA (2010), public libraries can offer a wide range of community-specific services such as information services to support local business; maintaining up to date reference materials on market trends; giving information on career opportunities in the community, facilitating access to information on services and programmes of government and community agencies; and providing access to local historical collections (Collins & Chandler, 1997). This will create a situation where the libraries are well used and held in high esteem by their patrons.

The borrowing of library material is a vital service rendered to public library users, providing them with the opportunity of using the library materials at their own convenience, and in the privacy of their own time and venue. Apart from the conventional library materials in book format, there are also non-book materials available for lending, such as DVDs, microforms,

VHS tapes, films, audio books, and CNIB talking books (Halifax Public Libraries, 2015). In order to meet the cultural, educational and information needs of users, Sumsion, Hawkins and Morris (2002:678) stress the importance of a public library being well resourced.

According to *The Queensland Public Library Standards and Guidelines* (2009:5), reference services can be described as the assistance that is provided by the library staff to users that request information. Reference services can also include direction, advice and guidance on the library resources and services, and assistance in the use of print or electronic library catalogues to enable users to locate reading materials, or even referrals to other libraries or information centres. Material used to provide reference services include almanacs, atlases and maps, dictionaries, thesauri and quotes, encyclopaedias, histories, local and state information, medicine and health, biographies, yellow pages, gazetteers, bibliographies, and geographical sources.

Children's library services cater for age groups ranging from a few months to 12 years old. Among the services that could be provided for these groups are children's toys, kits, library visits, library orientation programmes, lending services, cultural programmes, homework clubs, author/storyteller visits, reading promotion, information literacy, talking books, and other audio-visual materials (IFLA, 2003:7). The Oregon Library Association (2014) and the IFLA: Libraries for children and young adult section (2003) advocate that library decision-makers should provide guidelines concerning children's needs and rights in terms of information, literacy and reading so that public libraries can incorporate them in their planning towards the provision of high quality children's library services. This will require adequate planning, the gathering and analysis of information relating to the children in the community, and evaluation of existing services, so as to establish what services to offer. The children's librarian should be actively involved in the development and implementation of both long- and short-range plans for the provision of the required services for the children (IFLA: Libraries for children and young adult section, 2003; Oregon Library Association, 2014).

Public libraries should provide services which will enrich the lives of library users and result in the personal and collective growth of individuals and the community. According to the Oregon Library Association (2014), the libraries should provide services that address the entertainment; recreational and cultural values of the community members regardless of age, background and interests, such as early childhood literacy, job skills, community arts, healthy

living, film shows, entrepreneurship and reading club activities, whereby students or schoolchildren may be kept occupied during school breaks with reading activities that keep both them and their minds active and occupied (Arlington Public Library, 2015). These services distinguish public libraries from other types of library.

According to Chunli and Jinmin (2011:13), digital services are essential in public libraries, not only because of information or document management, but also for the processing of the information in order to become a 'product.' Digital services are required in public libraries owing to the changing needs of the clients and society at large. Because public libraries are charged with the responsibilities of connecting users with the information of their choice, the integration of the new information technology is necessary in order to transform the libraries into more vibrant and critical intellectual organisations necessary for today's requirements. However, Bertot (2009) warns that public libraries often absorb computers and internet technologies into their existing services and resources without considering the management of these resources, the facilities required for it, staffing, and other challenges posed by digital technology.

Britto (2014:7) postulates that because funds are chronically inadequate, public library marketing is essential so as to demonstrate the continued inherent value of the library to the community. The author identifies a number of ways in which marketing can be done both internally and externally: for example, through library exhibitions, new arrival displays, posters, awareness talks and library orientation, a library web site, notice boards in the community, awareness talks, publicity/public relations, and advertisements, all of which will project the importance of the library and the role it plays in the development of the community.

4.10 Accessibility to public library services

Accessibility connotes unrestricted access to public library services. Clarke, et al. (2011) propose that access to public library services to all members of the community address the issue of equality in a community, with no form of discrimination against any potential user. According to Adeniyi and Subair (2011), the services of a library can only be easily accessed if the library is centrally located in a community, and the documents therein are described in accordance with standardised cataloguing and classification procedures. In making the

resources of the library accessible, it is desirable that all catalogued documents be fully indexed in order to provide comprehensive access to its collections.

To make the libraries accessible to illiterate rural dwellers, Adeniyi and Subair (2011) suggest that the public library services should be repackaged and disseminated through rural information dissemination activities in public libraries and community centres. Ocholla (2006) examined the information accessibility via public libraries in South African marginalised communities, and found it to be poor because of the libraries' inconvenient location, and the formats in which information was made available to those who wanted it. These formats were found to be mainly suitable for information-rich environments. Bamise and Oyedapo (2012) point out that the accessibility of public library services in Nigeria is always a great challenge because they are not made readily available to users, and in any case the services are mostly outdated or irrelevant. They observe that the only conspicuous services that are readily accessible and used in most Nigerian public libraries are photocopying and the Nigerian newspapers, which by government policy are provided on a regular basis to all the parastatals.

Knox (2010) concludes that to make services readily available and accessible, detailed and well-conceptualised planning is needed. The technical solutions that best suit the users' needs should be provided, together with adequate staff, not only with specialised skills but also with an interest in the information provision business.

4.11 Use of public library services

Adequate use of public library services by the intended library community is a major factor in achieving the set objectives of a library. From the researcher's experience, in countries like Nigeria, the need for educational development is seen to be paramount, and the focus of public libraries is often to support formal education. They can only do so if their services are used. Hart (2010) suggests a sharper focus on the communities' information needs through good library leadership and focused library programmes. Leong and Higgins (2010) identify low awareness of public library services and facilities as a leading cause of their neglect, together with lack of transport and the physical hindrances to access in terms of a library's location or confusing configuration. For users with physical and/or intellectual disabilities, Barker (2011) found that the feeling of social exclusion affected their enthusiasm to use public library services. Sabolovic-Krajina, et al. (2010) point out that for optimal use of

services the ability, or disability, of users, especially the peculiar nature of their disabilities, needs to be taken into account so that special services can be provided. Prasad (2009), in examining the reference services' usage patterns of senior citizens in the San Antonio public library, discovered that many of the seniors required special library services because they were living in nursing or residential homes, or because of disability. A study into the usage patterns of the underrepresented, such as the poor and unemployed, was undertaken by Alexander (2008), who concluded that public libraries must answer two pertinent questions: i.e. what special populations are to be served, and how are they to be served to enable the best possible use of the libraries' services.

Ruthven (2010) examined the use of online resources by adults, and concluded that public library users require initial training in it with a face-to-face instructor in order to grasp the skills to efficiently use digital information resources. Obinyan, et al. (2011), in their study on usage patterns in four branches of a state public library in Nigeria, found that most of the library users were students and youths, who wanted information mainly for examinations, or just personal enlightenment. Olden's 2005 study among public libraries in found that the young people using them wanted more and better services. In a similar study conducted at the Delhi public library (Tyagi, 2011), it was established that the library was mostly used every day by people who were retired and unemployed. This is an indication that in most libraries patterns of use can be linked to distinct groups making use of library facilities for various reasons, but it also shows that many groups might not feel catered for, and hence do not use the library services as often as they might.

McClure, et al. (2013), in a report on the use of public library services in Pennsylvania, found that in a knowledge society, public libraries are required to repackage their services in appropriate formats in order to satisfy the demands of that society. The following formats were identified by Mainka (2013) as necessary services for improving use: e-journals, e-books, audio-books, music, e-magazines, videos, newspapers, and bibliographical databases.

Underutilisation remains a huge problem in the provision of public library services, and could be due to a poor economy, illiteracy, unavailability of community information, and so on (Zambia Library Association, 2008:3). Adetoun, in Oyedeji (2004), advocates that in order to improve the use of public library services in developing countries, especially among the illiterate masses, the public library could be made into a cultural centre, with regular cultural shows to educate and inform. The study emphasises the need for additional public library

services that can improve access and use. Waller and McShane (2008) identified two major challenges in the use of public library services. They are the lack of a thorough understanding of the nature of the environment in which the libraries operate, and the lack of a clear policy to achieve the libraries' goals.

The use of libraries in rural areas was found by Yusuf (2010) to be very low. This he ascribed to small populations in the areas where libraries are provided, and a lack of basic infrastructure to allow users to patronise the libraries. Studies done by Posigha (2010) and Abolaji (2009) bear out Yusuf's finding and ascribe the low use to dispersed populations, poor transportation, lack of communication systems, illiteracy, lack of financial resources, and inappropriateness in the provision of library collections and services. Aniebo (2007:159) claims that local government public libraries have not been accorded their rightful place in the scheme of things, which invariably affects the degree of patronage, use and satisfaction. Low levels of patronage of rural community libraries are not peculiar to Nigeria. In West Bengal, India, rural community libraries have not developed satisfactorily (Sultana, 2014) owing to the government's neglect. Dawha and Oyedun (2015) agree, and indicate that an insufficient budget is the major reason for the inadequacies in services delivered. In a study among community library users in Tanzania, Mtega (2012) established that the use of services was influenced by literacy levels, occupation, age, sex, and proximity to the community libraries. Nyana (2009:9) and Momodu's (2012:91) studies identify a number of issues that play a part in the poor use of library services in rural areas – issues such as inappropriate library collections and services, lack of surveys and analysis of the information needs of the rural dwellers, the high degree of illiteracy in the rural areas, non-recognition of oral traditions when providing library services, insufficient funding, a dispersed population, lack of trained professional librarians, and low awareness of library services. Ocholla's study (2009) identifies the challenges to accessing and using information as inequalities arising from geographical marginalisation, physical status, culture, poverty, and freedom of expression.

4.12 Satisfaction with the use of public library services

Various studies have been carried out on satisfaction with the use of public library services' for example, those by Akhtar (2008), Medina (2011), Suki (2011), Iwhiwhu and Okorodudu (2012), Shah (2013), Okharedia (2013), and Ijaz and Muhammed (2013). Bailey and Pearson (1983), INCITE (2008). Davies and Creaser (2008), Fuegi (2004), Hoirik (2005), Edwards

and Browne (1995), Coleman, Xiao, Bair, and Chollet (1997), PiH and Jeantront (1994), IFLA (2009), Oyediran-Tidings (2004) and Aina (2004) measure users' satisfaction with public library services based on the performance of the library system through the facilities provided and other variables. As one might expect, the studies reveal that users' satisfaction depends on the type of facilities and services provided by the libraries.

4.13 Challenges in the provision and use of public library services

Public libraries, just like any other kinds of library, face problems to do with funding, lack of appropriate legislation, administrative bureaucracy, lack of understanding of the communities' needs, political issues, lack of professionalism, accessibility to the provided services, failure of the services to meet the expectations of the library users, the currency and relevance of the services, inadequate space, staffing and inadequate facilities (Mostert & Vermenlen, 1998; Mostert, 1999; Mostert, 2001; Yannotta & Dent, 2005; Unagha, 2010; Raju & Raju, 2010; Stilwell, 2011; Oyeronke, 2012; Radijeng, 2013).

Muralidhar and Rao (2013) found that in addition to the challenges already mentioned, public libraries in India also had issues with the non-implementation of library legislation; misconceptions about the roles of public libraries; government as the ultimate decision-making authority on library matters; and a lack of basic library infrastructure. Okorafor (2010) considers that libraries in Nigeria are not performing as well as they could because they have only a few subscribers, and lack networking technology, co-operation and co-ordination in library services, and distinct policies. In another study, Opara (2008) identified inadequate funding, a demoralized and insufficient workforce, and inappropriate accommodation as difficulties that hinder the smooth operation of public library activities in Nigeria. Abdulkareem (2010) states that public libraries in Nigeria have suffered over the last few years because of the effect of the unique political and economic phenomena in the country. The insufficient funding has affected the maintenance of the library buildings, the size of collections and the overall provision of services. These challenges have reduced the public libraries in Nigeria to mere reading and study rooms for students, and examination or job interview centres for prospective candidates.

Stranger-Johannessen (2014) posits that the social and political challenges confronting public libraries in Africa are similar to those in the West. The services of public libraries in the

77

United States have been studied by several authors – Collins and Chandler (1997); Lance and Lyons (2013); Macchion and Savic (2011); Ren (2013); Mainka, et al. (2013); and Campbell (2013) – who have established that public library services in the United States, though facing funding problems, are well patronised and managed because of community participation and appropriate legislation.

Svendsen (2013) argues that one of the major challenges in providing public library services is their expense. Moreover, library managers seldom argue for their social importance, which makes them vulnerable to budget cuts. Staffing also constitutes a huge challenge, because most libraries are understaffed, and provide no adequate training for the available workforce. There were no well-defined policies for public library activities in Nigeria. This may well explain the haphazard delivery of public library services, which mostly target literate users and therefore favour mainly the urban communities at the expense of the rural ones.

Real, Bertot and Jaeger (2012) examined the challenges faced by the rural public libraries. The study revealed that rural public librarians cannot attain their full service potential because of inadequate staffing, and funding mechanisms that have to rely on locally generated funds.

4.14 Summary

The reviewed literature focused on the provision and use of public library services in both the developed and developing countries, with administration/management, legislation, funding, sufficient and well-trained staff, resources/facilities, services, and accessibility determining the level of satisfaction of users. The reviewed literature revealed that administration of public library services through efficient and effective legislation, policies and management structure is the vital element in the delivery of satisfying services. The governance and management of public libraries require community participation for the delivery of ideal services. Additionally, public libraries require alternative sources of funding to avoid complete dependence on one governmental source if they are to deliver satisfactory services.

Chapter 5 discusses the research methodology of the study.

CHAPTER FIVE: RESEARCH METHODOLOGY

5.1 Introduction

Research is based on philosophical assumptions about the validity of research, and which research method best contributes towards the development of new knowledge about a given topic. It is therefore important to know what the assumptions are. In this chapter the research methodology of the study is presented. The two main paradigms, i.e. the interpretivist and positivist approaches, are discussed. The rationale for combining quantitative and qualitative methods in the context of this study is also presented. The research design for this study, the study population, the sample and sampling techniques, methods of data gathering and analysis, the instruments used, the validity and reliability of the instruments, and the challenges encountered in the research are also discussed. The table below indicates the research framework of the study (Ocholla, 2015):

Table 5.1 Research Framework

Aim	Objectives	Paradigm	Research Method	Research design	Target Population	Data Instruments
To investigate the issues and challenges in the provision and utilisation of public library services	1. Appraise the governance and management structures of public libraries	Interpretivism	Qualitative	Case study	Permanent secretaries, Directors and Heads of Public Libraries	Interview/ Observation
	2. Establish the status and level of development of public libraries	Interpretivism	Qualitative/	Case study	Permanent secretaries, Directors and Heads of public libraries	Interview/ Observation
	3. Explore what services are currently offered in public libraries	Interpretivism	Qualitative	Case study/ Document analysis	Public library users/Directors and Heads	Interview/ Questionnaire/ Observation
	4. Determine the challenges concerning the provision, access, and use of public library services	Interpretivism/ positivism	Qualitative	Case study/ Survey	Permanent secretaries/ Directors and Heads of public libraries/Users	Interview/ Observation/ Questionnaires
	5. Ascertain the utilization patterns among users of public libraries	Interpretivism/ positivism	Quantitative/ Qualitative	Case study/ Survey	Public library users/Directors and Heads of public libraries	Interview/ Questionnaire/ Observation
	6. Determine the levels of satisfaction among users with the use of public library services	Interpretivism/ positivism	Quantitative/ Qualitative	Case study/ Survey	Public library users/ Directors and Heads of public libraries	Questionnaire/ interview
	7. Develop a framework for better public library service delivery	Interpretivism	Qualitative	Case study/ Documentary analysis	Permanent secretaries/ Directors and Heads of Libraries.	Interview/ Observation

5.2 Research methodology and design

According to Olayinka and Oriaku (2006), a research methodology addresses the issues of research design, sources of data, procedure for collecting the data, and data analysis. Research methodology is also about the identification and description of the target population and sampling techniques used in the presentation of instruments and techniques for measurement, design, procedure, and explanation of data analysis. Maxwell (2005) says that using an established research paradigm allows a researcher to build on a coherent and well-developed approach to research. Among such paradigms are philosophical positions such as positivism, post-positivism, interpretivism, constructivism, realism and pragmatism. This study employed interpretivism and positivism as guiding research paradigms. This is because both qualitative and quantitative research methods were used for the interviews, questionnaires, and observation in gathering and analysing the data that were collected.

5.3 Research philosophical dimensions

According to Wahyuni (2012), the philosophical dimension of research encompasses both the ontology and the epistemology as components of the research paradigm. This relates to the nature of the existing knowledge and the development of the knowledge. Ontology in research refers to how one perceives reality (Uprichard, 2013). It involves the perception of the existence of reality as external and independent of the social actors and the interpretations which subscribe to objectivity or reality. It is seen as a subjective or nominal theory which believes in the social construction of reality by social actors, as well as individual contributions to social phenomena. Epistemology, on the other hand, subscribes to the phenomenon of generating, understanding and using knowledge which is acceptable and valid in the conduct of particular research (Uprichard, 2013). In this study two major philosophical paradigms were used in the conduct of the research, i.e. interpretivism and positivism.

5.3.1 Interpretivism

This research paradigm is also called constructivism, which describes reality as constructed by social actors, and the perceptions of people. Wahyuni (2012) posits that interpretivism recognises individuals with their varied backgrounds, assumptions and experiences as contributing to the on-going construction of reality that is present in their wider social context through social interaction. It is a response to positivism in that it recognises the subjectivity of individual human

experiences and perspectives which could change, and have multiple perspectives on, social reality.

5.3.2 Positivism

Creswell (2009) posits that in the positivist approach to research, researchers develop knowledge through the careful observation and measurement of the objective reality that exists in the world. According to Wahyuni (2012), the position of positivists is that the same factual problem will generate similar results if statistically tested carefully by applying a similar research process of investigation. Neuman (2005) postulates positivism as an approach to social science research that combines a deductive approach with precise measurement of quantitative data in order to discover the causal laws that permit predictions of human behaviour. It is posited that quantitative data is preferred in the positivist research approach, and also the use of experiments, surveys and statistics. Creswell (2009) posits that in scientific research methods the researcher must begin with a theory, collect data that either support or refute the theory, and make required revisions before additional tests. This view is shared by Miller (2003) who advocates that positivist research methods describe data and measure them using empirical numbers by employing questionnaires, social surveys, experiments and other techniques to collect data in order to make logical conclusions. Creswell argues that the positivist research approach generalises the outcome of research findings.

5.4 Research methods

Research methods are pertinent components of any research process. The nature of the research problem to be investigated determines the type of research methods that are most appropriate to such a study. The commonly used types of research methods are: qualitative, quantitative, and mixed methods (Aina and Ajiferuke 2002; Pearce et al. 2013). However, this study predominantly used the qualitative method; it also used the quantitative research approach for the questionnaire analysis and presentation.

5.4.1 Qualitative research approach

Fox and Bayat (2007) argue that qualitative research embraces the comprehensive collection of records related to people, actions, context and the perceptions of participants to serve as a basis for the inductive production of explanatory theory. It is inclusive of grounded theory and the

ethnography of the various human races. This study is a case study with a survey component, and as such will embrace these methods.

The qualitative approach involves the collection of narrative data in a natural setting in order to gain insights into phenomena of interest (Bamgboye, et al., 2006). In qualitative research, the researcher does not intervene or control anything. The results of qualitative research are descriptive rather than predictive. According to Fawole, et al. (2006), the results of this type of research are contributory to rich, insightful outcomes owing to synergy among respondents, as they build on each other's comments and ideas. The dynamic nature of the interview or group discussion process provides the opportunity to probe certain themes further, observe, record and interpret non-verbal communication, and engage respondents in 'play' such as projective technique and exercise. Generally speaking, qualitative research has the strengths of understanding context, diversity, nuance, and process (Hancock, Ockleford & Windridge, 2009:6). Prominent methods used in qualitative research for data collection are observation, interviews, and focus group discussions. For this study interviews and observation were used.

5.4.2 Quantitative research approach

Quantitative analysis involves things that can be counted (Fox & Bayat, 2007). Fawole, et al. (2006) describe quantitative research as involving the gathering of information in numerical or statistical form. According to Fawole, et al, quantitative research is different from qualitative in a number of ways, as enumerated below:

- The data is often gathered using more structured research instruments.
- The results provide less detail on behaviour, attitudes and motivation.
- The results are based on larger sample sizes that are representative of the population.
- The research can usually be replicated, giving it greater reliability.
- The analysis of the results is more objective.

However, it is common in many research designs that both qualitative and quantitative research methods may feature because of their complementary roles. A questionnaire was used as a supporting quantitative method to gather responses from the users of public libraries in order to triangulate the interview responses.

5.4.3 Research design

According to Burns and Groove (n.d.), the research design serves as a blueprint for conducting a study with maximum control over the factors that could interfere with the validity of the research findings. The essence of research design is to ensure that the evidence obtained from the research enables us to answer the initial questions as unambiguously as possible. A research design could be a survey, a case study, an experiment or an observation. It is a comprehensive outline of how data are to be collected, the instruments to be used in collecting the data, and how to use the data for analysis and interpretation (Aina, 2004).

5.4.4 Case study research

A case study research design is an in-depth study of a specific phenomenon, and is fundamentally different from a sweeping statistical survey. A case study provides more realistic responses when compared with a purely statistical survey. For example, case study research will provide narrow responses of a particular group which will determine 'why' people spend much time talking on cell phones, whereas a statistical survey will only show 'how' much time was spent, the number of people involved, and probably the gender dichotomy. Yin (2003:12), Jack and Baxter (2008:545), and Zucker (2009) all agree that case study research can be a creative alternative to conventional research approaches, and also illuminate a decision or set of decisions in terms of 'why', 'how', and with 'what' results certain decisions were taken. A case study research design was chosen for this study as the researcher wanted to explore in depth the issues and challenges plaguing the Nigerian public library system, and the best way to do so was by way of gathering qualitative data where all the participants could freely engage and express their opinions by way of interviews. Within the case study design a survey research design was also used in order to establish, by way of quantification, the opinions of the users of the public libraries concerning the service currently delivered to them. This was done for triangulation purposes.

5.4.5 Survey research

This is the process of conducting a study specifically designed for a particular group or population. Survey studies are normally used to study a population from which a sample will be drawn.

Kerlinger (1975) takes the view that empirical research is systematic research in which the researcher does not have direct control over independent variables because their manifestations have already occurred, or because they are inherently not manipulated. Inferences about relations among variables are made without direct interaction from concomitant variations of the independent and dependent variables. Aina (2002) argues that the main purpose of survey research is to seek opinions from individuals on the identified research problem. It is assumed that a consensus of opinion among the respondents will provide a solution to the problem, For example, if a researcher wants to investigate the hours most suitable for the library patrons, a survey research design is used to establish the perceptions of the respondents from the various populations within the research area. The responses provided by the respondents, after analysis, could provide a solution to the problem as it is based on the respondents' perceptions about the query.

5.4.6 Area of study

The areas of study were Adamawa, Kano, Kwara, Osun, Imo and Edo States from the six geopolitical zones in Nigeria.

5.5 Population in research

The two types of population in research are the target population and the accessible population. The target population is also known as the theoretical population, which refers to the entire group of individuals or objects to which researchers are interested in generalising the conclusions; the accessible population is the population to which the researchers can apply their conclusions (Castillo, 2009).

5.5.1 Target population of the study

A number of target populations were used for the study. The permanent secretaries in the Ministries of Education, Science and Technology; the directors and heads of community public libraries, children using the libraries, and the public library users were among the target populations for this study. As explained in section 1.5.2 the National library and its 25 branches were not targeted and therefore did not form part of the target population.

5.5.2 Accessible population of the study

This is a subset of the target population. It is also called a study population. The study population for this research was the 36 permanent secretaries in the state Ministries of Education, Science and Technology; the 36 directors of public libraries; the 36 heads of rural/community libraries; and 29 277 registered users of public libraries in Nigeria. The population numbers for the public library users were established by the researcher during pre-field trips to these libraries based on the available 2012 statistics of registered users in each of the libraries. Where the accessible population is too large, sampling is used to select samples from the target population to represent that population as illustrated in Figure 5.1 below.
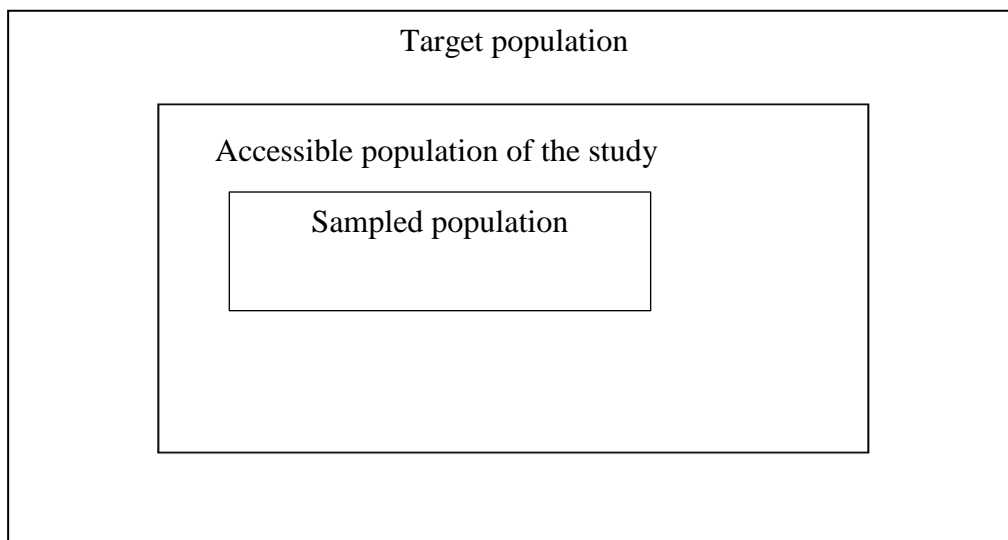
Figure 5.1 Sampling Segment Techniques

Adapted from: Ogundipe, Lucas and Sanni (2006)

5.6 Sampling methods

Aina (2004) argues that there are different sampling techniques for selecting a sample from a population, e.g. probability and non-probability sampling.

5.6.1 Probability sampling

With this method of sampling there is every probability +of selection of any of the elements in the research population. Leedy and Ormrod (2010:205) state that in probability sampling, there is every opportunity for the researcher to specify in advance the representation of the segment in the sample. There are two major characteristics of probability sampling, as follows:

- Equality of the chances of being selected from the study population at all the stages of the selection process.
- Selections are made independently of one another within the sample elements (Leedy & Ormrod, 2010:205).

In probability sampling, there are five sampling methods that can be used by researchers during the process: simple random sampling, systematic sampling, stratified sampling, cluster sampling and multistage sampling.

- Simple random sampling implies a situation where the researcher selects from the created sampling frame using a pure random process. Every sample of the population must be included in order to have an equal chance of being selected by the researcher.
- Systematic sampling: the selection of each unit of the sample from the accessible population is based on randomisation and at fixed intervals.
- Stratified sampling involves dividing the population into strata which evolve from the several sub-populations that are more homogeneous than the total population. Here, items are selected from each stratum in order to constitute the sample for the research. Each stratum has similar attributes, which explains its homogeneity, whereas the strata together have heterogeneous attributes.
- Cluster sampling: This is when the total population of the study is divided into a number of small subdivisions which are also clusters of still smaller units, and then randomly selected for inclusion in the sample for full variability of the population to be captured.
- Multistage sampling: this is used in drawing a sample in a heterogeneous population (Uprichard, 2013).

The researcher used multistage sampling and clustering methods in order to draw a sample from the populations because of the heterogeneous nature of the research environment. Multistage

sampling was used in order to select the sample because of the economic situations of the extensive geographical areas of the study covered. As the study covered all the public libraries in Nigeria the country was divided into six geopolitical zones using clustering methods. One state representing each of the zones, and two public libraries (one urban and one rural) were further selected representing the urban and the rural communities.

5.6.2 Non-probability sampling

In non-probability sampling, the elements in the study population do not have equal chances of being included in the sample. According to Neuman (2011:220), and Leedy and Ormrod (2010:211-212), non-probability sampling techniques include convenience sampling, quota sampling, snowball sampling and purposive sampling.

Convenience sampling involves the selection of elements that are readily available and identifiable by the researcher at a particular point in time. Quota sampling explains the decision of the researcher to carefully identify the relevant elements in the study before concluding on the number of elements to select in each of the categories. Snowball sampling is the process of identifying the randomly selected sampling units before including additional elements because of the referral process. Purposive sampling explains the experience of the researcher in selecting valuable elements which will contribute immensely to the outcomes of the research findings (Neuman, 2011:220; Leedy and Ormrod, 2010:211-212). This simply implies the handpicking of certain groups or individuals by the researcher because of their relevance to the research being conducted. This judgemental decision is based on the researcher's knowledge of the population and understanding of the valuable contribution to the research at hand. This sampling method has a major advantage because it is a way of assuring that crucial information is gathered from the respondents which will enhance the value and quality of the research. Although it has the disadvantage of not assuring the selection of anybody within the category, anybody can be selected based on the judgemental ability of the researcher (Aina, 2002).

Purposive sampling was used in this study to select the interviewees (permanent secretaries, directors of public libraries, heads of rural community libraries, and the users of children's libraries), while the convenient sampling technique was used to select the users of the public libraries who participated in the study, as well as the children available for the interviews.

88

The sample size was drawn from the selected public library users for data collection, adopting Israel's model for determining sampling size. Fox and Bayat (2007) argue that before a sample of the population can be drawn, the researcher should have a clear idea about the population or units of analysis to which the hypothesis or questions apply. They advocate that the sample should be representative of the sample frame.

5.6.3 Frame and size

According to Smith (2011), an appropriate sample size is a key component of a good study design. A sample frame is a guide to the total number of elements to be sampled in a research activity. The sample frame for this research was the total of 29 277 registered users of public libraries (rural and urban), users of children's library services, the 36 permanent secretaries in the Ministries of Education, Science and Technology, the 36 directors of public libraries, and the 36 heads of community public libraries. Obono, et al. (2006) described sampling as the totality of the definition of the research population, drawing a sample from the population and making statistical inferences.

5.6.4 Permanent Secretaries

Of the six permanent secretaries in the selected states of Adamawa, Edo, Imo, Osun, Kwara and Kano, purposive sampling was used in selecting three permanent secretaries from Osun, Kwara and Kano States, representing the South-West, North-Central and North-West geopolitical zones. A total of three was selected for interview in order to gather responses regarding the policies and administration of public libraries in Nigeria. This is because the experience and environment of the libraries are likely to be the same in all the zones, and the same answers would possibly have been received from all the other permanent secretaries in the other three areas selected for the study.

5.6.5 Directors of public libraries

One director of an urban public library from each of the six geopolitical zones in the country was purposively selected for interview regarding the administration and management of public libraries. A total of six respondents was involved in this category, as follows:
• Director, Adamawa State Library Board, Yola, North-East Zone
• Director, Kano State Library Board, Kano, North-West Zone

• Director, Kwara State Library Board, Ilorin, North-Central Zone

• Director, Osun State Library Board, Osun, South-West Zone

• Director, Imo State Library Board, Owerri, South-East Zone

• Director, Edo State Library Board, Benin, South-South Zone

5.6.6 Heads of rural/ community libraries

Six heads of community public libraries were purposively selected across the six geopolitical zones in Nigeria. This is because the experience and environment in the rural communities are likely to be the same in the zones. These libraries are divisions or affiliates of the public library boards:

• Head, Ganye Community Library, North-East Zone

• Head, Bichi Community Library, Bichi, North-West Zone

• Head, Idiagbon Community Library, Sakama, North-Central Zone

• Head, Okuku Community Library, Odo-Otin, South-West Zone

• Head, Isu Branch Community Library, South-East Zone

• Head, Igarra Community Library, Akoko-Edo, South-South Zone

Thus, for the purposes of the interviews, 15 interviewees were purposively selected from across the six geopolitical zones in the country: three permanent secretaries, six directors of public library boards, and six heads of rural community libraries. Five children in each of the public libraries were selected in order to gauge their opinions on the children's library services.

5.6.7 Users of public libraries

A sample frame was compiled before arriving at the sampling size. The sample frame for this study was the public library's registered users as documented by the selected public libraries in Nigeria. According to Israel (1992:2), several approaches can be used to determine the sample size of a study. These include using a census for small populations, using a sample size of a similar study, using published tables, and the application of formulae in order to calculate sample size. This study employed the published table approach by Israel (1992) to draw the sample from the population of public library users as its sample size (Israel 1992:5), because convenient sampling was used, which is one of the conditions for using the model. The total in all the

sampled populations was not less than 100 for each major group. Table 5.2 below shows the sample drawn.

Table 5.2 Sample Drawn

S/N	State	Geo-political zone	Urban popula-tion	Sample drawn	Rural popu-lation	Sample drawn	Total sample drawn
1.	Osun	South-Western	6,123	68	64	10	78
2.	Edo	South-South	2,734	34	58	9	43
3.	Imo	South-Eastern	3,145	41	65	10	51
4.	Kano	North-Western	12,267	129	71	12	141
5.	Kwara	North-Central	3,135	36	108	14	50
6.	Adamawa	North-Eastern	1,441	21	66	10	31
	Total		28,845	329	432	65	394

Sample drawn = 394 respondents

The sample was drawn up by using Israel's (1992:3) model for determining the sample size at ±5% precision level or error margin, where the confidence level is 95%. The population was drawn from the available statistics of registered users for 2012, these being the most current lists available at the time of this study. They were obtained from each of the public libraries during the preliminary study. Out of the users' population of 29 277, a sample of 394 was drawn for the purposes of questionnaire administration (see attached: Appendix VII).

5.7 Research instruments

According to Millen and Vernarelli (2008), a number of instruments could be used for data gathering during a research endeavour such as: observation schedule, interview schedule,

questionnaire and focus group discussion. Some of these instruments can sometimes be deployed as methods, and at the same time as instruments. This study deployed the use of interviews, observation and a questionnaire as instruments used to gather data in order to achieve the triangulation mechanism for validity purposes.

5.7.1 Interviews

Herod (1993:306) argued that there are two major types of interviews that are frequently used in social science research. These are standardized survey interviews and open-ended interviews. In standardized survey interviews, there are a number of closed-ended or fixed-alternative answers which allows statistical measurement in the course of analysis. This type of interview provides the possibility of statistical hypothesis testing and it is also challenged with regards to demonstrating causality. On the other hand, open-ended interviews are designed with a set of respondents in mind; however, the interview can be reformulated in the course of the actual in-field interview (Herod 1993). This type of interview tends to be more spontaneous which offers a two way interaction. The standardised interview does not provide this. Open-ended interviews view variations between interviewers and interviews as significant data which shed light on the meanings of the questions and answers during the interview. This type of interview is liberal in nature because it allows the researcher to examine strategic manoeuvring, conflicts, and trade-offs which may be rendered opaque by statistical manipulations (Schoenberger in Herod 1993:306). An open-ended type of interview was used in this study for interviewing the permanent secretaries, the directors of public libraries, and the heads of community public libraries. This allowed interviewees to introduce topics and to independently speak in their own words and not be dictated by the researcher.

5.7.1.1 Structured interviews

According to Leedy and Ormrod (2010), structured interviews are sets of questions that are designed in such a way that they have the ability to accommodate and ask specific questions. The respondents' answers can be used to generate information for quantitative research analysis.

5.7.1.2 Semi-structured interviews

Semi-structured interviews are used in most cases for the collection of data in qualitative research analysis. This is done by following the standard questions, with one or more probing questions, in order to give the researcher the opportunity to ask the respondents further opinions

where they are required for expansion on the responses given (Leedy & Ormrod, 2010; Neuman, 2011:407). This type of interview falls in between the structured and in-depth interviews. Semi-structured interviews were used for the permanent secretaries and the directors/heads of the public libraries

5.7.1.3 Informal interviews

DeWalt and DeWalt (2002) argue that more approaches to interviewing respondents are more likely to generate data that are comparable. It is always more scientific to incorporate several different types of interviews in the activity of data gathering. An informal interview technique follows the lead of the interviewees and asks occasional questions in order to focus the topic, or to clarify certain points of interest. Informal interviews were held with the children.

5.7.1.4 Interviews (Permanent Secretaries, Directors of Public Libraries and Heads of Community Public Libraries)

An open-ended interview was carried out to gather information from three permanent secretaries, six directors of public libraries, and six heads of community public libraries. This made up a total of fifteen interviews that were carried out on policy issues, administration, management, funding, general provisions of public library services, and challenges encountered. The researcher prepared a list of interview questions for discussion with the permanent secretaries in the Ministries of Education, Science and Technology, and also for the directors of public libraries and the heads of rural/community public libraries. It is expected in an interview process that an interviewee would share his/her perceptions, views, experience, and stories related to a particular phenomenon being observed by the researcher (Wahyuni, 2012).

5.7.1.5 Interviews with permanent secretaries

The interview process requires designing the interview questions and the development of the interview guides before the process of the interview itself. The interview questions for the permanent secretaries had two sections, A and B, and were carefully developed to capture issues such as the experiences and qualifications of the respondents, policies and other administrative matters, finances, challenges and solutions to the identified challenges. The questions were developed keeping in mind the busy schedule of the respondents. The questions were not numerous, but still captured all expected areas of concern. The contents of the interview guide included

Section A (main items, 1-5, see Appendix I)

Section B (main items, 1-7, see Appendix I)

Section A consisted of personal data such as the name of the supervising ministry, the designation of the respondent, the name of the public library that the ministry supervised, the respondent's years of experience, and his or her qualifications.

Section B, asked questions mainly on policies and the administration of the public library. It also sought to examine the sources of funding, challenges, and strategies in overcoming challenges.

5.7.1.6 Interviews with directors of public libraries and heads of rural community libraries

The same set of interview questions was used for both the directors of public libraries and heads of community libraries, in order that the data-sets should validate one another, since these two categories of respondent are heads of public libraries, but in different capacities and environments (see Appendix II).

The interview questions have two sections (A and B). Section A asked questions on personal data such as the name of the library, the designation of the head of the library, and the respondent's years of experience and qualifications. Section B sought to address issues that related to library management and the provision and use of public library services: what was working well, and what was not working well in the libraries, how the libraries were resourced, and the challenges faced in providing services. Questions were also asked regarding the respondent's perceptions about the service usage patterns of the patrons, and suggestions on how improvements could be made to increase use.

5.7.1.7 Interviews with children

Informal interviews were used to gauge the opinions of the children on the access to, use of and satisfaction with the children's library services. This type of interview has the advantage of being flexible enough to enable the interviewee to talk freely on any topic raised during the course of the interview. Questions such as: Do you like to use the library? How often do you use the library? What do you do when you visit the library? What do you like and what don't you like in the library? were asked of the respondents (see Appendix III).

5.7.2 Observation

According to Devlin (2006), observational measurements are used to gather information about behaviour of interest, but with the goal that the researcher's presence does not alter the behaviour that is being observed. This is a technique used for the collection of non-verbal data, especially if a high degree of precision is required. The variable will have to be determined in ways that include observing, weighing, and measuring. According to Bell (1993), observation is a method that reveals characteristics which are impossible to discover by other means. This study employed observation, as a complementary instrument. The items observed were categorised into three sections: A: Resources/facilities; B: library services; and C: physical materials (see Appendix IV). Resources and facilities include the bindery, ICT facilities, the library building, and the preservation and conservation facilities. The library services included opening hours, circulation, the internet, and the library catalogue. The physical materials were trolleys, journal display racks, shelves, library collections, computers, carrels, and reading/sitting capacities.

5.7.3 Questionnaire (Public library users)

A questionnaire was one of the instruments used in gathering data for this study. Osiki (2006) describes a questionnaire as a powerful evaluation tool which can be used to gather data. He argues that, if well designed, it can be a very reliable tool to complement facts; validate the authenticity of a statement; gather information from a large audience; correlate performance and, perhaps, satisfaction with a test system among different group of users; corroborate other findings; and protect the identity or privacy of the respondents, which is necessary for testing hypotheses in order to establish the continuous relevance of a theory. The questionnaire for this study had six sections, as follows:

- Section A captured the biodata comprising six main items: the name of the librarian, gender, occupation, age, disability, and qualification.
- Section B captured responses regarding the awareness of public library services provided by the library.
- Section C captured information on the accessibility of public library services.
- Section D dealt with the use of the public library services.
- Section E sought information on the user's satisfaction with the provision of public library services.

- Section F sought to capture responses on the challenges in accessing and using the services of public libraries. Open-ended questions were asked in this section. These questions included:

• What challenges do you experience when using the library?

• What do you like most about the library?

• What do you like least about the library?

• What are your suggestions for the improvement of public library services?

In sections A-E, there were items which mentioned the specific variables for measurement in the questionnaire, and while section F was mainly allowed for additional comments by the respondents (see Appendix V).

The questionnaire was designed to incorporate both closed and open-ended questions for the purposes of qualitative and quantitative analysis.

5.8 Content analysis

In content analysis, the salient points and factual information are highlighted (Aina, 2002). Fawole, et al. (2006) support Aina's position that content analysis involves analysing, evaluating and interpreting written and visual material. It is often qualitative, but it can also be quantitative, for example, when analysing the amount of time devoted in TV programming to certain issues, or the frequency of occurrence of a particular film or action. In this study, content analysis was used to analyse the responses from the interviews and observation. This study incorporated the qualitative research approach because interviews and observation were involved. The need for content analysis for the purposes of interpreting the data was therefore inevitable.

5.9 Documentary sources

Apart from the public library's registration of users' statistical records that were used as a framework in order to arrive at the population sample size of registered users of public library services, online resources and printed documents (academic journals, government documents, pamphlets, statistical information, geographical sources and text books) were also consulted for

the conceptual/theoretical framework and review of related works which were used to identify the gaps in this study.

5.10 Pilot study

Fox and Bayat (2007) describe a pilot study as a trial run of intended research that is conducted in order to determine the efficacy of the research design and methodology on a small scale. This was necessary in order to ascertain the instruments' clarity, comprehensiveness, and acceptability, and also to test whether any of the questions were ambiguous, and thus might be interpreted differently by different respondents. A pilot study was therefore carried out in order to ensure the validity and reliability of the research instruments, and attend to ambiguous questions or methods before proceeding to the actual field of study. The study was piloted at the Elekuro Community Library, Oyo State, in the South-West geopolitical zone in Nigeria. A pre-test interview was conducted with the head of Elekuro Community Library, and 92 questionnaires were administered to the users of the library, of which 74 were completed and returned. The results of the pilot study were presented and analysed, which gave room for a few modifications in the instruments (such as rectifying any ambiguity in the questions) before proceeding to the field for the major study. It was discovered that some of the interview questions required modification because they were intended to be answered by the permanent secretaries in the ministries or the directors in the main public libraries. The questions required policy and administrative responses of which the library staffs in the rural community libraries have little or no idea.

5.11 Validity and reliability of the instruments

The validity of the questionnaire used in this study was tested using two methods: (1) consulting expert opinion where a content validity index (CVI) was computed, and (2) Cronbach's Alpha, that became more useful where continuous and non-dichotomous data were included in the analysis. The two experts, who were statisticians in the Hydrology Department of the University of Zululand, were selected based on their epistemological as well as informatics-based understanding of both the content and ontological basis of the study. In this context, the experts are here referred to only as Experts One and Two. The judgement of the two experts was computed as presented below:

$$CVI = \frac{Sum\,of\,agreement\,on\,every\,relevant\,judgement}{Total\,number\,of\,items\,in\,instrument} \times 100$$

This is based on the suggestions of experts— who reviewed and judged the questionnaire items as either relevant or irrelevant to the study— that were cross tabulated as shown below:

Table 5.3: Validity and reliability of the instruments

		EXPERT ONE		
		Relevant	Not relevant	Total
EXPERT TWO	Relevant	55	15	70
	Not relevant	5	15	20
Total		60	30	90

$CVI = \dfrac{60}{90} \times 100 = 66.66\%$. It was therefore concluded that the instrument was highly valid for the study.

Reliability: Cronbach's Alpha co-efficient was computed as $\alpha = \dfrac{90}{90-1}\left(1 - \dfrac{1.86}{5.99}\right) = 0.6972$.

It was, therefore, concluded that the instrument was internally consistent and, therefore, reliable (see Appendix VI). As mentioned earlier in section 5.10, the interview instrument was pre-tested during the pilot study at the Elekuro Community Public Library, Ibadan, Oyo State. This pre-test provided the empirical basis for testing that the instrument was valid and reliable. The reliability co-efficient of the self-developed questionnaire was tested during data analysis with scale measurement to ensure its reliability as shown above.

5.12 Data collection procedures

Bamigboye, et al. (2006) identified two common means of gathering data for research purposes. These are, firstly, routine collection from a source, and, secondly, data generation through surveys.

Before the field research was begun, permission was sought from the Ministries of Education, Science and Technology to do the research. Permission was also requested from each of the library directors/heads. Once this was obtained the research proceeded to the field.

5.12.1 Permanent Secretaries

One interview was conducted with only three interviewees in order to prevent multiple interviews which might have elicited the same responses owing to similar circumstances, such as environment and experience (Engel & Schutt, 2005). The parent bodies of the libraries are the Ministries of Education, Science and Technology that supervise and administer the general activities of the library boards. Each ministry has a permanent secretary who is held accountable by the commissioner, and is the chief accounting officer in each of the ministries. The Director of Public Libraries is also directly responsible to the permanent secretary in the ministry. The reason for the interviews scheduled with this category of respondents was to obtain governance and policy perspectives on the subject under investigation. The interview questions were sent ahead to the respondents before the date of the interview so that they could familiarise themselves with the questions. The researcher made telephone calls and sent emails to respondents for further clarification during the field research.

The interview designed for the parent body officials addressed eight themes, which included the demographic information, the provision of public library services, the management of the services, challenges faced, solutions to the challenges, and the means to make public library services attractive to users.

A digital voice recorder (4GB with 2.0 Hi- speeds USB) was used for the interview with the three permanent secretaries in the North-Central, North-West, and South-West geopolitical zones.

5.12.2 Directors and Heads of libraries

Interviews were conducted with public library directors and heads of community libraries. Appointments were made with each of the directors/heads, and interviews were held in privacy in order for the respondents to freely speak their minds.

5.12.3 Children

An informal interview was held with the children found in the public libraries. No children from the rural community libraries were interviewed as none of them was using the library during the fieldwork. Permission to interact with the children inside the libraries was obtained, and they were informed that they were under no obligation to participate, or answer any of the questions.

5.12.4 Observations

The researcher observed the provision and use of services in both the rural and urban public libraries, in the six geopolitical zones under study

5.12.5 Questionnaires

The researcher employed research assistants who assisted in the distribution and collection of the questionnaires. This was necessary because of the large number of respondents involved. Before this, letters of consent were written and delivered to the permanent secretaries, directors, and heads of the libraries, seeking their consent to conduct research in their libraries, and explaining the purpose and significance of the research. This was to ensure that their cooperation and understanding was guaranteed. After a week, the researcher received approval letters to conduct the research (see Appendix XV). Research assistants assisted with the interpretation of the languages, especially in the northern parts of the country where the researcher could not speak or understand the predominantly spoken language (Hausa) when interviews were conducted. A sample of 394 out of a study population of 29 277 was drawn using Israel's (1992) table for determining sample size (see Appendix VII). 363 respondents were able to return their completed questionnaires. Errors were detected in three of them, which rendered them unusable. Hence, 360 questionnaires were analysed, giving a total return rate of 92.1%. The high return rate was achieved because of the cooperation of the public library staff and research assistants who assisted in the administration of the questionnaire. The high level of cooperation by the staff members was made possible because the researcher was also a public librarian for over a decade, and most of the staff members were former colleagues. The questionnaire was administered during the school holidays when it was likely that the turnout of public library users would be larger than normal.

5.13 Data analysis and presentation

The researcher employed research assistants who assisted in the distribution and collection of the questionnaires. This was necessary because of the large number of respondents involved. Before this, letters of consent were written and delivered to the permanent secretaries, directors, and heads of the libraries, seeking their consent to conduct research in their libraries, and explaining the purpose and significance of the research. This was to ensure that their cooperation and understanding was guaranteed. After a week, the researcher received approval letters to conduct

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5.14 Challenges encountered

It is almost impossible to conduct any research without meeting challenges. It is expected that a researcher should be patient enough to overcome any of the multiple possible challenges encountered during research. These challenges could come from uncooperative respondents, their failure to understand the intention or concept of the research, lack of money, the geographical distances between the sampled libraries in the research environment, language barriers, political instability, and/or other socio-economic issues.

This study encountered a number of other challenges, including the insurgency in the northern part of the country, the proximity of research environments, and lack of cooperation and understanding from respondents because of their tight schedules, especially from the public library parent body officials who were senior civil servants. The civil servants were very busy and reluctant to schedule interview appointments with the researcher because of their administrative commitments. The researcher used his acquired research skills by waiting patiently for the interview appointments to be scheduled. Even after they had been approved, a number of interview appointments were cancelled. For example, the appointment with the Permanent Secretary in the Ministry of Education, Science and Technology, Kano State (North-West) was cancelled twice because of impromptu appointments he had with the Kano State

governor. The same problem occurred in the Ministry of Education, Science and Technology in Osun State (South-West) It was observed that the respondents in these ministries were technocrats and political office holders who were knowledgeable and experienced in their respective areas. As mentioned above, the researcher also encountered a language barrier, especially in the North-West and North-East where Hausa is the main language. The researcher engaged the services of a research assistant who doubled as an interpreter during the interview process and questionnaire administration when bad roads and the distance of rural libraries from the main towns made respondents difficult to reach. The lack of patronage, especially in two of the rural libraries, which led to a lack of response to the questionnaire in the communities, constituted a huge challenge. However, responses received from the questionnaires administered to neighbouring rural community libraries in similar geopolitical zones, contributed towards the scientific triangulation of data from the urban public libraries.

5.15 Summary

This chapter has discussed the underlying paradigms for this study and given insight into the research methods and design that was used. Although this is mostly a qualitative study, quantitative data were also collected. The target populations were identified and the sampling methods used to select the respondents were indicated. Both probability and non-probability sampling were used. The instruments used, i.e. interviews, observation and questionnaires, were explained and discussed, and the data gathering procedures explained. How the data were analysed was described, and the challenges experienced in the process explained.

Chapter 6 presents the data analysis of this study.

CHAPTER SIX: DATA ANALYSIS AND PRESENTATION OF FINDINGS

6.1 Introduction

The methodology used for data collection and analysis in this study was identified, discussed and justified in the previous chapter. This chapter presents and interprets the data gathered for this study and addresses the objectives as articulated in Chapter One (section 1.4). The presentation is segmented into Parts One, Two and Three based on the research instruments (i.e. interviews, observation and questionnaires) for easy understanding of the sequence of presentation and the analysis. Each part is further subdivided into sections A, B, C, D and so on, depending on the number of items or questions addressed in it. The justification for the combination of these instruments is for proper triangulation in order to observe issues from different angles (Neuman, 2011). It is also for the purpose of convergence, in order to support the theory of the study. For example, the interviews with the permanent secretaries, public library directors, and heads of community public libraries gave insight into the governance and management arrangements as they affect the provision and use of public library services. The questionnaire administration and the interviews with the children were meant to provide insight into the perception of public library users, and observation was made to evaluate the physical status of variables involved in the study, such as the physical structure of the library, space, shelves, traditional materials, services provided, computers, internet provision, accessibility, and the use of services and other resources.

6.2 Interview responses

The following sections give the responses from the interviews with the permanent secretaries, directors and heads of rural community libraries, and the informal interviews with children.

6.2.1 Permanent secretaries

This section addresses the responses from the interviews conducted with three permanent secretaries who are the public library parent body officials.

6.2.1.1 Section A: Demographic responses (Q. 1-5)

Table 6.1 below provides data on the demographic responses gathered from the interviews with the three permanent secretaries in the South-West, North-West and North-Central geopolitical zones in the country.

Table 6.1: Demographic information of the permanent secretaries N=3

Respondent	Zone	Supervising Ministry	Designation	Years of Experience	Highest Qualification
R 1	South-West	Ministry of Education Science and Technology	Permanent secretary	28	Master's in Business Administration (MBA)
R 2	North-West	Ministry of Education Science and Technology	Permanent secretary	33	Master's in Mathematics (MSc)
R 3	North-Central	Ministry of Education Science and Technology	Permanent secretary	33	Master's in Agriculture (MSc)

The responses indicated that all the three public library parent body officials are permanent secretaries in South-West, North-West, and North-Central zones. They are the officers directly supervising the general activities of the library boards under them. The years of experience of the respondents fell between 28 and 33, as indicated in the above table. This indicates that all the permanent secretaries are highly experienced as they are all close to retirement after 35 years' work. None of the respondents obtained degrees relevant directly to Library and Information Science (LIS). As indicated, one had a Master's in Business Administration (MBA); another an MSc in Mathematics, while the last respondent obtained an MSc in Agriculture.

6.2.1.2 Section B: Provision of public library services (Q.6-12)

Section B of the interview addressed the variables under the provision of public library services. The responses answered research objectives 1, 2, and 3, as identified in Chapter One of this study.

6.2.1.3 Governance and administration of public library services (Q.6)

The reason for asking this question was to ascertain which state organ is vested with the responsibility to govern and oversee the provision of public library services.

The public libraries are governed and administered by each of the state governments through the respective Ministries of Education, Science and Technology. This was evident from the interview responses, as Respondent 1 indicated that the provision for public library services was the responsibility of the state government, specifically the state Ministry of Education, Science and Technology through the permanent secretary. The same response was given by Respondent 2. Respondent 3 added that the Ministry has the responsibility of overseeing the running of the public library boards in each state, which consist of a chairman, a library director, and other members.

6.2.1.4 Role of government in the effective running of the public library (Q.7)

This question sought to establish what the government departments responsible for the libraries saw as their role in ensuring the effective provision of public library services in each state.

In Nigeria a specific government department is responsible for the provision of staff and payment of their salaries, library materials, and the administration of the activities of these libraries. All three respondents indicated that the government was responsible for the recruitment and payment of the salaries of library staff members, for making provision for relevant books, and carrying out administrative responsibilities. It is also responsible for making budgetary allowances and the supervision of the activities of the public library.

According to Respondent 1:

'The government recruits and pays staff salaries; it also provides the library with relevant books and in most cases plays an advisory role in ensuring the smooth running of the library activities'
He added that: 'The government transfers some of the Ministry staff to the library when they have issues with staffing.'

6.2.1.5 Effective management of public libraries (Q.8)

This question was meant to establish how the permanent secretaries perceived the role of government in contributing to the effective management of public libraries.

All the respondents indicated that the government should provide appropriate legislation, sufficient funding, and adequate human resources in order for them to manage the public library activities. These findings are evident in the following sampled verbatim responses.

Respondent 1 indicated that:

'This could be achieved by providing a conducive atmosphere for the managers of public libraries through the provision of functional public library legislation, qualified staff, current and relevant library materials, and making available sufficient funds. Private individuals and NGOs should also be invited to support the library services.'

This sentiment was echoed by Respondent 2 who referred to the role of external stakeholders by saying:

'I think public libraries can be adequately managed by involving stakeholders in the affairs of the library. Government cannot do it alone. People should donate their personal books and useful items that reflect the thinking of the people. I have travelled outside this country and saw how communities participated in the management of public libraries.' Respondent 3 was more vocal about the role of external bodies by advocating the total privatisation of public library services, as according to him, *'There is always efficiency in a privately run organisation.'*

6.2.1.6 Funding of public libraries (Q.9)

To establish how public libraries are resourced, a question was asked regarding how financial provision is made for the provision of public library services.

The three respondents indicated that an annual budgetary allocation was made by their respective state governments to fund the activities of the public libraries. Respondent 1 added that in addition to the budgetary allocations,

*'T*he library also receives both solicited and unsolicited financial and material assistance from UNESCO and Book Aid International, among others.'

6.2.1.7 Challenges experienced by government in providing effective public library services (Q.10)

This question sought to elicit responses on what problems the government departments experienced in ensuring appropriate public library services for their people.

Several challenges were mentioned by the respondents, such as: inadequate funding for efficient service delivery, lack of enough professionally qualified staff, inadequate support from stakeholders and non-governmental organisations, unnecessary bureaucratic processes, lack of current and relevant materials, erratic electricity supply resulting in having to run expensive generators, and low levels of computer literacy.

6.2.1.8 Suggested solutions to overcome challenges that are experienced (Q.11)

The question wanted to establish whether the government officials had any suggestions or solutions to address the challenges identified.

A recurrent theme among the responses was to invite the involvement of external individuals or organisations, to either actively support the libraries, participate in public library management, or to outsource the administration of the libraries to private organisations. Respondent 3 voiced his opinion thus: '*Government should take its hands off the administration of public libraries and privatise the sector as is done for most government establishments now in Nigeria.*'

Respondent 2 suggested that:

'*Autonomy should be given to public library administrators in order to give way for administrative flexibility and eradicate unnecessary bureaucratic processes.*' He added that in addition, '*Qualified and sufficient staff should be provided, and funds must also be made available. Current and relevant materials should be provided.*' This sentiment was shared by Respondent 1.

On the issue of inadequate legislation Respondent 1 suggested that government should '*provide a conducive atmosphere for the managers of public libraries through the provision of functional public library legislation.*'

6.2.1.9 Suggestions on making public libraries more attractive places to visit and be used by the people (Q.12)

Regarding how the public library services can be made to be more attractive, Respondent 1 stated that: '*An awareness campaign should be put in place, users' registration fees should also be reduced, and new and relevant services must be introduced. Efforts must also be geared towards digitisation.*' Respondent 2 supported the idea of awareness campaigns by indicating that 'A*wareness strategies must be improved.*' Respondent 3 suggested *'encouragement in the area of patronage.*' Respondent 2 also advocated the creation of a forum '*to enable the general public to acknowledge the value of the public library.*' These respondents also acknowledged the need for professionals and other stakeholders in the information industry to project a positive image of the public library.

The issue of the introduction of new and relevant services was mentioned by all three respondents, with Respondent 2 admitting that '*Present services could be improved on.*'

In the last instance, Respondent 1 acknowledged that '*The public library in this part of the world should introduce recreational and leisure activities. We hardly find time to relax and put our minds off work in most cases.*'

6.3 Interview responses: Directors of public libraries and heads of rural community libraries

The interviews with the directors and heads of the public libraries aimed at establishing governance and management issues affecting the provision and use of the library services.

6.3.1 Section A: Demographic responses (Q. 1-4)

Table 6.2 below provides data on the demographic responses gathered from the interviews with the six directors of urban public libraries, and six heads of rural libraries in the South-East, South-South, North-East, North-Central, South-West, and North-West geopolitical zones in the country. The respondents were asked to indicate their designation, years of experience and highest qualification.

Table 6.2: Demographic information of the directors of public libraries and heads of rural community libraries N=12

Respondent	Designation	Library	Years of Experience	Highest Qualification
Urban libraries				
R 1	Director	UPL 1	28	Master's in Library and Information Science
R 2	Director	UPL 2	32	Master's in Library and Information Science
R 3	Executive Director	UPL 3	23	Bachelor of Library and Information Science
R 4	Deputy Director	UPL 4	34	Bachelor of Library and Information Science
R 5	State Librarian/Director	UPL 5	24	Master's' in Library and Information Science
R 6	Executive Director	UPL 6	31	Bachelor of Library and Information Science
Rural libraries				
R 7	Library Officer	RUL 1	6	National Certificate of Education
R 8	Library Officer	RUL 2	16	Diploma in Library Science
R 9	Assistant Chief Library Officer	RUL 3	12	Diploma in Library Science
R 10	Librarian II	RUL 4	7	Bachelor of Library and Information Science
R 11	Assistant Library Officer	RUL 5	4	Higher National Diploma in Library and Information Science
R 12	Assistant Chief Library Officer	RUL 6	18	Diploma in Library Science

Table 6.2 show that designations of the directors of the urban public libraries varied, i.e. two are called executive directors, two directors, one is known as a deputy director, and one is called a director/state librarian. The years of experience of respondents were between 23 and 34. Three directors had between 23 and 28 years of experience. The other three directors had more than 30 years of experience, and had few years left to reach their retirement year of 35 years in service. Regarding the highest qualifications, three directors were holders of a Bachelor of Library and Information Science degree, and three directors had Master's degrees in Library and Information Science.

Responses from the heads of rural community libraries show that there are two library officers, two assistant chief library officers, one librarian, and one assistant library officer. Years of experience ranged between four and 18 years. Three respondents had less than 10 years of experience, while three had between 12 to 18 years. With regard to qualifications, three

respondents were holders of a Diploma in Library Science, but only one respondent had a Higher National Diploma in Library and information Science. One respondent had a National Certificate of Education, and has another had a Bachelor of Library and Information Science degree.

6.3.2 Section B: Administration and management of public library services (Q. 5 - 13)

This section sought to gain information concerning the administration and management of the urban public libraries and the rural community libraries.

6.3.3 Responsibility for the running of the libraries (Q.5)

This question sought to establish who is responsible for the management of the libraries, and how this appointment is made.

According to Respondent 1, the administration and management of the public libraries is the responsibility of the director of library services, and his appointment is based on seniority. Respondent 2 concurred that the director of the public library manages the libraries, but indicated that his appointment was made by the state government through promotion, and based on merit. Respondent 3 explained that the executive director was the person responsible for the management of the libraries, while the state governor was responsible for his appointment. Respondent 4 indicated that the .Ministry of .Education, .Science and Technology was responsible for the management of the libraries, but did not indicate who was responsible for his appointment; and Respondents 5 and 6 indicated that the state government was responsible for the general administration of the libraries. No indication of how the library directors were appointed was given.

Concerning the management of the rural community libraries, all the respondents, with the exception of .Respondent 10, indicated that the state Library Boards were responsible for their management as they were affiliated to the state .library .boards. Respondent 10 indicated that the library was established by a politician and financed by the local government. The respondent for this library indicated that it is managed by the community, though the state library board provides advisory, moral, and sometime material support.

6.3.4 Nature of the libraries (Q. 6)

The respondents were asked to describe their libraries and the services offered in their own words. From the responses given by the urban library respondents it was evident that all the libraries were public libraries, with predominantly print collections such as: textbooks, journals, newspapers and reference material, though a few indicated that they had some digital material. They all indicated that they were open to every member of the community.

Respondent 1 explained that his library, in addition to the normal library services, also has a handicapped user section, as well as computer and internet services. He indicated that the library was funded by the state government, and had adequate professional staff, but no professional support staff. Respondent 2 indicated that his library is solely dependent on the government for its existence, and that it provides free services to all without any discrimination. The library has enough professional and support staff to execute their duties. Respondent 3 said that his library has mainly print books, journals, and newspapers as information sources, though preparations for the provision of e-resources was at an advanced stage. He further explained that the purpose of the library was to establish, equip, control and maintain public/community libraries and school libraries. Additional objectives were to ensure that they also provide services to support education; act as legal depository centres for the state; provide services to institutions; and serve as centres for the community to have free access to information. They have also established a book depot. Specific services offered included reprographic services and user education. Respondent 3 indicated that the library is funded by the state government, and that both professional and paraprofessional staff were available in it.

According to .Respondent 4, his public library serves all members of the community regardless of status. Services offered included child-focused library services, serials, and referencing science, technology and humanities material. The library also offers photocopying services and an Internet cafe service/ Respondent 5 indicated that his library provides a variety of general information, recreation and cultural services. He added that: 'W*e also support the education of students by providing material which supports the curriculum of the institutions around the state.*' Respondent 6's library acts as a legal depository centre for the state. In addition to providing the normal library services to community members, an e-library in '*an advanced stage of expansion*' was also available.

All the respondents from the community public libraries indicated that they were serving the interest of the communities where they were situated. Respondent 7 stated that *'The library is a public library serving the people of this community and it is a branch of the state library board. We render general services on information dissemination, but prominent among them are the newspaper services. Most administrative activities are carried out at the library headquarters. The library is open to every member of the community every day, except on Sundays, without any restriction.'* Respondent 9 indicated that the library is administered by the library board in terms of resources, staffing and materials, while Respondent 12 indicated that although they provided services across all disciplines, they also provided cultural, information and educational services.

In terms of opening hours, with the exception of two libraries, all opened from 8 am to 6 pm. It was only on Saturdays that there was some variance, as indicated in Table 6.3 below.

Table 6.3: Opening hours of the public libraries N=12

Library	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Urban							
UPL 1	8am - 6pm	8am - 6pm	8am - 6pm	8am -6 pm	8am - 6pm	8am - 6pm	Not indicated
UPL 2	8am - 6pm	8am - 6pm	8am - 6pm	8am -6 pm	8am - 6pm	8am - 4pm	Closed
UPL 3	8am - 5.30pm	8am - 5.30pm	8am - 5.30pm	8am - 5.30pm	8am - 5.30pm	8am - 1pm	Closed
UPL 4	8am - 6pm	8am - 6pm	8am - 6pm	8am -6pm	8am - 6pm	8am - 2pm	Closed
UPL 5	8am - 6pm	8am - 6pm	8am - 6pm	8am -6pm	8am - 6pm	8am - 6pm	Closed
UPL 6	8am - 6pm	8am - 6pm	8am - 6pm	8am -6pm	8am - 6pm	8am - 1pm	Closed
Rural							
RUL 1	8am - 6pm	8am - 6pm	8am - 6pm	8am -6pm	8am - 6pm	8am - 6pm	Closed
RUL 2	8am - 6pm	8am - 6pm	8am - 6pm	8am -6pm	8am - 6pm	8am - 4pm	Closed
RUL 3	8am - 5.30pm	8am - 5.30pm	8am -5.30pm	8am - 5.30pm	8am - 5.30pm	8am - 1pm	Closed
RUL 4	8am - 6pm	8am - 6pm	8am - 6pm	8am -6pm	8am - 6pm	8am - 4pm	Closed
RUL 5	8am - 6pm	8am - 6pm	8am - 6pm	8am -6pm	8am - 6pm	8am-6pm	Closed
RUL 6	8am - 6pm	8am - 6pm	8am - 6pm	8am -6pm	8am - 6pm	8am-1pm	Closed

6.3.5 Positive and negative library experiences (Q.7)

The aim of this question was to establish the positive and negative experiences concerning service delivery to the community the libraries serve.

From the responses it was clear that most of the respondents felt that the easy access to the library services, willingness of staff to always assist the users, and the relatively high level of patronage by users were positive aspects. Sufficient government support for the libraries was also seen in a positive light. However, the lack of public library autonomy, administrative bureaucracy; lack of current material and services, and insufficient funding and staff were identified as problems.

On the positive aspects in each urban library .Respondent 1 stated that their citizens were lovers of education and reading – which ignited support from the government and also led to a high level of patronage. Respondents 2, 3 and 6 indicated that their well-organised collections and staff dedication were strongly supported by their communities.

Regarding what is not working well, Respondent 1 indicated that 'F*requent changes in government and commissioners of the Education Ministry in the state prevent quick completion of library projects and services*.' Respondent 2 added that 'T*he public library is poorly funded, therefore, most of the time we are handicapped in our operational activities'* Respondents 3 and 6 complained that outdated information material was a handicap, and Respondent 4 said that 'T*here is the problem of bureaucratic process in the administration of the library, which hinders the smooth running of the administrative process.'* This was affirmed by Respondents 5 and 6. Additional challenges mentioned by these three respondents were insufficient funding and lack of professional staff.

The experience of the rural community libraries revealed that with the exception of one respondent who indicated that 'T*he area of patronage is working well because the degree of utilisation is high,'* all the respondents agreed that the community public libraries were not well patronised owing to inadequate facilities and lack of professional staff. This was evident from the response of Respondent 8, who stated that '*The library is not well patronised owing to a lack of adequate facilities, illiteracy, irrelevant services and lack of awareness.*' This was confirmed

by Respondent 7, who stated that although they provide support services for students in their studies, especially during the holidays, patronage is still low.

Respondent 10 stated that: '*Although, we don't have current materials, the general management of the library lacks adequate funding. We also have a shortage of staff, as you can see for yourself.'*

This was different from the position of Respondent 11, who stated that '*We offer services for the community and provide support services for students in their studies, especially during the holidays. The patronage of the library is, however, very low.'* Respondent 9 indicated that 'W*e do not have enough materials to satisfy the community.'*

6.3.6 Resourcing the libraries and the value the community put on the services rendered (Q. 8)

This question sought to establish how the community libraries are resourced, and whether there was support from the government for the libraries. It also wanted to establish how the librarians perceived the value that their communities attached to the library services.

In terms of resourcing, the responses in the urban libraries indicated that the libraries were resourced through several funding options such as annual government budgetary allocations, internally generated revenues, community support, donations, and exchanges. Respondent 1 stated that resources are acquired through 'direct purchasing and through the support of the '*Friends of the Library*', and Respondent 2 indicated that resources are acquired by way of gifts, legal deposits and annual budget allocations. According to Respondent 3, the library is resourced by public funds, donations from organisations, and individuals. This was also the case in Respondent 4's library. In the case of Respondent 5's library, the government was identified as the only source of funding, and Respondent 6 said that '*The library is resourced through government's yearly budgetary allocation, donations, legal deposit and exchange. We also receive support from the Friends of the Library.*' With the exception of Respondent 3, none of the respondents indicated any other support they might receive from the government in terms of resourcing their libraries. According to Respondent 3, the government assisted with logistical and moral support.

Asked whether the communities valued the available resources, Respondents 1, 3 5 and 6 agreed that the community values the library. This was mainly ascribed to the high level of patronage. Respondent 5 expressed the following sentiment: '*I think the community values the library because of the cooperation we receive from them.*'

Respondents 2 and 4 indicated that, according to them, the community did not value their services and resources; but Respondent 10 indicated that the level of usage of the services and resources was '*encouraging*'.

On the other hand, the responses from the rural communities revealed that alternative sources of funding complement the funds from the state library board by stating that '*The library is resourced by the state government and the community progressive union in the United States of America, donations from individuals and support from well-meaning individuals.*' Respondent 8 stated that '*Because of the support from the community, I can say that the community values the library.*' Respondent 11 stated that 'We depend fully on the state library board for funding because this library is a branch of the library board. I am not sure the community values the services of the library, judging by very low patronage.'

The response from Respondent 9 indicated that '*The library is resourced by the state library board, and I don't think the community values the library because of low patronage. They do not come to use the library as expected.*'

Respondent 10 said that the scenario was different in their case as their library is a privately established community library, and therefore '*the management of the library finances the library through the local government that took over the library. Some friends of the library in the community also support financially. We also receive good will and advice from the state library board. I can say that the community values the library.*' Respondent 12 stated that '*The library is resourced by the state government through the state library board. We do not have any other source of funding apart from that one. I do not think the community values the library owing to the low patronage.*'

6.3.7 Challenges experienced in the provision of services (Q. 9)

This question aimed at establishing what challenges the administration faces in providing library services to their communities. A number of challenges were mentioned.

Responses from the urban libraries: Respondent 1 said: '*Financial stress, insecurity of books occasioned by students pilfering of the books, the exodus of public library staff to academic libraries for higher pay are some of the challenges experienced in the provision of library services. There is the need for an e-library to meet modern demands of clientele.*' Respondent 3 indicated that '*We are challenged with inadequate funds, lack of skills in IT for staff, lack of staff motivation, irregular supply of electricity, poor working environments, and inadequate working materials.*' The lack of funding and scarcity of professional staff were also mentioned by Respondent 4. Respondent 5 stated that '*We have a serious challenge in the area of staffing where inexperienced staff are transferred from the Ministry to the library. These are Ministry staffers who know little or nothing about the library profession. This poses a lot of challenges in the daily running of the library activities. We also do not have enough space, as you can see for yourself. Although, the building was recently reconstructed to wear a new look, we require a bigger building.*' To this, Respondent 6 added that '*We are constrained by funding. Without funds, you can hardly achieve anything.*'

The responses from the rural community libraries concurred with all the challenges identified by the directors in the urban libraries, but added that, the identified challenges can be addressed if the library boards and the local government authority concerned paid more attention to the roles of the community library services. The responses indicated that there were challenges such as: lack of current materials, low patronage, inadequate staff, the illiteracy level of the community, and lack of recognition.

Respondent 8 stated that '*We have so many challenges, but importantly, we do not have current materials, hence the reason for low patronage. Only newspapers, and even those are the ones used by the library headquarters.*' Respondent 11 agreed, saying that '*We have inadequate funding as well as lack of current materials and awareness.*'

Respondent 10 stated that their library experienced '*inadequate funding, non-current materials and lack of trained public librarians. Improvement is also required in the area of library computerisation.*' Respondent 12 expressed the same concerns.

6.3.8 Access and use of public library services (Q.10)

This question sought to establish whether users were accessing the library services and using them optimally.

In the urban libraries it was clear from the responses that the users were generally accessing and using the services of the libraries, but not without some impediments that affected access to and use of the services and resources. Respondent 1 said: '*Yes, those library users who know the value of the library access and use the services provided. We have 18 computers meant for staff use, three OPAC computers for library users, and four for the e-library. But because of lack of funds, these computers, especially those for users, cannot be maintained, and they have packed up.*' Respondent 2 explained the situation in his library: '*Some are satisfied, while the majority are not satisfied owing to the inadequacy and outdated nature of the available resources. The format of materials in print dominate, there is ineffective promotion of services, inadequate space and lack of ICT skills of staff.*' Respondent 3 declared: '*Well, I don't think so. Although we have good patronage, that does not mean that they are accessing and using the services as expected.*' Respondents 4, 5 and 6 said that in their libraries the users did access and use their services optimally.

However, in the rural community libraries, the responses indicated that access to and use of the library services seem to be affected by the outdated and irrelevant materials provided by these libraries. Physical access seems not to be a major issue because these libraries are located centrally within the communities, and most of them are within walking distance from the residences. The buildings, however, were reported to be mostly dilapidated. On whether the users were accessing and using the services of the library optimally, Respondent 11 stated: '*I am not sure. You can see for yourself that we lack patronage.*' Respondent 8, however, said: '*Yes, the community is accessing and using the library. The only problem we have is that we do not have enough materials and the few we have are outdated. For example, we do not have a single computer. It is that bad as you can see by yourself.*' Respondent 12 stated: '*I do not think the users are accessing and using the services optimally, because we do not have enough books for adults and children. We also do not have computers.*'

6.3.9 Ability to address the issues and challenges (Q.11)

This question aimed to establish from respondents whether they had the ability to address the issues and challenges they identified.

Responses to this question revealed that the library board relied on the Ministry to address the issues and challenges affecting the smooth management of the libraries. This is evident from the responses of Respondent 5 who stated that: '*We made efforts to write about our position to the Ministry on the need for public autonomy, but there has been no positive response yet.*' The opinion was shared by Respondent 4, who revealed: '*We made efforts to appeal to the Ministry of Education to assist in stocking the library with relevant materials and make funds available, but we are not getting the expected results.*' Respondent 1 agreed: '*We have done a lot of presentations to the government and appeals to public-spirited individuals, but positive results are yet to come.*' Respondent 2 added another dimension by indicating that the issues and challenges confronting public libraries can be addressed '*only by proper funding. Without money, no meaningful achievement can be made. Secondly, training and employment of qualified library personnel is essential.*'

The responses from the RULs revealed that there was little or nothing the heads of the libraries could do in this regard because policies and decisions are made at the library headquarters. The findings also revealed that efforts had been made by writing and reminding headquarters of the need to address these challenges, but no positive response had been received. Respondent 9 said: '*I think this is a management issue which can only be addressed at the library headquarters.*' Respondent 6 also supported this position by stating: '*There has not been any definite action towards that. The library board can only address the issue.*' Respondent 7 said: '*I don't think we have the authority to address any of the challenges.*' Respondent 10 responded to the question as follows: '*Well, we always discuss the way forward at the management meeting. We need more cooperation from the community and financial assistance from philanthropists who really know the importance of a community library. We also intend to improve our cooperation and resource-sharing mechanism with other libraries.*'

6.3.10 Satisfaction with the use of services and suggestions for improvement (Q. 12 & 13)

These questions sought to establish whether the users were satisfied with services delivered by the public library, and their suggestions for improvement. On users' satisfaction with the services provided, three respondents in the urban libraries indicated that the users were not satisfied, while two respondents stated that the users were satisfied, and only one respondent did not state precisely whether the users were satisfied or not. Respondent 3 stated: '*Well, not all the users are satisfied with the services.*' To improve satisfaction he suggested: '*There is a need to provide enough current resources, sufficient study space and e-resources.*' Respondent 6 stated: '*I think they are satisfied because the last time we organised a community forum, they expressed their appreciation for the services provided by the library.*' On improvements he suggested that '*We need to improve on our awareness strategies and the level of services that we provide.*' Respondent 5 said: '*I don't think the users are totally satisfied with our services.*' To improve the situation he suggested it could be done '*through awareness mechanisms in the radio, newspapers and community meetings. New and relevant services must be introduced, and the environment made more conducive for reading, relaxation and entertainment.*' Respondent 4 said: '*I don't think users are satisfied. We will continue in our efforts to appeal to the Ministry to provide funds so that we can acquire current books and embark on awareness strategies.*' Respondent 1 responded to the question by saying: '*Within the framework of available resources, we have managed to render moderate services.*' He indicated that to improve satisfaction they do a lot of explaining, and also direct the users on how best to search for information. Respondent 2 was more vocal: '*I don't think so. Patronage and use of public library services can be improved through adequate stocking of current materials and computerisation of the library system for easy accessibility and retrieval of information. Constant electricity should be supplied by maintaining the existing generator as a stopgap measure when there is power outage.*'

In the rural community libraries, responses to the question on satisfaction with the use of library services revealed that the libraries' users were not satisfied. Only Respondent 10 indicated that the users were satisfied: '*I may say that the users are satisfied because of the encouraging patronage level and the support we received from the community.*' All the other respondents

indicated that the users were not satisfied with the services provided. Respondent 7said: '*I do not think the users are satisfied with the services offered,*' which was supported by the responses from Respondents 8 and 11: '*No. But this is work in progress because we are still pleading for the best to be done,*' and, '*I am not sure, as you can see for yourself that we lack patronage.*' On suggestions for improvement, Respondent 11 said: '*I suggest that more professionals be provided. Current materials are also required; the community should equally be sensitised on the need to use the library which is the duty of the library professionals.*' Respondent 9 added: '*Adequate funding should be provided to buy more books and storybooks for children. Awareness strategies should be put in place and good management structures are required.*' Respondent 7 stated: '*To be honest with you, public library services are neglected in this country. The government should pay more attention to all areas of need for good public library services.*' Respondent 10 asked for an increase in the awareness levels of users, provision of more funds from private individuals and corporate organisations, and the provision of relevant and current services.

All six respondents agreed that the introduction of new services, acquisition of relevant and up to date library materials, awareness programmes, a regular supply of electricity, adequate funding, provision of a conducive environment, and library buildings with the required furniture would go a long way to encouraging users to use the services and thereby improve service delivery.

6.3.4 Part one D: Informal interview with the children (Q. 1-7)

The informal interviews with the children aimed at soliciting their views on the library services available to them. The 30 respondents' responses mainly reflect the views of urban children as no rural children were found in the libraries during the time of the fieldwork research.

6.3.4.1 Library use (Q.1)

The responses gathered from the informal interviews with the children in the urban libraries indicated that 23 respondents '*like to use the services*.' In the children libraries, however, they got bored quickly because of the lack of a variety of services and sources, and 7 respondents in UPL 6 and UPL 3 said they were not sure if they liked to use the services of the libraries.

6.3.4.2 Frequency of visits to the library, and reasons for visits (Q.2&3)

Responses on the frequency of library visits demonstrated that 19 of the 30 respondents indicated that they visit the library during holidays, while 11 visit the library not only during the holidays but even during school days. They come to the library after school hours and wait for their parents to fetch them on their way home from the office/place of work. .

'I visit the library during the holidays to read storybooks, do my assignment from holiday lessons, and sometimes play with my friends.'

'I visit the library on holidays and during school periods to wait for my mummy to carry me home on her way from office.'

6.3.4.3 Library experiences and satisfaction levels (Q.4, 5, 6 &7)

Responses to Question 4 indicated that the best things the respondents liked in the libraries were storybooks, computers, meeting friends and the library buildings. On Question 5, the respondents indicated that they did not like the fact that there were not sufficient storybooks, no film shows, nor storytelling periods, insufficient seats, and the inability to borrow storybooks and read at home. With Question 6, on their satisfaction with library services, 22 of the respondents were not satisfied. One of the respondents said: '*I am not satisfied with the use of the services because there are no film shows, televisions, and games. I would like the library to introduce story times and give us snacks as we have in my school.'*

6.4 Part two: Observations (public library resources/facilities, services, and physical materials)

An observation schedule was used to observe the libraries and the services/facilities they offer. The results from the observations are presented below.

6.4.1 Opening hours

Although the opening hours of both the rural and urban libraries seem to be mostly the same, there were slight differences, especially on Saturdays. It was observed that some public libraries closed earlier on Saturdays contrary to the official closing hours. For example, in UPL 4 the library closed at 11am on a particular Saturday, which deprived the library users of access to the services for reasons that were not clear to the researcher. Even on Fridays, it was observed that

most of the library staff on morning duty closed earlier, leaving their positions empty before the staff on afternoon duty took over from them. It seemed that Friday has been tagged a 'half day working day', despite the shift working arrangements by the library management. It was also observed that the staff on afternoon duty took advantage of the practice to close before the normal scheduled time.

6.4.2 Circulation procedure

It was observed that there were no charging and discharging activities at the circulation desks of both the urban and the rural libraries, except the confirmation of users' registration cards before accessing the libraries. The circulation desk staff also ensured that library patrons did not go out of the library unchecked in order to be sure that they did not remove library material. However, users were observed to consult material by selecting it from the shelves and leaving it on the tables after consultation. Circulation desks in the rural libraries were made available in some cases, but without any activity by the librarian in charge, and sometimes the head of the library took the responsibility where there was no staff available. This was evident in the circulation procedures of RUL 6, 5, 3, and 1. In the serial and reference sections of the library the library officer on duty requested the users' library registration cards before they were allowed to consult the library material such as government gazettes, newspapers, reports, bulletins and magazines. In all the observed libraries the library cards were returned to the user once he or she had finished consulting the materials.

6.4.3 Internet/ICT facilities and use

Computers were found to be available, though not always functional, in all the urban libraries. It was observed that in UPL 3, ICT/e-library facilities were available, but had yet to be fully used. A number of computers, internet facilities and related devices were observed in the library, though users were heard complaining about slow connectivity owing to the lack of bandwidth capacity. In UPL 2, there was an encouraging intention to begin providing the library with internet/e-library access, as shown by the presence of computer stations and internet facilities put in place at the time of this observation; but these facilities were not yet in use, though it was clear that their full implementation would begin soon. Four computers were observed for administrative use and carrying out professional activities at UPL 5. There were also additional computers that were recently acquired for the e-library, but which were not being used, although

arranged in a room for use in the future. The situation was better at UPL 4, where there were seven desktop computers available for administrative and professional activities. Internet access and use in UPL 4 was hampered by low bandwidth, lack of space and unstable electricity. There was more evidence of internet access and use in UPL 1 in comparison with other libraries, as the researcher observed that the service was stable and fast. However, use of these facilities was badly affected in all the libraries by irregular electricity supply, inadequate space and slow bandwidth.

Three computers without internet connectivity were observed in RUL 4, but none of the other rural community libraries had any computers available.

6.4.4 Children's library services

It was observed that in both the urban and rural libraries, there was provision for children's library services, but it seemed to be grossly inadequate. It was expected that services such as talking books, lap times for infants, storytelling times, evening lessons and educative/instructional film shows would be offered. None of these were present, but all the libraries provided storybooks, and a few materials such as maps, figure and letter identifications, and seating arrangements. The children's libraries in these libraries were observed as places for keeping children safe after school hours because the parents of these children normally came to fetch them on their way home from office.

6.4.5 Library catalogue

UPL 1, 2, 3, 4, 5, and 6 used Anglo-American cataloguing rules (AACR2) and the Dewey decimal classification scheme (DDC) in cataloguing and classifying their collections. None of the catalogues in the urban libraries were functioning at the time of this study, which was evident by their dusty and abandoned condition. They were seemingly just there as a kind of representation, not necessarily as a true reflection of the libraries' collections. The researcher did some spot checks to trace titles found in the library catalogue, and discovered that the titles were not present on the shelves or on the tables in the library. It was possible that these titles had been stolen, or damaged and taken for repairs, but no such reference was made on the library cards. In RUL 4, the presence of a catalogue cabinet was observed, but as in the UPLs, the catalogue cabinet was not functioning. There were no catalogue cabinets containing catalogue cards in any of the other RULs.

123

6.4.6 Serials' services

There were sections tagged 'serials' in all the urban libraries where gazettes, yellow pages, magazines, pamphlets, newspapers and other government documents were kept. There were quite a number of interesting periodicals in these sections of the libraries, but some of them were outdated, with the exception of the newspapers and a few magazine titles. In UPLs 1, 4 and 6's serials sections there were government gazettes which projected the activities of the government for a specified period of time, such as appointments, expenditure, promotions and others. In some cases, two, three or more years' activities could be published in a single volume. It was observed that these sections had more users than the other sections, with the exception of the reader services' section, where most users were students. In using any information material at the serials section of the library, the user had to hand over his/her library registration card to the officer in charge and ask for the needed information, which was then given to the user for 30 minutes to one hour. This period of serial consultation varied from one library to another, after which the user had to return the material and collect his/her library card. The material in the serial section of the library was not meant to be consulted outside the section. None of the RULs observed had a separate section tagged 'serial', but there was serial material such as old magazines, newspapers, and bulletins which were consulted within the libraries' premises.

6.4.7 Reprography services

Observations made on the reprography services indicated that none of the public libraries studied had fax machines. Users made copies of required information/library material using photocopying machines and scanners. But in UPL 3, 4, and 6 the photocopiers were in a bad condition. At these libraries users were allowed to take the materials outside the libraries to make copies in shops, usually opposite the library buildings or very close, once they had handed over their library registration cards to the librarians. Once the library material was returned to the library, the library registration card would be given back to the user. In this way the library materials were safeguarded from theft and gradual disappearance. There was no reprography service observed in any of the RULs. It was observed that the erratic electricity supply in these rural community libraries could be responsible for non-availability of the services because even if they had been available, irregular electricity supply would not have made them functional.

124

6.4.8 Bindery facilities

It was observed that the provision and use of bindery equipment/facilities in UPLs 3, 4, and 6 were in place and functioning, but lacked material and other equipment to facilitate the smooth running of the departments. Bindery equipment/facilities are used to assure the longevity of the library collections by means of amending, trimming and spiral/complete binding in either paper or hard covers. Sometimes the facilities are extended to the general public to raise money, as in the case of UPLs 1, 4, and 6. UPL 5's bindery unit was not functioning at the time of the observation. Most of the library materials that required maintenance were taken to the government press unit at the secretariat for attention. None of the RULs had bindery facilities, but relied on the library headquarters for bindery or maintenance.

6.4.9 Mobile libraries

Observations showed that only UPLs 1, 2 and 6 had one or two mobile library vehicles outside the library buildings, but it was discovered that they were not functioning.

6.4.10 Library buildings/facilities

It was observed that all the urban public library buildings under study were conducive to their functions to a certain extent, but required upgrading or refurbishing in order to meet with a modern public library's requirements. For example, provision was not made for the disabled with wheelways which would enable them to access and use the library services. Some of the buildings required more space because of the increase in the number of registered users. UPL 5's building was a typical example. The building was goodlooking from the outside because it had been recently refurbished, but no provision was made for more space for the library users. The researcher observed that the provision for the reading/sitting capacity in all the libraries was made years back without the necessary plans for maintenance. The increase in the number of registered users made it insufficient, and a lot of the seats were due for replacement or refurbishing, except in UPLs 6, 1, and 3, where these facilities were good. There were lots of damaged chairs and tables abandoned in UPLs 4 and 5.

Most of the RUL buildings were old and dilapidated, and generally not suitable for community library buildings. The library services were not provided in separate sections, but rather all in one single room accommodating all the available collections and services.

6.4.11 Book carriers

It was observed that book carriers were provided and used in UPLs 2, 3, and 6. However, there were not enough of them, judging by the number of books that were waiting to be shelved. There were no book carriers observed in UPLs 1, 4, and 5. This resulted in library assistants/attendants having to carry the consulted books/materials by hand to reshelve them. There were no book carriers in any of the RULs.

6.4.12 Preservation/conservation facilities

Observation indicated that inadequate electricity supply affected the preservation/conservation facilities put in place in all the UPLs under study. For example, all the libraries had air-conditioning, lighting and fans in reading rooms, offices and technical areas where library collections were processed/maintained. However, none of this equipment was functioning at the time of observation owing to a lack of electricity. At UPL 4 books were secured with an electronic security device hidden at designated pages inside the books, which automatically raised an alarm when an attempt to steal them was made. But it was observed that the idea was not successful, and was discontinued because of the lack of electricity, which probably could be part of the reason why taking library material beyond the vicinity of the library was also stopped for fear of loss.

6.4.13 Book trolleys

Book trolleys are designed to collect used books and other library material from the tables for reshelving and proper arrangement for further use. They are different from book carriers because the carriers are bigger devices used for carrying large and heavy amounts of library material. Trolleys were available in all the UPLs, even though there were not enough of them. In UPL 5, there were only eight trolleys available for use in all the sections of the library, and UPL 4 had 13 trolleys. RULs 1, 4, 5, and 6 had only one or two trolleys.

6.4.14 Journal display racks

Journal display racks are for the display of journals, pamphlets, newspapers, magazines and other periodicals. They are needed for display, especially in the serial sections of the library, where those materials are too flimsy to be shelved. There were enough journal display racks in UPLs 3,

4 and 6. However, UPLs 1, 2 and 5 had too few. Only two were found in UPLs 2 and 5. RULs 1, 4, 6, and 5 had one journal display rack each to display journals and similar material.

6.4.15 Library shelves

Observation indicated that there were enough library shelves in UPLs 1, 3, 4, 5 and 6, but in UPL 5 they were old and dusty. It was observed that UPL 2 needed more shelves.

Most shelves in the RULs had been given to them by the urban libraries. They were old, mainly wooden, and there were not enough of them. Material was packed on the floor because of lack of space on the shelves. Some of the shelves were too dilapidated to remain upright.

6.4.16 Library collection

It was observed that most of the material was out of date. There were few current books, especially in the science and technology sections of the libraries. However, even though the newspapers and a few periodicals were current, they were not enough to conclude that the collections were current. There were old bound newspapers at the serials sections of the libraries. The bound newspapers consisted of *The Herald, Daily Times, National Concord, Tribune, The Guardian, Vanguard, Punch, Daily Independent, This Day* and *The Nation*, among others, which were ten years old or older.

In the RULs, the collections, including the dailies and other periodicals, were dismayingly old and useless.

6.4.17 Study carrels/conferences/meeting rooms

Observation indicated that there was no conference hall at UPL 5, but it had four study carrels which provided private study areas for registered users. The conditions for using the carrels included registration for the use of the library, for a token payment, and the intention to use a carrel needed to be given in writing. However, users were not seen using these carrels at the time of observation. At UPL 4, there were seven carrels for the use of registered users and individual public officers who might want to engage in private/official studies. These carrels were being used as observed during the fieldwork. There was also one big and one small conference hall available. They were used for meetings and other activities, and located on the last floor of the library building in order not to distract users consulting library material in other sections of the

library. There were also conference halls in UPLs 1, 2, 3 and 6. In UPL 6 there were two rooms for meetings of the management staff, government officials, and other activities.

6.4.18 Users' behaviour

The users were observed for their access to and use of the resources. It was observed that in all the UPLs, most of the users were not enthusiastic about using the provided services, except for a few who needed urgent information about their immediate interest, and job seekers who needed information about job vacancies. The scenario was even worse in the RULs. The public was observed to use the libraries less. A lot of the users were using the services for personal and newspaper reading, and looking at job advertisements. It was observed that the users generally kept orderly and silent.

From the above observations, it is evident that the services, resources and facilities provided by the public libraries (urban and rural) were outdated, insufficient and mostly irrelevant, which limited access, use and client satisfaction.

6.5 Part three: Questionnaire responses (public library users)

This section presents the questionnaire responses from the users of public libraries in all the six geopolitical zones of Nigeria. The need for drawing samples from the zones was due to the heterogeneous character of the respondents. The Nigerian population has a variety of educational, cultural, religious and ethnic backgrounds which may affect their perception and use of public library services. This heterogeneous population is covered by the popular Nigerian slogan 'unity in diversity'. As earlier mentioned in the previous methodology chapter, section 5.6, this study used both probability and non-probability sampling techniques. In probability sampling, a multistage sampling technique was used to recognise the entire population of public library users, which cascaded down to the six zones, and thereafter one state was selected representing each of the zones. Two public libraries (from one township and one rural community) were selected from each of the six states. For non-probability sampling, this study used convenient sampling techniques in selecting the users of public libraries for questionnaire administration. The questionnaire was designed to capture the users' opinions about the provision and use of, and satisfaction with, public library services by eliciting information in the following order:

- Demographic information about the respondents

- Awareness of public library services

- Accessibility to public library services

- Use of the services provided and frequency of use

- Satisfaction with the use of the services

Other questions (which were open-ended) were as follows:

- What do you like most about the public library?

- What do you like least about the public library?

- What are the challenges in the use of the public library services?

- What are your suggestions on how to improve the services of the public library?

The responses gathered from the questionnaires are presented in sections A-F, which addressed some of the research questions of this study, as mentioned in Chapter One. As earlier indicated, in section 6.1, a total of 394 questionnaires was distributed, with 363 being returned, giving a response rate of 92.1%. Two of the community libraries could not return their questionnaires, after several efforts to get them back. This could have been due to lack of patronage, because the libraries were completely deserted during the field study. A total of 10 questionnaires were handed out to each of the RULs 1 and 3, but they could not hand in the completed questionnaires after three attempts to retrieve them. A total of 360 questionnaires were analysed from six urban public libraries (UPLs 1, 2, 3, 4, 5 and 6) and four rural community libraries (RULs 2, 4, 5 and 6). Table 6.4 below indicates the return rate of the administered questionnaires.

Table 6.4: Return rate of the administered questionnaire in each of the geopolitical zones

S/N	Geo-political zone	Sample drawn			Return rate					
		Urban library	Rural library	Total	Urban public library		Rural community library		Total	
					N	%	N	%	N	%
1.	South-East	41	10	51	40	97.5	-	-	40	78.4
2.	South-South	34	9	43	33	97	8	88.8	41	95.3
3.	North-East	21	10	31	20	95.2	-	-	20	64.5
4.	North-Central	36	14	50	35	97.2	13	92.8	48	96
5.	South-West	68	10	78	67	98.5	8	80	75	96.1
6.	North-West	129	12	141	128	99.2	11	91.6	139	98.5
		329	65	394	323	98.1	40	61.5	363	92.1

6.5.1 Section A: Demographic responses (Q. 1-6)

Personal information about the respondents include name of public library, gender, occupation, age, disability and highest qualifications, which were to be specified. The respondents were public library users in both the urban and rural communities in Nigeria. They all responded based on their experience of public library services. The urban community libraries were UPL 1, UPL 2, UPL 3, UPL 4, UPL 5 and UPL 6, and the rural community libraries were RUL 2, RUL 4, RUL 5 and RUL 6.

6.5.2 Gender of the respondents

The respondents were asked about their gender in order to determine the number of female and male users of public library services. Table 6.5 shows the gender of respondents.

Table 6.5: Gender of respondents N=360

Name of Library	Gender	
	F	M
RUL 2	1 (12.5%)	7 (87.5 %)
RUL 6	2 (18.2%)	9 (81.8%)
RUL 4	2 (15.4%)	11 (84.6%)
RUL 5	2 (25.0%)	6 (75.0%)
UPL 3	1 (5.0%)	19 (95.0%)
UPL 2	8 (24.2%)	25 (75.8%)
UPL 1	3 (7.5%)	37 (92.5%)
UPL 6	13 (10.3%)	113 (89.7%)
UPL 4	6 (17.6%)	28 (82.4%)
UPL 5	16 (23.9%)	51 (76.1%)
Total	54 (15.0%)	306 (85.0%)

The responses indicated that there were 306 (78.5%) male, and 54 (15%) female respondents. The difference in gender was more pronounced in the public libraries in the northern zones than in the southern zones.

6.5.3 Occupation of the respondents

The aim of this question was to determine the diversified nature of public library users regardless of their occupational status in the community. It was established in the literature review that a public library is designed to serve all categories of people in a particular community. The question sought to establish the categories of users who participated in the study. Table 6.6 below shows the different occupations of the public library users.

Table 6.6: Occupation of the respondents N= 360

Name of Library	Occupation										Total
	Artisan	Business	C/S	Clergy	Farmer	Politics	Retired	Student	Trader	Unemployed	
RUL 2	0 (0.0%)	1 (12.5%)	0 (0.0%)	1 (12.5%)	0 (0.0%)	0 (0.0%)	1 (12.5%)	2 (25%)	0 (0.0%)	3(37.5%)	8 (100%)
RUL 6	0 (0.0%)	1 (9.1%)	1 (9.1%)	1 (9.1%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	4 (36.4%)	0 (0.0%)	3(27.3%)	11(100%)
RUL 4	1 (7.7%)	0 (0.0%)	0 (0.0%)	1 (7.7%)	0 (0.0%)	0 (0.0%)	2 (15.4%)	5 (38.5%)	1(7.7%)	3(23.1%)	13(100%)
RUL 5	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (25%)	0 (0.0%)	1 (12.5%)	3 (37.5%)	0 (0.0%)	2(25%)	8(100%)
UPL 3	0 (0.0%)	1 (5.0%)	3 (15.%)	2 (10.0%)	0 (0.0%)	1 (5.0%)	2 (10.0%)	6 (30.0%)	0 (0.0%)	5(25%)	20(100%)
UPL 2	0 (0.0%)	0 (0.0%)	5 (15.2%)	4 (12.1%)	2 (6.1%)	2 (6.1%)	2 (6.1%)	12(36.4%	1(3.0%)	5(15.2%)	33(100%)
UPL 1	1 (2.5%)	2 (5.0%)	6 (15.0%)	3 (7.5%)	1 (2.5%)	2 (5.0%)	3 (7.5%)	14(35.0%	1(2.5%)	7(17.5%)	40(100%)
UPL 6	0 (0.0%)	2 (1.6%)	20 (15.9%)	2 (1.6%)	5 (4%)	6 (4.8%)	13 (10.3%)	70(55.6%	0 (0.0%)	8(6.3%)	126(100%)
UPL 4	0 (0.0%)	1 (2.9%)	4 (11.8%)	3 (8.8%)	1 (2.9%)	2 (5.9%)	2 (5.9%)	13(38.2%	2(5.9%)	6(17.6%)	34(100%)
UPL 5	1 (1.55)	2 (3.0%)	10 (14.9%)	3 (4.5%)	2 (3.0%)	2 (3.0%)	8 (11.9%)	26(38.8%	2(3.0%)	11(16.4%	67(100%)
Total	3 (0.8%)	10 (2.8%)	49 (13.6%)	20 (5.6%)	13 (3.6%)	15 (4.2%)	35 (9.7%)	155(43.1%	7(1.9%)	53(14.7%	360(100%)

The following professions were categorised among the respondents: three (0.8%) artisans, 10 (2.8%) business people, 49 (13.6%) civil servants, 20 (5.6%) clergymen, 13 (3.6%) farmers, 15 (4.2%) politicians, 35 (9.7%) retired persons, 155 (43.1%) students, 7 (1.9%) traders, and 53 (14.7%) unemployed persons.

6.5.4 Age of the respondents

This question sought to determine the various age groups of users excluding the ages categorized as children. The aim was to establish the users' age categories in relation to their occupations. Table 6.7 below shows respondents' ages.

Table 6.7 Age of the respondents N= 360

Name of Library	Age					Total
	13-19 yrs	20-30 yrs	31-40 yrs	41-60 yrs	61-70 yrs	
RUL 2	0 (0.0%)	5 (62.5%)	0 (0.0%)	2(25%)	1(12.5%)	8(100%)
RUL 6	0 (0.0%)	8 (72.7%)	1(9.1%)	0 (0.0%)	2(18.2%)	11(100%)
RUL 4	0 (0.0%)	8 (61.5%)	0 (0.0%)	5(38.5%)	0 (0.0%)	13(100%)
RUL 5	0 (0.0%)	5 (62.5%)	0 (0.0%)	2(25%)	1(12.5%)	8(100%)
UPL 3	3 (15.0%)	3 (15.0%)	8(40%)	4(20%)	2(10.0%)	20(100%)
UPL 2	0 (0.0%)	12 (36.4%	5(15.2%	14(42.4%)	2(6.1%)	33(100%)
UPL 1	0 (0.0%)	22(55.0%)	8(20%)	7(17.5%)	3(7.5%)	40(100%)
UPL 6	0 (0.0%)	70(55.6%)	30(23.8)	11(8.7%)	15(11.9%)	126(100%)
UPL 4	0 (0.0%)	28(82.4%)	0 (0.0%)	4(11.8%)	2(5.9%)	34(100%)
UPL 5	0 (0.0%)	26(38.8%)	11(16.4)	22(32.8%)	8(11.9%)	67(100%)
Total	3(0.8%)	187(51.9 %	63(17.5)	71(19.7%)	36(10.0%)	360(100%)

The ages were grouped as follows: 13-19 years, 20-30 years, 31-40 years, 41-60 years, 61-70 years, and 71 years and above. The responses indicated that three (0.8%) respondents were 13-19 years old, 187 (51.9%) were 20-30, 63 (17.5%) were 31-40, 71 (19.7%) were 41-60, and 36 (10%) were 61-70. No respondent was above 70 years of age.

6.5.5 Disability

This question sought to determine the availability of public library services for the disabled. The responses indicated that there was no disabled respondent.

6.5.6 Qualifications of respondents

The responses indicated that users obtained the following qualifications: Master's degree, bachelor's degree, diploma, National Certificate of Education (NCE), Secondary School Certificate (SSC), Primary School Leaving Certificate and Informal Education. Table 6.8 below indicates the highest qualifications of respondents.

Table 6.8 Qualifications of the respondents N=360

Name of Library	Bachelor	Diploma	Informal Edu.	NCE	Primary	SSC	Total
RUL 2	0 (0.0%)	4(50%)	0 (0.0%)	1 (12.5%)	0 (0.0%)	3(37.5%)	8 (100%)
RUL 6	1(9.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	10(90.9%)	11 (100%)
RUL 4	1(7.7%)	0 (0.0%)	4(30.8%)	3(23.1%)	0 (0.0%)	5(38.5%)	13 (100%)
RUL 5	0 (0.0%)	2(25%)	0 (0.0%)	1(12.5%)	3(37.5%)	2(25.0%)	8 (100%)
UPL 3	11(55.0%)	4(20.0%)	0 (0.0%)	1(5.0%)	0 (0.0%)	4(20.0%)	20 (100%)
UPL 2	12(36.4%)	14(42.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	7(21.2%)	33 (100%)
UPL 1	10(25.0%)	6(15.0%)	1(2.5%)	0 (0.0%)	0 (0.0%)	23(57.5%)	40 (100%)
UPL 6	21(16.7%)	11(8.7%)	10(7.9%)	47(37.3%)	2 (1.6%)	35(27.8%)	126 (100%)
UPL 4	6(17.6%)	15(44.1%)	0 (0.0%)	0 (0.0%)	1 (2.9%)	12(35.3%)	34 (100%)
UPL 5	47(70.1%)	0 (0.0%)	1(1.5%)	0 (0.0%)	2 (3.0%)	17(25.4%)	67 (100%)
Total	109(30.3%)	56(15.6%)	16(4.4%)	53(14.7%)	8 (2.2%)	118(32.8%)	360(100%)

Out of the 360 respondents, 109 (30.3%) respondents held a bachelor's degree, 56 (15.6%) obtained diploma certificates, 53 (14.7%) obtained NCE, 118 (32.8%) an SSC, eight (2.2%) a Primary School Leaving Certificate, and only 16 (4.4%) of the respondents obtained their qualifications through informal education systems.

6.5.7 Section B: Awareness of public library services

Having established the demographic characteristics of the respondents in 6.5.1 − 6.5.6, this section sought to find out about respondents' awareness of public library services. Table 6.9 below indicates their awareness of each service according to the options ' yes', ' not sure', and 'not aware'.

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Table 6.9: Awareness of public library services

Urban public library users N = 320. Rural public library users N = 40

Services	UPL Yes		Not aware		Not sure		RUL Yes		Not aware		Not sure		Totals Yes		Not aware		Not sure	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Newspaper	258	80.0	0	0.0	62	19.4	34	85.0	0	0.0	6	15.0.	292	81.1	0	0.0	68	18.9
Children's library	255	80.0	0	0.0	65	20.0	21	52.5	0	0.0	19	47.5	276	76.7	0	0.0	84	23.3
Bag cabinet	252	78.8	68	21.2	0	0.0	37	92.5	3	7.5	0	0.0	289	80.3	71	19.7	0	0.0
Photocopying	249	77.8	0.0	0.0	71	22.2	24	60.0	0	0.0	16	40.0	273	75.8	0.0	0.0	87	24.2
Car parks	243	75.9	77	24.1	0	0.0	29	72.5	11	14.5	0	0.0	272	75.6	88	24.4	0	0.0
Reference	228	71.3	0	0.0	92	28.7	21	52.5	5	12.5	14	35.0	249	69.2	5	1.4	106	29.4
Computer	215	67.2	0	0.0	105	32.8	13	32.5	0	0.0	27	67.5	228	63.3	0	0.0	132	36.7
Internet	202	63.1	0	0.0	118	36.9	21	52.5	0	0.0	19	47.5	223	61.9	0	0.0	137	38.1
Social magazines	181	56.6	0	0.0	139	43.4	20	50.0	0	0.0	20.0	50.0	201	55.8	0	0.0	159	44.2
Study carrels	131	40.9	21	6.6	168	52.5	22	55.0	8	20.0	10	25.0	153	42.5	29	8.1	178	49.4
New arrival display	112	35.0	56	17.5	152	47.5	5	12.5	13	32.5	22	55.0	117	32.5	69	19.2	147	48.3
Meeting room	87	27.2	92	28.8	141	44.0	8	20.0.	19	47.5	13	32.5	95	26.4	111	30.8	154	42.8
Bindery	82	25.6	72	22.6	166	51.8	7	17.5	15	37.5	18	45.0	89	24.7	87	24.2	184	51.1
Posters	47	14.7	81	25.3	192	60.0	11	27.5	8	20.0	21	52.5	58	16.1	89	24.7	213	59.2
Scanning	39	12.2	55	17.2	226	70.0	3	7.5	7	17.5	30	75.0	42	11.7	62	17.2	256	71.1
Exhibition	13	4.0	136	42.5	171	53.5	0	0.0	8	20.0	32	80.0	13	3.6	144	40.0	203	56.4
Talking books	11	3.4	156	48.8	153	47.8	0	0.0	9	22.5	31	77.5	11	3.1	165	45.8	184	51.1
Borrowing	0	0.0	146	45.6	174	54.4	0	0.0	17	42.5	23	57.5	0	0.0	163	45.3	197	54.7
Library orientation	0	0.0	184	57.5	136	42.5	0	0.0	20	50.0	20	50.0	0	0.0	204	56.7	156	43.3
Film show	0	0.0	161	50.3	159	49.7	0	0.0	40	10.0	0	0.0	0	0.0	201	55.8	159	44.2
Awareness talk	0	0.0	148	46.3	172	53.7	0	0.0	38	95.0	2	5.0	0	0.0	186	51.7	174	48.3
Reading club	0	0.0	175	54.7	145	45.3	0	0.0	27	67.5	13	32.5	0	0.0	202	56.1	158	43.9
Entertainment	0	0.0	171	53.4	141	44.0	0	0.0	19	47.5	21	52.5	0	0.0	198	55.0	162	45.0
Braille	0	0.0	181	56.6	139	43.4	0	0.0	38	95.0	2	5.0	0	0.0	219	60.8	141	39.2
Large print	0	0.0	188	58.8	132	41.2	0	0.0	17t	42.5	23	57.5	0	0.0	205	56.9	155	43.1
Fax	0	0.0	128	40.0	192	60.0	0	0.0	32	80.0	8	20.0	0	0.0	160	44.4	200	55.6

The aim of this question was to determine whether users were aware of the various public library services that were available to them. Responses to this question revealed that there was a very high awareness of a few services, in both the urban and rural libraries, but a larger number of services registered either a very low awareness or no awareness at all. The services that registered high levels of awareness were: newspapers (292, 81.1%), bag cabinets (289, 80.3%), children's library (276, 76.7%), car parks (272, 75.6%) and reference services (249, 69.2%).

The services that none of the respondents was aware of included borrowing of materials, library orientation, film shows, awareness talks, reading clubs, entertainment services, Braille materials, large print books, and faxing. Within the rural libraries exhibitions and talking books also had no responses in terms of awareness. It was interesting to note that although, overall, 223 (61.9%) of the respondents were aware of the availability of computers in the library, there was a significant difference in the responses on awareness of computer services between the urban (215, 67.2%) and rural (13, 32.5%) library respondents. Awareness of the availability of the internet was also higher among the urban library respondents at 201, representing 55.8%, and the response from the rural library on this was (21, 52.5%).

A worrying aspect of the results was the large number of respondents who were either not aware of services at all, or not sure whether a particular service was being offered. Even in the case of a service such as the borrowing of material, which had a response rate of 0 in both library types in terms of awareness of the service, a relatively high number (197, 54.7%) said they were not sure whether the service was offered or not. The same can be said for a large majority of the services mentioned in the table. This could be a clear indication that there might be problems in how the availability of services is promoted to users.

The high rate of non-awareness of the majority of the services listed in the table could indicate that these services are not all available in the libraries. This therefore indicates that the services available are very limited, in both the urban and rural areas.

6.5.8 SECTION C: Accessibility to public library services

The previous section established the awareness of respondents on the availability of services provided by the public libraries. This section sought to determine the factors affecting access to these services. The results are shown in Table 6.10 below.

Table 6.10 Accessibility to public library services

Urban public library users N = 320. Rural public library users N = 40

Statement	UPL						RUL						Totals					
	Yes		No		Not sure		Yes		No		Not sure		Yes		No		Not sure	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Materials not what I need	180	56.3	15	4.7	125	39.0	21	52.5	3	7.5	14	35.0	201	55.0	20	5.6	139	38.6
Lack of awareness	165	51.5	30	9.4	125	39.1	26	65.0	5	12.5	9	22.5	191	53.1	35	9.7	134	37.2
Cannot operate OPAC	147	45.9	64	20.0	109	34.0	5	12.5	3	7.5	32	80.0	152	42.2	67	18.6	141	39.0
I cannot borrow and take materials home	183	57.2	20	6.3	117	36.5	29	72.5	0	0.0	11	27.5	146	40.6	20	5.0	194	53.0
I do not know how to search the internet and find information	111	34.6	95	29.8	114	35.6	10	25.0	8	20.0	22	55.0	121	33.6	103	28.6	136	37.8
Lack of literacy skills	104	32.5	104	32.5	112	35.0	14	35.0	17	42.5	9	22.5	118	32.8	121	33.6	121	33.6
Do not know how to search for information in books	85	26.6	115	35.9	120	37.5	14	35.0	4	10.0	22	55.0	99	27.5	119	33.1	142	39.4
Staff attitude	83	25.9	164	51.3	73	22.8	14	35.0	21	52.5	5	12.5	97	26.9	185	51.4	78	21.7
Materials not usable	84	26.2	47	11.8	189	59.0	5	12.5	11	27.5	24	60.0	89	24.7	58	16.1	213	59.2
I am too busy	81	25.3	82	25.6	157	49.1	3	7.5	20	50.0	17	42.5	84	23.3	102	28.3	174	48.3
No time to listen to talking books	73	22.8	181	56.6	66	20.6	0	0.0	23	57.5	17	42.5	73	20.3	204	56.7	83	23.1
Location	70	21.8	199	62.1	51	15.9	0	0.0	24	60.0	16	40.0	70	19.4	223	61.0	67	18.0
Transportation	4	1.2	149	46.6	167	52.2	0	0.0	32	80.0	8	20.0	4	1.10	181	50.3	175	48.6
Accessibility to library building	0	0.0	232	72.5	88	27.5	0	0.0	34	85.0	6	15.0	0	0.0	266	73.9	94	26.1
Other hindrances	0	0.0	249	77.8	71	22.2	0	0.0	24	60.0	16	40.0	0	0.0	273	75.8	87	24.2

The biggest problems inhibiting access to the services were identified as the fact that the materials were not what the users required (201, 55%), followed by a lack of awareness of what services are being offered (191, 53.1%), the inability to operate the OPAC (152, 42.2%), and the lack of borrowing facilities (146, 40.6%). Among the urban and rural libraries, there were some distinct responses to some of the variables. Among the urban library respondents, 165 (51.5%) indicated that they lacked awareness, and among the rural library respondents, 26 (65%). On the issue of having no time to listen to a talking book, 73 (22.8%) of the urban library respondents indicated that it was a problem, while none of the rural library respondents thought so. As far as the location of the libraries was concerned, the urban library respondents (70, 21.8%) identified it as a hindrance to accessing library services, but none of the rural respondents thought it was a problem. Both of the library user groups indicated that none thought it was a problem to access the library building. This might be because none of the respondents indicated that they had any disability.

Despite the fact that some urban library respondents (70, 21.8%) indicated that the location of the library was a problem, overall 223 (61%) did not. Just over half, 185 (51.4%), expressed satisfaction with the attitude of the staff, 97 (26.7%) indicated it as a problem, 78 (21.7%) were not sure if it was a problem. Some of the options, such as 'materials not usable' (213, 59.2%); 'I cannot borrow materials' (194, 53%); 'transportation' (175, 48.6%); and 'I am too busy' (175, 48.3%) received relatively high 'not sure' responses, which posed some questions to the researcher, as it could be thought that users should be able to form a definite opinion about these issues. However, irregular library users might find it difficult to form a clear opinion on these issues.

6.5.9 SECTION D 1: Frequency of public library use

This question sought to determine the frequency with which public library users patronise the library. The responses are tabulated below in Table 6.11. The frequencies were stated as 'often', 'very often', and 'seldom'.

Table 6.11 Frequency of use

Urban public library users N = 320. Rural public library users N = 40

Option	UPL		RUL		Total	
	N	%	N	%	N	%
Very often	9	2.8	0	0.0	9	2.5
Often	30	9.3	9	22.5	39	10.8
Seldom	281	87.8	31	77.5	312	86.7

The responses to this question indicated that nine (2.50%) respondents used the library services very often, 39 (10.8%) used them often, and 312 (86.70%) seldom used them. As far as the rural library respondents were concerned, nine (22.5%) often used the services of the rural libraries, no respondents indicated that they used them very often, and 31 (77.5%) used the library seldom. In the urban libraries, 30 (9.3%) respondents often used the libraries, nine (2.85) used the library very often and 281 (87.8%) seldom did so.

6.5.10 SECTION D 2: Use of public library services

In the previous three sections, the respondents were requested to indicate their awareness, access to, and frequency of use of public library services after establishing their demographic information. This section sought to investigate the service usage patterns. The respondents were requested to indicate their usage pattern for all the identified public library services. Table 6.12 below shows these.

Table 6.12 Use of public library services

Urban public library users N= 320. Rural public library users N=40

Services	URL Often		URL Seldom		URL Never		RUL Often		RUL Seldom		RUL Never		Totals Often		Totals Seldom		Totals Never	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Bag cabinet	219	68.4	88	27.5	13	4.0	22	55.0	18	45.0	0	0.0	241	66.9	106	29.4	13	3.6
Photocopying	110	34.3	186	58.1	24	7.5	24	60.0	3	7.5	13	32.5	134	37.2	189	52.5	37	10.3
Car parks	104	32.5	69	21.5	147	45.9	22	55.0	4	10.0	14	35.0	126	35.0	73	20.3	161	44.7
Newspaper	113	35.3	204	63.7	3	0.9	0	0.0	40	100.0	0	0.0	113	31.4	244	67.8	3	0.8
Social magazines	76	23.7	234	73.1	10	3.1	0	0.0	40	100.0	0	0.0	76	21.1	274	76.1	10	2.8
Computer	29	9.0	242	76.6	49	15.3	5	12.5	18	45.0	17	42.5	34	9.4	260	72.3	66	18.3
Bindery	1	0.3	27	8.4	292	91.2	0	0.0	1	2.5	39	97.5	1	0.3	28	7.8	331	91.9
Borrowing	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	360	100.0
Reference	0	0.0	206	64.4	114	35.6	0	0.0	27	67.5	13	32.5	0	0.0	233	64.7	127	35.5
Children's library	0	0.0	24	7.5	296	92.5	0	0.0	22	55.0	18	45.0	0	0.0	46	12.8	314	87.2
Internet	0	0.0	164	51.2	156	48.7	0	0.0	12	30.0	28	70.0	0	0.0	176	48.9	184	51.1
Talking books	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	360	100.0
Library orientation	0	0.0	54	16.8	266	83.1	0	0.0	5	12.5	35	87.5	0	0.0	59	16.4	301	83.6
Film show	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	360	100.0
Exhibition	0	0.0	50	15.6	270	84.3	0	0.0	0	0.0	40	100.0	0	0.0	50	13.9	310	86.1
New arrival display	0	0.0	129	40.3	191	59.7	0	0.0	0	0.0	40	100.0	0	0.0	129	35.8	231	64.2
Posters	0	0.0	129	40.3	191	59.7	0	0.0	4	10.0	36	90.0	0	0.0	133	36.9	227	63.10
Awareness talk	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	360	100.0
Reading club	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	360	100.0
Entertainment	0	0.0	3	0.93	317	99.0	0	0.0	0	0.0	40	100.0	0	0.0	3	0.8	357	99.2
Braille	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	360	100.0
Large print	0	0.0	55	17.1	265	82.8	0	0.0	8	20.0	32	80.0	0	0.0	63	17.5	297	82.5
Scanning	0	0.0	99	30.9	221	69.0	0	0.0	3	7.5	37	92.5	0	0.0	102	28.3	258	71.7
Fax	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	360	100.0
Study carrels	0	0.0	31	9.7	289	90.3	0	0.0	4	10.0	36	90.0	0	0.0	35	9.7	325	90.3
Meeting room	0	0.0	29	9.0	291	90.9	0	0.0	0	0.0	40	100.0	0	0.0	29	8.1	331	91.9

The most often used services were bag cabinets (241, 66.9%), photocopying services (134, 37.2%), car parks (126, 35%), newspapers (113, 31.4%), social magazines (76, 21.1%), and computers (43, 9.4%). All the other services mentioned in the table were not indicated as being used on a regular basis. The services which were mostly used on a 'seldom' basis were reading social magazines (274, 76.1%), using computers (260, 72.3%), using reference services (233, 64.7%), reading newspapers (244, 67.8%), and using the photocopying facilities (189, 52.5%). Most respondents indicated that they do not use most of the services offered in the libraries.

Noticeably, none of the respondents indicated that they use the borrowing of material facilities, talking books service, film shows, awareness talks, reading clubs, Braille service, and faxing. Services such as entertainment (357, 99.2%), meeting rooms (331, 91.9%), bindery (331, 91.9%), and study carrels (325, 90.3%) were mostly not used at all. Among the urban library respondents the trends mostly reflected those of the combined responses. Among the rural library responses, reading newspapers and social magazines on a regular basis both received zero. These two services were, however, both indicated as being used 'seldom' by all 40 (100%) of the respondents. The other two services that received relatively high responses that were used 'seldom' were reference services, with 27 (67.5%), and using the children's library, with an incidence of 22 (55%). A large section of the services, i.e. film shows, exhibitions, new arrival displays, awareness talks, reading clubs, entertainment services, Braille services, faxing and the meeting rooms were indicated as not being used at all by the rural respondents.

6.5.11 SECTION E: Satisfaction with the use of public library services/facilities

This section aimed at measuring the satisfaction of individual public library users with the services/facilities provided. This is important in order to improve services or introduce new ones in order to satisfy the users. If users of any service are not satisfied, the purpose of such service could be defeated. Table 6.13 below presents the responses in this regard.

Table 6.13 Satisfaction with the use of public library services

Urban public library users N = 320. Rural public library users N = 40

Services	UPL Very satisfied		Satisfied		Less satisfied		Not satisfied		Don't use		RUL Very satisfied		Satisfied		Less satisfied		Not satisfied		Don't use		Totals Very satisfied		Satisfied		Less satisfied		Not satisfied		Don't use	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Bag cabinet	0	0.0	195	60.9	95	29.7	1	0.3	29	9.0	0	0.0	11	27.5	21	52.5	0	0.0	8	20.0	0	0.0	206	57.2	116	32.2	1	0.3	37	10.3
Photocopying	0	0.0	111	34.6	186	58.1	0	0.0	23	7.2	0	0.0	6	15.0	21	52.5	5	12.5	8	20.0	0	0.0	117	32.5	207	57.50	5	1.4	31	8.6
Newspaper	3	0.9	90	28.1	184	57.5	42	13.1	1	0.3	0	0.0	15	37.5	22	55.0	3	7.5	0	0.0	3	0.8	105	29.2	206	57.2	45	12.5	1	0.3
Car parks	0	0.0	59	18.4	68	21.3	19	5.9	174	54.3	0	0.0	17	42.5	9	22.5	0	0.0	14	35.0	0	0.0	76	21.1	77	21.4	19	5.3	188	52.2
Reference	0	0.0	43	13.4	162	50.6	40	12.5	75	23.4	0	0.0	6	15.0	18	45.0	3	7.5	13	32.5	0	0.0	49	13.6	180	50.0	43	11.9	88	24.4
Social magazines	3	0.9	38	11.9	196	61.2	57	17.8	26	8.1	0	0.0	6	15.0	23	57.5	3	7.5	8	20.0	3	0.8	44	12.2	219	60.8	60	16.7	34	9.4
Computer	0	0.0	33	10.3	178	55.6	27	8.4	82	25.6	0	0.0	5	12.5	22	55.0	5	12.5	8	20.0	0	0.0	38	10.6	200	55.6	32	8.9	90	25.0
Internet	0	0.0	12	3.7	129	40.3	66	20.6	113	35.3	0	0.0	5	12.5	13	32.5	4	10.0	18		0	0.0	17	4.7	142	39.4	70	19.4	131	36.4
Study carrels	0	0.0	13	1.9	58	18.1	11	3.4	238	74.4	0	0.0	0	0.0	21	52.5	0	0.0	19	47.5	0	0.0	13	3.6	79	21.9	11	3.1	257	71.4
Meeting room	0	0.0	10	3.1	10	3.1	0	0.0	300	93.8	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	10	2.8	10	2.8	0	0.0	340	94.4
Bindery	0	0.0	8	2.5	58	18.1	1	0.3	253	79.0	0	0.0	0	0.0	6	15.0	0	0.0	34	85.0	0	0.0	8	2.2	64	17.8	1	0.3	287	79.7
New arrival display	0	0.0	7	2.2	80	25	68	21.2	165	51.5	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	7	1.9	80	22.2	68	18.9	205	56.9
Posters	0	0.0	3	0.9	107	33.4	62	19.3	148	46.2	0	0.0	0	0.0	2	5.0	0	0.0	38	95.0	0	0.0	3	0.8	109	30.3	62	17.2	186	51.7
Borrowing	0	0.0	0	0.0	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	0	0.0	0	0.0	360	100.0
Children's library	0	0.0	0	0.0	21	6.6	10	3.1	289	90.3	0	0.0	0	0.0	0	0.0	3	7.5	37	92.5	0	0.0	0	0.0	21	5.8	13	3.6	326	90.6
Talking books	0	0.0	0	0.0	5	1.5	3	0.9	312	97.5	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	5	1.4	3	0.8	352	97.8
Library orientation	0	0.0	0	0.0	34	10.6	15	4.7	271	84.7	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	34	9.4	15	4.2	311	86.4
Film show	0	0.0	0	0.0	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	0	0.0	0	0.0	360	100.0
Exhibition	0	0.0	0	0.0	30	9.4	6	1.8	284	88.7	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	30	8.3	6	1.7	324	90.0
Awareness talk	0	0.0	0	0.0	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	0	0.0	0	0.0	360	100.0
Reading club	0	0.0	0	0.0	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	0	0.0	0	0.0	360	100.0
Entertainment	0	0.0	0	0.0	28	8.7	44	13.8	248	77.5	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	28	7.8	44	12.2	288	80.0
Braille	0	0.0	0	0.0	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	0	0.0	0	0.0	360	100.0
Large print	0	0.0	0	0.0	14	4.4	306	95.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	0	0.0	14	3.9	346	96.1
Scanning	0	0.0	6	1.9	104	32.5	0	0.0	210	65.6	0	0.0	0	0.0	2	5.0	38	95.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Fax	0	0.0	0	0.0	0	0.0	0	0.0	320	100.0	0	0.0	0	0.0	0	0.0	0	0.0	40	100.0	0	0.0	0	0.0	0	0.0	0	0.0	360	100.0

From the responses in Table 6.15 it was clear that most respondents were not satisfied with the services offered. Just two services attracted a positive 'very satisfied' response, with three (0.8%) responses for the provision of newspapers and social magazines. The only service that received a relatively high 'satisfied' response among the combined library respondents were the bag cabinets with 206 (57.2%) responses. Services such as photocopying (117, 32.5%), newspapers (105, 29.2%), and the car parks (76, 21.1%) received a low 'satisfied' rating of between 20% and 35%. Services such as the reference service (49, 13.65%), provision of social magazines (44, 12.2%), and the availability of computers (38, 10.6%) received few 'satisfied' responses.

Among the urban respondents, only the bag cabinets with 195 (60.9%) received a relatively high 'satisfied' response. Photocopying received 111 (43.6%) responses, and newspapers 90 (28.2%). Both these services had relatively high 'less satisfied' responses, with 186 (58.1%) and 184 (57.5%) responses respectively. The provision of social magazines, with 296 (61.2%) responses, the availability of computers (178 (55.6%), internet availability and use (129, 40.3%), availability of posters (107, 33.4%), and scanning with 104 (32.5%) responses were some of the higher response rates for the services with which respondents were 'less satisfied'.

The rural library respondents were relatively satisfied with the newspaper service (15, 37.5%), and car parks (17, 42.5%), but 'less satisfied' with services such as the availability of social magazines (23, 57.5%), newspapers (22, 55%), computers (22, 55%), photocopying services (21, 52.5%), study carrels (21, 52.5%), and the reference services (18, 45%). Amongst this group, satisfaction with a large group of services, such as meeting rooms, new arrival displays, borrowing material, talking books, library orientation, film shows, exhibitions, awareness talks, reading clubs, entertainment services, Braille services, and faxing was non-existent.

6.5.12 Section F: Challenges experienced when using the public libraries

This section focused on capturing the challenges experienced by public library users when using the services/facilities, what the respondents like most and like least about the library, and suggestions on how to improve service delivery. 196 (54.7%) respondents complained of irregular electricity supply, which affects the smooth use of library services, by, for example, saying: 'I am upset by the sudden electricity failure, especially when consulting library materials.' This could have been frustrating and discouraging because the so-called 'stand-by generator' did not work. 'They always complain of lack of fuel to power the generator.'

The problem of disorganised and non-current library material was also complained of by 144 (40.1%) of the respondents. One of the respondents emphasised that 'Each time I come to the library hopeful of getting my desired information, I often get disappointed because the catalogues are not functioning, and when I make efforts to search the shelves directly, I often do not find what I want.'

The other two questions that followed the problems experienced when using the library are: 'What do you like most?', and 'What do you like least about the library'? The aim of these questions was to assist in the provision of relevant public library services. The responses indicated that 158 (43.9%) respondents 'like most' the library resources, and 84 (23.30%) of the 360 respondents indicated that they 'like most' of the facilities provided by the libraries. Only 137, representing 38.10% of the respondents, 'like most' the arrangement of the library materials. A total of 517 (24.46%) respondents 'like most' of the library buildings, 159 (44.20%) respondents 'like most' of the libraries' vicinities, and only 69 (19.20%) of the total number of respondents 'like most' of the way the public libraries are administered. The question regarding 'like least' was asked in order to identify those public library services that may not be relevant to the services of the patrons, so that efforts can be made to improve or replace such services with those services that they preferred or liked most. The responses indicated that 202 (56.1%) respondents did not like the type of library resources/services provided, and 174 (48.3%) did not like the facilities in the public libraries. A total of 144 (40%) respondents did not like the way library materials were arranged and organised. Only 165 respondents (45.8%) did not like the library buildings, 117 (32.5%) did not like the library environments, and 200 (55.6%) were not happy with the administration of the libraries.

The respondents were asked to give suggestions on how the services/facilities of the public libraries could be improved upon. 219 (60.8%) suggested that there was an urgent need to improve the quality and quantity of the services provided, and 153 (42.5%) suggested that the facilities should be improved, and awareness strategies put in place so that users could be sensitised on the available services. All 219 (60.8%) respondents indicated that adequate funds must be provided to run the libraries. The introduction of new and relevant services was suggested by the respondents in order to attract public library users and thereby increase usage rates. 181 (50.3%) respondents suggested that the quality and quantity of library staff should be improved, and 175 (48.6%) believed that library administrative autonomy would enhance service performance.

6.6 Summary

This chapter has analysed the responses from all the respondents, gathered through the research instruments (interviews, observation and questionnaires). Interviews were used to gather data from the permanent secretaries, directors of public libraries, heads of community public libraries and the available children. Observation was deployed as a technique to gather information on the provision of, access to and use of services, satisfaction with them, and difficulties in using them. The observation results and the interview responses were thematically categorised in order to be able to make adequate qualitative analyses, and responses to the questionnaire were sectionalised (Sections A-J) to address the demographic information of respondents, their awareness of the provision of public library services, the accessibility and use of, and satisfaction with, services, challenges faced when using the services, what respondents like and dislike about the services, and their suggestions for improvement – thereby identifying the various gaps in quality.

The results indicated that most of the respondents were students. It was also revealed that awareness of public library services was low, which affected access to, and use of, the services provided. The services provided by the public libraries were poor, insufficient, and did not reflect the thinking of the communities that they serve. The low use of the services indicated users' dissatisfaction. Challenges faced in the provision and use of public library services ranged from lack of appropriate administrative structures arising from inadequate public library legislation, lack of relevant services owing to inadequate funding, inadequate

staffing, outdated collections, low awareness, poor information literacy skills, administrative bureaucracy, irregular electricity supply, and a lack of collaboration for resource sharing.

Chapter 7 discusses the findings of this study.

CHAPTER SEVEN: DISCUSSION OF FINDINGS

7.1 Introduction

The previous chapter presented data analysis from the interviews, observation and survey results gathered through questionnaires. Data were collected using interviews with the permanent secretaries, directors of public libraries, and heads of rural community libraries, and informal interviews were conducted with children using the libraries. Data were also collected through observations of public library services, resources/facilities, and physical materials, and from users of public libraries using a questionnaire. This chapter discusses the findings of the study. They are discussed in the light of the literature reviewed, the conceptual guidelines (IFLA public library service guidelines; UNESCO public library manifesto) and the new public management (NPM) model as discussed in Chapter 3. The purpose of this study was to investigate the issues and challenges in the provision and use of public library services in Nigeria with a view to developing a framework for improved public library service delivery. The study addressed the following research questions:

- Who is responsible for the governance and administration of public libraries in Nigeria?
- What are the status and level of development of public libraries in Nigeria?
- What types of services are currently offered by public libraries?
- What factors affect administrative structures in providing services to the users of public libraries?
- What are the factors affecting accessibility to the services provided by public libraries?
- What is the frequency of use of public library services?
- What is the satisfaction level of public library users with the use of the services?
- What challenges are experienced by public library users concerning access to and use of the services?

The discussion below is presented based on the research questions and corresponding findings.

7.2 Demographic characteristics of respondents

Demographic information was asked from each respondent group, except the children, in order to get an idea of the profile of the respondents answering each data-gathering instrument.

The questions asked from the permanent secretaries and heads of the public libraries sought to determine their designation, academic qualifications, and years of experience in government or library service. It was discovered that variables such as academic qualifications, years of experience, and designation had the potential to affect the services provided by the public libraries. The study found that none of the permanent secretaries had a library and information science qualification (see Table 6.1), but all the directors in the urban public libraries had obtained relevant library and information science degrees. In the rural community libraries, with the exception of one respondent who obtained a National Certificate in Education (NCE), all the respondents had a library and information science qualification, though mostly at diploma level (see Table 6.2). In terms of experience both the permanent secretaries and the urban librarians had substantial years of experience, but that was not the case in the rural libraries.

Fehintola (2014:459), and Clark, Martorell and Rockoff (2009:26) argue that there is a significant relative correlation between relevant academic qualifications and experience, and the satisfactory delivery of services in an organisation. This is supported by the NPM model which advocates 'hands-on professional management of public organisations' (Hood, 1994). This means that the managers of public organisations should be visible and handle the activities of the organisations with free and discretional power. The fact that the permanent secretaries are not in possession of qualifications that can assist them in making informed decisions concerning the provision of effective public library services could be a factor contributing to the current service delivery problems as reported in several studies (Olden, 1985; Saleh & Lasisi, 2011; Bashir, 2015). Additionally, they are not always available to discuss library services, being engaged in other administrative duties in the ministries. Despite the fact that they had had many years of experience as technocrats (see Table 6.1), it does not seem to have had any effect on the governance of the public libraries. This may also be the reason for the lack of attention paid to promulgation of relevant and current legislation or policies governing public libraries in Nigeria, as the National Library Act of 1970 is still the only piece of legislation governing how public libraries should be governed and provided for. Additionally, it is possible that if the permanent secretaries are close to retirement, their interest in the administration of the public libraries could be affected, and therefore there is no urgency in addressing identified problems. Very little attention at times seems to be devoted by the permanent secretaries to the improvement of public library governance and administration.

An interesting finding was that whereas the urban library directors were well qualified and had many years of experience, their rural counterparts had lower qualifications, and considerably fewer years of experience. Though the study did not probe the reason for this, it might be inferred that governments do not perceive rural public libraries as very important, and therefore do not bother to employ well qualified staff in them. It might also be that the rural libraries are seen as satellite libraries for the urban ones, and that the librarians are seen as lower in the hierarchical order, and therefore not required to be well qualified.

The findings on the demographic characteristics of library users revealed that respondents represented various age groups, genders, occupations and educational levels. It was interesting to note that most respondents (51.9%) were between 21 and 30 years old, which indicates that the public libraries seem to be predominately patronised by the younger generation, while the older generation were less visible. Similarly, by occupation it was predominantly students (155, 43.1%), who were respondents. A serious concern was that it seems as if females do not frequent the libraries as often as males as only 54 (15%) of the respondents were females. The study also found that the largest group of respondents (118, 32.8%) had an education at the Senior School Certificate level, followed by those in possession of a bachelor's degree (109, 30.3%). From this finding it can be deduced that holders of these two qualifications patronised the public libraries because they were either searching for information on how to gain admission to a university or other institution of higher learning, searching for job vacancies, or reading for an examination. They might also have had an urge to keep themselves busy until they were fully engaged in further studies or employment. It was equally most likely that holders of primary school certificates patronised the public library less because this category of users might not be conscious of the importance of public library services. No holder of a higher degree such as a Master's or a PhD was among the respondents. This was probably because such a category of users may be more interested in research or academic information which the public library may not ordinarily provide because of its nature as a provider of reading and information services to the general public. Higher degree holders are likely to patronise academic and research institute libraries.

7.3 Responsibility for the governance and administration of the public library system in Nigeria

Mercycorps (2010:112) explains that governance is a decision-making process with modalities for the implementation of the decisions. Within Nigeria ineffective governance is observed to be one of the major factors affecting public library service delivery (Bashir, 2015). The findings in the present study established that each state government, through the Ministry of Education, Science and Technology, is responsible for the governance and administration of public libraries, seemingly without any input or advice from any library professionals who are stakeholders in the business of library and information services. This practice contradicts the sixth principle of the Independent Commission on Good Governance in Public Services, that stakeholders should be involved in the governance process to make accountability real (Hood, 1994; OPM and CIPFA, 2004:4; CIPFA and IFAC, 2013:11). The present governance structure of the public library system in Nigeria seemingly still conforms to the traditional public administration model (TPAM), where hierarchical arrangement, command and control are the order of the day (see Chapter 2).

When asked how the ineffective administration of public libraries could be improved, all three of the permanent secretaries indicated that stakeholder involvement would be imperative in the process, acknowledging that the government cannot 'do it alone'. One of the respondents even went as far as advocating the privatisation of public library services in *order for them to be effectively governed – a viewpoint espoused by the NPM model.* Adedoyin (2015), in support of the idea of privatisation or commercialisation of specific services or activities, indicated that this is something that has been shied away from for many years as its implementation requires planning, cooperation from patrons, vision, return on investments by way of user satisfaction, skills and techniques – much of which is lacking among librarians. Though the idea of privatisation of public library services is a relatively unfamiliar idea, especially in developing countries, it might be a solution to enable the improvement of the standard of library services as proposed in the IFLA public library service guidelines (Koontz & Gubbin, 2010). In this regard Owoeye and John-Okeke (2012) indicate that private companies in Nigeria are increasingly looking for worthy projects to support with their profits, of which the public libraries should position themselves to be a recipient.

The interviews with the library directors and heads established that the government recruits and pays staff salaries, provides the library with information materials, and in most cases plays an advisory role in ensuring the smooth running of the library activities. It was also indicated that government transfers some of the ministry staff from time to time to the library when issues with staffing are experienced. During the visits to the libraries such practices were observed. It was also observed that these practices affected the administration of the library because many of the staff were not librarians, and therefore found it difficult to solve library-related problems. Thus staff transfer is not a solution to the lack of qualified staff required to effectively deliver services to the public.

Additionally, responses from the library directors and heads revealed that day-to-day management activities were the responsibility of the directors/heads and other senior librarians. This was confirmed during observation. During the interviews with the directors/heads it was mentioned that the bureaucratic procedures imposed on them by the library boards and government concerning their daily operations, and factors such as the lack of funding, resources and staff, made proper management of the library services very problematic. It may therefore be concluded that the present governance practices regarding public libraries in Nigeria do not conform to the NPM doctrines that advocate a 'shift to disaggregation of units in the public organisation', and also 'stress on private sector style of management' (Hood, 1994; Zia & Khan, 2014:435). These doctrines propose autonomy and professionalism in the governance of public institutions, and allowing the administration of the sector independence to operate. The responses received from the interviews with those concerned with the governance, administration and management of the public libraries indicate that governmental reforms are required in the way the public library sector is managed in order to establish more effective legislation, policies, management structures and resources for the delivery of professional and relevant services to their users. OCR (2010:6); and AIM Awards (2014:2) argue that the principles of providing good administrative services involve understanding management procedures and delivering effective customer service. Stapenhurst (2004) explains that legislation entails a process of formulating and developing laws that govern and guide the administration and management of an organisation. The administration and management of a public library therefore depends on the existence and implementation of appropriate legislation and policies. The current study established a lack of current and specific legislation for public libraries, the only legislation being the National Library Act of 1970. It was established that this law is very vague as to the responsibilities of

all stakeholders in the governing and administration of public libraries. The lack of appropriate legislation was acknowledged by all the permanent secretaries, and they all expressed the view that more relevant legislation was required for effective service provision and delivery. In addition to the existing legislation the library boards drafted and adopted the states' library edicts to give guidance to the public libraries on how to manage their libraries. However, these edicts do not make adequate provision for the general activities and services offered in the public libraries.

The study by Yusufu (2010) expresses the view that the lack of public library legislation has affected the growth and development of the public library services in Nigeria. Venkatappaiah (1994) explains that the presence of a good public library administrative structure in the developed and a few developing countries was directly related to the existence and implementation of appropriate public library legislation in those countries for effective administration and management. Library legislation should be promulgated on all the governmental levels for administration and management to be effective, as demonstrated by the United States of America, where district public library laws have been enacted in all the States (Adams, 2008; Hennen's American Public Library Rating, 2008). Irwin (2012) advocates community participation in the public library administration as important to successful administrative performance. It is only when the administrative structure of the public library is properly in place, as informed by relevant legislation and appropriate policies, that the desired public library services can be delivered, which should result in satisfaction among users. Adamoniene and Ciutiene (2013) emphasise this position buttressing the NPM model as a good determinant of effective performance for administration and management of an organisation.

7.4 Level of development of public libraries in Nigeria

The second research question aimed at determining the levels of public library development in Nigeria in terms of resources, facilities and services offered, and how far short these falls from the ideal.

7.4.1 Resources and facilities provided

The IFLA public library service guidelines (Koontz & Gubbin, 2010) recommend that minimum standards of resources and facilities are required in public libraries in order to bring

developing countries and poor people into the global information conversation. This position is supported by the study done by Abdel-Motey and Al-Ansari (2012:35), who argue that provision of minimum standard resources and facilities such as telephone lines, faxes, photocopiers, accommodation, computers and internet facilities are required in public libraries. The study found that facilities such as fax machines, computers and the internet were in many cases not available, and well-planned and maintained library buildings were lacking, especially in the rural areas. The lack of facilties was also confirmed by a recent e survey done by the Librarians' Registration Council of Nigeria (2015).

As discussed in the literature review in Chapter 4, it is clear that the provision, availability and maintenance of resources and facilities within public libraries in developing countries are problematic. The current study does not support the recommendations of Abdel-Motey and Al-Ansari (2012) and IFLA public library service guidelines (Koontz & Gubbin, 2010) conclude that the current resources and facilities in the Nigerian public libraries do not meet the expected standards as recommended in the IFLA public library service guidelines. The guidelines state that: the size of public library collections, administrative units, staffing levels, the building and the opening hours should meet the requirements of the users of the library for effective and efficient service delivery. This observation by the researcher on the poor quality and quantity of services provided by the Nigerian public libraries is supported by Omotosho and Okiki (2012), who lament the decline in the ability of Nigerian public libraries to provide services to the public. This they attribute mainly to the current economic situation in the country, but also to the country's endemic political instability. However, despite these conditions, the researcher found an encouraging intention to begin with the provision of internet/e-library accessibility as evidenced by the presence of computer stations and internet facilities at the time of the study, though these facilities were not yet in use.

The lack of ICTs in public libraries in developing countries has been discussed in a number of studies (Iwhiwhu & Okorodudu, 2012; Ghosh, 2003; Saleh & Lasisi, 2012). Saleh and Lasisi observe that if computers with internet access are available in a library, they are mostly used by staff for administrative purposes, not by library patrons. Ikem and Ajala, in Iwhiwhu & Okorodudu, suggest that the introduction of ICTs into a library is mostly hampered by a lack of funding, as it is not just the hardware and software that need to be purchased; constant funding is required to sustain the service. These studies also point out that lack of technological and computer skills and reluctance among library staff habituated to routine to

implement something new were identified as obstacles to the successful introduction of this service in public libraries.

The interviews with the library directors and heads revealed that inadequate funds, lack of skills in IT, lack of staff motivation, irregular supply of electricity, and poor working environments affected the provision of resources, services and facilities in all the libraries (see Section 6.3.7). Lack of regular electricity supply affects the provision of services and facilities such as bindery machines, photocopiers, internet access, lighting in the meeting areas, and the library in general. Though observation established the existence of air-conditioners, light fittings and fans in the reading rooms, offices and technical areas where the library collection was processed, none of these functioned at the time of observation owing to a lack of electricity.

Ideally, public library buildings need to be attractive and designed for efficiency, sustainability, accessibility and functionality (State Library of Queensland, 2009:3). The IFLA public library service guidelines (Koontz & Gubbin, 2010) and Dahlgren (2009:15) support this viewpoint, and add that a library should be designed in such a manner that users can easily access it. It should further be flexible in its operation in order to respond to changing information and social environments and the expectations of the users. The State Library of Queensland (2009:3) advocates that apart from the provision of a conventional library space, additional space must be provided in the library for functional areas such as local/family history services, meeting/training rooms, an auditorium/theatre, youth space, a café, outdoor areas/a courtyard, a toy library, mobile library support and car parks. Iwhiwhu and Okorodudu (2012) state, unsurprisingly, that the availability of sufficient facilities enhances the use of resources and services. From the interviews with the library directors and heads it was evident that most of them rely to a great extent on the relevant government ministry to resource their libraries and provide the required facilities and maintenance thereof. Additional resources were also obtained by way of donations, gifts, exchanges, 'friends of the Library' groups, and in one case through the legal deposit system.

Nevertheless, lack of funding to properly resource and manage their libraries was a complaint voiced by most of the respondents. Bashir (2015) laments that virtually all the rural and semi-urban library buildings in Nigeria are poorly maintained and mainly stocked with outdated materials. Ebiwolate (2010) adds that the provision of proper library infrastructure and maintenance is not embedded in Nigerian culture. The result is that the public library

buildings and other facilities, especially in rural communities, do not meet the recommended standards set out in the IFLA guidelines. The current study did, however, establish that in some of the urban areas the library buildings were to some extent conducive to use, but it was also clear that they required upgrading or refurbishing in order to meet modern public libraries' requirements and user expectations. Although observation corroborated previous studies by Abdel-Motey and Al-Ansari (2012), Iwhiwhu and Okorodudu (2012), and Omotosho and Okiki (2012) that found that most of the collections were outdated, the sections of the libraries under study were found to be providing mostly current materials, most notably the daily newspapers. The impact of this service was evident from its relatively high patronage (see Table 6.12) compared with the other services and resources for the use of clients.

7.4.2 Services

7.4.2.1 Information collection and circulation services

The findings showed that the libraries under study aimed at serving the interests of their communities by way of providing various types of information material, mainly print-based, but also through a small digital collection in some of the libraries, as well as textbooks, magazines/journals, newspapers and reference material. However, it was established that most of the information resources provided by these libraries was neither current nor sufficient, nor did they address the information needs of the users. Thus the information services offered were found not to be in line with the recommendations as provided in the IFLA public library service guidelines (Koontz & Gubbin, 2010), which state that material should be provided in a variety of formats, and regularly updated in order to suit the needs of the users. Saleh and Lasisi (2011) found that up to 90% of all information material provided in Nigerian public libraries comprised print-based monographs, particularly textbooks, of which the majority were out of date.

The findings show that the circulation of reading material was non-existent. The lack of a circulation service could be due to the fact that some of the previously borrowed material was not returned by users, depleting an already insufficient library collection even further. Users were, however, allowed to read all material within the library.

7.4.2.2 Children's library services

Children's library services were found to be commonly available in both the rural and urban libraries (see Table 6.9). However, from observation it was clear that the available resources and services offered in this section were totally inadequate for the children's needs. The informal interview with the children confirmed that as a library service, this section was seen by the children as irrelevant.

The library guide entitled *IFLA: Libraries for Children and Young Adults Section* (2003) emphasises the right of a child to development of his/her full potential as entrenched in the United Nations Convention on the rights of the child, and also as indicated by the UDHR (1948).These rights include free and open access to information materials and programmes under equal conditions for all. The guide further recommends that children's libraries should provide a wide range of material and activities for the children's use. According to the *IFLA/UNESCO Public Library Manifesto* (1994), one of the vital functions of a public library is to create and strengthen reading habits in children from an early age.

The current study found that though children's library services are available in all the libraries, they were inadequate in terms of the provision of appropriate services. From the informal interviews with the children it was evident that they were not satisfied with the services available to them as they expressed dissatisfaction with the fact that there were not enough storybooks to read, no film shows or storytelling periods, the seating was inadequate, and they were unable to borrow storybooks to read at home. This is in contrast with Celano and Neuman's (2001:4) contention that children's libraries play an important role in their literacy development. It is a commonly known fact that the reading of children's literature is beneficial for a child in terms of his/her linguistic, intellectual, emotional and personality development. The lack of appropriate reading materials therefore means that the children's library becomes irrelevant in the development of a child. This study found that the lack of services specifically aimed at children was raised by them as a concern, and also given as a reason for not wanting to patronise the library. According to Akanwa (2013), children's library services should provide books, extension activities and educational resources to children of a certain age. However, she observes that if this happened it did so mostly in urban libraries; children in rural areas very seldom had the benefit of such services, resulting in their low patronage of libraries. The current study can report that no children were observed using the public libraries in the rural areas, and only a few used the urban libraries.

Some of the latter indicated that they mainly saw the library as a safe place to while away the time till their parents could come and pick them up, or where they could meet their friends, rather than a place where they could read for enjoyment or expand their knowledge.

7.4.2.3 Mobile library services

In a study by IFLA (2013) on mobile library services, it was indicated that the overall objective of a mobile library service is to promote equity of service provision by enhancing the opportunity of access to library services by the rural communities. In short, the idea is to bring library services to where rural people live. According to Okeke and Owoeye (2012), mobile library services were introduced in Nigeria in the 70s, but have since disappeared. Ekoja (2008) had already drawn attention to this unfortunate development and indicated that this resulted in most Nigerians being left without access to library services. The findings of the present study have confirmed the non-existence of this service both in urban and rural areas, even though mobile library vans were observed at few of the urban libraries designed to reach out to the rural libraries for easy access to the services. These vans were unfortunately no longer in use. This situation is in direct opposition to the position of the *IFLA/UNESCO Public Library Manifesto* (1994), which advocates access to public library service to all regardless of location or status in the society. In contrast, countries such as South Africa and the United Kingdom deliver mobile library services to rural communities that do not have access to the main library services (City of Cape Town, 2015; Cork County Library and Arts Services, n.d.). The need for the reintroduction of mobile services in Nigeria was, however, mentioned during the interviews with the directors/heads of the libraries. Oyeronke (2012) argues that a public library should aim at providing timely, accurate, current and reliable information to the community it serves. Apart from providing unrestricted access to the services of public libraries, services should provide the educational, political, social, cultural, recreational and entertainment information required by a community (IFLA public library service guidelines (Koontz & Gubbin, 2010); and Ebiwolate (2010).

7.4.2.4 Reference and newspaper services

The findings of this study established that reference services and periodical/newspaper services were offered in most of the libraries. From the observations made by the researcher it emerged that though general reading material could be read without time restriction, the use of material supplied by the reference service and the serials' department had a time limit, and was available only if a valid user registration card could be provided by the library user. Observation also revealed that these two services were either housed in one section or kept in

161

two different locations within the libraries. A few textbooks, students' projects and reports were found in either of these two sections. Daily newspapers such as *The Tribune*, *The Guardian*, *The Herald*, the *Daily Trust*, *Punch*, *Vanguard*, *This Day*, and *New Nigeria* were offered. The provision of serials' publication was found to be the most popular information service offered in the public libraries. This could be because many users were interested in reading about current news, politics, education, socials and governmental activities.

7.4.2.5 Computer and internet services

Computer and internet services, though available, were not found to be functional in most of the libraries, and therefore not a service that had an impact on the use of public libraries. The lack of internet services was specifically observed in the rural libraries, and was also reflected in the users' responses concerning their use of these services. The non-provision of internet services might have a number of causes such as inadequate funding, few technical skills among staff, a low level of information literacy among users, and a lack of a regular electricity supply. Omekwu and Echezona (2009:488) lament the fact that public libraries in Nigeria do not provide users with access to digital information services, thus preventing users from accessing global resources. In Eze's opinion (2013), it has become imperative for Nigerian public libraries to modernise their library services by introducing ICTs so as to help the population overcome the 'digital divide' that is depriving the society of a wider world view, and a share in the global conversation.

7.4.2.6 Recreation, entertainment and other services

The findings showed that services which might be expected to be delivered in well-developed libraries, such as awareness and outreach programmes, exhibitions, reading clubs, entertainment services, film shows, Braille books, large print, scanning, bindery and fax services, and meeting rooms were not provided by most of the public libraries. The absence of a variety of services was particularly a problem in the rural libraries – a situation which Ebiowalate (2010) concurred with has also recognised, ascribing it to poor infrastructure, inadequate funding and lack of human resources. Okeke and Owoeye (2012) warn that especially in times of financial crises it is important that libraries engage in community priorities and reach out to local governments and stakeholders to ensure that they are not marginalised through underutilisation owing to irrelevant service delivery. Photocopying services were found to be a service mainly offered by the urban libraries, though it was observed that the machines were mostly in need of maintenance. Innovative measures were therefore put in place to allow material to be copied outside the libraries, and then returned.

162

The Universal Declaration of Human Rights (1948) declared the right of individuals and corporate bodies to access information without any form of restriction. From the findings this right is denied to many Nigerian library users because services are so often well below the standard expected of a public library, as has been explained in detail above. The need for innovative service has been acknowledged by both the directors/heads of the libraries and the permanent secretaries. Gwang (2011) makes the obvious point that the lack of library and information services in public libraries should be a cause of concern for all library professionals.

The *IFLA/UNESCO Public Library Manifesto* (1994) conceptualises a public library as the local gateway to knowledge, by providing the basic conditions for the lifelong learning, independent decision-making and cultural development of an individual and social groups. Public libraries are not established mainly for advanced research activities, but also for cultural, recreational and other lifelong learning purposes. This position was corroborated by the IFLA public library service guidelines (Koontz & Gubbin, 2010) and Svendsen (2013), which/who see public libraries as open meeting places providing a number of individual and collective benefits to local communities free of charge. It can be inferred from the above that the current study confirmed that public library services are open to all members of the community, as revealed by the demographic characteristics of respondents. The provision of services free of charge to all community members was supported by the responses from all the library directors and heads during the interviews.

7.5 Administrative challenges in the provision of services to public library users

In order to provide satisfactory service delivery library managers need to be enabled at an administrative/management level with supporting legislation, policies, resources, funding and human resources to be able to deliver it. Autonomy at library level to take decisions pertaining to service delivery for a specific community is an important means of ensuring service delivery. From the interviews with the permanent secretaries and directors/heads of the libraries it was clear that all of these advantages were lacking, thus affecting the development of public libraries in Nigeria. As shown in the literature review (Chapter 4) these problems are not unique to Nigeria, but are found in both developed and developing countries, especially as a result of library budget cuts. In this regard, Stranger-Johannessen (2014) argues that the social and political challenges facing public libraries in Africa are

similar to those in the West, though he adds that the challenges are minimised in the developed countries because of the implementation of progressive management models such as the NPM in public organisations. Muralidhar and Rao (2013), in their study on public libraries in India, support this viewpoint, and point out that though Indian libraries experience very much the same challenges as their Nigerian counterparts, public library service delivery was much improved because of the encouragement and support from their governments in providing supportive legislation, and actively encouraging the libraries to source alternative resources of funding.

7.5.1 Legislation/policies

Legislation and policies provide the guidelines as to how a public organisation functions, and how it is to be administered and funded. As discussed in Section 7.4 above, relevant public library legislation is currently lacking in Nigeria, affecting the development of public libraries and how services are provided (Olden, 1985). The lack of autonomy to make decisions and put policies in place at library level has been identified by the directors/heads of the libraries as a challenge in the effective provision of services. Singh (2004) advocates that, policies should be put in place because they ensure consistency of approach among both staff and managers, and also serve as good planning tool for the managers.

7.5.2 Funding

The current study established that public libraries source their funding mainly through the annual budgetary allocations from the state governments. This finding was corroborated by the contextual (see Section 2.5) and literature review (Section 4.6) chapters of this study, and also Sections 6.2.1.6 and 6.3.6.

The lack of funding that has been widely reported in studies on the Nigerian public library system (Ebiwolate 2010; Saleh & Lasisi, 2011; Omotosho & Okiki, 2012 is not a problem unique to this country. Many public libraries, both in the developed and developing countries, seem to be plagued by the same problem (Ghosh, 2005; Psaila, 2006; Alexander, 2013). Though the sourcing of funds using alternative methods does not seem to be prohibited by government bodies, the findings of the current study showed that very few of the libraries actively engaged in trying to find sustainable alternative income from which to provide services that would satisfy their users. The sourcing of alternative forms of funding has been found to be a practice in some developed countries (Coffman 2003; Agosto, 2008). Davis (2006) and Elliott (2013) assert that public libraries in Nigeria should become more proactive

in terms of raising internally generated revenue in order to be financially self-sustaining like, for example, some of the libraries in the United States of America.

Stenstrom and Haycock (2014) advocate a philosophy of consistent commitment and will of library authorities to link all the stakeholders in the decision-making process in order to increase public library funding. This is in line with the IFLA public library service guidelines (Koontz & Gubbin, 2010) which posit that 'it is very important that the library manager establishes and maintains a close and positive relationship with the bodies that govern the library service and provide its funding'. The guidelines also advocate that both formal and informal meetings between the library managers and governing bodies is imperative so as to keep them informed of the current and future needs of library users.

7.5.3 Staffing

IFLA public library service guidelines (Koontz & Gubbin, 2010) emphasise that adequate and well-trained staff should be provided for the smooth running of the public library services. According to the *Wisconsin Public Library Standards* (n.d.), public library staff should be sufficient, well trained in the practices expected in holders of their positions, and aware of all library policies. The IFLA guidelines suggest that 33% of library staff, excluding the support staff, should be trained librarians, or alternatively that there should be one trained public librarian to a population of 2,500. The findings from the current study have shown that there are insufficient library professionals in both the rural and urban public libraries to manage the affairs of the sector, and that for this reason the ministries transfer their staff members to work in the libraries.

Taking the suggested guidelines for the number of trained library staff to be available for efficient service delivery, it is clear that with a population of over 170 000 000 people, Nigeria's public libraries are grossly understaffed (Abdel-Motey & Al-Ansari, 2012:30). As a result many of the services normally given by a trained staff member are now delegated to an untrained person, or in the case of a secondment from the ministries, by a person with no knowledge of what is required. As a result, many of the professional jobs are either done incorrectly or just left – which affects the efficiency of service delivery and user satisfaction.

7.5.4 Administrative autonomy

Administrative autonomy to take and execute decisions concerning management should be an ideal if service delivery is to be efficient, and issues addressed as they arise. Bach, et al. (2015) in their study on public library autonomy, found that the New York State Library's Division of Library Development granted their local libraries autonomous status in terms of professional independence and involvement of the local stakeholders in the management of the libraries. They found that this autonomous public library model was to be recommended as it promoted self-sustainability and better management in the libraries. The current study, however, established that the libraries depend greatly on the Ministries of Education, Science and Technology in each of the states for decision making, finances, and guidance in management matters, jeopardising their ability to be sustainable units actively involved in their own total management.

7.5.5 Information resources and facilities

The service delivery aspect of public library services is premised on the availability of relevant and current information material and facilities to provide information services to its users. From the interviews it was clear that materials are sourced by the librarians through the funding received from the government budget. However, the current study found a paucity of both information resources and facilities in all the libraries studied. Though Table 2.8 indicted the availability of more than 23 million printed sources and about 26000 e-resources available in the public library system it is clear that these sources cannot service a popultio of more than 170 million people. The lack of relevant information resources was mentioned by all the interviewees, and was confirmed by the user responses, of which only 20 (5.6%) indicated that it was not a problem for them. The non-currency and irrelevance of information materials has been lamented by most authors writing on the status of Nigerian public library services (e.g. Saleh & Lasisi, 2011; Omotosho & Okiki, 2012; and Dahwa & Oyedun, 2015). The fact that none of the available material was available to be borrowed by the users was also found to be a huge problem in the delivery of services. Facilities, both in terms of the actual buildings, as well as resources such as photocopy machines, seating and lighting are dilapidated, in need of maintenance, and therefore adversely affecting user satisfaction. During the interviews these challenges have been linked to the lack of both financial support from government and a maintenance culture.

7.6 Factors affecting accessibility to and use of the services provided by the public libraries

According to the *IFLA/UNESCO Public Library Manifesto* (1994:n.p.):

> *Services have to be physically accessible to all members of the community. This requires well-situated library buildings, good reading and study facilities, as well as relevant technologies and sufficient opening hours convenient to the users. It equally implies outreach services for those unable to visit the library. The library services must be adapted to the different needs of communities in rural and urban areas.*

Easy accessibility to a library and information resources and service should potentially enhance the use of a service. Many factors can affect whether a public organisation such as a public library is being used, and the extent of that use. Factors such as user restrictions, location of the library and the physical infrastructure, accessibility to the library building and services for disabled persons, awareness of library services/resources available, library opening hours, availability of bibliographical retrieval tools such as an OPAC, and the availability and relevance of the services/resources provided.

When the library users were asked how frequently they used the library services/resources, the majority, both urban (281, 87.8%) and rural (31, 77.5%), indicated that they seldom used the libraries. The low patronage patterns were corroborated by the interviews with the heads of the libraries. These results could be an indication of serious challenges in both the accessibility and resultant use of the available services and resources.

7.6.1 User restrictions

From the interview responses it was found that access to public library services was available to any member of a community free of charge, without any restriction, but sometimes a token user registration fee is required (see Section 6.3.8). Open access to all community members is a fundamental principle espoused in the IFLA public library service guidelines (Koontz & Gubbin, 2010), which state that a library's services 'must be available to all and not directed to one group in the community to the exclusion of others'.

7.6.2 Library location and physical infrastructure

This study revealed that the libraries were situated in relatively centralised places within the towns and rural communities for easy access; therefore location is not a barrier to accessing the services of the library. Only four (1.2%) of the urban respondents identified location as a problem, and no one did so in the rural population. None of the respondents indicated that they experienced any problems in accessing the library building. Observation revealed that very few of the library buildings were in a good physical state and though light fittings, air conditioners and furniture for the use of the users were observed, the erratic electricity supply, and dilapidated and insufficient seating arrangements were observed as hindrances to the access to and use of the available resources and services. It was also observed that physical access to libraries was difficult, if not impossible, as no ramps were available for use by anyone who might be physically disabled or found using steps problematic.

7.6.3 Awareness of available services/resources

The findings indicated low awareness of the services offered by the libraries. The interviews with the directors/heads of the libraries revealed that most believed that low awareness was a major reason for the low patronage experienced in the libraries. This was corroborated by the findings from the questionnaire where only 35 (9.7%) of the respondents indicated that they were fully aware of the services/resources offered by the libraries. The effect of low awareness on patronage of a library was also found by Leong and Higgins (2010) in their study on the use of public library services in Singapore. Lack of awareness of services could be an indication that the promotion of services or resources is inadequate, or that the services are not relevant to the needs of the community, and therefore they do not take cognisance of their existence. The responses from the users indicated that services such as exhibitions of library material and awareness talks were not offered by most of the libraries, i.e. active promotion or marketing was not the norm.

7.6.4 Library opening hours

Inadequate opening hours can be directly responsible for lack of access to the library and its services/resources, especially when library hours do not take into account the fact that many clients might be able to use the library only after hours. The findings showed that most of the libraries were open between 8 a.m. and 6 p.m. during the week, and they were also open for a number of hours on a Saturday. Observation, however, established that some of the libraries closed earlier than the set library hours, especially on Fridays, thus affecting access to, and

use of, the library and its services/resources. The fact that the libraries close earlier because staff randomly decides to take time off to attend to their own private matters is a grave concern, and is an indication of a lack of professionalism and management structures that can ensure that users are not disadvantaged.

7.6.5 Availability of bibliographical access tools

In the absence of an online public access catalogue (OPAC), card catalogues are the only other major tool available in a public library that provides a user with an opportunity to establish what resources are available in a library, and where to find them on the shelves. Observation revealed that these catalogues exist in the urban libraries, but were conspicuous by their absence in most of the rural libraries. Availability of the card catalogues, however, was not an indication that they were used. Observation showed, in fact, that the catalogues were dusty and unkempt. Only 67 (18.6%) of the questionnaire respondents indicated that they could use the catalogues to find information. Combined with the fact that most of the respondents (118, 32.8% said 'yes' and 121, 33.6% said 'not sure') indicated that they lacked information literacy skills, the findings clearly indicated that many of the library services were inaccessible to the users because they did not know how to establish availability and access to resources/services. To improve accessibility to resources, Eze (2013) advocates that the Nigerian library system join the 21st century and introduce electronic means of improving accessibility, retrieval and dissemination.

7.6.6 Accessibility of services for disabled persons

Library buildings, collections and services are often not designed with the needs of people with disabilities in mind, though less so in developed countries, where policies are in place to address these issues (Disabilities Policy, 2016). Neglecting to provide for the needs of the disabled users often bars them from accessing and using library services, which contradicts the requirements set by the IFLA public library service guidelines (Koontz & Gubbin, 2010), advocating access to all users, regardless of disabilities. The study established during the interviews with the directors/heads of libraries that a number of libraries do cater specifically for the needs of the disabled. Observation, however, revealed that wheelchair access was non-existent at most of the libraries, and from the user responses it was clear that services normally aimed at disabled persons such as Braille books, talking books and large print were mainly underused, if used at all. The study done by Leong and Higgins (2010) confirms that problems in the architecture and thus physical access to library buildings were a hindrance to

the use of libraries. This, together with the absence of disabled persons from the libraries, and the fact that no disabled user answered the questionnaire, could be an indication that this is a group neglected in terms of services and resources within the public library system in Nigeria.

7.6.7 Range of services and resources offered

Services and resources offered need to match the needs of the community in order to be accessed and used. The range of services/resources offered and the depth thereof is dependent on the community the library serves, and the size of the library. The findings showed that the range of services were mostly traditional by nature (see section 6.3.4), with no real innovative services which might be required by the communities.

Findings from this study also revealed that most of the library collections in all the public libraries under study were outdated and irrelevant to the needs of the users, with 89 (24.7%) respondents indicating that the materials were not usable, and 213 (59.2%) expressing reservations about their usefulness (see Table 6.10). Although there were few current books, especially in the science and technology sections of the libraries, and some current material was maintained in the periodical sections, especially the newspapers, they were not enough to conclude that the collections were current. This situation contrasts with the view in the IFLA public library service guidelines (Koontz & Gubbin, 2010) and Boon's (2009:4), who argue that libraries will be doing a disservice to their users by growing obsolete, unused and unwanted collections. This implies that for library materials to be relevant and well patronised, it is paramount for the library to make provision for current and relevant material. Systematic weeding out of outdated and unwanted material will help in keeping most of the library collections up to date. It can be inferred from the above that libraries that keep shelves of useless books that are of no interest to their patrons are likely to lose patronage.

It was interesting to note that among the most used services were 'non-information' related services such as bag cabinets, used by 241 (66.9%) respondents, and car parks, used by 127 (35%) respondents. Photocopying, used by 134 (37.2%) respondents, was the most used information service, followed by newspapers (113, 31.4%) and social magazines (76, 21.1%). Most of the information-related services were used seldom or never (see Table 6.14), which is a clear indication that public library services in Nigeria are in a crisis. Bashir (2015:n.p.) writes:

170

The problem appears to be coming from within. A combination of inefficient administration, governmental penny-pinching and lack of self-confidence among librarians is serving to cripple the public library service. Visitor numbers are shrinking, creating the illusion that book-based libraries are not capable of serving the public anymore.

The fact that materials cannot be borrowed by users is a further contributing factor to the lack of use. The lack of services for the entertainment and recreational needs of users contradicts what the IFLA public library service guidelines (Koontz & Gubbin, 2010) advocate that a public library's mission should be, and therefore needs to be addressed.

The lack of ICT services has been found to be a concern raised by both the interviewees and the users. Waller and McShane (2008) say that for any public library to introduce technology into the library services requires an understanding of the ways in which the ecology and economy of information is changing, as well as the development of a policy framework identifying the institution's goals and aligning them with other existing policies. Oghenetega, et al. (2014) allude to a national ICT policy framework currently existing for public libraries in Nigeria, but also point out many problems that are currently plaguing the effective introduction of ICTs into the libraries – many of which are beyond the control of the library, and have to be addressed at local and government level, such as the cost thereof, poor infrastructure, and the erratic power supply. Additional problems include illiteracy among the population, untrained staff, and a poor maintenance culture.

Oghenetega, et al. (2014) argues that the extent to which patronage and satisfaction of service delivery is achieved is premised on the size and direction of product performance. Iwhiwhu and Okorodudu's study is supported by Okibo and Ogwe's (2013), who argue that customer satisfaction is enhanced through the provision of proper facilities and equipment.

7.7 Satisfaction with the use of the services

The study by Shah (2013) argues that users' satisfaction is enhanced by the quality and quantity of the services provided by the library because the robustness of the services serves as a catalyst to satisfaction. The findings of the current study revealed that the quality and

171

quantity of the services provided affected the satisfaction level of the users of public libraries because the percentages of 'less satisfied' and 'not satisfied' with the services provided were much higher than those of 'satisfied' and 'very satisfied' (see Table 6.13). Though the study done by Iwhiwhu and Okorodudu (2012) found that the users were satisfied with public library services in Edo State, Nigeria, the study was carried out at a micro level on the satisfaction of users in a particular state. In contrast, a study done by Akhtar (2008) found that users were dissatisfied with the inadequate services, a finding confirmed by the findings of the current study. With the exception of the bag cabinets, photocopying and newspapers, most of the respondents indicated that they were either 'less satisfied', 'not satisfied', or 'did not use the services offered'. The low level of satisfaction of public library users in Nigeria confirms the lack of the required services needed by the library patrons which are the predictors of customer satisfaction (Okibo & Ogwe, 2013:108). When the interviewees and users were asked how satisfaction could be improved, they suggested the following: Introduce new but relevant services, educate and sensitise users, hold awareness programmes, and provide more space, e-resources, current library material and a regular supply of electricity.

7.8 Challenges encountered in the access and use of public library services

The findings on challenges experienced when using the library services revealed that an irregular supply of electricity; disorganised and non-current library material, and too few copies; non-functional library catalogues; inadequate resources/facilities; and the attitude/lack of professionally qualified library staff were some of the challenges affecting access to and use of the library services (see Section 6.6). The existence of these challenges was corroborated by studies done by Aniebo (2007); Abolaji (2009); Posigha (2010); Yusufu (2010); Sultana (2014); and Tabitha Heritage Foundation (2014).

Challenges encountered in the provision of library services were identified as a lack of online resources/sharing; inadequate staffing and funding; pressure of time and overloaded work schedules; lack of information literacy skills among the users; and lack of professional autonomy (see sections 6.2.1.7 and 6.3.7). These challenges mainly emanated from an inadequate administrative structure in the public libraries.

172

7.9 Summary

The study has established that the government officers in charge of public library service administration were technocrats with long years of experience in administration behind them. The urban library directors and rural heads of libraries were also found to be suitably qualified for their positions, though the rural librarians mostly had lesser qualifications than their urban counterparts. The demographic information on the library users confirmed that they were representative of the general population in their communities. It was revealed that public library service delivery in Nigeria was hampered by inadequate administrative structures that derive from a lack of appropriate legislation and policies. Effective support for the libraries on the state and federal level was also found to be lacking. Administrative challenges hampering service delivery were identified as inadequate funding, lack of qualified and committed staff, and a lack of autonomy to take decisions.

Compared with library development in developed countries, it was found that Nigerian public libraries still needed a lot of development before being able to compare with these libraries in terms of service delivery. Services such as children's libraries, mobile libraries and ICT services were found to be either insufficient or totally lacking. Services offered were mainly those traditionally offered in less developed libraries, and no innovative services were identified.

Access to and use of public library services were found to be crippled by a number of serious deficiencies such as inability to borrow library materials, unawareness of services offered, users' lack of information literacy skills, and outdated and irrelevant materials. In general, it was found that most of the users and librarians were dissatisfied with the current library services on offer, and offered some suggestions for improvement, such as the introduction of innovative services, awareness campaigns, and enhanced library spaces and collections.

The next chapter presents a summary of the findings, conclusions and recommendations of this study.

CHAPTER EIGHT: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

8.1 Introduction

The aim of this study was to investigate the issues and challenges in the provision and use of public library services in Nigeria with a view to developing a framework for improved services. The summary of the study is provided in this chapter through the objectives as follows:

- To appraise the governance and administrative structures of public libraries
- To establish the development and services offered by public libraries
- To determine the factors hampering the provision of public library services
- To establish issues in terms of accessibility to public library services
- To ascertain the usage patterns among users of the public library services
- To determine the issues affecting the satisfaction levels among users of public library services
- To develop a framework for improved public library service delivery

The chapter provides the overall summary of the findings, conclusions and recommendations of the study. It also discusses the contributions of the study to policy, practice and theory, and provides future research directions.

8.2 Summary of findings

This summarises the findings obtained from the results of this study.

8.2.1 Summary of the findings by research objectives and corresponding research questions

Generally, the findings revealed that the services provided by the public libraries in Nigeria are insufficient and largely outdated, and do not reflect the cultural and socio-political aspirations of the people. This situation was found to be mainly the result of the inadequacies in the administration of the sector. The summary of the main findings of the study are presented based on the research objectives and corresponding research questions as the framework for organising this section:

8.2.2 To appraise the governance and administrative structures of public libraries

- *Who is responsible for the governance and administration of public libraries in Nigeria?*

The study found that the governance, administration and management of public libraries are executed on three levels, i.e. federal, state and local. On the federal level it was established that the Federal Ministry of Education governs the activities of the National Library of Nigeria (NLN), and the governance of the 316 public libraries (urban and rural) in Nigeria falls under the jurisdiction of the state Ministries of Education, Science and Technology. These ministries are responsible for providing the budget for the administration and management of the public libraries. The federal budgetary allocations are distributed to each state's Ministry of Education, Science and Technology, which in turn allocates the funds to the Library Boards in the state it is responsible for. The Library Boards then allocate the funding to individual libraries. The budgets are used for the recruitment of library staff, acquisition of information materials, execution of projects such as maintenance, refurbishing of buildings and other facilities, and the payment of the staff's monthly salaries and

allowances. The Library Boards in each state give advisory and mentoring services to both the urban and rural libraries under them.

Concerning public library legislation and policy formulation, the study discovered that there is a lack of specific public library legislation designed to give a legal framework for the activities of public libraries. The sector depends on the National Library Act, 1970 (as amended) for its activities (see Section 7.5.1). This piece of legislation was originally enacted to support the activities of the NLN, which is categorised as a public library at the federal level. This legislation was discovered to be very vague about the activities of stakeholders in the business of governance and administration of public libraries in Nigeria. Even with the enactment of the states' library edicts, it does not make adequate provision for the activities of public libraries both at the state and local levels. There is therefore a need for the promulgation of specific public library legislation which must be independent of the National Library Act, 1970, in order to address challenges identified in the provision and governance of the public library sector in Nigeria.

The Ministries of Education, Science and Technology ensure that the libraries are monitored through the permanent secretaries who are directly in charge of the governance of the public library system, and responsible for seeing that the libraries comply with the directives of the ministries (see Sections 6.2.1.3 and 6.3.9). This governance pattern cuts across all the public libraries studied.

The study established that the governance of the libraries at local level is the responsibility of the Library Board, consisting of a chairman – usually a political appointee – the directors of the libraries, who sometimes act as the secretaries of the Boards, one or two professional librarians, as well as non-professional staff who might be political appointees without a library background. (see Section 6.2.1.1). It was also established that the head librarians in the rural community libraries reported directly to the Library Boards, and do not take part in the governance process of the libraries. Additionally, resolutions taken by the Library Boards are not always implemented because approval is required by the ministries (see Section 6.3.9).

8.2.3 To establish the development and services offered by public libraries
- *What are the status and level of development of public libraries in Nigeria?*
- *What types of services are currently offered by public libraries?*

The study established that 316 public libraries currently exist in Nigeria. This was found to be grossly inadequate for a population of over 170 000 000 in the country (The World Bank, 2013; Omotosho, 2014; World Health Organisation, 2014). The libraries were found to be generally neglected, providing obsolete material, inexperienced and inadequate staff, lack of infrastructure and inadequate funding, resulting in low numbers of users (see Section 6.3.7). The study found that the conditions in most of the rural community libraries rendered them ineffective, with most of them having little to offer in terms of library services and facilities. The urban public libraries were found to be in a better situation in terms of service delivery, but they were still far from meeting the expected norms of an ideal public library as proposed in the IFLA Public Library Service Guidelines (Koontz & Gubbin, 2010).

The study established that the existing library buildings and its furnishings and facilities did not meet most of the basic criteria for an ideal library building and user space, especially in the rural areas, though in the urban areas the library space was found to be inadequate for the number of users it was catering for. Essential facilities such as air-conditioners, lighting, photocopy machines and computers were found to be at the mercy of the erratic electricity supply in the country, making it very difficult to supply efficient services. Tables and chairs for the users were found to be either insufficient or in need of maintenance, thus not creating a restful and productive environment for the users. Most of the information services that are offered in the public libraries in Nigeria were found to be conventional, such as reference, serials/newspapers, and photocopying. Other services currently offered in the urban public libraries include: print books, children's libraries, reference, the internet and computers. (see Section 6.3.4). The ability to borrow materials from the library was found to be completely lacking in all the libraries studied. No evidence of innovation in terms of service delivery was found, though the users expressed a need for new and innovative services.

8.2.4 To determine factors hampering the provision of public library services

- *What factors affect administrative structures in providing services to the users of public libraries?*

In providing public library services, it was established that the lack of library-specific legislation hampers the provision of efficient library services, and the management and administration of the libraries. The current legislation was found to be outdated and mainly related to governance of the NLN.

177

The lack of sufficient funding was found to be one of the major factors hampering the public library system. Though not peculiar to Nigeria, the lack of funding affects all levels of service delivery in the public library, from staffing, buildings, facilities and resources to the services offered to the communities. Though several additional avenues for soliciting funding have been identified, very few libraries were found making use of them, thus relying solely on the funding made available via the government to the Library Boards,

The general lack of staffing, especially qualified staff, was identified as a hampering factor. Staff seconded from the ministries as a measure to assist with staff shortages was found to be problematic as they had no background in libraries, and could therefore not be of real assistance. It was also found that staff attitude was sometimes a hampering factor as some of them left their stations earlier than usual on Fridays to do their own private business, leaving the library understaffed or in some cases closed, thus preventing access to the services by the community members. Staff training and retraining was also found lacking, especially in areas of technology, rendering them unable to deliver services requiring technology, and also unable to provide information literacy instruction to library members who would like to make use of the few computers and internet facilities available in some of the libraries.

It was established that within the libraries the library directors and heads, especially those in the rural libraries, were not able to take autonomous decisions concerning the management of the libraries, and had to rely on the Library Boards for directions. This was found to be hampering how services were delivered in these libraries.

The kind of services and sources found in the libraries was established to be frustrating and annoying the users of these services. It was found that the library directors and heads expressed their own frustration about the facilities and sources provided – something which they mainly blamed on the lack of funding, but also on the governing structures guiding how they functioned in the libraries.

A close link was established between challenges in the delivery of service and the use of the traditional public administration model (TPAM) with its bureaucratic approach (see Sections 3.2.1 and 3.2.2) to the governance of public institutions such as the public libraries in Nigeria.

8.2.5 To establish issues in terms of accessibility to public library services

- *What are the factors affecting accessibility to the services provided by public libraries?*

The study established that no member in a community has been denied access to library services. However, accessibility to some of the public library services was affected by a number of issues as indicated in Table 6.10. A major hindrance in accessing information concerned the fact that the materials were deemed irrelevant for their needs with 201 (55%) respondents indicating that that was the case, and 139 (38.6%) who were not sure if the materials were indeed relevant to their needs. Lack of awareness of available information sources and services was also found to be a challenge to most users, with only 35 (9.7%) who felt confident that they knew what was available for them to access and use. As many users do not always have the time to use a source inside the library the lack of borrowing facilities was found to be a major limitation in the accessibility of library sources.

The lack of information literacy and information seeking skills, both in print and e-resources, were also identified as prohibiting access to the information available in the libraries. The lack of skills to use the available catalogues in the libraries was also identified as a problem in becoming aware of what is available in the libraries in order to access the required materials. The study established that although these information retrieval tools were available, especially in the urban libraries, they were not in the necessary order, and seemingly not well used, as was evidenced by their dusty appearance. Although the opening hours of the libraries were found to allow most users to access the services, the fact that some staff members abandoned their posts to leave the library for private purposes affected access to services during times when the library should have been open. The study found that access to the library facilities and information was often difficult, if not impossible, for the disabled, who could not always gain easy access to buildings owing to the lack of wheelchair ramps, nor make use of information sources that lacked essential aids such as Braille books, talking books and books with large print.

8.2.6 To ascertain the usage patterns among users of the public library services

- *What is the frequency of use of public library services?*
- *What challenges are experienced by public library users concerning access and use of services?*

The general pattern of use of library services by users was categorised into 'often', 'very often', 'seldom', and 'never' in order to determine patterns of use. An array of public library services was identified and respondents indicated those services that they use as ranked above. It was revealed that respondents do not use most of the services (see Table 6.11), indicating that the general pattern of usage of public library services by users was very low. This was especially found to be the case in the rural areas. Those services that were 'often' used included newspapers, photocopying, social magazines, and the bag cabinet (see Table 6.11). Services such as: borrowing, film shows, faxing, Braille, awareness talks, and a reading club were found to be never used because they were not available. The study revealed that 312 (86.7%) of the respondents 'seldom' used the services of the libraries, 39 (10.8%) used them 'often'', but only 9 (2.5%) used the services 'very often'. None of the rural population was found to use the libraries 'very often'.

Challenges concerning use of public library services were mainly captured through the interviews with and questionnaires given to the public library directors, heads of rural community libraries, and users. None of the libraries offered online information resources to their patrons. A number of challenges were articulated, including administration, bureaucracy, funding, staffing problems, low patronage, outdated library materials, erratic electricity supply, irrelevant services, and inadequate facilities, amongst others (see Sections 6.3.5 and 6.3.6).

8.2.7 To determine the issues affecting the satisfaction levels among users of public libraries

- *What is the satisfaction level of public library users with the use of the services?*

Users of public libraries were not satisfied with the services provided by the libraries, both urban and rural, because of the type of services provided. This objective was achieved through the use of a questionnaire for library users that ranked satisfaction levels 'very satisfied', 'satisfied', 'less satisfied', 'not satisfied' and 'don't use'. The satisfaction level was found to be very low as high percentages were recorded in the ranking of those services under the "never used", "less satisfied" or "not satisfied" options (see Table 6.13). This indicates

that the right types of service were seemingly not provided, resulting in low levels of satisfaction with the services provided.

8.3 Development of a framework to improve public library service delivery in Nigeria

The Online Oxford Dictionary (n.d.) defines a framework as 'a basic structure underlying a system, concept, or text.' Within the public library sector general frameworks such as the IFLA Public Library Service Guidelines (Koontz & Gubbin, 2010) exist. This can be used to provide guidance for the development of a public library system. Such a framework can provide general guidance, but implementing it in a specific country requires that the political, economic, social and developmental situation be factored in in the process of development and administration. In developing a framework suitable for a country such as Nigeria, cognisance should thus be taken of these factors in order to put in place a workable framework for the improvement of service delivery.

The discussion of the findings of this study indicated a lot of issues in the delivery of public library services in Nigeria which minimised the satisfaction of the users of the services provided. One of the reasons for this situation could be the lack of a specific framework to guide the development, administration, management and provision of public library services in the country. The need for the adoption of a framework for the improvement in the service delivery of an organisation is advocated by several authors such as Allan (2003:3); Atkins (2005); and Aalto University (2011); Salimonu, et al. (2013:11); and Boonsiritomachai (2014:5).

The proposed framework was developed based on the ideal library situation as proposed by the IFLA Public Library Service Guidelines, keeping the findings of this study in mind in terms of the seven criteria described in the guidelines. Table 8.1 provides a summary of the IFLA Public Library Service Guidelines (Koontz & Gubbin, 2010), the findings of the study in terms of these guidelines and an indication of what the proposed framework needs to address in order to mitigate the discrepancies identified against the guidelines in order to ensure satisfactory public library services in Nigeria.

Table 8.1 Summary of the IFLA guidelines, the findings of the study and issues to be addressed by the proposed framework

IFLA Public Library Service	Study findings: Nigeria Public Library	Issues to be addressed in the proposed

Guidelines	System	framework
1. Mission and purpose of public libraries: To provide: - basic conditions for lifelong learning, - resources and services in a variety of media to meet individuals' and groups' needs.	Materials not what community need for lifelong learning – outdated – do not cover wide variety of topics. Materials not conducive to formal and informal learning. Formats mostly print-based. Services and source do not provided for variety in terms of knowledge, ideas and opinions – do not contribute towards development and maintenance of democratic society. Services and source do not meet the individuals' and groups' needs.	Identify information materials and services specifically aimed at each community to allow for lifelong learning, personal growth and enrichment. Broad consultation with organisations/groups such as: retired civil servants; cooperatives; parent/teachers' associations (PTAs); Farmers Associations; National Association of Nigerian Students (NANS); political groups; and private individuals must be consulted for the provision of public library services that will be beneficial to them. Materials need to enable both formal and informal learning, Source and services to allow for the diversified needs of users and to support individuals' and groups' personal and collective development
2. A legal and financial framework: - Is the responsibility of local and national authorities - It must be supported by specific legislation - Legislation to state level of government responsible for provision of services and how it will be funded - Funding can be from primary and secondary sources as regulated by each country - No charge for membership and utilisation	Federal, state and local government involved. - Federal government – promulgate laws - State government – responsible for policy formulation, budgetary allocation, provision of staff, and the payment of their salaries. - Local government – through lLibrary Boards – responsible for budgetary and administrative accountability to state level – responsible for management of rural libraries Legislation not specific – relates to National Library services – states responsibility for provision of services and responsibility for funding through state budget. Budget for service delivery mainly dependent on state financing. Few libraries use/explore secondary sources of income. Most services delivered free of charge.	National and public library systems to be separately governed. Promulgate public library specific legislation . Legislation to address issues such as governance structures at federal, state and local levels, specific responsibilities at all levels, and address level of autonomy of librarians at local level. Create legislation/policies regulating the provision of ICTs in public libraries. Formalise through policies the ability of libraries to explore and use additional sources of funding to support service delivery. Provide basic information services free of charge to community members. Allow charging of fees for additional information services
3. Meeting the needs of the customers by: - Identification of users, potential users and specific user groups - Provision of information services – both in print and digital format - Cooperation with community groups and stakeholders - Provision of outreach services for people with special needs - Free customer access to internet - Providing bibliographical records - providing physical access to services through: location, opening hours, buildings, space,	Identification of users and user groups not established – seemingly library services are only concerned with servicing members. Information services provided mostly in print form – electronic forms to be introduced soon in some libraries. Services mostly traditional – no innovative services identified. Community involvement mostly by way of 'Friends of the library'. No evidence of outreach services or services	Regular user studies to be performed, on both the total library population and specific user groups in the library to establish specific information/service needs. Innovative services based on user needs required Introduction of outreach services to people with special needs. Create networks with community groups and stakeholders. Address issue of functional computer and internet facilities

designated areas, information sources, shelving, signage, ambience, safety and parking facilities	for people with special needs Customer access free – payment only for service such as photocopying or bindery services. Catalogues provided – not used. Physical access provided: - Locations mostly within communities – transport to reach library not a problem. - Opening hours good but libraries sometimes closed during opening hours. - Library buildings not in good state of maintenance – no provision for assisting people with special needs. - No mobile libraries. - Space too small especially in urban areas. - Some designated areas such as newspaper/magazine section, children's section, reference section. - Information sources available, but outdated/irrelevant. - Shelving available. - Not very good ambience. - Security problems expressed. - Parking facilities available.	Current bibliographic tools such as OPAC to be provided. Information literacy education to be provided. Make provision for physical access through - Conducive opening hours - Convenient locations - Accessibilityl & well maintained library buildings. - Enough space in designated areas. - Providing designated areas - Relevant & current information sources - Circulation of materials - Proper & enough shelving - Visible signage - Conducive atmosphere - Strong security measures - Ample parking facilities
4. Collection development: Provide variety of relevant media in variety of media, both traditional and electronic Sufficient number to satisfy community – to be readily available To be maintained Constant acquisitioning and deselection	Materials not relevant Large variety of media not available: mostly monographs, newspapers, and magazines – electronic sources mostly unavailable. Numbers not sufficient – though available in library - not available for use at home. Maintenance poor. Lack of funding to acquire enough new materials. Deselection not done.	Regular surveys to establish subject/format needs. Electronic media to be available and maintained in all the libraries. Sufficient information materials. Weeding of the library materials is recommended at least bi-annually in order to make the collections relevant and updated..
5. Human resources - Special skills required, e.g. technology customer care and interpersonal skills - To be gained on job, continuing education, prior experience. - Different staff categories to be employed in library.	Lack of skills. Staff attitude found lacking. Not much evidence of on-going training. Different categories of staff available, but some are seconded from ministries – not helpful in library situation.	The main four categories of staff (qualified librarians; library assistants; specialist staff; and support staff) to be employed. Regular training to gain new/special skills, e.g. ICT skills.

6. Management of the libraries: Well trained, skilled and flexible library managers required. Must promote library in community and society. Responsible for governing and funding functions. Responsible for planning, policy development and operational planning.	Mostly well-trained managers and skilled in library operations. Not much evidence of promotion of libraries. Responsible for day-to-day governing of library and planning to spend budget received from government via library boards. In rural libraries decisions taken at library board level. Not much evidence of policy development, but responsible for planning of activities.	LIS professionals training programmes to involve teaching of management skills. More autonomy required for taking management decisions and raining funds. More involvement in governance of public libraries by LIS professionals. More involvement of local communities and stakeholders in the management process. Autonomy in policy formulation and development and operational planning at library level..
7. Marketing: Have marketing plan in place. Liaise with community/media/stakeholders.	Lack of awareness of services delivered in libraries – indication that promotion is lacking.	Introduce awareness strategies such as radio and television advertisements, leaflet distributions, and orientation talks about the services and benefits of the libraries. Active community/stakeholder/media involvement in library issues.

To work towards more effective public library services, it will be important that the federal government of Nigeria should exhibit the political will to consider and implement the guidelines proposed in the framework. As argued by Moe (1994:3); Christensen, et al. (2007); O'Flynn (2007:354); Emergent (2010:6); Rutgers (2010:3); Thornhill and Dijk (2010:95); Frederickson, et al. (2012:3); Katsamunska (2012); and Uwizeyimana and Maphunye (2014:90), the adoption of a framework in the administration of a public organisation will bring about efficient and effective operationalization which will make it achieve its set objectives of satisfactory delivery of services. The aim of the framework is to supply government officials with practical guidelines as to how the public libraries can be more effectively governed and managed for the benefit of all Nigerians. The following sections provide the suggested framework applicable to Nigerian conditions:

8.3.1 Proposed framework/guidelines

The proposed framework/guidelines are based on the IFLA Public Library Service Guidelines, and could be implemented as follows:

8.3.1.1 Role and purpose of public libraries

In line with the IFLA guidelines (Koontz & Gubbin, 2010), public libraries in Nigeria should be seen as local gateways to knowledge, organisations which provide basic conditions for life-long learning, independent decision-making, and the cultural development of groups and individuals. To attain this, the public libraries should provide a wide variety of resources and services through a variety of media in order to meet the information, educational, cultural and social needs of individuals and groups in each community in the Nigerian society. In order for each public library to succeed and be fully used in each community, library management needs to establish the community requirements and culture by surveying and communicating with specific groups in communities such as retired civil servants, cooperatives, parent/teachers' associations (PTAs), farmers associations, the National Association of Nigerian Students (NANS), political groups and private individuals, as well as with potential users, using different methods such as public meetings, focus groups and other methods to get as wide an input as possible from all community members.

The sources and services provided should support and maintain a democratic society by making available to individuals and groups a wide and varied range of ideas, information, opinions and knowledge, and supporting literacy campaigns and formal and informal education. Formal education must be supported by way of making available formal learning materials in a variety of formats, such as textbooks, journals and study guides. Informal education, as it is a lifelong activity, should be supported by way of regular needs assessment in each community so that new skills can be acquired throughout their life stages. Active involvement in literacy and information literacy classes should be part of the library services offered as many Nigerians might experience problems with accessing the wide variety of information materials and services that ideally should be available in each public library. The public library building should be designed to reflect the library's functions in order to be accessible and sufficiently flexible to accommodate new and changing services.

As access to and understanding of information is a basic human right, each public library should collect, organise, exploit and provide access to as wide a variety of sources as possible, including both informational and creative literature, which is relevant to each individual community. Each library has the responsibility to collect and make available local content materials so as to preserve the history of the specific community and individuals in the community. Access to a wide variety of ideas and opinions will support informed debate and decision-making. A wide range of information access to digital information using the

internet is a priority. This will help bridge the gap between information-rich and information-poor communities and countries, and provide Nigerian communities with the means to grow and develop.

The libraries should provide services that will inform communities about issues important to then, such as health awareness talks and basic life skills. As a country, Nigeria has many illiterate people in their communities, and the library should provide specific information services to them to assist them to interpret information, and where required to translate it for them in a language they understand.

Children's library services are important to encourage them to read, both for information and leisure purposes. The public libraries should provide inspiring materials for them to use in order to grow and develop into well-developed and well-informed young adults.

Services and information sources should reflect the language(s) and culture(s) practised in each community, and the staff should be able to assist people in the language(s) spoken in each community. Close cooperation with cultural groups and organisations in the communities are to be encouraged. The library should aim to become a social environment in which individuals and groups can access any information they would want to read, and meet to debate and discuss events and issues without any obstacles put in their way.

No individuals or groups should be prohibited from using the library services and sources, and access should be free of charge. People with special needs should be given due attention, in terms of physical infrastructure and information materials, so as not to bar anyone from accessing and using the library services.

8.3.1.2 Legal and financial framework

In accordance with guidelines proposed by the IFLA guidelines, public libraries need to be supported by legislation and sustained funding.

A clear governing structure, indicating governmental responsibility for public libraries, should be drafted and communicated to all public library stakeholders to ensure that all involved in the governance, administration and management of public libraries are informed and accountability can be established. Public libraries should preferably be provided for at local level and not through the national library service, as the functions and responsibilities of these two library types differ from each other. In line with the separation of the responsibility for public libraries by the NLN, library legislation specifically for public libraries should be

promulgated, replacing existing legislation. The legislation should clearly indicate the responsibilities towards public libraries of each level of government, and also how these responsibilities will be funded.

Funding avenues are to be clearly stated in order to create awareness among public libraries of how funds are allocated, and from which government level it is sourced. Additional methods of income generation should be encouraged to support funding deficiencies that might occur in libraries. Alternative funding methods such as donations, income from commercial activities, customer fees, and charges from additional services should be regulated through a library-specific policy, taking into account the variety of funding sources available in the community. However, members should not be charged for information services and membership. External sourcing of funds from commercial organisations should be encouraged.

A national information policy should be drafted in which the place of the public libraries in the information environment is spelled out. Public librarians should be involved in the development of such policy so as to enable libraries to make full use of the opportunities that digital information offer to their communities. Owing to the growing importance of access to digital information, and bringing Nigerians into methods of providing information in the 21st century, the provision and maintenance of ICTs should be prioritised and regulated by way of a library-specific policy. Specific funding needs to be allocated to fund ICT facilities and infrastructure in the libraries. The role of the library in providing e-government services also needs to make explicit by way of a policy to ensure optimal preparedness of the staff to support the trend of governments moving towards providing e-services.

Local library-specific policies are to be encouraged to assist librarians to effectively manage their specific libraries.

8.3.1.3 Meeting the needs of the users

The services provided by the public libraries in Nigeria should be on the basis of equality of access for all. Information needs, and the need for specific services should be established, among both users and potential users of the library. Specific user groups should be identified in each community, and based on their numbers and needs, services should be provided for them. Needs should be established using a variety of methods. User surveys should establish whether to discontinue, adapt or improve services so as to improve service delivery in a

specific community. Access challenges for people with special needs should be identified and made a priority.

Services should be made physically accessible to everyone by situating the building centrally. Sufficient reading and study facilities should be provided, taking into account the number of actual and potential users. Relevant information technologies should be provided, taking into account user needs when determining facilities to be provided. Convenient and sufficient opening hours should be established in consultation with, and according to the needs of the users. The services should include outreach services for users who cannot visit the library because of problems such as old age, immobility, ill health, lack of transport, etc.

Public libraries should provide borrowing services – not only with the available library materials, but also by participating in interlibrary lending schemes with other co-operating libraries in order to meet the users' needs. This service should be regulated by way of an inter-lending library policy which will allow for resource-sharing.

Bibliographical retrieval tools, such as catalogues providing users access to the library materials, should be available for users in all libraries. Information literacy education should form part of the continual services offered by public libraries to enable users to use the bibliographical retrieval tools. Consideration should be given to the digitisation of these tools.

Services in accordance with the needs of each community, such as reading clubs, the internet, Braille and talking books, large print and a children's library should be made available in order to make the services inclusive for all users. Care should be taken to deliver services that are not subject to ideological, political, religious and commercial pressures. Delivery of these services should incorporate technologies that will aid their dissemination. Collections should target identified user groups in a community, be flexible to reflect any changes in each community, be relevant and current, and regular management of the collection should be a priority in order to prevent irrelevant information collections.

Libraries should actively engage in reading promotion by way of marketing strategies and support of programmes such as literacy classes. Involvement could be achieved by providing space for activities, providing materials supporting activities, organising of events promoting reading, literature and media culture, or by providing training in available technologies.

In the construction and maintenance of the library buildings, additional space should be provided to accommodate the user population, especially in the urban areas. Designated

spaces should be provided in the design so that specific services such as a children's library section, a newspaper/periodical section or reference section can have a specific area apart from the general use areas. Clearly visible signage should be put in place to assist users to access services and sources easily. Shelving should be sufficient and take into account the available materials and the needs of specific groups of users such as children and physically disabled users. Security measures should be put in place in order to reduce theft or mutilation of materials.

Parking facilities should be available close to the libraries to facilitate easy access. They should cater for people with special needs.

8.3.1.4 Collection development

The collection development of public libraries should include specific services and materials apart from the general collections for the users who cannot use the regular services for whatever reasons. These people include: the disabled, the hospitalised, the imprisoned, and linguistic minorities. The collections must be able to provide materials relevant to all age groups in order to meet their needs, and should also include traditional materials and all relevant media and technologies. It is fundamental that public libraries should provide high quality and relevant local materials which must reflect the current trends in and evolution of the society, including the memory of human activities, i,e, history, and imaginative literature. The library's collections must not be subjected to any form of ideological, religious or political censorship or commercial pressures.

Additionally, surveys of users' needs are important. These will allow for the provision of relevant materials. Electronic media should be made available and maintained in all the libraries. Weeding out of the library materials is recommended at least biannually in order to make the collections relevant and up to date.

8.3.1.5 Staffing

The public library staff is a vitally important resource in the daily activities of the library. For the provision of the best services to the community a particular library serves, it is important that the public libraries in Nigeria recruit and employ well trained and highly motivated staff in order to make effective use of the library resources, and meet the library needs of the communities. The recruitment of staff should be the responsibility of the local government or Library Board in charge of the library.

The composition of the public library staff should include: qualified librarians, para-professional staff, library assistants, support staff, and where ICTs are available, a library technician. Staff members should preferably be employed full-time to ensure continuity, job security and job satisfaction. Qualified librarians should be in possession of a relevant library qualification in order to be able to design, plan, manage and implement library and information services. As skills required to do the job are constantly changing it is important that continual training takes place. It should be expected from the librarians to continually re-train or upgrade their skills so that they stay current. All librarians should be skilled in the use of technology so that they can teach/assist community members to use available technology and digital information. Para-professionals should be employed to assist with staffing issues, routine public and technical service functions, and building and facilities maintenance. Preferably they should have some library skills/experience, and have good interpersonal skills. Library assistants should be employed to assist in routine tasks such as shelving, filing, clerical support, and processing of library materials. Support staff should be employed to assist with cleaning the library, act as messengers between the library and the local government, and attend to security. Staff numbers should be determined at local government level in liaison with the state and federal governments who are responsible for budgeting for staff salaries. The level of staff is to be determined by the local library environment.

Staff members should have a clear understanding of the library policy, well-defined responsibilities and duties, satisfactory conditions of employment, and salaries which must be highly competitive with similar jobs. Performance appraisal of staff is important as that can serve as a guide for developing their skills.

8.3.1.6 Management of the libraries

The management and administration of public libraries in Nigeria is closely linked with the Library Boards, and therefore legislation governing the composition of the Boards should be adapted to make it possible for a wider variety of stakeholders, especially local community members, to be included on them. This will enable community input into the management of the libraries. Regular meetings of the Boards and cooperation as partners in the development of public library activities should assist in improved management of the libraries.

The management of the library should be the responsibility of the library manager who should be a professionally qualified librarian. The library manager should be enabled to take autonomous decisions as to how the public library should be managed. The following

management skills are a requirement from the library manager: leadership and motivation; planning and policy development; building and maintaining networks with other similar organisations; budgeting negotiation and management; management of change; management of library resources; staff management; and the planning and development of library systems.

The library manager should be liaising closely with all levels of governance in order to create awareness of library developments and funding requirements. He/she is responsible for creating and maintaining networks at national, state and local level, with other libraries and ICT facilities in order to provide access to their resources for their community members. They should create networks, especially at local level, with other information providers to broaden the access to information beyond the scope of the library information services.

The library manager should be responsible and accountable for the financial planning and management of the budget allocated to the library by the Library Board to enable the library to operate efficiently and provide optimum service delivery to the community.

The library manager should be responsible for the management of the library staff in accordance with policies and regulations agreed upon with the local government or Library Board responsible for the library.

8.3.1.7 Marketing of public libraries

Marketing and promotion of the services provided by the libraries requires community liaison and lobbying. The library should develop a marketing policy to guide any promotional activities such as the introduction of awareness strategies like radio and television advertisements, leaflet distributions, and orientation talks about the services and benefits of the libraries. Each public library should constitute a few member committees whose members must be knowledgeable about marketing strategies to handle the marketing and promotion of the library. The committee could have a memorandum of understanding with the media houses such as newspapers, radio and television for easy and practicable implementation of the activities. Library and information professionals can be invited to give talks on the importance of the use of public library services in these media houses.

8.4 Contribution to knowledge and originality of the study

In order to establish the originality of a research endeavour, the tools, techniques and procedures used in conducting the study should be identified (Edwards, 2014). The research tools are the instruments used in gathering the data, such as the questionnaire, while

techniques are the processes involved in the conduct of the study, such as the interview and observations. The research procedure connotes the totality of the activities involved in obtaining the institutional review board's consent. Edwards (2014) identifies nine concepts of originality in research as follows:

- Conducting empirical study that has not been done before
- Conducting an original synthesis
- Ability to interpret existing material in a new way
- Demonstrating new ideas that have only been undertaken abroad
- Using a particular technique in a new way
- Presenting new evidence about an old issue
- Cross-disciplinary ability and using alternative methodologies
- Conducting research in an unexplored area of a discipline
- Providing knowledge in an original manner

Snowden (2014) argues that it is desirable to demonstrate and defend an original contribution to knowledge in the conduct of any research. This assertion buttresses the position of Edwards (2014) earlier. The researcher's ability to demonstrate an original contribution to knowledge brings out the genuineness and originality in its entirety. Gelling and Borrego (2014) also postulate originality as a major ingredient of doctoral research in all the disciplines. This is because doctoral students are expected to demonstrate their ability to contribute new ideas to their fields of endeavour. Aalto (2009) considers the research topic as part of the process in promoting originality. The topic must be original, researchable and practicable. Gullifer and Tyson (2010) argue that plagiarism is an act of theft of the individual ownership of intellectual outcome, and the total absence of it in research is a major determinant of originality in such research. It is always normal for institutions to benefit from learning about their students' understanding of plagiarism; this experience will assist them in developing appropriate strategies in order to promote academic integrity.

In this study, the originality of the research is premised on the fact that according to the knowledge of the researcher there have not been studies done, before this one, on public libraries in Nigeria which have holistically addressed the issues and challenges using the UDHR (1948), the IFLA Public Library Service Guidelines (Koontz & Gubbin, 2010); the UNESCO Public Library Manifesto (1994); and the chosen models TPAM and NPM. The available studies concentrated only on specific issues concerning public library service delivery. As far as the researcher could establish, no detailed and structured research has ever

been conducted cutting across all the six geo-political zones in Nigeria with in-depth investigation on the administrative and legislative aspects of service delivery. This is the first study conducted in Nigeria which has comprehensively explored issues and challenges in the provision and use of public library services. Not only does the study contribute to knowledge of public library research, it also contributes to the existing literature. This research has also developed a practical framework for the improvement of public library services specifically aimed at the Nigerian public library situation, something which has not yet been done in any of the studies the researcher has had access to.

8.5 Dissemination of research results

As mentioned in Section 1.10, some of the results of this study were disseminated through local and international conferences, seminars/workshops, and publication in peer-reviewed, indexed journals. This thesis will also be made available online and also in the library of University of Zululand for reference purposes. The following publications and conference proceedings were published from the findings:

8.5.1 Publications

● Salman, A. A., Mostert, B. J., & Mugwisi, T. (2014). Issues and Trends in the provision of public library services in Nigeria: A literature survey. *Journal of Balkan Libraries Union*, 2(1), 38-44. Available at: http://www.balkanlibraries.org/journal

● Salman, A. A., Ocholla, D. N., Mostert, B. J., & Mugwisi, T. (2013). *Ethical issues and challenges in the access and use of information services in public libraries in Nigeria: A PAPA model analysis*. Proceedings of the 14th Annual IS Conference on 'Information Ethics in Africa', University of Zululand, 43-56. Available at: http://www.lis.unizulu.ac.za

8.5.2 Conferences

● Salman, A. A., Mostert, B. J., & Mugwisi, T. (2014). Challenges in the provision and utilisation of information services in public libraries in Nigeria: A literature survey. LIASA 15th Annual Conference, 7-11 October, 2014, International Convention Centre, Cape-Town. Available at: liasa.org.za/sites/default/files/events/salman.pdf

● Salman, A. A., Mostert, B. J., & Mugwisi, T. (2015). Trends and issues in the access to and utilisation of public library services in Nigeria: Users' perspectives. 16th Information Studies

(IS) Annual Conference, 'Information and knowledge for development IK4D', 2-4 September, 2015, University of Zululand.

8.6 Conclusions

This section provides the conclusions drawn from the research objectives and themes that emerged from the findings. The conclusions reached were drawn according to the sequence in which the objectives were outlined in Chapter One, Section 1.3.

8.6.1 Appraisal of the governance and administrative structures of public libraries

The study established that the governance structure in the administration of public library services in Nigeria is premised on three levels: federal, state, and local. At federal level the Ministry of Education is responsible for the overseeing of the National Library of Nigeria, which is a public library service responsible for promulgating library-related legislation and providing a budget for the library services. At the state level, each of the 36 states in the country governs the public libraries (urban and rural) under it through the state Ministry of Education, Science and Technology. In charge of these ministries are permanent secretaries with many years of experience in ministry matters. However, it was established that they do not have academic qualifications related to library services, which might influence the way in which library legislation and matters are perceived and handled by the ministries. At the local level, all the rural community libraries are governed and administered by the state under whose jurisdiction they fall. Funding received from the federal government is used by the ministries through the state government to recruit and pay staff salaries, maintain the library buildings and supply library facilities. They were also found to be responsible for providing the Library Boards with funding, which in turn is either allocated to the urban libraries for information materials selection or used by the Library Boards to acquire materials for the rural libraries under their control.

The study examined the existing administrative and management structures of public libraries and discovered that the management of the libraries lacks appropriate and specific legislation, but depends on the National Library Act, 1970 (as amended) for the overall activities of public libraries. These do not include the general activities of public libraries at the state level. For example, Bello (1983:376) stressed that the National Library Act, 1970 is limited in scope and lacks the ability to legally support the services of public libraries in a way to

deliver ideal services. The conclusion drawn from these findings is that an ideal public library law that will comprehensively address the activities of public libraries in Nigeria is inevitable, especially in the light of the fact that it is about 45 years since the National Library Act, 1964, was reviewed. There is support for findings from the study in Venkatappaiah (1994), Adam (2008) and Yusufu (2010). The findings also revealed that community participation is lacking in the activities of public library management. The findings contrast with the study by Irwin (2012), who advocates community participation in the management of public libraries as an important impetus in the successful delivery of services. It is therefore concluded that there is a need to restructure the composition of the governing bodies of public libraries, which must include library professionals and other stakeholders. Additionally it is concluded that the present National Library Act, 1970, should be replaced by more comprehensive public library legislation which will address all the relevant areas in the governance of public libraries in Nigeria.

8.6.2 Level of development, and services delivered by public libraries in Nigeria

The level of public library development and the services delivered in Nigeria are conclusively summarised as follows:

8.6.2.1 Level of development of public libraries

The study concluded that the number of available libraries in Nigeria was inadequate, with only 316 public libraries (urban and rural) serving a population of over 170 000 000 people. The study also found that the services and facilities provided by the libraries do not meet the expected standard as recommended in the IFLA Public Library Service Guidelines (Koontz & Gubbin, 2010). The study by Omotosho and Okiki (2012) buttressed the findings of this study, which is in contrast with the position of Abdel-Motey and Al-Ansari (2012:35) when they argue that the provision of minimum standards of resources and facilities are required in public libraries for effective service delivery. It is concluded that the development of public libraries in Nigeria is still low compared with the developed countries in terms of management and the quality and quantity of the services provided. It was thus concluded that a concentrated effort should be made to implement best practices in the sector in order to enhance development.

8.6.2.2 Services provided in public libraries

The findings revealed that the services offered are outdated, insufficient and do not reflect the cultural and entertainment focus of the communities that they serve. The conclusion drawn from these findings is that services of public libraries in Nigeria are poor and require huge input and development to be relevant and meet the proposed standards as espoused in the IFLA guidelines. The situation was found to be even more dire in the rural community libraries where there were mainly obsolete materials, and less qualified and experienced public librarians managing rhem. As these are the areas where the impact of library services should be most felt it was concluded that currently the libraries did not contribute much to the informational, educational and recreational aspirations of the communities they serve.

8.6.3 Factors hampering the provision of public library services

The study established that in Nigeria, factors such as legislation, funding, staffing, lack of autonomy, and lack of information sources/services militated against the delivery of satisfactory public library services.

8.6.3.1 Legislation

The development of public libraries in Nigeria has been severely affected because of a lack of direction and an appropriate legal framework for the provision and use of public library services. It has been concluded that appropriate public library legislation other than the Amended National Library Act, 1970, is needed in order to ensure that effective governance structures, and appropriate funding structures, policies and procedures are put in place.

8.6.3.2 Funding

It was clear from the study that the major source of funding, i.e. the government annual budgetary allocation, was mainly relied upon by the public libraries in Nigeria. There was very little evidence found of proactive measures taken to explore alternative sources of funding such as the internally generated revenue (IGR), for financial self-sustainability. It was therefore concluded that an official framework be put in place allowing libraries to actively solicit additional funding to improve the information collections and services for the benefit of their communities.

8.6.3.3 Staffing

The study established that professional librarians were lacking in the public libraries, especially the rural ones where the library staff had lower qualification with few years of working experience. Librarians were not always in possession of required technological skills

such as computer literacy and digital management of information. It was therefore concluded that suitably qualified staff should be appointed.

8.6.3.4 Lack of autonomy

The lack of administrative autonomy, especially among the rural libraries, was found to be preventing librarians from making administrative and management decisions pertinent to their libraries – something that was in direct opposition to the provisions made for more autonomous decision-making in the Amended National Library Act, 1970. It was therefore concluded that for meaningful development in the sector, public libraries should be granted administrative autonomy which would allow them to decide administrative matters for themselves.

8.6.3.5 Lack of information sources/services

The study revealed that there was a serious lack in the quantity and quality of the information sources and services available to the public library users, and that most of what was available was irrelevant, and outdated. Much of this deficiency can be ascribed to how the libraries are funded and governed, the lack of policies to govern the provision of services, especially ICT–related services, and staff-related issues. The conclusion drawn from these findings is that funding remains a major challenge in the administration of public libraries because of the single source of income, which is the yearly budgetary allocations, and the fact that the libraries are mostly dependent on the government to support them. This has obviously affected the quality and quantity of the services provided by these libraries.

8.6.4 Challenges concerning access to public library services

The study established that frequency of use by users is largely 'seldom', for various reasons, including lack of awareness of what is available, inability to use OPAC, and obsolete informational material. Access to the services is also affected by the nature of the buildings, especially for the physically impaired. Though the provision of equal access and use of common library services is advocated in the IFLA guidelines, it was found that public library users seldom use the services provided to them for various reasons which can be mostly attributed to poor administration in the provision of these services, though some external factors such as a lack of literacy can also be blamed for the situation. It can therefore be concluded that access to library services is affected on many levels, and that it will require a concerted effort from both governing bodies and the libraries alike to address the problem in

order to promote access to libraries to all community members, regardless of creed, colour or abilities.

8.6.5 Usage patterns in public libraries

It was concluded that the usage patterns of public library services by the users indicated that services such as newspapers, photocopying, reference, serials, social magazines, and bag cabinets were the most often used services, though even these were not used much. Services that would have been expected to be provided such as binding, study carrels, faxing, film shows, awareness talks, reading clubs, Braille materials, and talking books were found to be either not available or, if available, not much used. It was also established that a core service such as the borrowing of materials was not provided, and therefore not used at all, whereas non-core services such as bag cabinets and car parks were being provided and well used. This leads to the conclusion that the majority of the services on offer are as a rule not regularly used, indicating that there is a mismatch between the services on offer and the users' expectations of the services to be offered, or the level at which they are offered.

8.6.6 Levels of satisfaction among public library users

The study established that clients' satisfaction with the use of the services provided is very low. The obvious conclusion to be drawn is that the satisfaction of library users is affected by the types of service provided, which do not meet their aspirations.

8.7 Recommendations

This study has identified the different issues which hinder the provision and use of public library service delivery in Nigeria. The recommendations are derived from the respondents' suggestions for improvement and the findings from the literature reviewed, and also address the conclusion of this study as identified in Section 8.6 above.

8.7.1 Governance and administration of public libraries

- In order for the public library sector to function properly in Nigeria, adequate governance and administrative structures should be put in place through appropriate legislation. Currently, governing and administrative bodies consist largely of non-library professionals with qualifications irrelevant to library and information services, most of them being political office holders with political ideologies, none of which are conducive to public library development.

- LIS professionals and other stakeholders should be more involved in the public library governance and the formulation of policies for their libraries instead of just being involved in the day-to-day operations.

- Public libraries should be more proactive in exploring the possibilities of providing relevant and adequate services by approaching stakeholders in the society and encourage NGOs and local and international foundations to assist with funding. The federal government of Nigeria should set up a central committee comprising professionals such as: librarians, IT experts and administrators of integrity to provide leadership in terms of how public library services can be improved, taking into account the findings of this study. It is envisaged that such a committee can eventually become a permanent national commission functioning as a regulatory body for the states' public libraries in Nigeria. This could enhance professional autonomy in the public library sector.

8.7.2 Legislation

- Public library-specific legislation should be developed to replace the inadequate National Library Act of 1970. This legislation should address issues such as governance/administration, funding, staffing, the functions of all stakeholders, ICT policies, and library collaboration in order to provide better access to information sources for all users.

8.7.3 Funding

- The basis for the allocation of funding to the libraries should be revised and realistic budgets made available to the public libraries in order for them to fulfil their roles as described in the IFLA guidelines

8.7.4 Staffing

- There should be closer cooperation between library schools, as well as other education institutions that can offer further training, and the governing bodies in order to ensure that staff with appropriate skills are employed. The government should also make funding available for the retraining of existing library staff, especially in terms of ICT skills, the lack of which is currently a huge problem in most of the public libraries.

8.7.5 Services, sources and facilities

- Since most of the services provided in the public libraries studied were irrelevant, not current, or needed maintenance or upgrading, libraries should embark on finding innovative ways to improve their services to become more relevant to the needs of the community. Community involvement is of paramount importance as members might have some suggestions or practical skills that can be used to assist the libraries.

- The borrowing of materials is a service that should be reintroduced as this is a core function of public libraries to allow members to use their materials at their leisure and in their own time for information or leisure purposes.

- Awareness strategies need developing through jingles in the media, library orientation weeks, community forums, town hall meetings and any other innovative means that cab be employed to create awareness of the library as an institution, but also of the services and information sources offered in the library. Additionally, the libraries should provide information literacy training so that the library materials become more accessible to the library users.

- Libraries need to become aware of people with special needs within their communities in order to provide for them.

8.7.6 ICT infrastructure/resources

- Computers should be acquired for both administrative functions and for the library users. Each section of a library should have computers with internet access.

8.8 Suggestions for further research

This study has focused on the issues and challenges in the provision and use of public library services in Nigeria, with the emphasis on governance and administration of the sector. It has aimed at identifying problems and seeking for practical solutions. It is suggested that further research should focus on areas such as:

1. The impact of public library services on the development of users with different abilities: A critical analysis.

2. Ethical issues and challenges in the provision, access and use of public library services.

3. Mobile library services in rural communities as catalyst to effective dissemination of government activities.

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APPENDICES

APPENDIX I: INTERVIEW GUIDE FOR PERMANENT SECRETARIES

Interview Questions (Permanent Secretaries)	Prompts	Research objective to capture
SECTION A: Personal data 1. What is the name of your supervising ministry? Ministry of Education, Science and Technology ☐		

Ministry of Information ☐		
Ministry of Youth, Sports and Social Welfare ☐		
2. What is your designation?		
Permanent Secretary ☐		
Director ☐		
Deputy Director ☐		
Assistant Director ☐		
3. What is the name of the public library under your supervision? ………………………………………………………….		
4. What are your years of experience in the public service? Below 10 ☐ 11- 15 ☐ 16-20 ☐ 21- 25 ☐ 26-30 ☐ 31 and above ☐		
5. What is your highest qualification? PhD ☐ Masters ☐ Bachelors ☐ Diploma ☐ NCE ☐ SSC. ☐ Professional Certificate ☐ Informal Certificate ☐		
SECTION B: Provision and Administration of Public Library Services 6. Who is responsible for the running of public library in the State?	Federal, State or Local	To determine the administration

	Government?	of public library services.
7. What are the roles of government in the running of public library?	Administrative/ Advisory?	To ascertain the roles of administrators of public library
8. How do you think public library can be adequately managed?	Through adequate resources? (Human and material?)	Management challenges of public libraries
9. How is public library resourced?	Yearly budget allocation? Internally generated revenue? Solicited and unsolicited funds?	Challenges in public library provision.
10. What are the challenges your Department faces in providing public library services?	Funding? Administrative? Political? Education? Awareness? Lack of appropriate staff?	To establish challenges in the provision of public library services
11. What solutions can you suggest to overcome these		To develop a

challenges?		framework for improved service delievery.
12. How do you think public library can be made more attractive to the public?	Improvement in the services? Awareness campaigns? More sources?	To develop a framework for improved service delievery.

APPENDIX II: INTERVIEW GUIDE FOR DIRECTORS/ HEADS OF COMMUNITY LIBRARIES

Interview Questions (Directors/ Head of public library)	Probes	Research objective to achieve
SECTION A: Personal data 1. What is the name of your Library? ……………………………………………… 2. What is your designation? Director ☐ Deputy Director ☐ Assistant Director ☐ Head of Library ☐ Librarian ☐ 3. Years of experience: Below 10 ☐ 10- 15 ☐ 16-20 ☐ 21- 25 ☐ 26-31☐ 31 and above ☐ 4. Highest qualification: PhD☐ Master ☐ Bachelor ☐ Diploma ☐ NCE ☐ School certificate ☐ Professional Certificate ☐ Informal Certificate ☐		
SECTION B: Provision and Utilisation of Public Library Services 5. Who is responsible for the running	How is the person appointed?	To determine the administration of public library services.

of your library?		
6. Please, tell me about your library?	Resources? Users? Opening Hours? Staffing? Purpose of the library? Funding? Services? Technology available for staff/users	To determine how, and what services are provided in the library.
7. What is working well in your library? Why? What is not working well?		To determine whether the librarian can identify what is working well/not working well in the service delivery process
8. How is the library resourced? What sort of support do you get from the ministry? Do you think the community values the library? Elaborate	Moral? Financial? Logistics?	To ascertain the management of the library and the impact of the services on the community
9. What are the challenges in the provision of library services?	Financial? Security? Staffing? Role of Govt.? Outdated materials? Acquisition? Users perception? Librarian perception? Computer utilisation by staff/users? User needs not satisfied?	To determine challenges in the provision of public library services
10. Do you think that your users are accessing and utilising the services of the library optimally? Elaborate	Physical access problems? Format of materials correct? Correct services offered to users? Is promotion of library/services effective? Materials/services applicable to user needs? User information literacy? Used only as study space?	To establish the challenges concerning accessibility and utilisation of public library services.
11. Have you been able to deal with		To establish a

the issues, challenges and problems that you have described? How?		framework for public library development.
12. Do you think the users are satisfied with the services delivered? Elaborate		To determine satisfaction patterns of users of public library.
13. If they are not, what do you think can be done to improve utilization of library services?	Suggestions on improvement in terms of further services? Marketing? Needs analysis?	To develop framework for improvement

APPENDIX III: INFORMAL INTERVIEW FOR CHILDREN

Utilisation of children library services	Prompts	Research objectives to capture
1. Do you like to use the library? why?	To read story books? Meet a friend? Wait for your parents after school? Entertain yourself? Read? Do assignments?	To ascertain utilisation drive of children library services.
2. How often do you visit the library?	Daily? Weekly? Monthly? On weekends? During holidays? Anytime?	To determine the frequency of use of library services.
3. When you visit the library, what do you do?		To determine utilisation of library services.
4. What is the best thing you like in the library?		To ascertain services currently offered
5. What don't you like in the library?		To establish utilisation and areas of improvement
6. Do you use the library to find information for school projects?	Ability to find correct information? Enough sources? Enough space to sit and do assignments? Staff helpful in finding information?	To determine the challenges concerning accessibility and utilization
7. Do you like the storybooks in the library?	Read them? Take home to read? I don't understand the stories. No books to read/take home	To determine satisfaction level of users

APPENDIX IV: OBSERVATIONS (RESEARCHER)

The following public library services were observed as categorised below:

S/N	Resources/Facilities	S/N	Services	S/N	Physical materials
1.	Bindery equipment	1.	Opening hours	1.	Trolleys
2.	ICT facilities	2.	Circulation of materials	2.	Journal display racks
3.	Mobile library vehicles	3.	Internet	3.	Shelves
4.	Library building	4.	Children library	4.	Library collections
5.	Book carriers	5.	Library Catalogue	5.	Computers
6.	Preservation and conservation facilities	6.	Serials	6.	Reading/sitting capacity
		7.	Reproduction/copying of library materials	7.	Carrels/seminar/ conference/meeting halls
		8.	Users' observation		

APPENDIX V: QUESTIONNAIRE

SECTION A: (Public Library Users)

1. **DEMOGRAPHIC DATA (**Please, tick as applicable**)**

1.1. Name of Library

  ………………………………………………………………

1.2. Gender: Male ☐

           Female ☐

1.3. Occupation: ………………………………………….......

1.4. Age:

   13- 19 years ☐   20-30 years ☐   31- 40 years ☐

   41-60 year ☐   61- 70 years ☐   71 and above ☐

1.5. Disability:

   Physically Challenged ☐   Hearing Impaired ☐ Visually Impaired ☐

   None ☐

others, please specify…………………………………………………………..

1.6. Highest Qualification:

PhD ☐   Master ☐   Bachelor degree ☐   Diploma ☐

NCE ☐   Secondary School Certificate ☐   Primary School Certificate ☐

Professional Cert. ☐   Informal Education ☐

Others,   please

specify……………………………………………………………………………

SECTION B:

2. **Awareness of Public Library Services**

(Please, tick as many as applicable)

Which of the following public library services/facilities are provided by your library?

Statement	Yes	Not aware	Not sure
2.1.1. Borrowing of materials			
2.1.2. Reference service			
2.1.3. Newspapers			
2.1.4. Social magazines			
2.1.5. Children's library			
2.1.6. Computer			
2.1.7. Internet			
2.1.8. Talking books			
2.1.9. Library orientation			
2.1.10. Film show			
2.1.11. Exhibitions			
2.1.12. New arrival display			
2.1.13. Posters			
2.1.14. Awareness talk			
2.1.15. Reading club			
2.1.16. Entertainments			
2.1.17. Braille			

2.1.18. Large print			
2.1.19. Photocopying			
2.1.20. Scanning			
2.1.21. Bindery			
2.1.22. Fax			
2.1.23. Study carrels			
2.1.24. Meeting rooms			
2.1.25. Bag cabinets			
2.1.26. Car parks			

Others, please specify…………………………………………………………………………………

……………………………………………………………………………………………………

SECTION C:

3. Accessibility to public library services (Please, tick as applicable)

3.1. Which of the following statement prevents you from accessing the services of public library?

Statement	Yes	No	Not sure
3.1.1. I cannot borrow the materials			
3.1.2. Location of the library			
3.1.3. Transportation (too expensive, transport do not stop near the library, etc)			
3.1.4. Opening hours			

3.1.5. Materials are not what I need			
3.1.6. Staff attitude			
3.1.7. Materials are not in a form that I can use it			
3.1.8. Materials are too difficult to understand			
3.1.9. Lack of awareness of all the services/sources available			
3.1.10. Physically handicapped – access to library building problematic (building structure)			
3.1.11. I do not have the time to listen to talking books in the library			
3.1.12. I am too busy to access library materials			
3.1.13. I do not know how to find the materials I want in the library			
3.1.14. I cannot operate the OPAC or catalogue to find out where the source I need is in the library			
3.1.15. I do not know how to search for information in a book			
3.1.16. I do not know how to use the Internet effectively to find information that I want			
3.1.17. Others, please, specify……………………...			

SECTION D

4. **Frequency of public library use**

4.1. How often do you use the public library?

Often	Very often	Seldom	Never

4.2 Which of these services/ facilities do you use?

Statement	Often	Seldom	Not sure	Never
4.1.1. Borrowing of materials				
4.1.2. Reference service				
4.1.3. Newspapers				
4.1.4. Social magazines				
4.1.5. Children's library				
4.1.6. Computer				
4.1.7. Internet				
4.1.8. Talking books				
4.1.9. Library orientation				
4.1.10. Film show				
4.1.11. Exhibitions				
4.1.12. New arrival display				
4.1.13. Posters				

4.1.14. Awareness talk			
4.1.15. Reading club			
4.1.16. Entertainments			
4.1.17. Braille			
4.1.18. Large print			
4.1.19. Photocopying			
4.1.20. Scanning			
4.1.21. Bindery			
4.1.22. Fax			
4.1.23. Study carrels			
4.1.24. Meeting rooms			
4.1.25. Bag cabinets			
4.1.26. Car parks			

SECTION E:

5. Satisfaction with public library services/facilities (Please, tick as applicable)

5.1 How satisfied are you with the following services/facilities provided by your library?

Services/ Facilities	Very satisfied	Satisfied	Less satisfied	Not satisfied	I don't use the services
5.1.1. Borrowing of materials					
5.1.2. Reference service					
5.1.3. Newspapers					
5.1.4. Social magazines					

5.1.5.	Children's library				
5.1.6.	Computer				
5.1.7.	Internet				
5.1.8.	Talking books				
5.1.9.	Library orientation				
5.1.10.	Film show				
5.1.11.	Exhibitions				
5.1.12.	New arrival display				
5.1.13.	Posters				
5.1.14.	Awareness talk				
5.1.15.	Reading club				
5.1.16.	Entertainments				
5.1.17.	Braille				
5.1.18.	Large print				
5.1.19.	Photocopying				
5.1.20.	Scanning				
5.1.21.	Bindery				
5.1.22.	Fax				
5.1.23.	Study carrels				
5.1.24.	Meeting rooms				
5.1.25.	Bag cabinets				
5.1.26.	Car parks				

5.2   What challenges do you experience when using the library?

....

....

5.3 What do you like most about the library?

....

....

5.4 What do you like least about the library?

....

....

5.5 Any suggestions on how to improve your public library services?

....

....

Thank you for your co-operation.

APPENDIX VI: VALIDITY AND RELIABILITY OF INSTRUMENT

$CVI = \dfrac{\text{Sum of agreement on every relevant judgement}}{\text{Total number of items in instrument}} \times 100$ basing on the suggestions of experts—

who reviewed and judged the questionnaire items as either relevant or irrelevant to the study— that were cross tabulated as shown below.

		EXPERT ONE		
		Relevant	Not relevant	Total
EXPERT TWO	Relevant	55	15	70
	Not relevant	5	15	20
Total		60	30	90

$CVI = \dfrac{60}{90} \times 100 = 66.66\%$. It was therefore concluded that the instrument was highly valid for the study.

Reliability

Cronbach's alpha coefficient was computed as $\alpha = \dfrac{90}{90-1}\left(1 - \dfrac{1.86}{5.99}\right) = 0.6972$. It was, therefore, concluded that the instrument was internally consistent and, therefore, reliable.

APPENDIX VII: TABLE 1 OF ISREAL MODEL (DETERMINING SAMPLE SIZE)

Sample Size for ±3%, ±5%, ±7%, and ±10% Precision Levels where Confidence Level is 95% and P=.5.

Size of Population	Sample Size (n) for Precision (e) of:			
	±3%	±5%	±7%	±10%
500	a	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1,000	a	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,000	1,111	400	204	100
a = Assumption of normal population is poor (Yamane, 1967). The entire population should be sampled.				

APPENDIX VIII: AWARENESS OF PUBLIC LIBRARY SERVICES

Services	Option	5 UPL N	5 UPL %	5 RUL N	5 RUL %	3 UPL N	3 UPL %	4 UPL N	4 UPL %	4 RUL N	4 RUL %	6 UPL N	6 UPL %	6 RUL N	6 RUL %	2 UPL N	2 UPL %	2 RUL N	2 RUL %	1 UPL N	1 UPL %	Total UPL N	Total RUL N	Overall N	Overall %
Borrowing	Not aware	37	10.30	6	1.70	6	1.70	15	4.20	3	0.80	51	14.20	5	1.40	12	3.30	3	0.80	25	6.90	146	17	163	45.3
	Not sure	30	8.30	2	0.60	14	3.90	19	5.30	10	2.80	75	20.80	6	1.70	21	5.80	5	1.40	15	4.20	174	23	197	54.7
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Reference	Yes	39	10.80	5	1.40	15	4.20	21	5.80	4	1.10	87	24.20	4	1.10	26	7.20	8	2.20	40	11.10	228	21	249	69.2
	Not aware	0	0.00	0	0.00	0	0.00	0	0.00	5	1.40	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	5	5	1.4
	Not sure	28	7.80	3	0.80	5	1.40	13	3.60	4	1.10	39	10.80	7	1.90	7	1.90	0	0.00	0	0.00	92	14	106	29.4
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Newspaper	Yes	57	15.80	3	0.80	15	4.20	24	6.70	13	3.60	106	29.40	10	2.80	22	6.10	8	2.20	34	9.40	258	34	292	81.1
	Not sure	10	2.80	5	1.40	5	1.40	10	2.80	0	0.00	20	5.60	1	0.30	11	3.10	0	0.00	6	1.70	62	6	68	18.9
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Social magazines	Yes	22	6.10	0	0.00	12	3.30	20	5.60	10	2.80	84	23.30	5	1.40	25	6.90	5	1.40	18	5.00	181	20	201	55.8
	Not sure	45	12.50	8	2.20	8	2.20	14	3.90	3	0.80	42	11.70	6	1.70	8	2.20	3	0.80	22	6.10	139	20	159	44.2
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Children library	Yes	51	14.20	5	1.40	13	3.60	34	9.40	6	1.70	105	29.20	5	1.40	24	6.70	5	1.40	28	7.80	255	21	276	76.7
	Not sure	16	4.40	3	0.80	7	1.90	0	0.00	7	1.90	21	5.80	6	1.70	9	2.50	3	0.80	12	3.30	65	19	84	23.3
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Computer	Yes	42	11.70	0	0.00	15	4.20	15	4.20	3	0.80	82	22.80	10	2.80	30	8.30	0	0.00	31	8.60	215	13	228	63.3
	Not sure	25	6.90	8	2.20	5	1.40	19	5.30	10	2.80	44	12.20	1	0.30	3	0.80	8	2.20	9	2.50	105	27	132	36.7
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Internet	Yes	51	14.20	1	0.30	9	2.50	22	6.10	13	3.60	69	19.20	7	1.90	19	5.30	0	0.00	32	8.90	202	21	223	61.9
	Not sure	16	4.40	7	1.90	11	3.10	12	3.30	0	0.00	57	15.80	4	1.10	14	3.90	8	2.20	8	2.20	118	19	137	38.1
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100

Talking books	Yes	0	0.00	0	0.00	0	0.00	11	3.10	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	11	0	11	3.1
	Not aware	46	12.80	6	1.70	11	3.10	7	1.90	2	0.60	56	15.60	0	0.00	15	4.20	1	0.30	21	5.80	156	9	165	45.8
	Not sure	21	5.80	2	0.60	9	2.50	16	4.40	11	3.10	70	19.40	11	3.10	18	5.00	7	1.90	19	5.30	153	31	184	51.1
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Library orientation	Not aware	36	10.00	8	2.20	14	3.90	13	3.60	4	1.10	63	17.50	0	0.00	33	9.20	8	2.20	25	6.90	184	20	204	56.7
	Not sure	31	8.60	0	0.00	6	1.70	21	5.80	9	2.50	63	17.50	11	3.10	0	0.00	0	0.00	15	4.20	136	20	156	43.3
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Film show	Not aware	40	11.10	8	2.20	12	3.30	20	5.60	13	3.60	29	8.10	11	3.10	33	9.20	8	2.20	27	7.50	161	40	201	55.8
	Not sure	27	7.50	0	0.00	8	2.20	14	3.90	0	0.00	97	26.90	0	0.00	0	0.00	0	0.00	13	3.60	159	0	159	44.2
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Exhibition	Yes	0	0.00	0	0.00	5	1.40	0	0.00	0	0.00	8	2.20	0	0.00	0	0.00	0	0.00	0	0.00	13	0	13	3.6
	Not aware	35	9.70	8	2.20	0	0.00	16	4.40	0	0.00	47	13.10	0	0.00	25	6.90	0	0.00	13	3.60	136	8	144	40
	Not sure	32	8.90	0	0.00	15	4.20	18	5.00	13	3.60	71	19.70	11	3.10	8	2.20	8	2.20	27	7.50	171	32	203	56.4
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
New arrival display	Yes	38	10.60	0	0.00	12	3.30	13	3.60	0	0.00	29	8.10	5	1.40	12	3.30	0	0.00	8	2.20	112	5	117	32.5
	Not aware	8	2.20	0	0.00	2	0.60	7	1.90	13	3.60	28	7.80	0	0.00	0	0.00	0	0.00	11	3.10	56	13	69	19.2
	Not sure	21	5.80	8	2.20	6	1.70	14	3.90	0	0.00	69	19.20	6	1.70	21	5.80	8	2.20	21	5.80	152	22	174	48.3
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Posters	Yes	0	0.00	0	0.00	2	0.60	0	0.00	0	0.00	33	9.20	11	3.10	12	3.30	0	0.00	0	0.00	47	11	58	16.1
	Not aware	22	6.10	3	0.80	2	0.60	12	3.30	2	0.60	24	6.70	0	0.00	6	1.70	3	0.80	15	4.20	81	8	89	24.7
	Not sure	45	12.50	5	1.40	16	4.40	22	6.10	11	3.10	69	19.20	0	0.00	15	4.20	5	1.40	25	6.90	192	21	213	59.2
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Awareness talk	Not aware	32	8.90	8	2.20	4	1.10	16	4.40	11	3.10	73	20.30	11	3.10	15	4.20	8	2.20	8	2.20	148	38	186	51.7
	Not sure	35	9.70	0	0.00	16	4.40	18	5.00	2	0.60	53	14.70	0	0.00	18	5.00	0	0.00	32	8.90	172	2	174	48.3
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Reading club	Not aware	24	6.70	8	2.20	12	3.30	25	6.90	0	0.00	75	20.80	11	3.10	19	5.30	8	2.20	20	5.60	175	27	202	56.1
	Not sure	43	11.90	0	0.00	8	2.20	9	2.50	13	3.60	51	14.20	0	0.00	14	3.90	0	0.00	20	5.60	145	13	158	43.9

		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	Total		Total	%
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Entertainment	Not aware	32	8.90	8	2.20	20	5.60	12	3.30	8	2.20	71	19.70	3	0.80	11	3.10	0	0.00	33	9.20	179	19	198	55
	Not sure	35	9.70	0	0.00	0	0.00	22	6.10	5	1.40	55	15.30	8	2.20	22	6.10	8	2.20	7	1.90	141	21	162	45
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Braille	Not aware	52	14.40	8	2.20	11	3.10	19	5.30	11	3.10	52	14.40	11	3.10	21	5.80	8	2.20	26	7.20	181	38	219	60.8
	Not sure	15	4.20	0	0.00	9	2.50	15	4.20	2	0.60	74	20.60	0	0.00	12	3.30	0	0.00	14	3.90	139	2	141	39.2
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Large print	Not aware	47	13.10	0	0.00	10	2.80	22	6.10	7	1.90	66	18.30	2	0.60	26	7.20	8	2.20	17	4.70	188	17	205	56.9
	Not sure	20	5.60	8	2.20	10	2.80	12	3.30	6	1.70	60	16.70	9	2.50	7	1.90	0	0.00	23	6.40	132	23	155	43.1
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Photocopying	Yes	47	13.10	0	0.00	18	5.00	24	6.70	10	2.80	107	29.70	11	3.10	13	3.60	3	0.80	40	11.10	249	24	273	75.8
	Not sure	20	5.60	8	2.20	2	0.60	10	2.80	3	0.80	19	5.30	0	0.00	20	5.60	5	1.40	0	0.00	71	16	87	24.2
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Scanning	Yes	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	13	3.60	0	0.00	9	2.50	3	0.80	17	4.70	39	3	42	11.7
	Not aware	26	7.20	7	1.90	5	1.40	13	3.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	11	3.10	55	7	62	17.2
	Not sure	41	11.40	1	0.30	15	4.20	21	5.80	13	3.60	113	31.40	11	3.10	24	6.70	5	1.40	12	3.30	226	30	256	71.1
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Bindery	Yes	17	4.70	0	0.00	0	0.00	32	8.90	4	1.10	0	0.00	0	0.00	7	1.90	3	0.80	26	7.20	82	7	89	24.7
	Not aware	23	6.40	7	1.90	0	0.00	1	0.30	5	1.40	36	10.00	3	0.80	9	2.50	0	0.00	3	0.80	72	15	87	24.2
	Not sure	27	7.50	1	0.30	20	5.60	1	0.30	4	1.10	90	25.00	8	2.20	17	4.70	5	1.40	11	3.10	166	18	184	51.1
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Fax	Not aware	47	13.10	8	2.20	0	0.00	29	8.10	13	3.60	6	1.70	11	3.10	19	5.30	0	0.00	27	7.50	128	32	160	44.4
	Not sure	20	5.60	0	0.00	20	5.60	5	1.40	0	0.00	120	33.30	0	0.00	14	3.90	8	2.20	13	3.60	192	8	200	55.6
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Study carrels	Yes	33	9.20	0	0.00	0	0.00	26	7.20	13	3.60	50	13.90	6	1.70	0	0.00	3	0.80	22	6.10	131	22	153	42.5
	Not aware	6	1.70	8	2.20	7	1.90	8	2.20	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	21	8	29	8.1
	Not sure	28	7.80	0	0.00	13	3.60	0	0.00	0	0.00	76	21.10	5	1.40	33	9.20	5	1.40	18	5.00	168	10	178	49.4
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100

Meeting room	Yes	28	7.80	0	0.00	6	1.70	28	7.80	8	2.20	17	4.70	0	0.00	0	0.00	0	0.00	8	2.20	87	8	95	26.4
	Not aware	20	5.60	6	1.70	0	0.00	6	1.70	5	1.40	48	13.30	0	0.00	0	0.00	8	2.20	18	5.00	92	19	111	30.8
	Not sure	19	5.30	2	0.60	14	3.90	0	0.00	0	0.00	61	16.90	11	3.10	33	9.20	0	0.00	14	3.90	141	13	154	42.8
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Bag cabinet	Yes	58	16.10	5	1.40	15	4.20	30	8.30	13	3.60	90	25.00	11	3.10	25	6.90	8	2.20	34	9.40	252	37	289	80.3
	Not aware	9	2.50	3	0.80	5	1.40	4	1.10	0	0.00	36	10.00	0	0.00	8	2.20	0	0.00	6	1.70	68	3	71	19.7
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Car parks	Yes	52	14.40	0	0.00	13	3.60	21	5.80	13	3.60	103	28.60	11	3.10	28	7.80	5	1.40	26	7.20	243	29	272	75.6
	Not aware	15	4.20	8	2.20	7	1.90	13	3.60	0	0.00	23	6.40	0	0.00	5	1.40	3	0.80	14	3.90	77	11	88	24.4
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100

APPENDIX IX: ACCESSIBILITY TO PUBLIC LIBRARY SERVICES

Accessibility	Option	5 UPL N	5 UPL %	5 RUL N	5 RUL %	3 UPL N	3 UPL %	4 UPL N	4 UPL %	4 RUL N	4 RUL %	6 UPL N	6 UPL %	6 RUL N	6 RUL %	2 UPL N	2 UPL %	2 RUL N	2 RUL %	1 UPL N	1 UPL %	Total UPL N	Total RUL N	Overall N	Overall %
I cannot borrow and take library materials home	Yes	57	15.80	8	2.20	5	1.40	29	8.10	13	3.60	0	0.00	0	0.00	17	4.70	8	2.20	9	2.50	117	29	146	40.60
	No	0	0.00	0	0.00	15	4.20	5	1.40	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	20	0	20	5.60
	Not sure	10	2.80	0	0.00	0	0.00	0	0.00	0	0.00	126	35.00	11	3.10	16	4.40	0	0.00	31	8.60	183	11	194	53.90
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Location	Yes	14	3.90	0	0.00	2	0.60	6	1.70	0	0.00	32	8.90	0	0.00	10	2.80	0	0.00	6	1.70	70	0	70	19.40
	No	53	14.70	0	0.00	5	1.40	27	7.50	13	3.60	94	26.10	11	3.10	7	1.90	0	0.00	13	3.60	199	24	223	61.90
	Not sure	0	0.00	8	2.20	13	3.60	1	0.30	0	0.00	0	0.00	0	0.00	16	4.40	8	2.20	21	5.80	51	16	67	18.60
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Transportation	Yes	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4	1.10	0	0.00	0	0.00	0	0.00	0	0.00	4	0	4	1.10
	No	11	3.10	8	2.20	5	1.40	20	5.60	13	3.60	81	22.50	11	3.10	21	5.80	0	0.00	11	3.10	149	32	181	50.30
	Not sure	56	15.60	0	0.00	15	4.20	14	3.90	0	0.00	41	11.40	0	0.00	12	3.30	8	2.20	29	8.10	167	8	175	48.60
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Opening hours	Yes	32	8.90	8	2.20	0	0.00	1	0.30	4	1.10	57	15.80	0	0.00	2	0.60	0	0.00	4	1.10	96	12	108	30.00
	No	0	0.00	0	0.00	5	1.40	9	2.50	0	0.00	69	19.20	11	3.10	31	8.60	0	0.00	6	1.70	120	11	131	36.40
	Not sure	35	9.70	0	0.00	15	4.20	24	6.70	9	2.50	0	0.00	0	0.00	0	0.00	8	2.20	30	8.30	104	17	121	33.60
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Materials not what I need	Yes	64	17.80	8	2.20	0	0.00	24	6.70	10	2.80	40	11.10	0	0.00	17	4.70	3	0.80	35	9.70	180	21	201	55.80
	No	0	0.00	0	0.00	7	1.90	0	0.00	0	0.00	0	0.00	5	1.40	7	1.90	0	0.00	1	0.30	15	5	20	5.60
	Not sure	3	0.80	0	0.00	13	3.60	10	2.80	3	0.80	86	23.90	6	1.70	9	2.50	5	1.40	4	1.10	125	14	139	38.60
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Staff attitude	Yes	21	5.80	1	0.30	0	0.00	3	0.80	13	3.60	44	12.20	0	0.00	15	4.20	0	0.00	0	0.00	83	14	97	26.90
	No	14	3.90	7	1.90	16	4.40	18	5.00	0	0.00	82	22.80	11	3.10	11	3.10	3	0.80	23	6.40	164	21	185	51.40
	Not sure	32	8.90	0	0.00	4	1.10	13	3.60	0	0.00	0	0.00	0	0.00	7	1.90	5	1.40	17	4.70	73	5	78	21.70

Category	Response																								
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Materials not usable	Yes	27	7.50	5	1.40	0	0.00	0	0.00	0	0.00	45	12.50	0	0.00	0	0.00	0	0.00	12	3.30	84	5	89	24.70
	No	13	3.60	0	0.00	11	3.10	0	0.00	0	0.00	0	0.00	11	3.10	19	5.30	0	0.00	4	1.10	47	11	58	16.10
	Not sure	27	7.50	3	0.80	9	2.50	34	9.40	13	3.60	81	22.50	0	0.00	14	3.90	8	2.20	24	6.70	189	24	213	59.20
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Materials too difficult to understand	Yes	0	0.00	0	0.00	2	0.60	0	0.00	0	0.00	0	0.00	0	0.00	1	0.30	0	0.00	0	0.00	3	0	3	0.80
	No	20	5.60	0	0.00	11	3.10	0	0.00	0	0.00	0	0.00	11	3.10	18	5.00	0	0.00	13	3.60	62	11	73	20.30
	Not sure	47	13.10	8	2.20	7	1.90	34	9.40	13	3.60	126	35.00	0	0.00	14	3.90	8	2.20	27	7.50	255	29	284	78.90
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Lack of awareness	Yes	32	8.90	8	2.20	18	5.00	25	6.90	12	3.30	79	21.90	6	1.70	7	1.90	0	0.00	4	1.10	165	26	191	53.10
	No	20	5.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	1.40	7	1.90	0	0.00	3	0.80	30	5	35	9.70
	Not sure	15	4.20	0	0.00	2	0.60	9	2.50	1	0.30	47	13.10	0	0.00	19	5.30	8	2.20	33	9.20	125	9	134	37.20
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Accessibility to library building	No	53	14.70	8	2.20	18	5.00	23	6.40	13	3.60	90	25.00	9	2.50	17	4.70	4	1.10	31	8.60	232	34	266	73.90
	Not sure	14	3.90	0	0.00	2	0.60	11	3.10	0	0.00	36	10.00	2	0.60	16	4.40	4	1.10	9	2.50	88	6	94	26.10
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Time to listen to talking books	Yes	21	5.80	0	0.00	0	0.00	13	3.60	0	0.00	35	9.70	0	0.00	0	0.00	0	0.00	4	1.10	73	0	73	20.30
	No	35	9.70	0	0.00	16	4.40	5	1.40	9	2.50	91	25.30	11	3.10	21	5.80	3	0.80	13	3.60	181	23	204	56.70
	Not sure	11	3.10	8	2.20	4	1.10	16	4.40	4	1.10	0	0.00	0	0.00	12	3.30	5	1.40	23	6.40	66	17	83	23.10
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Too busy	Yes	27	7.50%	0	0.00	0	0.00	0	0.00	0	0.00	44	12.20	0	0.00	0	0.00	3	0.80	10	2.80	81	3	84	23.30
	No	15	4.20	0	0.00	17	4.70	13	3.60	9	2.50	12	3.30	11	3.10	16	4.40	0	0.00	9	2.50	82	20	102	28.30
	Not sure	25	6.90	8	2.20	3	0.80	21	5.80	4	1.10	70	19.40	0	0.00	17	4.70	5	1.40	21	5.80	157	17	174	48.30
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Lack of literacy skills	Yes	23	6.40	8	2.20	0	0.00	6	1.70	5	1.40	39	10.80	1	0.30	13	3.60	0	0.00	23	6.40	104	14	118	32.80
	No	15	4.20	0	0.00	12	3.30	17	4.70	4	1.10	37	10.30	10	2.80	14	3.90	3	0.80	9	2.50	104	17	121	33.60
	Not sure	29	8.10	0	0.00	8	2.20	11	3.10	4	1.10	50	13.90	0	0.00	6	1.70	5	1.40	8	2.20	112	9	121	33.60
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100

Category	Response	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Sum		Total	%
Cannot operate OPAC	Yes	38	10.60	0	0.00	17	4.70	7	1.90	0	0.00	51	14.20	2	0.60	8	2.20	3	0.80	26	7.20	147	5	152	42.20
	No	8	2.20	0	0.00	0	0.00	11	3.10	0	0.00	28	7.80	3	0.80	15	4.20	0	0.00	2	0.60	64	3	67	18.60
	Not sure	21	5.80	8	2.20	3	0.80	16	4.40	13	3.60	47	13.10	6	1.70	10	2.80	5	1.40	12	3.30	109	32	141	39.00
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Do not know how to search for information in books	Yes	12	3.30	8	2.20	0	0.00	13	3.60	0	0.00	48	13.30	6	1.70	9	2.50	0	0.00	3	0.80	85	14	99	27.50
	No	40	11.10	0	0.00	18	5.00	11	3.10	0	0.00	20	5.60	1	0.30	12	3.30	3	0.80	14	3.90	115	4	119	33.10
	Not sure	15	4.20	0	0.00	2	0.60	10	2.80	13	3.60	58	16.10	4	1.10	12	3.30	5	1.40	23	6.40	120	22	142	39.40
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
I do not know how to use the internet to find information	Yes	24	6.70	8	2.20	0	0.00	24	6.70	2	0.60	47	13.10	0	0.00	2	0.60	0	0.00	14	3.90	111	10	121	33.60
	No	20	5.60	0	0.00	5	1.40	5	1.40	0	0.00	32	8.90	5	1.40	19	5.30	3	0.80	14	3.90	95	8	103	28.60
	Not sure	23	6.40	0	0.00	15	4.20	5	1.40	11	3.10	47	13.10	6	1.70	12	3.30	5	1.40	12	3.30	114	22	136	37.80
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Other hinderances	No	47	13.10	3	0.80	17	4.70	27	7.50	7	1.90	100	27.80	6	1.70	32	8.90	8	2.20	26	7.20	249	24	273	75.80
	Not sure	20	5.60	5	1.40	3	0.80	7	1.90	6	1.70	26	7.20	5	1.40	1	0.30	0	0.00	14	3.90	71	16	87	24.20
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100

APPENDIX X: FREQUENCY OF USE

Frequency of use	Option	5				3		4				6				2				1		Total responses from urban and rural libraries		Overall Total	
		UPL		RUL		UPL		UPL		RUL		UPL		RUL		UPL		RUL		UPL		RUL	UPL		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	N	N	%
How often do you use the library?	Often	0	0.00	0	0.00	2	0.60	0	0.00	3	0.80	14	3.90	6	1.70	9	2.50	0	0.00	5	1.40	9	30	39	10.80
	Very often	0	0.00	0	0.00	5	1.40	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4	1.10	-	9	9	2.50
	Seldom	67	18.6	8	2.20	13	3.60	34	9.40	10	2.80	112	31.1	5	1.40	24	6.70	8	2.20	31	8.60	31	281	312	86.70
Total		67	18.6	8	2.20	20	5.60	34	9.40	13	3.60	126	35.0	11	3.10	33	9.20	8	2.20	40	11.1	40	320	360	100

APPENDIX XI: UTILISATION OF PUBLIC LIBRARY SERVICES

Utilisation	Option	5 UPL		5 RUL		3 UPL		4 UPL		4 RUL		6 UPL		6 RUL		2 UPL		2 RUL		1 UPL		Total responses UPL N	Total responses RUL N	Overall Total N	Overall Total %
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			N	%
Borrowing	Never	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Reference services	Seldom	20	5.60	0	0.00	6	1.70	10	2.80	13	3.60	126	35.00	11	3.10	14	3.90	3	0.80	30	8.30	206	27	233	64.70
	Never	47	13.10	8	2.20	14	3.90	24	6.70	0	0.00	0	0.00	0	0.00	19	5.30	5	1.40	10	2.80	114	13	127	35.30
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Newspaper	Often	25	6.90	0	0.00	10	2.80	13	3.60	0	0.00	23	6.40	0	0.00	28	7.80	0	0.00	14	3.90	113	0	113	31.40
	Seldom	42	11.70	8	2.20	7	1.90	21	5.80	13	3.60	103	28.60	11	3.10	5	1.40	8	2.20	26	7.20	204	40	244	67.80
	Never	0	0.00	0	0.00	3	0.80	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	0	3	0.80
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Social magazine	Often	31	8.60	0	0.00	0	0.00	12	3.30	0	0.00	8	2.20	0	0.00	12	3.30	0	0.00	13	3.60	76	0	76	21.10
	Seldom	36	10.00	8	2.20	11	3.10	21	5.80	13	3.60	118	32.80	11	3.10	21	5.80	8	2.20	27	7.50	234	40	274	76.10
	Never	0	0.00	0	0.00	9	2.50	1	0.30	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10	0	10	2.80
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Children library	Seldom	5	1.40	0	0.00	1	0.30	1	0.30	12	3.30	14	3.90	4	1.10	2	0.60	6	1.70	1	0.30	24	22	46	12.80
	Never	62	17.20	8	2.20	19	5.30	33	9.20	1	0.30	112	31.10	7	1.90	31	8.60	2	0.60	39	10.80	296	18	314	87.20
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Computer	Often	7	1.90	1	0.30	0	0.00	0	0.00	0	0.00	18	5.00	0	0.00	0	0.00	4	1.10	4	1.10	29	5	34	9.40
	Seldom	55	15.30	0	0.00	12	3.30	24	6.70	3	0.80	108	30.00	11	3.10	19	5.30	4	1.10	24	6.70	242	18	260	72.20
	Never	5	1.40	7	1.90	8	2.20	10	2.80	10	2.80	0	0.00	0	0.00	14	3.90	0	0.00	12	3.30	49	17	66	18.30
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Internet	Seldom	46	12.80	1	0.30	11	3.10	29	8.10	3	0.80	29	8.10	0	0.00	20	5.60	8	2.20	29	8.10	164	12	176	48.90
	Never	21	5.80	7	1.90	9	2.50	5	1.40	10	2.80	97	26.90	11	3.10	13	3.60	0	0.00	11	3.10	156	28	184	51.10
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100

Service	Response	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	Sub	Sub	Total	%
Talking books	Never	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Library orientation	Seldom	8	2.20	0	0.00	2	0.60	11	3.10	0	0.00	28	7.80	1	0.30	2	0.60	4	1.10	3	0.80	54	5	59	16.40
	Never	59	16.40	8	2.20	18	5.00	23	6.40	13	3.60	98	27.20	10	2.80	31	8.60	4	1.10	37	10.30	266	35	301	83.60
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Film show	Never	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Exhibitions	Seldom	7	1.90	0	0.00	2	0.60	17	4.70	0	0.00	14	3.90	0	0.00	7	1.90	0	0.00	3	0.80	50	0	50	13.90
	Never	60	16.70	8	2.20	18	5.00	17	4.70	13	3.60	112	31.10	11	3.10	26	7.20	8	2.20	37	10.30	270	40	310	86.10
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
New arrival display	Seldom	34	9.40	0	0.00	2	0.60	18	5.00	0	0.00	42	11.70	0	0.00	21	5.80	0	0.00	12	3.30	129	0	129	35.80
	Never	33	9.20	8	2.20	18	5.00	16	4.40	13	3.60	84	23.30	11	3.10	12	3.30	8	2.20	28	7.80	191	40	231	64.20
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Posters	Seldom	42	11.70	0	0.00	3	0.80	13	3.60	4	1.10	44	12.20	0	0.00	16	4.40	0	0.00	11	3.10	129	4	133	36.90
	Never	25	6.90	8	2.20	17	4.70	21	5.80	9	2.50	82	22.80	11	3.10	17	4.70	8	2.20	29	8.10	191	36	227	63.10
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Awareness talk	Never	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Reading club	Never	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Entertainments	Seldom	0	0.00	0	0.00	3	0.80	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	0	3	0.80
	Never	67	18.60	8	2.20	17	4.70	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	317	40	357	99.20
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Braille	Never	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Large print	Seldom	11	3.10	0	0.00	0	0.00	7	1.90	2	0.60	20	5.60	6	1.70	11	3.10	0	0.00	6	1.70	55	8	63	17.50
	Never	56	15.60	8	2.20	20	5.60	27	7.50	11	3.10	106	29.40	5	1.40	22	6.10	8	2.20	34	9.40	265	32	297	82.50
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100

Facility	Frequency																							
Photocopying	Often	3	0.80	0	0.00	12	3.30	11	3.10	13	3.60	58	16.10	8	2.20	1	0.30	3	0.80	25	6.90	110	24	134	37.20
	Seldom	51	14.20	0	0.00	5	1.40	22	6.10	0	0.00	68	18.90	3	0.80	25	6.90	0	0.00	15	4.20	186	3	189	52.50
	Never	13	3.60	8	2.20	3	0.80	1	0.30	0	0.00	0	0.00	0	0.00	7	1.90	5	1.40	0	0.00	24	13	37	10.30
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Scanning	Seldom	23	6.40	0	0.00	0	0.00	13	3.60	0	0.00	22	6.10	0	0.00	6	1.70	3	0.80	35	9.70	99	3	102	28.30
	Never	44	12.20	8	2.20	20	5.60	21	5.80	13	3.60	104	28.90	11	3.10	27	7.50	5	1.40	5	1.40	221	37	258	71.70
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Bindery	Often	0	0.00	0	0.00	1	0.30	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0	1	0.30
	Seldom	4	1.10	0	0.00	1	0.30	13	3.60	0	0.00	5	1.40	1	0.30	4	1.10	0	0.00	0	0.00	27	1	28	7.80
	Never	63	17.50	8	2.20	18	5.00	21	5.80	13	3.60	121	33.60	10	2.80	29	8.10	8	2.20	40	11.10	292	39	331	91.90
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Fax	Never	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Study carrels	Seldom	10	2.80	0	0.00	0	0.00	13	3.60	0	0.00	0	0.00	0	0.00	8	2.20	4	1.10	0	0.00	31	4	35	9.70
	Never	57	15.80	8	2.20	20	5.60	21	5.80	13	3.60	126	35.00	11	3.10	25	6.90	4	1.10	40	11.10	289	36	325	90.30
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Meeting rooms	Seldom	16	4.40	0	0.00	0	0.00	13	3.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	29	0	29	8.10
	Never	51	14.20	8	2.20	20	5.60	21	5.80	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	291	40	331	91.90
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Bag cabinets	Often	26	7.20	8	2.20	16	4.40	24	6.70	9	2.50	103	28.60	0	0.00	21	5.80	5	1.40	29	8.10	219	22	241	66.90
	Seldom	31	8.60	0	0.00	1	0.30	10	2.80	4	1.10	23	6.40	11	3.10	12	3.30	3	0.80	11	3.10	88	18	106	29.40
	Never	10	2.80	0	0.00	3	0.80	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	13	0	13	3.60
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Car parks	Often	18	5.00	0	0.00	13	3.60	8	2.20	6	1.70	37	10.30	11	3.10	14	3.90	5	1.40	14	3.90	104	22	126	35.00
	Seldom	22	6.10	0	0.00	1	0.30	16	4.40	4	1.10	19	5.30	0	0.00	7	1.90	0	0.00	4	1.10	69	4	73	20.30
	Never	27	7.50	8	2.20	6	1.70	10	2.80	3	0.80	70	19.40	0	0.00	12	3.30	3	0.80	22	6.10	147	14	161	44.70
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100

APPENDIX XII: SATISFACTION OF THE SERVICES PROVIDED BY PUBLIC LIBRARIES

Satisfaction	Option	5 UPL N	5 UPL %	5 RUL N	5 RUL %	3 UPL N	3 UPL %	4 UPL N	4 UPL %	4 RUL N	4 RUL %	6 UPL N	6 UPL %	6 RUL N	6 RUL %	2 UPL N	2 UPL %	2 RUL N	2 RUL %	1 UPL N	1 UPL %	Total UPL N	Total RUL N	Overall N	Overall %
Borrowing	Don't use	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Reference service	Sat.	8	2.20	0	0.00	0	0.00	0	0.00	0	0.00	32	8.90	6	1.70	0	0.00	0	0.00	3	0.80	43	6	49	13.60
	Less sat.	15	4.20	0	0.00	12	3.30	10	2.80	10	2.80	82	22.80	5	1.40	14	3.90	3	0.80	29	8.10	162	18	180	50.00
	Not sat.	20	5.60	0	0.00	8	2.20	0	0.00	3	0.80	12	3.30	0	0.00	0	0.00	0	0.00	0	0.00	40	3	43	11.90
	Don't use	24	6.70	8	2.20	0	0.00	24	6.70	0	0.00	0	0.00	0	0.00	19	5.30	5	1.40	8	2.20	75	13	88	24.40
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Newspaper	Very sat.	3	0.80	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	0	3	0.80
	Sat.	24	6.70	4	1.10	0	0.00	0	0.00	0	0.00	21	5.80	6	1.70	33	9.20	5	1.40	12	3.30	90	15	105	29.20
	Less sat.	24	6.70	4	1.10	19	5.30	23	6.40	10	2.80	90	25.00	5	1.40	0	0.00	3	0.80	28	7.80	184	22	206	57.20
	Not sat.	16	4.40	0	0.00	0	0.00	11	3.10	3	0.80	15	4.20	0	0.00	0	0.00	0	0.00	0	0.00	42	3	45	12.50
	Don't use	0	0.00	0	0.00	1	0.30	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0	1	0.30
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Social magazines	Very sat.	3	0.80	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	0	3	0.80
	Sat.	8	2.20	0	0.00	0	0.00	0	0.00	0	0.00	12	3.30	1	0.30	13	3.60	5	1.40	5	1.40	38	6	44	12.20
	Less sat.	40	11.10	0	0.00	13	3.60	23	6.40	10	2.80	65	18.10	10	2.80	20	5.60	3	0.80	35	9.70	196	23	219	60.80
	Not sat.	16	4.40	0	0.00	0	0.00	10	2.80	3	0.80	31	8.60	0	0.00	0	0.00	0	0.00	0	0.00	57	3	60	16.70
	Don't use	0	0.00	8	2.20	7	1.90	1	0.30	0	0.00	18	5.00	0	0.00	0	0.00	0	0.00	0	0.00	26	8	34	9.40

Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Children library	Less sat.	0	0.00	0	0.00	1	0.30	7	1.90	0	0.00	13	3.60	0	0.00	0	0.00	0	0.00	0	0.00	21	0	21	5.80
	Not sat.	0	0.00	0	0.00	0	0.00	5	1.40	3	0.80	5	1.40	0	0.00	0	0.00	0	0.00	0	0.00	10	3	13	3.60
	Don't use	67	18.60	8	2.20	19	5.30	22	6.10	10	2.80	108	30.00	11	3.10	33	9.20	8	2.20	40	11.10	289	37	326	90.60
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Computer	Sat.	9	2.50	0	0.00	0	0.00	0	0.00	0	0.00	11	3.10	0	0.00	9	2.50	5	1.40	4	1.10	33	5	38	10.60
	Less sat.	21	5.80	0	0.00	12	3.30	19	5.30	8	2.20	75	20.80	11	3.10	22	6.10	3	0.80	29	8.10	178	22	200	55.60
	Not sat.	4	1.10	0	0.00	0	0.00	5	1.40	5	1.40	18	5.00	0	0.00	0	0.00	0	0.00	0	0.00	27	5	32	8.90
	Don't use	33	9.20	8	2.20	8	2.20	10	2.80	0	0.00	22	6.10	0	0.00	2	0.60	0	0.00	7	1.90	82	8	90	25.00
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Internet	Sat.	0	0.00	0	0.00	0	0.00	0	0.00	2	0.60	4	1.10	0	0.00	3	0.80	3	0.80	5	1.40	12	5	17	4.70
	Less sat.	17	4.70	0	0.00	5	1.40	9	2.50	7	1.90	50	13.90	1	0.30	28	7.80	5	1.40	20	5.60	129	13	142	39.40
	Not sat.	22	6.10	0	0.00	3	0.80	19	5.30	4	1.10	14	3.90	0	0.00	0	0.00	0	0.00	8	2.20	66	4	70	19.40
	Don't use	28	7.80	8	2.20	12	3.30	6	1.70	0	0.00	58	16.10	10	2.80	2	0.60	0	0.00	7	1.90	113	18	131	36.40
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Talking books	Less sat.	5	1.40	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	0	5	1.40
	Not sat.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	0.80	0	0.00	0	0.00	0	0.00	0	0.00	3	0	3	0.80
	Don't use	62	17.20	8	2.20	20	5.60	34	9.40	13	3.60	123	34.20	11	3.10	33	9.20	8	2.20	40	11.10	312	40	352	97.80
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Library orientation	Less sat.	6	1.70	0	0.00	0	0.00	0	0.00	0	0.00	22	6.10	0	0.00	6	1.70	0	0.00	0	0.00	34	0	34	9.40
	Not sat.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	15	4.20	0	0.00	0	0.00	0	0.00	0	0.00	15	0	15	4.20
	Don't use	61	16.90	8	2.20	20	5.60	34	9.40	13	3.60	89	24.70	11	3.10	27	7.50	8	2.20	40	11.10	271	40	311	86.40
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Film show	Don't use	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40		

		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%			Total	%
Exhibitions	Less sat.	8	2.20	0	0.00	0	0.00	0	0.00	0	0.00	20	5.60	0	0.00	2	0.60	0	0.00	0	0.00	30	0	30	8.30
	Not sat.	3	0.80	0	0.00	0	0.00	0	0.00	0	0.00	3	0.80	0	0.00	0	0.00	0	0.00	0	0.00	6	0	6	1.70
	Don't use	56	15.60	8	2.20	20	5.60	34	9.40	13	3.60	103	28.60	11	3.10	31	8.60	8	2.20	40	11.10	284	40	324	90.00
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
New arrival display	Sat.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	1.40	0	0.00	2	0.60	0	0.00	0	0.00	7	0	7	1.90
	Less sat.	4	1.10	0	0.00	0	0.00	0	0.00	0	0.00	66	18.30	0	0.00	10	2.80	0	0.00	0	0.00	80	0	80	22.20
	Not sat.	40	11.10	0	0.00	0	0.00	13	3.60	0	0.00	7	1.90	0	0.00	0	0.00	0	0.00	8	2.20	68	0	68	18.90
	Don't use	23	6.40	8	2.20	20	5.60	21	5.80	13	3.60	48	13.30	11	3.10	21	5.80	8	2.20	32	8.90	165	40	205	56.90
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Posters	Sat.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	0.80	0	0.00	0	0.00	3	0	3	0.80
	Less sat.	15	4.20	0	0.00	0	0.00	0	0.00	2	0.60	76	21.10	0	0.00	16	4.40	0	0.00	0	0.00	107	2	109	30.30
	Not sat.	37	10.30	0	0.00	0	0.00	13	3.60	0	0.00	4	1.10	0	0.00	0	0.00	0	0.00	8	2.20	62	0	62	17.20
	Don't use	15	4.20	8	2.20	20	5.60	21	5.80	11	3.10	46	12.80	11	3.10	14	3.90	8	2.20	32	8.90	148	38	186	51.70
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Awareness talk	Don't use	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Reading club	Don't use	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Entertainments	Less sat.	3	0.80	0	0.00	0	0.00	0	0.00	0	0.00	25	6.90	0	0.00	0	0.00	0	0.00	0	0.00	28	0	28	7.80
	Not sat.	28	7.80	0	0.00%	0	0.00	13	3.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	0.80	44	0	44	12.20
	Don't use	36	10.00	8	2.20	20	5.60	21	5.80	13	3.60	101	28.10	11	3.10	33	9.20	8	2.20	37	10.30	248	40	288	80.00
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Braille services	Don't use	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100

Service	Satisfaction	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%			Total	%
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Large print	Less sat.	1	0.30	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	13	3.60	14	0	14	3.90
	Don't use	66	18.30	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	27	7.50	306	40	346	96.10
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Photocopying	Sat.	6	1.70	0	0.00	8	2.20	5	1.40	1	0.30	89	24.70	0	0.00	2	0.60	5	1.40	1	0.30	111	6	117	32.50
	Less sat.	41	11.40	0	0.00	11	3.10	27	7.50	7	1.90	37	10.30	11	3.10	31	8.60	3	0.80	39	10.80	186	21	207	57.50
	Not sat.	0	0.00	0	0.00	0	0.00	0	0.00	5	1.40	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	5	5	1.40
	Don't use	20	5.60	8	2.20	1	0.30	2	0.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	23	8	31	8.60
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Scanning	Sat.	6	1.70	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6	0	6	1.70
	Less sat.	41	11.40	0	0.00	0	0.00	13	3.60	0	0.00	13	3.60	0	0.00	4	1.10	2	0.60	33	9.20	104	2	106	29.40
	Don't use	20	5.60	8	2.20	20	5.60	21	5.80	13	3.60	113	31.40	11	3.10	29	8.10	6	1.70	7	1.90	210	38	248	68.90
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Bindery	Sat.	5	1.40	0	0.00	2	0.60	0	0.00	0	0.00	0	0.00	0	0.00	1	0.30	0	0.00	0	0.00	8	0	8	2.20
	Less sat.	19	5.30	0	0.00	0	0.00	13	3.60	3	0.80	14	3.90	0	0.00	4	1.10	3	0.80	8	2.20	58	6	64	17.80
	Not sat.	1	0.30	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0	1	0.30
	Don't use	42	11.70	8	2.20	18	5.00	21	5.80	10	2.80	112	31.10	11	3.10	28	7.80	5	1.40	32	8.90	253	34	287	79.70
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Fax	Don't use	67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Study carrels	Sat.	0	0.00	0	0.00	0	0.00	13	3.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	13	0	13	3.60
	Less sat.	9	2.50	0	0.00	3	0.80	0	0.00	5	1.40	27	7.50	8	2.20	10	2.80	8	2.20	9	2.50	58	21	79	21.90
	Not sat.	10	2.80	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.30	0	0.00	0	0.00	11	0	11	3.10
	Don't use	48	13.30	8	2.20	17	4.70	21	5.80	8	2.20	99	27.50	3	0.80	22	6.10	0	0.00	31	8.60	238	19	257	71.40
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100

Meeting rooms	Sat.	0	0.00	0	0.00	0	0.00	10	2.80	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10	0	10	2.80
	Less sat.	0	0.00	0	0.00	0	0.00	3	0.80	0	0.00	0	0.00	0	0.00	7	1.90	0	0.00	0	0.00	10	0	10	2.80
	Don't use	67	18.60	8	2.20	20	5.60	21	5.80	13	3.60	126	35.00	11	3.10	26	7.20	8	2.20	40	11.10	300	40	340	94.40
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Bag cabinets	Sat.	34	9.40	0	0.00	5	1.40	14	3.90	3	0.80	104	28.90	0	0.00	19	5.30	8	2.20	19	5.30	195	11	206	57.20
	Less sat.	12	3.30	0	0.00	14	3.90	20	5.60	10	2.80	14	3.90	11	3.10	14	3.90	0	0.00	21	5.80	95	21	116	32.20
	Not sat.	1	0.30	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0	1	0.30
	Don't use	20	5.60	8	2.20	1	0.30	0	0.00	0	0.00	8	2.20	0	0.00	0	0.00	0	0.00	0	0.00	29	8	37	10.30
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100
Car parks	Sat.	0	0.00	0	0.00	2	0.60	8	2.20	6	1.70	32	8.90	6	1.70	6	1.70	5	1.40	11	3.10	59	17	76	21.10
	Less sat.	10	2.80	0	0.00	6	1.70	16	4.40	4	1.10	16	4.40	5	1.40	15	4.20	0	0.00	5	1.40	68	9	77	21.40
	Not sat.	19	5.30	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	19	0	19	5.30
	Don't use	38	10.60	8	2.20	12	3.30	10	2.80	3	0.80	78	21.70	0	0.00	12	3.30	3	0.80	24	6.70	174	14	188	52.20
Total		67	18.60	8	2.20	20	5.60	34	9.40	13	3.60	126	35.00	11	3.10	33	9.20	8	2.20	40	11.10	320	40	360	100

APPENDIX XIII: LETTER OF INTRODUCTION

UNIVERSITY OF ZULULAND

Research Office

Researcher: Salman, A. A. (+27710762500)

Research Office: Mrs. D. Viljoen (035-9026645)

Dear Respondent,

I, Salman A. A, PhD candidate in the Department of Information Studies, University of Zululand, invites you to participate in a research project entitled: **"ISSUES AND CHALLENGES IN THE PROVISION AND UTILISATION OF PUBLIC LIBRARY SERVICES IN NIGERIA"** The aim of this study is to investigate issues and challenges in the provision and utilisation of public library services in Nigeria with a view to developing a framework for improved public library service delivery. Through your participation, I hope to understand the challenges in the provision and utilization of information services in public libraries in Nigeria. Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequences. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of participants are guaranteed. It should take you about 15 – 20 minutes to complete the questionnaire. I hope you will take the time to complete the questionnaire. If you have any questions or concerns about participating in this study, please contact me at the number listed above.

Sincerely,

Investigator's signature   Date   08/12/2012

APPENDIX XIV: PERMISSION TO CONDUCT RESEARCH

UNIVERSITY OF ZULULAND

Research Office

Researcher: Salman, A. A. (+27710762500)

Research Office: Mrs. D. Viljoen (035-9026645)

The Director/Head,

Osun State Library Board,

Oshogbo,

Osun State,

Dear Sir,

PERMISSION TO CONDUCT A PHD RESEARCH IN YOUR LIBRARY

I, Salman A. A, PhD candidate in the Department of Information Studies, University of Zululand, write to seek permission to carry out research activities in your library. The title of the research is: **"ISSUES AND CHALLENGES IN THE PROVISION AND UTILISATION OF PUBLIC LIBRARY SERVICES IN NIGERIA"** The aim of this study is to investigate issues and challenges in the provision and utilisation of public library services in Nigeria with a view to developing a framework for improved public library service delivery. If approval is granted, I hope to investigate the challenges in the provision and utilization of public library services in Nigeria and come up with solutions based on the results of the findings. I hope to engage you or your staff in an interview to be conducted at your approval date and time. I also will be gathering data using questionnaire from the users of your library.

Looking forward for your approval

Sincerely,

APPENDIX XV: APPROVAL LETTERS
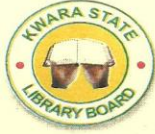
KWARA STATE LIBRARY BOARD

No 1, Sulu Gambari Road, P.M.B. 1561, Ilorin, Kwara State, Nigeria.
Website:- http://www.kwarastatelibrary.org/
E-mail:- kwarastatelibrary@yahoo.com

22/01/2013

A. A. Salman

Department of Information Studies,

University of Zululand,

KwaDlangezwa,

South Africa

Dear Sir,

PERMISSION TO CONDUCT PHD RESEARCH

Approval has been granted to you in order to carry out your PhD research at the Kwara State Library, Board, Ilorin in the north central geo-political zone in Nigeria. The management of the library will give you all the necessary supports and cooperation during your research activities, but will not be financially responsible in any form.

You are advised to adhere to the interview schedule and other appointments by the staff and users of the library for effective management of your data collection.

On behalf of the management of the Kwara State Library Board, I congratulate and wish you success in your research endeavour.

Mr. UMARU M.L.

Deputy Director

Your Ref. No..

All Communications on this matter
should be addressed to the Director of
LIBRARY services quoting:

Our Ref. No.OSLB/AD.35/121............   14TH Jan, 2013
Date:

Mr.A.A Salaman,
Department of Information Studies,
University fof Zululand,
Kwa Dlangezwa, Kwazulu,
Durban North,
South Africa.

Dear Sir,

APPROVAL TO CONDUCT A PHD RESEARCH.

I am pleased to convey the State Librarian's approval to you; to carry out your PHD research activities titled", Challenges in the provision and Utilization of Information services in Public Libraries in Nigeria"; in the Osun State Public Library Board, Oshogbo, Nigeria.

Please, be informed that you are accorded all the rights and privileges that will facilitate the smooth conduct of your research including data collection on all the Library materials, questionnaire and interview administration on both the users and staff of the Library.

Unfortunately, the Library will not be responsible for your accommodation, feeding and any other expenses incurred during the period of your stay.

I wish you splendid and successful research activities.

Congratulations !

STATE LIBRARIAN
OSUN STATE LIBRARY State
USOGBO

Oladipupo Festus Ige
Director/State Librarian.

APPENDIX XVI: ETHICAL CLEARANCE

UNIVERSITY RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-30)

UNIVERSITY OF ZULULAND
Website: http://www.unizulu.ac.za

Private Bag X1001
KwaDlangezwa 3886

Tel: 035 902 6645
Fax: 035 902 6222
Email: ViljoenD@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2013/22						
Project Title	Challenges in the provision and utilization of information services in public libraries in Niageria						
Principal Researcher/ Investigator	AA Salman						
Supervisor and Co-supervisor	Prof. BJ Mostert			Mr. T Mugwisi			
Department	Information Studies						
Nature of Project	Honours/4ᵗʰ Year		Master's		Doctoral	x	Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate. Special conditions, if any, are also listed on page 2.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UZREC in the prescribe format, where applicable, annually and at the end of the project, in respect of ethical compliance.

Page 1 of 2

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these may also require approval.)
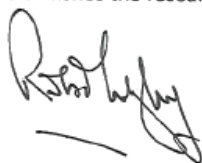
Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

Special conditions: Documents marked "To be submitted" must be presented for ethical clearance before any data collection can commence.

The UZREC retains the right to

- Withdraw or amend this Certificate if

  o Any unethical principles or practices are revealed or suspected
  o Relevant information has been withheld or misrepresented
  o Regulatory changes of whatsoever nature so require
  o The conditions contained in this Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.

Professor Rob Midgley
Deputy Vice-Chancellor, Research and Innovation
Chairperson: University Research Ethics Committee
07 March 2013

PROF. JR MIDGLEY
DEPUTY VICE-CHANCELLOR
RESEARCH & INNOVATION

1 5 MAR 2013

UNIVERSITY OF ZULULAND
PRIVATE BAG X1001
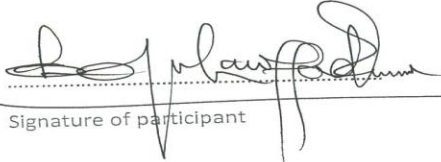KWADLANGEZWA, 3886

APPENDIX XVII: INFORM CONSENTS

P/S, Education, Osun, Nigeria

Permanent Secretary, Osun
(South West zone)

UNIVERSITY OF ZULULAND

Department of Information Studies

Departmental Research Project

Researcher: Mr. A. A. Salman (+27710762500)

Research Office: Mrs. D. Viljoen (035-9026645)

CONSENT

I LAWRENCE OYELADE OYENIRAN (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature of participant

16 — 01 — 2013

Date

2

Permanent Secretary, Ministry
of Education, Science & Technology,
Ilori. (North Central)
zone

UNIVERSITY OF ZULULAND

Department of Information Studies

Departmental Research Project

Researcher: Mr. A. A. Salman (+27710762500)

Research Office: Mrs. D. Viljoen (035-9026645)

CONSENT

I _Alhaji Lameed Olawumi Alabi_ (Full
names of participant) hereby confirm that I understand the contents of this
document and the nature of the research project, and I consent to
participating in the research project. I understand that I am at liberty to
withdraw from the project at any time, should I so desire.

....   10th Dec. 2012
Signature of participant   Date

2

267

Director, Imo State Library Board, Owerri South Eastern Nigeria.

UNIVERSITY OF ZULULAND

Department of Information Studies

Departmental Research Project

Researcher: Mr. A. A. Salman (+27710762500)

Research Office: Mrs. D. Viljoen (035-9026645)

CONSENT

I NDUKAKU CHIMEZIE .... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

....   11-2-13
....

Signature of participant   Date

2

268

UNIVERSITY OF ZULULAND

Department of Information Studies

Departmental Research Project

Researcher: Mr. A. A. Salman (+27710762500)

Research Office: Mrs. D. Viljoen (035-9026645)

CONSENT

I MRS EUNIKE ABIODUN ADEOYE (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

....   07 – 12 – 2012.

Signature of participant   Date

2

Director, Osun state library Board, Nigeria.
(South West) zone

UNIVERSITY OF ZULULAND

Department of Information Studies

Departmental Research Project

Researcher: Mr. A. A. Salman (+27710762500)

Research Office: Mrs. D. Viljoen (035-9026645)

CONSENT

I ......*Dr ADIPUPO festus Gge*.......... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

....   *14-01-2013*

Signature of participant   Date

2

North West zone

UNIVERSITY OF ZULULAND

Department of Information Studies

Departmental Research Project

Researcher: Mr. A. A. Salman (+27710762500)

Research Office: Mrs. D. Viljoen (035-9026645)

CONSENT

I Alh. Umar Olatunji (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

....
Signature of participant

10/010/012
Date

2

271

Igarra Community Library (South-South)
Akoko Edo Local Govt.
Area.

UNIVERSITY OF ZULULAND

Department of Information Studies

Departmental Research Project

Researcher: Mr. A. A. Salman (+27710762500)

Research Office: Mrs. D. Viljoen (035-9026645)

CONSENT

I ......MRS H OBENDE....... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

....   25-2-2013
....

Signature of participant   Date

272

APPENDIX XVIII: PHOTOS

Kwara State Library Board (North Central Geo-political Zone)

Computer Lab and Internet Access, Kwara State Library Board

Serials Section, Kwara State Library Board

Children Library, Kwara State Library Board

Children Library, Idiagbon Rural/Community Library (North Central Geo-political Zone)

Mobile Library Vehicle, Kano State Library Board (North West Geo-political Zone)
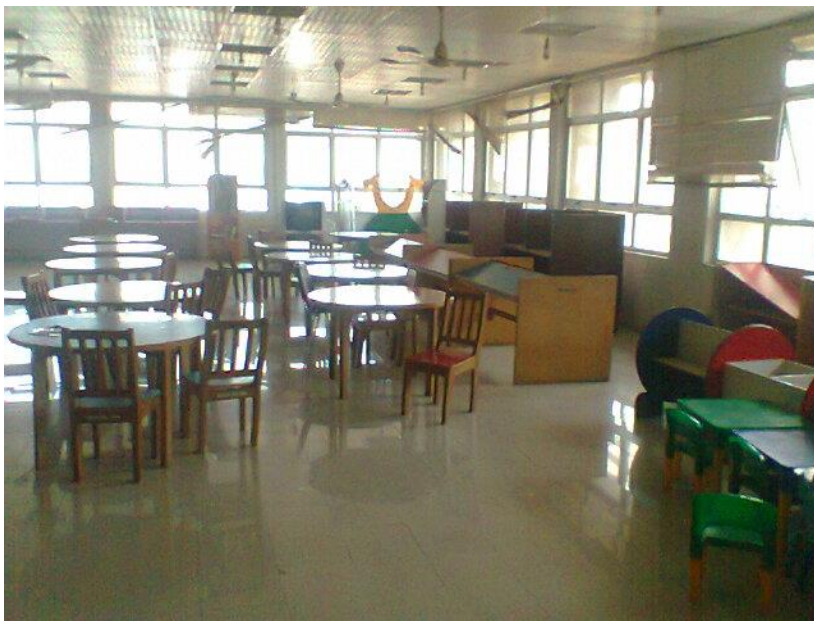

Information Technology Section, Kano State Library Board

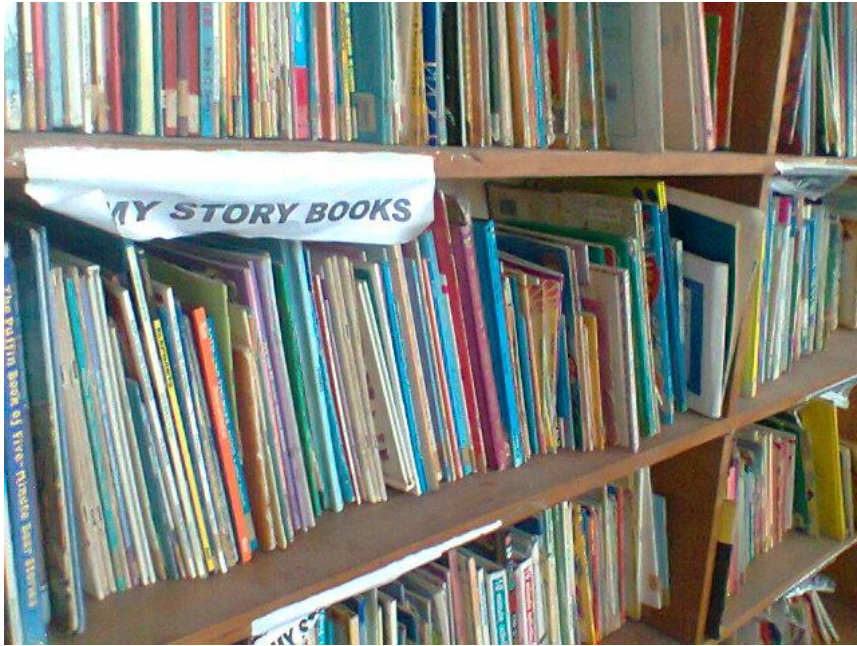**Bichi Divisional/Community Library, Bichi (North West Geo-political Zone)**

Children Library, Kano State Library Board

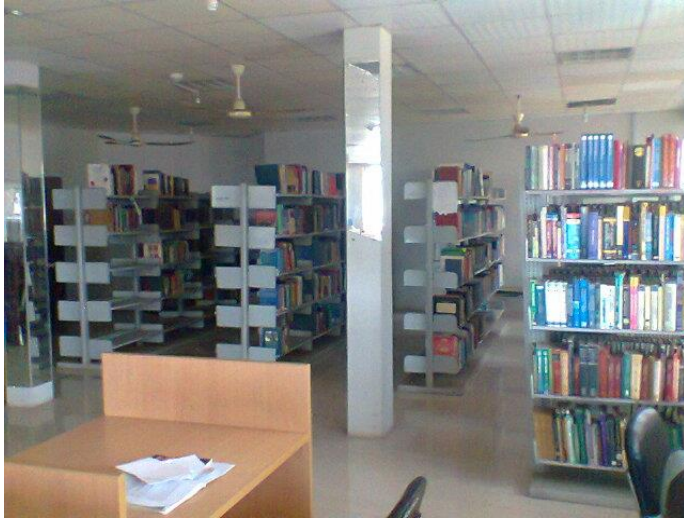**Catalogue Cabinet (Osun State Library Board)**

Children Library, Osun State Library Board (South West Geo-political Zone)

Shelf Arrangements, Osun State Library Board

Serial Section, Okuku Rural/Community Public Library, Osun State

Edo State Library Board, Shelf Arrangements (South South Geo-political Zone)