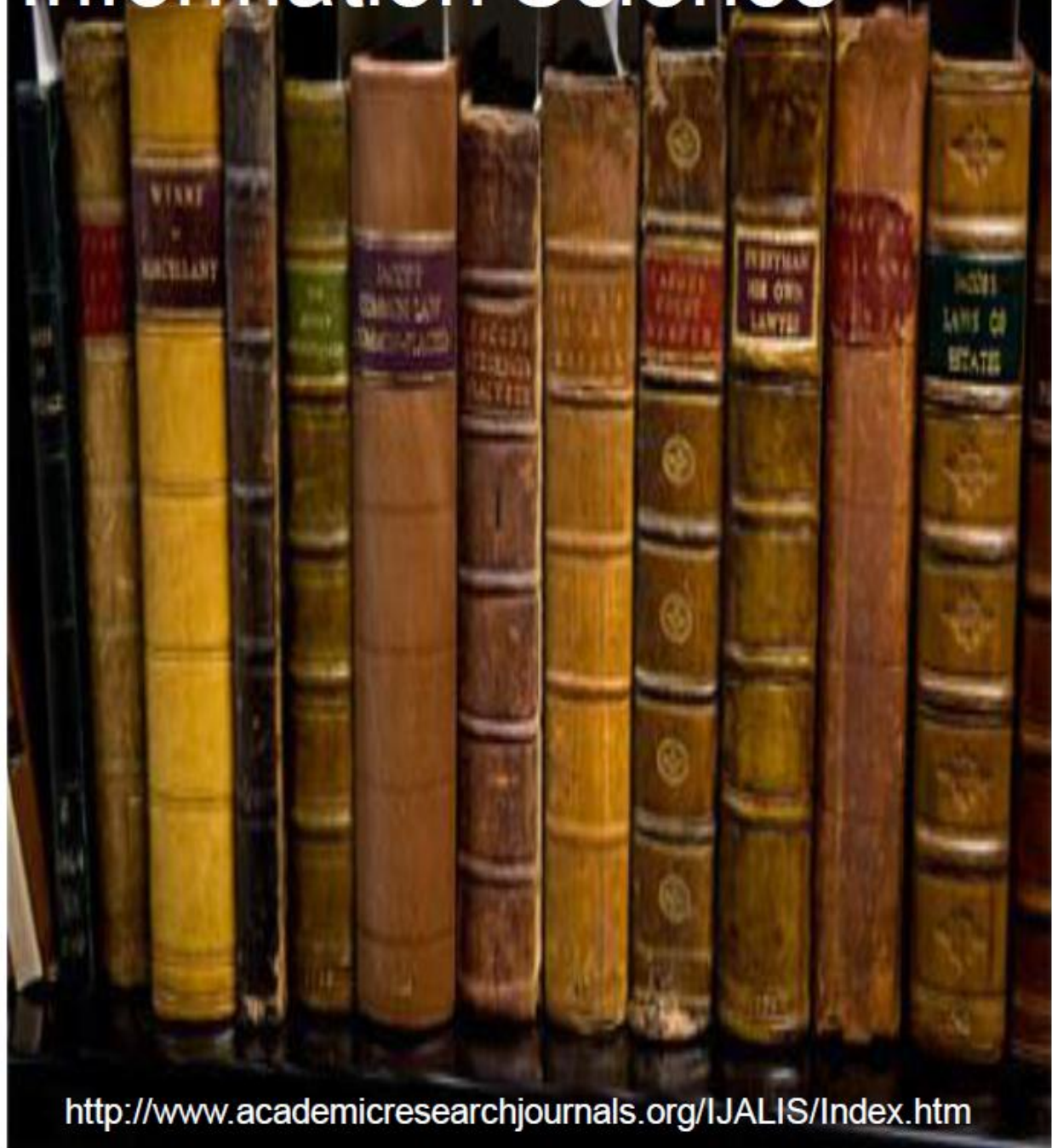# International Journal of Academic Library and Information Science

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ARTICLES

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Full Length Research

OPAC awareness as a factor affecting OPAC use by Undergraduates in two Nigerian libraries

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This study examined the extent to which OPAC awareness affected undergraduates in two federal university libraries in South-West, Nigeria. The study adopted a survey research design. Multistage and proportionate sampling techniques were used to determine the sample size. The two universities are University of Lagos and Obafemi Awolowo University. Data were collected using questionnaire and semi-structured interview. Though there was significant relationship between OPAC awareness and OPAC use (r = 0.358; P< 0.05), OPAC awareness by undergraduates in both universities was high but their level of OPAC use was low. Studies on OPAC awareness by undergraduates at federal university libraries in Nigeria are few. Researches particularly on OPAC awareness as a factor affecting OPAC use by undergraduates in Nigeria has not been identified. This informed the need for research in this area.

Keywords: OPAC awareness, OPAC use, university, undergraduates, Nigeria

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INTRODUCTION

The primary purpose of university libraries is to support teaching, learning, and research in ways that are consistent with and supportive of the institution's mission and goals. An ideal university library should be able to make available and accessible information resources that would meet the needs of its users.Information and Communication Technology (ICT) has influenced library services in developed countries as most of these libraries are automated. Many libraries in Nigeria are now being automated while others are aspiring to become automated. An aspect of library automation is the

deployment of Library Management System (LMS) which houses various modules such as circulation, cataloguing, serials, references, acquisition and OPAC. Not all the automated libraries, especially the academic libraries in South West, Nigeria have OPAC included in their LMS modules.

An Online Public Access Catalogue (OPAC) contains all the bibliographic information of an information centre or can be said to be a gateway to information center's collection (Husain and Ansari, 2006). Mulla and Chandrashekara (2009) confirmed that OPAC is an

instrument of change in today's libraries as it helps facilitate users' search for library materials and to determine the availability of such materials in the library at a given point in time. Depending on the design, the search menu of an OPAC may comprise items such as author, title, subject, call number, patron name, basic search, keyword search, International Standard Book Number (ISBN), International Standard Serial Number (ISSN), Library of Congress Call Number (LCCN) and item barcode. Basic search is useful when a user knows the facts about an author, title, subject, series, call number and heading while keyword search is useful when a user does not know the facts about an author, title, subject, heading. Some OPACs are Internet-based, that is, can be accessed globally on the World Wide Web while those that are not internet-based are those usually installed on standalone computers. Presently in Nigeria, not all available OPACs can be accessed on the World Wide Web. Some are already operational while others are not fully operational.

OPAC awareness can be described as a state of being knowledgeable about the availability of OPAC in an establishment. Nisha and Naushad Ali (2011) described awareness of OPAC as the degree of user knowledge and availability of the service and the extent made use of them. Awareness of OPAC can also be described as having a knowledge of the existence, benefits and purpose of OPAC, though the level of awareness vary from one user to another. Ruzegea (2012) also described awareness of OPAC as knowledge of it and maintains that it is also a first step to increased usage (usability) of the literature materials and other relevant information in library and outside libraries or online databases to aid students in their learning process.

Studies on OPAC awareness by undergraduates at federal university libraries in Nigeria are very scarce. Meanwhile, researches particularly on OPAC awareness as a factor affecting OPAC use by undergraduates in Nigeria has not been identified. This informed the need for research in this area. There is need to find out whether or not undergraduates in Nigerian federal university libraries are aware of their universities' libraries' OPACs, whether or not they make use of them and whether or not their OPAC awareness affects their OPAC use. If they are aware and they make use of them, then, what is the relationship between their OPAC awareness affect their OPAC use? It is on the need to answer these questions that this study to assess OPAC awareness as a factor affecting OPAC use by undergraduates in two libraries in Nigeria became imperative.

STATEMENT OF THE PROBLEM

In Nigeria, a number of federal university libraries have

claimed to have deployed OPAC in order to improve services to their clientele. In spite of this, it is observed that, students do not usually make reference to OPAC. It may be that students are not conversant with the concept of OPAC, its functions and benefits. From the preliminary visits to and observation of some of the OPAC-compliant university libraries, not many students were usually found using OPAC at the OPAC workstations of some OPAC-compliant federal university libraries in Nigeria. Sometimes, the OPAC workstations are seen not powered up. Other times, students are found browsing the internet on the OPAC workstations. Thus, concerns raised by these initial observations are: whether or not undergraduates of federal universities where OPACs are functional are actually aware of their universities' libraries' OPACs; whether or not the OPACs are being satisfactorily used by these undergraduate students; whether or not the awareness about the availability of the OPACs and their benefits affect undergraduates' use of them. It is on this basis that this study sets out to examine OPAC awareness as a factor affecting OPAC use by undergraduates in two federal university libraries in South-West, Nigeria.

OBJECTIVE OF THE STUDY

The general objective of this study is to determine how OPAC awareness affects undergraduates' use of OPAC in two OPAC-compliant federal university libraries in South-West, Nigeria.

Research Questions

The study is positioned to answer the following research questions which are derived from the general objective.

1.   What is the level of OPAC awareness of undergraduates of the selected federal universities in Nigeria?
2.   What is the level of OPAC use by undergraduates of the selected universities?

Hypothesis

The following null research hypothesis will be used to guide the study and it will be tested at 0.05 level of significance.
H_{01} There is no significant relationship between undergraduates' OPAC awareness and their use of OPAC.

LITERATURE REVIEW

According to Kapoor and Goyal (2007), OPAC is the key

to a library's collection as it allows users to find out about what books, journals, conference proceedings, reports and other resources are available in either print or electronic format. Ramesh Babu and O'Brien (2000) highlighted the features of Web OPACs as graphical, that is, Graphical User Interface (GUI), standard features of traditional OPACs, that is, standalone OPACs, availability of hypertext links through bibliographic records, emulation of search engines in terms of appearance and search features, availability of full-text and one interface to search all electronic information. Husain and Ansari (2008) noted that, of late, libraries, in particular academic and research, has begun to realise that access to bibliographic information should meet varied approaches of the users. The fastest way to access bibliography information is through an online catalogue.

Successful online catalogue searches are very dependent on a user's knowledge of OPAC features, computer skills and the system as well as language competencies… users do not utilise the full features of the system since they are unaware of their existence (Ariyapala and Edzan, 2002).The analysis of the study by Nisha and Naushad Ali (2011) at the Indian Institute of Technology, Delhi, in regards to awareness about OPAC showed that 75 percent of respondents were aware about the OPAC through the intranet while 25 percent were not at all aware. Setting up OPAC without the target users being sensitised about the purpose, functions and benefits can be considered a waste of resources. Thus, the need for proper training and sensitisation sessions for the target library users is very pertinent. OPAC awareness can be created through library orientation, seminars, workshops, conferences, notice boards, university Website, library Website, library bulletin and university bulletin.

The study conducted by Ansari and Amita (2008) on awareness and use of OPACs in five Delhi libraries shows that, not many users are aware of the expert searches provided by OPAC. Findings of study based on questionnaire distribution to both IT and library students at in International Islamic University Malaysia (IIUM) by Ruzegea (2012) revealed that, awareness about OPAC has enhanced library user-based system and its interface design (features) in IIUM. Consequently, it has become an important first step towards access and eventually increased usage (usability) of literature materials and other relevant information in libraries, outside libraries or online databases to aid students in their learning process. The result of the findings reveals that all students (100 percent) were aware of the OPAC and its interface features.

The study by Mulla and Chandrashekara (2009) on the effective use of OPAC by staff and students of engineering colleges across Karnataka (India) showed that 91.06 percent and 55.69 percent of the respondents were not interested in the use of OPAC due to shortage

of terminals and lack of awareness of the facilities respectively. Deployment of OPAC to a library requires that the target users be kept abreast of its availability, functions and benefits in order to ensure easy access and effective use. To gain access to and use the library and its OPAC, undergraduates are usually required to present their library registration cards and in some cases, university registration cards. This implies that, such students must be duly registered in the university and its library. It is often generally presumed that, awareness promotes use. This is to say that, a system or resource cannot be used by someone who does not have any prior knowledge of it.

The major reason for OPAC use by undergraduates is because it saves users' time and energy. With OPAC, library users need not spend time to travel from their residents to the library to know whether or not the library holds a particular book, to place book requests. They would not need to spend time scanning through the library card catalogues before they know the shelving locations of books. Impliedly, OPAC reduces the cost of travelling and number of physical presence in the library. The user will only need to pick up the requested or borrowed books from their pick up locations or the library moves the books to the library user's location as it is the practice in some libraries in the United States. Thus, OPAC minimizes the time and stress of searching through the shelves for books thereby supporting the fourth of the Ranganathan's laws of Library Science "save the time of the user".

Several factors can affect the use of OPAC. For instance, Wallis and Kroski (2009) considered difficulty in conducting searches on OPAC and difference in OPAC interface design and library Website interface design as part of factors affecting use of OPAC. Moore (2006) identified factors that can affect OPAC use as: certain personal characteristics (age and occupation), time, medium of communication, credibility of source of information, users' information need, type of information required and information seeking behaviour. Libraries with functional Web-based OPACs need to periodically assess level of users' awareness of the facility.

In a study by Adedibu (2008) to investigate catalogue use by science students of the University of Ilorin, only 7.9 percent of the respondents use OPAC. This is obviously not encouraging. The study further affirms that, the most essential library tools (the card catalogues and the OPAC) in accessing the library collection in the University of Ilorin, are not always consulted because of inadequate knowledge of how to use them. Knowledge in this context refers to awareness. According to Mulla and Chandrashekara (2009), one of the major constraints of the use of OPAC is lack of awareness between user communities. Other reasons could be lack of awareness and computer literacy skills needed to facilitate their use of OPAC. Kakai et al. (2004) advised that Makerere

University Library which is in the automation process should setup two–hour workshops to teach undergraduate students on how to use the OPAC, online databases, CD–ROM resources, selected Websites and carry out Internet navigation use. In this computer age, OPAC-compliant libraries are to ensure awareness about their OPACs so as to facilitate valuable use of them.

In a study by Srinivasulu and Reddy (2010) on medical college users (undergraduates and postgraduates) in Andhra Pradesh, India, most of the users (78.14 percent) replied that they have not used the library catalogue/OPAC to locate books in the library. Consequently, the authorities were advised to take appropriate steps to creating awareness of OPAC among the users by conducting user education programmes. Asemi and Riyahiniya (2007) investigated the relationships between awareness and use of digital resources among students in Isfahan University of Medical Sciences. The result of the study shows that 70 percent of students were aware of digital resources, but only 69 percent of them have used them. In another study by Ariyapala and Edzan (2002) on international students' ability to use an online library catalogue at the University of Malaya Library,Malaysia, most respondents indicated that there were no OPAC facilities in their home countries and if available, they were limited to university libraries.

In Nigeria, federal universities like University of Lagos (UNILAG), University of Ibadan (UI), Obafemi Awolowo University (OAU), University of Jos (UJ), Bayero University (BU), Ahmadu Bello University (ABU) and University of Port-Harcourt (Uniport) have deployed OPAC to their libraries. However, among these university libraries OPACs, only a few can be accessed by the users via the World Wide Web. A number of the state and private university libraries in Nigeria have also deployed OPAC e.g. Covenant University, Ota, Ogun State Nigeria has deployed a full-fledged functional OPAC Onifade et al. (2011).

There is need for libraries to keep their users abreast of the services they provide. This can be achieved through adequate promotion of library products and services such as OPAC. Promotion, according to Joseph and Parameswari (2002) involves mechanisms that inform the target groups about the resources available, services and products offered by the libraries/information centers. Ifijeh (2011) suggested some possible promotional activities that a library could embark on, to include publishing and distribution of hand bills, publishing and distribution of newsletters, mailing list programs, placing posters in strategic places, use of billboards and library awareness programs such as library week or library orientation for all incoming students. Such promotional measures can also be employed to boost awareness of university libraries' OPAC.

METHODOLOGY

Descriptive survey research design was adopted for the study. The population comprised the undergraduates of two selected federal universities: UNILAG and OAU. The population of undergraduates at UNILAG was 23,367 while that of OAU was 23,861. Multistage sampling was adopted to select four homogeneous faculties from each of the universities: Arts, Education, Science and Social Science (first stage) There were 12 faculties in University of Lagos and 13 faculties in Obafemi Awolowo University; thus, homogeneous departments were selected from both universities using proportionate sampling (second stage). These methods were chosen so as to ensure good representation of the population and they allowed coverage of reasonable number of faculties and departments. The selection of homogenous faculties was to allow for comparisons between the two institutions under study. At the final stage respondents were proportionately chosen using 5% sampling fraction of the population of each of the selected departments. Hence, the sample size for this study was 431 (Table 1). The sample size for this study was justified by the principle of sample size determination of Israel (2003). This principle specifies that, in a population of 50,000, if 5% Precision Level is taken at 95% Confidence Level and P=.5, then the sample size should be 397. The total population for this study is 47,228 while the sample size is 431 which is greater than 397, which shows that the sample size was justified.

Questionnaire was administered on the undergraduates of the selected institutions while the semi-structured interview was conducted with the System Librarians in charge of OPAC. The researcher personally administered the questionnaire on the respondents at the two selected institutions over a period of two weeks. The respondents were given the questionnaire in their classes while they were waiting to start lectures and in a few cases, when they had just finished their lectures. The questionnaire comprised four sections, A, B, C. Section A was on demographic factors scale which was designed to obtain information on various demographic variables that were of interest to the study. The variables of interest in this section include university, faculty, department, level of study, gender, age and religion making seven questions in this section. Section B was on OPAC awareness scale that was self-developed and designed to obtain information on undergraduates' level of OPAC awareness. The scale comprised two major questions each with sub-items that were responded to. In all, this section was made up of 21 questions. Section C was a self-developed scale and was used to obtain information on undergraduates' level of OPAC use. In this section, four main categories of OPAC use were measured. These were: i = extent of OPAC use by undergraduates; ii = medium through which undergraduates learnt to use

Table 1. Study Population and Sample Size

S/N	Selected Faculties	Depts.	University of Lagos		Obafemi Awolowo University	
			Study Population	Sample Size (5%)	Study Population	Sample Size (5%)
1	Arts	English	462	23	1036	52
		Philosophy	561	28	322	16
2	Education	Educational Foundation	308	15	622	31
		Educational Administration	395	20	65	3
3	Science	Biochemistry	294	15	485	24
		Chemistry	358	18	604	30
		Physics	408	20	249	12
4	Social science	Economics	753	38	631	32
		Political Science	459	23	611	31
Total			**3998**	**200**	**4625**	**231**
Grand Total				**8623**		
Sample Size				**431**		

OAU   N=216, UNILAG   N=192

OPAC; iii = purpose for which OPAC was used and iv = frequency of OPAC use. This section was made up of 14 questions.

The semi-structured interview allowed for considerable flexibility in responses during the interview. It allowed the researcher to be able to elicit more detailed information from the System Librarians because they manage the OPAC database and have access to all activities on the OPAC platform. The interview schedule comprised 9 questions. Questionnaire was collected, coded and analyzed. Statistical Package for Social Science (SPSS) was used for the data analysis. Descriptive statistics (simple frequency counts and simple percentages) were used to analyse the research questions while inferential statistics (correlation and regression analyses) were used to test the null hypothesis. The null hypothesis was tested at 0.05 level of significance. The interview was manually transcripted and analysed.

RESULTS AND DISCUSSION

Four hundred and thirty one copies of a questionnaire were administered to undergraduates in OAU and UNILAG and 408 copies which represent 94.7 percent were returned and were all found usable for the analysis.

Research Question 1: What is the level of OPAC awareness of undergraduates of the selected federal universities in Nigeria?

The findings revealed that majority of the respondents in both universities had high level of OPAC awareness although the level of OPAC awareness among the respondents in OAU was higher than that of those in UNILAG. Respondents who were not aware of OPAC were more than those with low level of OPAC awareness in both universities (Table 2).

In both universities studied, the level of undergraduates' OPAC awareness was found to be high. However, it was found that, undergraduates in OAU had higher level of awareness of OPAC than those in UNILAG. This was in spite of the fact that, as at the time of the study, OAU OPAC was partially operational while that of UNILAG was fully operational. This finding was in line with the confirmation by the System Librarians of both universities that undergraduates' level of OPAC awareness was high. This result, to some extent, is consistent with the view of Ruzegea (2012) that all students studied were aware of the OPAC and its interface features in International Islamic University Malaysia (IIUM) and that of Nisha and Naushad Ali (2011) which showed that 75 percent of library users at the Indian Institute of Technology, Delhi were aware about the OPAC through the intranet while 25 percent were not at all aware. Nevertheless, it was also revealed that there were more respondents with zero level of OPAC awareness than those with low level of awareness. This indicates the need for improvement in OPAC awareness campaign in both universities and it is in agreement with Ifijeh (2011) who suggested that promotional measures such as publishing and distribution of hand bills, publishing and distribution of newsletters, mailing list programs, placing posters in strategic places, use of billboards and library awareness programs such as library week or library orientation for all incoming students, should be employed to boost awareness of university libraries' OPAC.

Table 2. Level of OPAC Awareness by Undergraduates

OPAC:	Level of Awareness	Universities			
		OAU		UNILAG	
		N	%	N	%
is a database of the library's holdings.	High	119	55.1	96	50.0
	Low	37	17.1	32	16.7
	Not Aware	60	27.8	64	33.3
can be searched to know the status of library materials.	High	121	56.0	99	51.6
	Low	35	16.2	40	20.8
	Not Aware	60	27.8	53	27.6
can be used to place requests for library materials.	High	111	51.4	76	39.6
	Low	42	19.4	46	24.0
	Not Aware	63	29.2	70	36.4
can be used to reserve library materials.	High	79	36.6	74	38.5
	Low	53	24.5	47	24.5
	Not Aware	84	38.9	71	37.0
can be used to check due dates for borrowed library materials.	High	84	38.9	71	37.0
	Low	42	19.4	49	25.5
	Not Aware	90	41.7	72	37.5
can be used to check the amount of overdue fines.	High	63	29.1	59	30.7
	Low	43	19.9	43	22.4
	Not Aware	110	50.9	90	46.8
provides ease of access to library holdings.	High	113	52.3	103	53.6
	Low	36	16.7	37	19.3
	Not Aware	67	31.0	52	27.1

Table 2. . Continuation

provides global access to library materials.	High	116	53.7	93	48.4
	Low	32	14.8	33	17.2
	Not Aware	68	31.5	66	34.4
saves users' search time.	High	115	53.2	102	53.1
	Low	31	14.4	32	16.7
	Not Aware	70	32.4	58	30.2
reduces cost of visiting the library.	High	97	44.9	77	40.1
	Low	45	20.8	43	22.4
	Not Aware	74	34.3	72	37.5
reduces time spent by users to visit the library.	High	103	47.7	86	44.8
	Low	36	16.7	38	19.8
	Not Aware	77	35.6	68	35.4
reduces the possible risks of visiting the libraries.	High	82	38.0	62	32.3
	Low	49	22.7	50	26.0
	Not Aware	85	39.4	80	41.7
can link users to online newspapers.	High	84	38.9	73	38.0
	Low	33	15.3	38	19.8
	Not Aware	99	45.8	81	42.2

OAUN=216, UNILAG   N=192
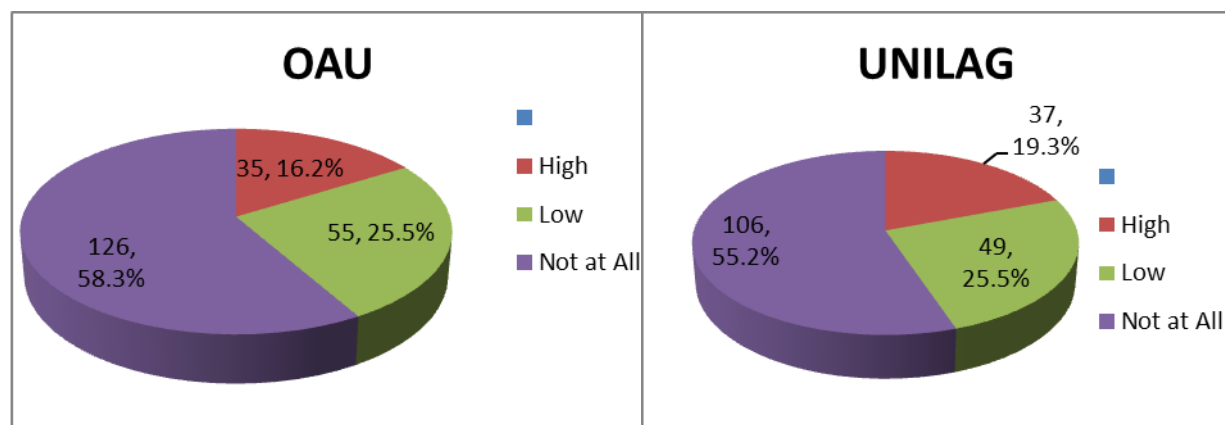
Figure 1. Level of OPAC Use by Undergraduates

Research Question 2: What is the level of OPAC use by undergraduates of the selected universities?

The results showed that 126 (58.3 percent) of the respondents in OAU and 106 (55.2 percent) of those in UNILAG did not make use of their library OPAC at all. Only 35 (16.2 percent) and 37 (19.2 percent) respondents in OAU and UNILAG respectively had high level of OPAC use, indicating low level of OPAC use in both universities (Figure 1).

It was established by the findings of this study that, undergraduates' level of OPAC use in both universities was very low as majority of the respondents did not make use of their library OPAC at all. This negates the assertion by the System Librarians of the two universities that, undergraduates' level of OPAC use was high but agrees with the study by Adedibu (2008) who investigated catalogue use by science students of the University of Ilorin and reported that, only 7.9 percent of the respondents studied reportedly use OPAC. Respondents in UNILAG were found to use OPAC more than those in OAU. Ariyapala and Edzan (2002) noted that OPAC users at the University of Malaya did not utilize the full features of OPAC because they were unaware of their existence. The opposite was the case in this study as the respondents' level of OPAC use was very low despite their high level of OPAC awareness. It implied that undergraduates were not making the best

Table 3. Relationship between OPAC Awareness and Use

Variables	N	Mean	STD	r	Sig
OPAC awareness	408	31.7647	11.87997	0.358	0.000
OPAC use	408	1.95	1.291		

OAUN=216, UNILAG   N=192

use of the facility. This is not encouraging considering the huge amount of money that the universities spent in deploying the OPACs.

Hypothesis 1: There is no significant relationship between undergraduates' OPAC awareness and their use of OPAC.

The test of the hypothesis showed an r-value of 0.358 (+0.30 ≤ r ≤ +0.39 = moderate positive correlation). This implies that, 12.8 percent (r^2 x 100 percent) of the variation in OPAC use was accounted for by OPAC awareness. There existed a positive though moderate relationship between undergraduates' OPAC awareness and their use of OPAC. That is, there is a significant relationship between undergraduates' OPAC awareness and their use of OPAC. Therefore, the null hypothesis is rejected (Table 3).

The result of the study revealed that there was a significant moderate positive relationship between undergraduates' OPAC awareness and their use of OPAC. This agrees with the assertion of the System Librarians in both universities that undergraduates' awareness of OPAC had got positive impact on their OPAC use. Though the result of the hypothesis test showed that there was a moderate positive relationship between OPAC awareness and use, the findings of this study also revealed that undergraduates' level of OPAC awareness was high while their level of OPAC use was low. This does not imply negative relationship between the two. The fact that there existed OPAC use means that the use was made possible by the existence of OPAC awareness.

The findings further showed that only 12.8 percent of the variation in OPAC use was accounted for by OPAC awareness. This means that, 87.2 percent of the variation in OPAC use was accounted for by other factors other than OPAC awareness which were not covered in this study. These other factors might possibly have contributed to the undergraduates' low level of OPAC use despite their high level of OPAC awareness. This finding agrees with Long (2000) who noted that subject accessibility could also be a factor that affects use of OPAC. It also supported the finding of Moore (2006) which identified factors that can affect use of OPAC as: certain personal characteristics such as age and occupation. Other factors identified by Moore (2006) as factors that could affect OPAC use were: time, medium of communication, credibility of source of information, users' information need, type of information required and

information seeking behaviour. The finding of the present study however, does not agree with the study by Mulla and Chandrashekara (2009) which noted that one of the major constraints of the use of OPAC is lack of awareness between user communities. Whereas, the finding agrees, to a reasonable extent with Ruzegea (2012) who noted that all students (100 percent) studied were aware of the OPAC in International Islamic University Malaysia (IIUM) and that the awareness about the OPAC had enhanced library user-based system and its interface design.OPAC no doubt offers library users especially undergraduates, numerous benefits. These benefits should be maximised to justify the cost-benefit of setting up this exciting facility in university libraries and one major means to achieving this is to increase users' awareness.

CONCLUSION

OPAC is an important tool through which undergraduates can gain quick and wider access to libraries holdings in Nigeria. It had been deducted from this study that, lack of or low level of OPAC awareness is not the reason for low use of OPAC by the respondents. This implies that, there are other factors not covered by this study which could have contributed to the respondents' low level of OPAC use. This poses the need for further research, to determine what factors are responsible for undergraduates' low level of OPAC use in federal universities in Nigeria.

RECOMMENDATIONS

The main aim of OPAC is to encourage wider access to library holdings. To accomplish this aim, OPAC awareness and use policies to encourage high level of OPAC use among undergraduates, such as inclusion of practical-based introduction to OPAC as one of the topics in the use of library courses and giving assignments that will necessitate their use of OPAC, should be formulated and implemented by universities. Moreover, continuous and far-reaching awareness programmes such as sensitization of students and faculties, orientation, campus radio jingles, billboards, banners and handbills should be sustained to further improve undergraduates' awareness of OPAC. This will subsequently lead to increased use of it. Sessions of training or workshops should be organised to teach users about OPAC so as to facilitate its effective use.

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Full Length Research

Information needs of Secondary School Students in selected Schools in Abaraka Community

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The focus of the study is on the information needs of secondary school students from selected schools in Abraka. Using a questionnaire, data was collected and analyzed using the descriptive statistics. The study found that although Abraka is a rural community, the secondary school students do have information needs which encompass academic, health, entertainment, friendship, religious, family care, societal values, future career choice. However certain constraints such as inadequate information resources, poor library skills, poor information literacy skills, lack of awareness of information needs.

Key Words: information needs, secondary school students

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INTRODUCTION

To succeed in academics, students whether at the primary, secondary or tertiary level need information. Information remains the major ingredient in taking decisions and assists in reducing the degree of uncertainty. It is a valuable resource in the life of a student. Information enables students to meet their learning and research needs. Information facilitates decision making, problem solving and reduction of uncertainty among students (Aina, 2004). Belkin (2000) defined information as the data associated with text, modified by purpose, intend, knowledge of recipients state of mind and conceptive structure which underlines the surface structure of a text. The concept of information needs was corned by Robert S. Taylor. According to Taylor (2009). Information needs has four (4) major

levels. The levels are:

1. The conscious and unconsciousness need for information.
2. The conscious mental description of defined area of decision. In this level, the inquirer might talk to someone else in the field to get an answer.
3. The inquirer forms a rational statement of his question. This statement is a rational and unambiguous description of the inquirer's doubts;
4. The question been presented to the information system.

According to Wilson (2009), information need is an individual or group desire to locate and obtain information

to satisfy a conscious or unconscious need. Needs and interest leads to information search. Khan and Shafigue (2010) stated that the objectives of studying information needs includes: the examination of wants; the explanation of observed phenomena of information use or expressed needs; the prediction of instance of information use; and the control and improvement of the utilization of information for solving problems and making decisions.

Kamarudin (2010) stated that information need leads to information seeking which could be successful or unsuccessful. If successful, information located would be used for decision making and problem solving. Satisfaction occurs when the located information has been analyzed and satisfies the original need. A failure to find information to satisfy the required need leads to dissatisfaction.

Although only a few studies have been conducted on the information needs of secondary school students, majority of studies on information needs have been focused on the information needs of staffs, faculty members, lecturers, under-graduate students, post graduate students, farmers, traders, rural dwellers, rural women, lawyers, teachers and other categories of people. The few studies conducted on the information needs of secondary schools students have reported similar needs of secondary schools students which include information needs on learning, parental up-bringing, societal values, cultural activities, religious activities, science and discoveries, peer groups, nature and environment, childhood activities and maturity (Fister, 2012)

With advancement of information and communication technology, information is everywhere. The of choice of information might be problem for the students in secondary school, furthermore, there is perceived inability of students to search for information sources and resources because the community the students are located is a rural community. Abraka community in Delta State of Nigeria only became popular as a result of the establishment of a state funded university, hence the indigenes of the community are predominantly farmers, and university staff. Personal observations show that most of the students might lack basic information literacy skills, lack of experience in seeking information, lack of awareness of information need and poor knowledge of information needs. It is against this background that this study is embarked upon to examine the if the secondary school students in selected secondary schools in Abraka community have information needs and how they meet these needs.

OBJECTIVES OF THE STUDY

i.   Find out the areas secondary school students

need information.

ii.   Examine the purpose for which secondary school students seek information.

iii.   Find out how frequent secondary school students seek information to meet their information needs,

iv.   Find out the constraints militating against the information needs of secondary school students.

RELATED LITERATURE

Khadli and Kumar (2011) stated that the need for information among secondary school students is one of the cognitive needs of childhood which enable them to understand things, the environment, the society, the family, the school and the future. Asking questions constitute the major means through which secondary school students extract information from information sources such as their parents, guidance, elders, teachers, friends, family members and peer groups. According to Bitter (2012) secondary school students have information needs just like their tertiary institution counterpart. However, the information needs of secondary school students are quite different and even more complex compared to the information needs of tertiary institution students. Fieldman and Etington (2010) believe that secondary school students select their information needs based upon values, interest and characteristics that they exhibit.

In a study by Grefins (2011) to find the information needs of secondary school students in California, United States of America, the result revealed that the secondary school students have information needs in the areas of learning, games, recreation, entertainment, leisure, holiday, family, parental care, teaching methods, teachers, culture, religion and peer group. In another study, conducted by Seaman (2012), it was reported that secondary school students information needs encompass information about learning, academic growth, health, family, societal values, friendship and peer groups, religious groups, childhood and adulthood, career choice and culture and personal development. The study concluded that majority of secondary school students have similar information needs. In Swintter (2013)'s study, it showed that 12% of the secondary school student required information for personal development, 11% required information for health-related issues, 13% required information for family care and friendship, 9% required information for recreation, travels and entertainment, while a vast majority of the secondary school students 64% required information for their learning (schooling) career choice, academic excellence and welfare. The study further reported that majority of the secondary school students satisfy their information needs by asking questions, consulting books, visiting the school library, talking to parents and family members,

reporting to teachers and complaining to friends for assistance. Similarly, Foster's (2012) findings revealed that the information needs of secondary school student include: academic related information (64.1%), information for personal development and knowledge acquisition (12.5%) health-related and friendship information and cultural information on childhood and growing up (9.1%), societal and cultural information (2.8%) and information about parental and teachers care (2.1%). Other authors such as Parvez (2009) investigated the information needs of secondary school students and found that students irrespective of their characteristics and school attended have similar and multi-related information needs. The result of the study revealed that 68% of the secondary school students needed information on academic matters, 48% needed information on personal development and knowledge acquisition, 29% needed information for keeping themselves up-to-date and to broaden their horizon 29% needed information for family and parental care, while 17% needed information for entertainment, recreation and exercise. These needs constitute the major needs of secondary school students. According to Koft (2014) secondary school student require current news, events and happenings around them to enable them get up-to-date with information for their academics, personal development and societal values.

According to Aina (2004), people seek information based on their personal interest and desires. Belkin (2000) reported that majority of the reasons why people seek information are to satisfy their conscious and unconscious information needs: to be relevant in the information world; to be up-to-date with current and relevant information; to be knowledgeable, vast and competent; to be information literate; and to be useful in the society. Buckland (2011) stated that there are different purposes for which different categories of people seek information students seek information for the purpose of learning, research and academic success. Secondary school students seek information for the primary purpose of learning, academic pursuit, academic excellence and knowledge acquisition. The need to excel academically is the main purpose for which secondary school student seek information. However, apart from the primary purpose of seeking information which revolves round academic related purpose, secondary school student also seek information for secondary purposes such as to be physically fit and to stay healthy, to participate in cultural and societal events as well as to be responsible in the society (Fister, 2012).

On the issues of how students meet their information needs, Nwosu (2010) reported that secondary school students have information needs, to meet or satisfy, the students often consult the school library, teachers, parents, books, family members and friends. Smart, Reddy (2014) emphasized that secondary school

students actively consult information from various information sources to satisfy their information needs. They usually consult books, the school library, personal resources both at home and in school, teachers, parents, brothers, sisters, uncles and aunts. Secondary school students need information for decision making and to solve life problems both at home and in school. They may acquire information through the question and answer method, which is a major process of finding ideas, facts and new information by secondary school students

Abels (2014) is of the opinion that the frequency of information seeking among secondary school students to meet their information needs has increased in recent times, presently, secondary school students seek for information on regular and daily basis. Suriya, Sangeetha and Nambi (2014) concluded from their study that majority of secondary school students visited the school library several times a week to search for information to meet their academic needs, while few of the secondary school students visited the school library on daily basis. In the same vein, Shokeen and Kustile (2012) found that secondary school students visits the school library, school counselor and head teachers on daily basis for the purpose of findings solutions to their information needs. Similarly, Nazli (2011) found that most secondary school students use books, parents, teachers and personal resources to meet their information needs and they usually consult these information sources frequently. Also, Seaman (2012) stated that 73(35.7%) of secondary school student used the school library and its resources on daily basis, 112 (53.3%) consulted teachers 2–3 times a week, 8(8.9%) met their parents and family members 4–5 times a week, while 5(2.1%) of the secondary school students consulted their friends and school counselor 1–2times a week. Wikipedia (2014) reported that secondary school students use the library resources more often and frequently compared to their occasional use of parents and teachers. While majority of secondary school student use the library resources on regular basis like daily, twice, thrice or 4–5 times a week, the secondary school student tend to use other sources. Such as parents, family members and teachers.

Grefins (2011) reported that 36% of secondary school students surveyed spent four hours per week in consulting information resources from the library, while 64% of the students spent two hours per week to consult books in the school library. Apart from the school library which is the major information source for secondary school student, some of the students consulted their parents, school teachers and friends when stranded academically and this was done less frequency. Fister (2012) reported that secondary school student usually make about seven visits to the school library on weekly basis to look for information resources to satisfy their information needs. The study reported that 96% out of 100 student surveyed used the school textbooks,

newspaper, magazines and other school resources, while the other pupils used their school teachers, parents at home and family members. The study concluded that the frequency of information seeking among secondary school students in meeting their information needs is relatively high and encouraging.

Wilson (2009) noted that in the process of seeking for information, problems may arise or encountered. In the same vein, Taylor (2009) noted that after interacting with the information sources, what a user actually needs may not eventually tally with what is practically available due to constraints either within the stock or due to the users own negligence or inadequacy. Constraints may serve as hindrances to secondary school student when seeking information and this might affect their information seeking behaviour negatively. Some of the constraints highlighted by Wikipedia include library anxiety, poor information literacy, poor retrieval skills, poor library skills, poor attitude towards information resources. Ajiboye and Tella (2007) stated that secondary school students do not use information resources effectively to meet their information needs due to certain constraints such as poor library skills, poor information searching skills, unfamiliarity with information sources, shyness, anxiety, inadequate information resources and high cost of information resources. With these constraints, the secondary school students tend to record poor information seeking results and consequently lead to information dissatisfaction.

METHODOLOGY

Adopting the descriptive survey design, the population of this study is two hundred and eighty five (285) secondary school students. This consists of SS II students of Abraka Grammar-School, Delsu Secondary School, Erho Secondary School and Urhoka Secondary School. The choice of these selected secondary schools by the researcher is because of the researcher's familiarity with selected schools. Also, the choice of SS II students was based on the students' ability to read, write and understand the questionnaire items.

Participants

In order to have results that would represent the entire population and for generalization to be done on sound basis, Okorodudu (2013) recommended that40% may be used and considered as appropriate and adequate representation of a given population. Hence, the sample for this study is one hundred and fourteen (114) respondents. From the population the researcher used the simple random sampling technique to select 40% of the population as the sample depending on the total number of SS II students present in each school.

Procedures

The instrument for collection of data is the questionnaire. The retrieved copies of questionnaire were analyzed using simple percentages and statistical mean ($\bar{x}$). The criterion mean($\bar{x}$) score is placed at 2.00 level of significance.

RESULTS

Table 1 shows the response rate, gender and age of the respondents. 39(34.2%) copies of questionnaires were administered and retrieved from respondents in Abraka Grammar School, 37(32.5%) Delsu secondary school, 22(19.3%) Erho secondary school, while 16(14.0%) copies of questionnaire were administered and retrieved from respondents in Urhoka secondary school. The gender of the respondents. 38(33.3%) of the respondents are male, while 76(66.7%) of the respondents are female. This implies that majority of the secondary school students in Abraka are females. As shown in the Table 1, 21(18.4%) of the respondents fall within the age range of 8-14years, 87(76.3%) 15-18years, while 6(5.3%) fall within the age range of 19-25years. This implies that majority of the respondents are within the age range of 15-18years.

Research Question One: *What are the information needs of secondary school students?*

Table 2 shows the information needs of the respondents. With a calculated mean ($\bar{x}$) score of 2.80 which is greater than the criterion mean ($\bar{x}$) score is 2.00. hence, it is agreed that secondary school students have information needs. They include academic information health information, entertainment information, friendship information, religious information, family care information, parental guidance information, societal values information, future care choice information childhood/adolescent information and environment information.

Research Question Two: *For what purpose do secondary school students seek information?*

Table 3 reveals the purpose of information seeking among the respondents. It is seen that the respondents seek information to achieve certain purposes such as learning, knowledge acquisition, recreation, entertainment, up-to-date information, personal development, academic success and research.

Research Question Three: *How often do secondary school students seek information to meet their information needs?*

Table 1. Demographics of the respondents

S/N	Name of school	No of questionnaire administered	No of questionnaire retrieved	(%)
1.	Abraka Grammar School	39	39	34.2%
2.	Delsu Secondary school	37	37	32.5%
3.	Erho Secondary School	22	22	19.3%
4.	Urhoka Secondary School	16	16	14.0%
Total		**114**	**114**	**100%**

Gender	Number of Respondents	Percentage (%)
Male	38	33.3%
Female	76	66.7%
Total	**114**	**100%**

Age range	Number of Respondents	Percentage (%)
8– 4years	21	18.4%
15-18years	87	76.3%
19-25years	6	5.3%
Total	**114**	**100%**

Table 2. Information needs of secondary school students

S/N	Items	N	Agree	Disagree	Undecided	Score	$\bar{x}$
1.	Academic information	114	114	-	-	342	3.00
2.	Health Information	114	97	17	-	385	2.90
3.	Entertainment information	114	78	36	-	306	2.70
4.	Friendship information	114	100	14	-	328	2.90
5.	Religious information	114	93	21	-	321	2.80
6.	Family care information	114	66	48	-	294	2.60
7.	Parental guidance inform-ation	114	114	-	-	342	3.00
8.	Societal value information	114	69	37	8	289	2.50
9.	Cultural information	114	58	50	6	280	2.40
10.	Future career information	114	114	-	-	342	3.00
11.	Childhood/adolescent information	114	82	32	-	339	3.00
12.	Environment information	114	65	49	-	299	2.60
Total						Total	$\bar{x}$
						3807	2.80

The data in Table 4 shows the frequency of information seeking among the respondents. As revealed in the Table 4, 29 (35.4%) of the respondents indicated very frequently, 79(69.3%) of the respondents indicated frequently, while 6(5.3%) indicated occasionally. This implies that majority of the respondents seek information to meet their information needs frequently.

Research Question four: *What are the constraints militating against the information needs of secondary students?*

In Table 5, the constraints militating against the information needs of secondary school students are shown. The students are constrained in meeting their

Table 3. Purpose of information seeking

S/N	Items	N	Agree	Disagree	Undecided	Score	$\bar{x}$
1.	For learning purpose	114	114	-	-	348	3.00
2.	For knowledge acquisition	114	114	-	-	342	3.00
3.	For recreation purpose	114	90	24	-	318	2.80
4.	For entertainment purpose	114	69	45	-	297	2.60
5.	For up to date information	114	114	-	-	342	3.00
6.	For personal purpose	114	108	6	-	336	2.90
7.	For academic success	114	114	-	-	342	3.00
8.	For research purpose	114	89	18	-	303	2.70
Total						Total	$\bar{x}$
						2622	2.90

Table 4. Frequency of information seeking

Frequency	Number of response	Percentage (%)
Very frequently	29	25.4%
Frequently	79	69.3%
Occasionally	6	69.3%
Not at all	-	-
Total	**114**	**100%**

Table 5: Constraints militating against the respondent's information needs

S/N	Items	N	Agree	Disagree	Undecided	Score	$\bar{x}$
1.	Unavailability of school library	114	-	114	-	228	2.00
2.	Inadequate information resources	114	114	-	-	342	3.00
3.	Poor library skills	114	97	17	-	325	2.90
4.	Poor information literacy skills	114	96	14	4	320	2.80
5.	Lack of awareness of information needs	114	78	34	2	304	2.70
6.	Unfamiliarity with school library	114	104	6	3	327	2.90
Total						Total	$\bar{x}$
						1846	2.70

information needs and the major constraints include inadequate information resources, poor library skills, poor information literacy skills, lack of awareness of information needs and unfamiliarity with the school library.

DISCUSSIONS

The findings form research question one correspond with the findings of Seaman (2012; Smart, Fieldman and Etington, 2010) who reported that secondary school students have information needs which encompass academic, health, childhood, family care, parental upbringing, friendship, nature, environment, societal values, exercise, recreation, holiday, tour/travels, career choice, religion and welfare information. On research question two, the findings from this study corroborates the findings of Buckland (2011), who reported that

secondary school students seek information to satisfy their diverse information needs both academic, personal, recreational and societal needs, Fister (2012) also reported that secondary school students seek information for the primary purpose of learning, academic excellence /success, knowledge acquisition, recreation/ entertainment and to broaden horizon. In the study carried out by Belkin (2000) majority of secondary school students seek information for the purpose of learning, research, knowledge acquisition, recreation and up-to-date news/information. These results however do not correspond with Koft (2014), who found out that secondary school student mostly require current news, events and happenings around them to enable them get up-to-date with information for their academics, personal development and societal values.

Research question three asked how often secondary school students seek information to meet their information needs. This finding from this research is in line with the findings of Abels (2014) who reported that the frequency of information seeking among secondary school students in meeting their information needs has increased in recent times. Presently, secondary school students seek for information on regular and daily basis for the purpose of meeting their information needs. Suriya, Sangeetha and Nambi (2004) reported that majority of secondary school students visit the school library several times a week to search for information to meet their information needs, while others visit the school library on daily basis. Shokeen and Kustile (2012) found that secondary school students visit the school library school counselor and head teachers on daily basis for the purpose of finding solutions to their information needs Nazli (2011) reported that majority of secondary school students use books, parents, teachers and libraries as source of information and they usually consult these information sources frequently. Also, research question four results tallies with the findings of Ajiboye and Tella (2007) who reported that secondary school students need information to excel academically, personally and recreationally but certain constraints militate against their desire to satisfy their information needs such as poor library skills, unavailability of information resources, inadequate library resources, outdated library resources, irrelevant library resources, poor information seeking skills, poor information literacy skills, unfamiliarity with the school library and lack of awareness of information needs.

CONCLUSIONS AND RECOMMENDATIONS

The results from this study go to confirm that information is a valuable resource in the life of every individual even secondary school students whether they live in urban or rural communities. The secondary school students in

Abraka need information for their academic pursuit, health care, entertainment, friendship, religion, family care etc. They need this information for learning, knowledge acquisition, recreation, entertainment, up-to-date information personal development, academic success and research. However, inadequate information resources, poor library skills, poor information literacy skills, lack of awareness of information needs and unfamiliarity with the school library are some problems they encounter while trying to meet theses information needs. The study recommends that relevant, up-to-date adequate information resources should be provided in the school library to enable the secondary school students to effectively satisfy their information needs. Also, students should be effectively trained and educated in the use of the library resources and services for meeting their information needs. The students should be taught the rudiments of information seeking towards the satisfaction of their information needs.

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Full Length Research

An Evaluative Study of Internet Use by faculty Members of the Public Sector Universities in Peshawar

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The purpose of this study is to investigate the use of the internet by faculty members for their academic activities and bring forth the key factors influencing their utilization of this technology. This investigation seeks to answer the following questions. How does faculty utilize the Internet in their teaching, research, and communication? Is there any correlation exists between the available resources of the university, internet use of faculty, discipline, gender and computer use level. What are the main hurdles faced by university faculty with regard to their internet usage. The survey includes all 6 public sector universities located in Peshawar, the capital o f the province of Khyber Pakhtunkhwa, Pakistan. A self-administered questionnaire was utilized to collect the data. The study population consisted of 1346 faculty members. A random sample consisted of 550 faculty members was drawn to whom the questionnaires were administered out of which 502 questionnaires were received back. The overall response rate was 91.27%. The study concludes that the internet is a best resource for study and teaching and the university faculty members very often utilized it for academic purposes.

Key words: Internet Use, Online Technology use, Internet use behavior of university teachers

INTRODUCTION

Internet, in the present world, is the most popular and effective tool for learning, information retrieval and dissemination, teaching, communication, and research. Browsing the internet reveals that it contain a variety of informational stuff on a number of topics. The invention of the internet technology is one of the greatest events of the previous century. In universities and other educational institutions the internet is used and expanded to a greater extent and its use is increasing on daily basis. It is being integrated into classroom activities in almost every university and DAI all over the globe. Internet, with its multifaceted features and tools, facilitate

everyone to have an insight into the world of information and pursue research activities quickly and efficiently.

Internet adoption in Pakistan started in the 1990s. Universities and Degree Awarding institutions (DAIs) were among the early adopters of this technology. By the arrival of the 21st century, the internet spread to every university, college, DAI and even secondary schools in Pakistan. Despite of its widespread in Pakistani academic institutions as one of the major vehicle of teaching, learning, and research, very little has been investigated to know the factors related with its use by the university teachers for learning, teaching and research. Every year a huge amount of budget is allocated by the HEC (Higher Education Commission) and universities in order to expand Information Technology across university campuses. This huge amount of budget is normally spent on the provision of hardware, computer laboratories, and infrastructure in order to provide speedy internet access. The issue related to the internet use by faculty members of the public sector universities of Pakistan in general and Peshawar in particular has been inadequately examined keeping in mind the rapid growth of internet adoption by faculty members. The main aim of this study is to investigate the use of the internet by faculty members for their academic activities and bring forth the key factors influencing their utilization of this technology. This investigation seeks to answer the following questions:

1.   How do faculty members utilize the Internet in their teaching, research, and communication?
2.   Is there exist any correlation in the resources of the university, faculty use of the internet, discipline, gender and computer usage level
3.   What main barriers the university faculty faces in using the internet.

LITERATURE REVIEW

Since the dawn of the present century, the use of information technology has shown a significant growth around the globe. The use of computer technology, especially the internet, has changed the lives of millions of people. Internet is a valuable source for study, teaching and research for both students and faculty. Modern resources of the Internet like email, www, search engines, online databases and social media tools can be used in all stages of research. Thus the Internet technology is an indispensible tool for faculty members for study, teaching, instructions, and research (Zar-ee, 2011).

Bradshaw cited by Al-Mobariz (2007) investigated the purpose and skills of internet use by faculty members from universities and colleges in the southern United States. His findings showed positive attitude of the faculty

members towards internet use in their academic pursuits. They expected to benefit from the internet for background research more this year than the previous year and more next year than the present year. Due to this trend Bradshaw concludes that the demand for more information by the internet users will increase in the days to come. He stated that in future more informational material will be uploaded over the internet by the information providers in a way easily and freely accessible. The findings indicated that university faculty members considered the internet as an indispensible tool for study, teaching and research. Faculty members would likely access the internet more frequently as they become aware of how the internet would be helpful to them.

The findings of Al-Ansari (2006) indicated that most of the faculty members prefer to use email, www resources, and search engines mainly for research, communication and publication. Internet helped faculty members to save time, search current information and cooperate with friends and colleagues. Main problems face by faculty members were lack of time, slow and poor internet connectivity and lack of access from home. The study reported that faculty members were eager to improve their internet usage skills through formal training.

Becker (2000) and Dhurlabhji and Fusilier (2005) found that younger teachers use internet more professionally than older teachers. Citing Rozgar, the study stated that more than 62% of faculty members in the United States and Canada use the internet for receiving and transferring online information. Becker (1999) found that what makes young faculty members more likely to be frequent internet users is not their youth *per se*, but their greater comfort as a result of having grown up with ever changing Information Technology

A study conducted by Bhatti (2010) on internet use among faculty members in the changing higher education at the Islamia University Bahawalpur, Pakistan, reported that internet is used by university faculty members for teaching and research. She indicated that faculty of science disciplines make most use of the internet as compare to other disciplines. Main problems faced by faculty members while using the internet were reported to be lack of sufficient number of computers, time management, slow speed, and lack of access from home. Her study confirmed the findings of Lazinger, Bar-Ilan, and Peritz (1978) who found that internet use was higher among faculty members in the sciences than among those in the humanities or social sciences.

Mansoor (2007) conducted a study to know the internet use behavior of education faculty members in the universities of Jordan. His result indicated that Assistant Professors followed by lecturers were more satisfied with their internet use for academic work than Associate Professors and Professors. He reported that there was a significant difference across age. All of the respondents expressed positive attitude towards such use. Main

barriers in the internet use by faculty members were identified as access to the internet, Internet content, administration related limitations, lack of time, and affordability related issues.

The findings of Taghreed (2009) revealed that female faculty members have positive attitudes towards using computer technologies. The most frequently used computer applications by the female faculty were: e-mail, internet and word processing. He found that lack of technical support, lack of effective training, lack of equipment and infrastructure and lack of administrative support were the main barriers faced by majority of the respondents. The results revealed that the demographic variables that have an influence on female faculty members' attitudes towards using computers were age, years of experience with computer technologies, subject taught, academic degree, access to computers at the office, access to the internet, computer skill levels and English language proficiency. Thus confirming the studies of Spotts, Bowman, and Mirtz (1997), Lampe and Chamber (2001) who also found the same demographic variables that have an influence on female faculty members' attitudes towards using computer technology. The study of Taghreed (2009) presents several conclusions and recommendations to improve female faculty members' use of computer technologies. The study revealed that female faculty members needs technical support services unit, more training, equipment and infrastructure, more administrative support, time for learning about computer technologies to increase their use of computers.

METHODOLOGY

This cross sectional survey was completed by 502 faculty members serving in the universities of Pakistan. The sample of this study was drawn randomly. Further, Krejcie and Morgan (1970) sampling size tables were utilized to validate the sample size. The survey included all the six public sector universities located in Peshawar, Khyber Pakhtunkhwa, Pakistan. A self-administered questionnaire was utilized for data collection. The overall response rate was 91.27%. To gather the data from the library staff, a prescribed authorization was granted by the head of these university libraries in KPK, Pakistan.

Hypotheses

1. H1Faculty members of the public sector universities in Peshawar use the Internet more often for communication than for teaching and research.
2. H2There exist a positive relationship between the existing university resources and internet usage of the faculty
3. H3Faculty members of Science disciplines use Internet more frequently than Arts, Social Science and humanities disciplines
4. H4 Young university faculty use internet more often than older faculty
5. H5 There exist a positive relation between Internet use by faculty and their computer use skills.
6. H6 No relationship exists between faculty members gender and internet use level.

Respondents' demographics

As shown in Table 1, Five hundred and two university teachers (73.5% were male, and 26.49% were female) with a median age of 31 to 40 years and represented various academic designations as Professors, Associate Professors, Assistant Professors, and Lecturers.

Internet and computer use proficiency of respondents

About half of the respondents (51.9%) indicated that they use computer for two or more hours a day. 88.84% of the respondents reported that they use MS Office more frequently, followed by software use pertaining to academic work (42.62%). Programing softwares were used by 42%, while 6.77% of the participants use web development softwares as is displayed in Table 2 which summarizes statistics related to computer use by faculty members.

Demographic information pertaining to the internet use is shown in Table 3. Majority of the participants (71.31%) were of the opinion that Internet play a very important role in their academic activities and that it is a major sources of help for them. Most of the respondents (83.46%) were using the internet for more than four years. As far as internet proficiency of the respondents is concerned, It was reported by more than 86% of the respondents that their internet proficiency levels were Moderate to high. While 62.74% of the respondents spent more than one hour per day over the internet.

As shown in Table 4, majority of respondents85.05% received 20 or less emails per day. While 88.64% respondents sent 10 or less emails per day.

FINDINGS AND RESULTS

Purpose of Internet Use

Hypothesis one was that University teachers use the Internet more often for communication than for teaching

Table 1. Demographic Profile of Study Participants

Demographics	Characteristics	Respondents	%age
Academic Rank	Professor	48	9.56
	Associate Prof.	58	11.55
	Assistant Prof.	182	36.25
	Lecturer	214	42.62
Age	25 – 30	62	12.35
	31 – 40	212	42.23
	41 – 50	174	34.66
	51 – 60	50	9.96
	61 and above	4	0.79
Experience	1 – 10	232	46.21
	11 – 20	156	31.07
	21 – 30	98	19.52
	31 – 40	12	2.39
	41and above	4	0.79
Gender	Male	369	73.50
	Female	133	26.49
Universities	University of Peshawar	162	32.27
	KPK University of Engineering & Technology Peshawar	58	11.55
	KPK Agricultural University, Peshawar	96	19.12
	Shaheed Benazir Bhutto Women University, Peshawar	32	6.37
	Khyber Medical University, Peshawar	102	20.31
	Islamia College University, Peshawar	52	10.35
Discipline	Science and technology	196	39.04
	Social Science	306	60.95

Table 2. Internet and computer use proficiency

Variables	Category	No. of Respondents	%age
Hours spent Per day in using computer	Less than 1hr	58	11.53
	1-2 hrs	183	36.45
	3-5 hrs	180	35.85
	More than 5 hrs	81	16.13
Use of computer applications	MS Office	446	88.84
	Computer programing	42	8.36
	Web development	34	6.77
	Softwares	214	42.62
Proficiency level in computer use	Low	9	1.79
	Low - Moderate	71	14.14
	Moderate – high	198	39.44
	Moderate	152	30.27
	High	72	14.34

and research. To test this hypothesis Spearman correlation between Internet use and the three scales for research, communication and teaching was used. As is shown in Table 5, a significant correlation was found between Internet use and teaching, followed by communication, and then research. Thus, hypothesis-1 wasn't supported, as faculty members in this sample displayed higher interned usage in teaching than in communication or research.

Table 3: Demographic data related to internet usage

Variables	Category	No. of respondents	%age
Total Number of years of internet usage	Don't use at all	4	0.79
	Less than 4 yrs	79	15.73
	4 - 8 yrs	182	36.25
	9 yrs or more	237	47.21
Time spent on Internet the per day	Less than half an hour	49	9.76
	30 to 60 months	138	27.49
	1 to 3 hrs	229	45.61
	4 hrs or more	86	17.13
Internet help in the academic work	No help at all	9	1.79
	Little help	26	5.17
	Some help	109	21.71
	Major help	358	71.31
Internet proficiency	Low	20	3.98
	Low to moderate	50	9.96
	Moderate	141	28.08
	Moderate to high	176	35.05
	high	115	22.90

Table 4. Number of emails received and sent

Variables	Category	No. of respondents	%age
Number of Emails received	Less than 10	248	49.40
	10 to 20	179	35.65
	21 to 30	48	9.56
	More than 30	27	5.37
Number of Emails Sent	Less than 5	285	56.77
	5 to 10	160	31.87
	11 to 15	42	8.36
	More than 15	15	2.98

Table 5. Purpose of Internet Use

Purpose	Spearman Co-relation	Standard error	Sig
Research	0.35	0.04	0.00
Communication	0.37	0.04	0.00
Teaching	0.38	0.04	0.00

Factors affecting internet use

Available university resources

Hypothesis No. 2 states that there exist a positive relationship in the existing university resources and internet usage of the faculty. Again Spearman correlation was used to test this hypothesis. The scale for Internet use measures experience of faculty members with duration of internet use, level of interne use proficiency and email use. The scale for the availability of university resources measures the perceived available technology level, technical support, training, and recognition of efforts. The scales range from 1-4 with 1 is for strong agreement and 4 is for strong disagreement. Table 6 further elaborates Spearman correlations for the above stated scales.

Although a positive correlation was found in the sample pertaining to the use of the Internet scale i.e. co-efficient=0.02, and approximate significance level= 0.66,

Table 6. University resources availability

	University resources	Approximate Sig. level
Use of Internet	0.02	0.66
Daily use of the Internet	0.03	0.46

Table 7. Internet use problems

Problems Category	Mean	Standard Deviation
Inaccurate information	2.42	0.752
Information overload	2.43	0.882
Inaccessible websites	2.15	0.771
Privacy problem	2.03	0.798
Copy right problems	2.02	0.886
Slow speed	1.60	0.730

it was not observed to be significant at the p<.05 level. Moreover co-relation with self reported daily internet use was also examined. Daily use was measured on 1-4 scale where 1=<30 minutes. 2=30 minutes to 1 hour, 3= 1 to 3 hours, and 4= 3 or more hours. Thus a negative correlation was observed i.e. co-efficient= -0.03, which shows that when faculty members perceive more availability of resources and support, there is corresponding increase in the use of the Internet. However, this correlation looks weak and not significant statistically at the level of p<.05. Thus the hypothesis was not supported.

Discipline

Spearman Correlation was found significant between the Internet usage and disciplines that is sig. level at p<0.001.University faculty in science and technology disciplines indicated higher use of the internet as compare to other disciplines. A significant correlation was found between the Internet use and the discipline. Thus hypothesis number three was accepted.

Age

Using spearman correlation between use of the internet and age of the faculty members, hypothesis-4 was analyzed. The correlation co-efficient between both variables was 0.11 which shows a weak correlation. The significance value of this correlation is less than .05, therefore it can be inferred that there exist a significant relationship between Internet use level and age. This correlation is positive that's why it can be concluded that older faculty uses the internet very less as compare to the younger faculty. Thus the hypothesis was confirmed

at p<.05.

Computer use level

Correlation related to computer use level was significant. The Spearman correlation p<.05 between computer use and Internet use was -0.46 and between the participants perception of their level of computer proficiency and Internet use was -0.48. Thus the hypothesis is supported. Findings show a positive relationship in faculty's usage of the internet and their computer use level and proficiency.

Gender

Faculty members were compared by gender to know their Internet usage and computer usage. Somers *d test* for ordinals was utilized. No use variable was found significant at the level of p<.05. Thus hypothesis number six was confirmed. The findings indicated that there existed no relationship between faculty members' gender and their internet usage level.

Internet use problems

Table 7, indicates problems related to the internet use by faculty members. A four point scale ranging from 1 to 4 was used i.e. 1=Strongly agree, to 4=strongly disagree. Low rated problems includes "inaccurate information" (Mean=2.42, Std dev. =0.752), Information overload (Mean=2.43, Std Dev.= 0.882), Inaccessible websites (Mean=2.15, Std Dev.= 0.771). Problems with highest rate were Slow speed (Mean= 1.60, Std. Dev.=0.730) and Copyright problems (Mean=2.02, Std. Dev.= 0.886)

DISCUSSION

Findings of this study indicate that the internet is used by faculty members for teaching more than for research and communication purposes. Previous studies on internet use by faculty members, conducted particularly in developing countries, showed that internet was used by faculty members mainly for email and communication (Patitungo and Deshpande, 2005) comparing to research and teaching purposes. The integration of the internet in research and teaching process generally show a higher utilization. This show that in contrast to the studies conducted previously that showed that the adoption of the internet is in its infancy (William and Nicholas 1997, Lazenger et al 1997, and Vaidyanathan, Rochford and Agarwal, 1998) the internet is now used very frequently because of the fact that information resources are now more accessible to university teachers.

In analyzing hypotheses, our investigation indicated that there exist no correlation between the internet usage and the available university resources. Thus finding of our study corroborates the findings of the studies conducted earlier that reported organizational factors have minimum effects on faculty usage of the internet. This is also evident in our study as majority of participants showed moderate to high level proficiency in internet use another characteristics of previous internet adopters. Most of the previous studies reported that early adopters of the internet were not totally dependent on the resources and services of their universities and tried to have an access to the internet either at home, cafes, or any other places; our study also found the same. This study confirm the findings of earlier studies that science and technology faculty use the internet more often than the faculty of other disciplines (Flaxbart (2001), Lazenger, Ilan, and Peritz(2003) and Abdulraheem and Al-Musavi (2003). As far as age of the faculty members is concerned, this study confirms findings of the past studies that reported that young university faculty use internet more in their study, teaching and research. As far as gender differences in respect to the internet adoption are concerned, the findings of this study showed that sex is not a significant factor in the internet adoption and usage level. As for as skill related to computer usage of the faculty members is concerned, a heavy correlation between faculty members' internet use and computer use level was found. The findings show the necessity to consider training and support for university faculty in TIP (Technology Integration Planning).

Participants gave varied responses when asked about the barriers they faced while using the internet in the academic environment. Main barriers reported by the respondents were slow and dropped connection followed by the problem related to copyright, intellectual property, and privacy issues. This also confirmed findings of other related studies conducted by Al-Asmari (2005), Al-Ansari

(2006),Raza and Upadhyay (2006), Adika (2003), Nazim (2008), and Mishra (2009) who found same barriers faced by faculty members in connection with internet use. As far as quality of information and internet use skill level of the faculty members in connection with internet is concerned, the mean ratings as found in this sample were very much similar and did not alter significantly in regard to gender, age, or discipline.

Over all findings of this research study are significant to be considered by the university administrators and policy makers for higher education in Pakistan in general and Peshawar in particular. Previous studies on internet use and its adoption conducted elsewhere indicated low internet use rate by leveling the blame on university faculty; either they are still using traditional methods in teaching and learning, charged with the terms as resisters or labeled with their negative technological attitude. These kinds of explanations have their bases in poor understanding of different university faculty with different requirements. The challenge to increase benefits taken from the internet must focus on individual needs of the faculty members. University authorities and policy makers are therefore advised to take faculty members with them in making any decision regarding ICT use in an academic setup. If they are taken in confidence in the initial stage of policy making about ICT use, their needs are expected to be met, and this should permit for increased level of efficient integration of ICTs and the Internet technology that fulfill their specific requirements.

This study presented an extensive account of problems in the utilization of the internet and the perceptions of faculty members towards it. A technological solution doesn't mean to be the quick fix to every academic problem and issue. It is known to everyone that technological solutions don't mean to improve inadequate learning and teaching methods. Therefore it is important to focus on to adopt the right technological solution that is in line with the academic environment and the faculty involved. The human factor must always be kept in mind as the beginning point on making a particular decision on how the Internet and other online technologies can be adopted to improve teaching, learning and research efforts. Faculty members must be provided the opportunities to take part in decision making regarding the appropriate use of technology in their academic disciplines.

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Full Length Research

Library Exhibition: A Veritable tool for Promoting Collections and Services in Nigerian Libraries

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This study investigated exhibition practices and challenges militating against it in Nigerian libraries. The study employed case study approach and 29 libraries were represented. Data collection instrument was a structured questionnaire which was administered at Nigeria Library Association (NLA) Cataloguing, Indexing and Classification Section workshop held in Makurdi, Benue State in year 2013, and method of data analysis was simple percentages. The study revealed that majority of Nigerian libraries (62.1%) were currently involved in exhibition and displays, 69% of libraries hold only physical exhibition, 45% frequently hold exhibitions between 3 – 6 months while others (58.6%) lasted between 1 – 4 weeks. The purpose of exhibition include: education, awareness, increased sense of aesthetic and promotion of available resources. Lack of exhibition policy (96.6%), lack of display equipment (93.1%), lack of formal training 86.2%, and inadequate resources – money, space (82.8%) were identified as inhibitors to library exhibition and displays in Nigeria. Physical exhibition and display is predominant. There is a need to explore the use of electronic resources, social networking sites and the Internet for online exhibition. The management of Nigerian libraries should provide exhibition guidelines, display equipment and materials needed for mounting exhibition, training for exhibit librarians and library schools should incorporate exhibition into the curriculum.

Keywords: Exhibition, library service, Nigeria, Promotion, Exhibition Challenges

INTRODUCTION

Libraries are saddled with the responsibility of providing information services that will support the aesthetic, cultural, recreational, educational, economic and technological activities of users irrespective of their status, age and gender. Since information provision and users' satisfaction are crucial to librarianship, libraries and librarians for age long have been in the art of seeking for means of wooing clienteles. Advertising/marketing is an essential instrument that libraries use in creating awareness of their services and resources in order to

attain its objectives and maintain its status as the hub of knowledge. Advertisement is employed not only in the profit making industry, but also in the non-profit making organisations like libraries to draw the attention of her clientele towards its services and resources.

History has it that as early as 1876, librarians introduced marketing techniques in the library profession (Kumar, 2004). Librarians were innovative, goal getters and serious about library and information service business at that time, different strategies were adopted in wooing library users. Some of the strategies deployed include banners, streetcar signs, direct mail, telephone solicitation and exhibition. Though all these were not formerly introduced until 1970s when formal marketing started taking place. Advertising surfaced only in public library articles in 1896 (Gupta and Savard, 2010), because libraries must develop new promotional strategies to reach out to current and potential users (Schmidt, 2007) exhibition became the instrument of promotional and marketing communication in libraries.

Exhibition is defined as a public display of books, artefacts, objects, and other materials. Exhibitions can be online, physical or a combination of the two and of any scale or duration, within the literature it is obvious that library exhibitions fall into two major types: physical and online. The exhibition construct has been chosen over display, as exhibition is more encompassing; the word is inclusive of both large scale exhibitions as well as small displays (Williams, 2011). Velarde (2001) averted that regardless of the category or purpose, all exhibitions deal with the same elements: information, people, objects and space. Exhibition is part of marketing or advertisement strategies library and information centres adopt to promote their services and resources. Brochures containing information, flyers, pamphlets, posters are displayed in designated areas within the libraries. Williams (2011) citing Schaeffer (1991) posited that exhibitions are adjudged to be a major promotional instrument within a library's marketing strategy, as exhibitions are one of the most visual means of showcasing what the library can offer. Exhibition is a precious marketing tool, a poor exhibition can cause dent to the reputation of the library (Cleeve, 1995).

The exhibition of materials from their holdings is a common technique adopted by libraries to advertise their collections and services. On few occasions, mostly during workshops, seminars and book launch, vendors or publishers are requested to exhibit their products. There are policies guiding display and exhibition. Exhibition and display are programmes designed to get reader's attention and stimulate their interest and quest for information.

Libraries need to enhance the marketing strategies of the services and collections in order to remain relevant in the 21st century (Giuliano, 2009). Libraries have been exploring different strategies to market their services

such as newsletters, orientation programmes, notice board, meetings and university gatherings to sensitize members, training programmes, flyers, poster, in-house newsletters, local press, billboards, posters, on-screen announcements, radio, cinema advertisements, Television commercials, and networks. In-house information services are commonly used through leaflets and brochures, which are aimed at a target user group. However, in modern times, exhibition is not limited to the walls of the library. It is also done on the street, through flyers or through conventional mass media. In the 21st century, libraries employ digital or online display such as news flash on library website, RSS feeds, weblogs, sending of emails and messages through the social networking for marketing library and information services. The emergence of Information Communication Technology (ICT) since 1980s revolutionised every facet of operation and services of libraries. It became expedient for libraries to deploy ICT for display and exhibition of their collections and services. The adoption of ICT has made it possible for libraries to cover a wider range in their exhibition and display activities. Unlike the traditional method which was limited to within the library building, exhibition and display are carried out online through the Internet on library websites, social networking sites and RSS.

STATEMENT OF THE PROBLEM

Considering the importance of exhibition activity in libraries as a means of marketing library services, it seems that information professionals in Nigeria have not identified the worth of exhibition also little or no attention has been paid to exhibition activity. Empirical research on exhibition is understudied. Hence, on this backdrop, the study seeks to investigate library exhibition as a veritable tool for promoting library and information services and resources in Nigeria.

OBJECTIVES OF THE STUDY

The general objective of this study is to investigate the exhibition activities and practices adopted for promotion of library and information services in Nigeria and the specific objectives are to:

1.   examine if exhibition works take place in Nigerian libraries;
2.   find out the major ways library exhibition take place in Nigerian libraries;
3.   investigate how often exhibition activities take place in Nigerian libraries;
4.   find out the duration of exhibition;
5.   examine the purpose of exhibition; and

Table 1: Demographic Information of Respondents

		Frequency	Percent
Type of Library	Federal	5	17.2
	State	4	13.8
	Private	3	10.3
	Research	5	17.2
	Polytechnic	7	24.1
	College of Education	3	10.3
	Public Library	2	6.9
	Total	**29**	**100.0**
Sex	Female	10	34.5
	Male	19	65.5
	Total	29	100.0
Age	26-34	3	10.3
	35-44	8	27.6
	45-54	12	41.4
	55-64	6	20.7
	Total	**29**	**100.0**
Position	Library Portal	2	6.9
	Assistant Librarian	3	10.3
	Higher Library Officer	1	3.4
	Librarian II	3	10.3
	Librarian I	9	31.0
	Senior Librarian	6	20.7
	Principal Librarian	3	10.3
	Assistant Chief Librarian	1	3.4
	Chief Librarian	1	3.4
	Total	**29**	**100.0**

6.   Identify the problems militating against the adoption of exhibitions by Nigerian libraries for marketing of their collections and services.

RESEARCH QUESTIONS

The questions that would this study are the following:

1.   Have Nigerian libraries adopted exhibition for marketing of their collections and services?
2.   What methods of exhibition are adopted by Nigeria libraries? (Physical, Online or both)
3.   How often do exhibition activities take place in Nigerian libraries? Would there be exhibition in the forthcoming year?
4.   How long does an exhibition event last?
5.   What is the purpose of exhibition?
6.   What are the problems militating against the adoption of exhibition by Nigerian libraries for marketing of their collections and services?

METHODOLOGY

The study employed case study approach and 50 libraries were represented. To gather data that is truly representative of Nigerian libraries, questionnaire was administered at Nigeria Library Association (NLA) Cataloguing and Classification Section Annual Workshop held at Makurdi, Benue State in 2013. As a follow up to the questionnaire that was administered, representatives of the libraries were also interviewed. A total of 29 completed questionnaires were retrieved, and all were found to be usable. The data was analysed using simple percentage. The results are presented below:

ANALYSIS AND DISCUSSION

Table 1 above reveals that the respondents were made up of 24.1% from the Polytechnic libraries, 17.2% each from Federal and Research libraries, 13.8% from State libraries 10.3% each from Private and College of Education libraries while 6.9% came from Public
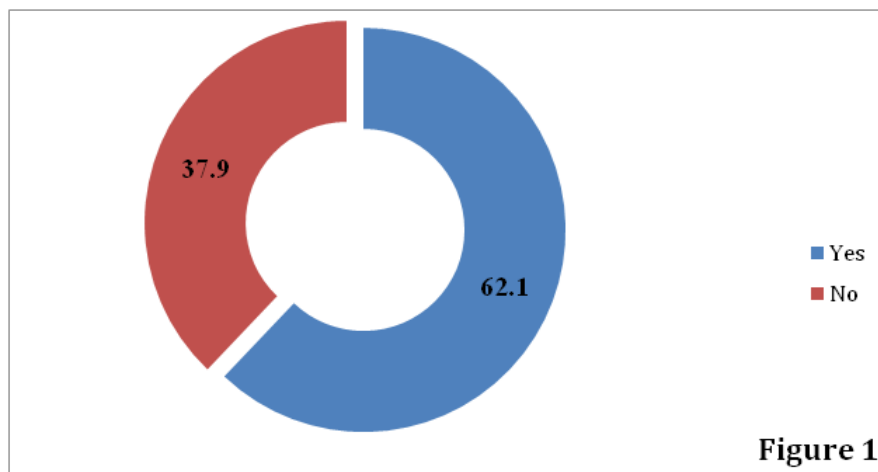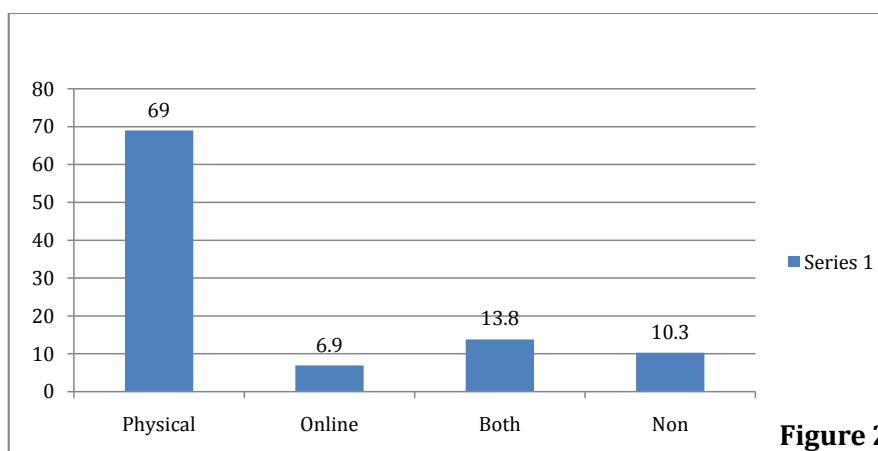
Figure 1

Figure 2

Libraries.

In terms of their gender, 65.5% were male respondents while 34.5% were female.

Most of the respondents 41.4% were in the age group 45 to54 years while 27.6% belong to the age group of 35 to 44 years, 20.7% belong to the age group of 55 to 64years while 10.3% belong to the age group of 26 to34 years.

The designation of the respondents cut across different cadres: Library Portal - 6.9%, Assistant Librarian - 10.3%, Higher Library Officer - 3.4%, Librarian II - 10.3%, Librarian I - 31.0, Senior Librarian - 20.7%, Principal Librarian - 10.3%, Assistant Chief Librarian 3.4%, and Chief Librarian 3.4%.

RESEARCH QUESTIONS

1.   Have Nigerian libraries adopted exhibition for marketing of their collections and services?

Figure 1 reveals that 62.1% of Nigerian libraries have adopted exhibition for marketing of their collections and services while 37.9% yet to.

2.   What methods of exhibition are adopted by Nigeria libraries? (Physical, Online or both)

The findings revealed that 89.7% of libraries hold exhibition. The Figure 2 shows that majority 69% of libraries hold physical exhibition, 13.8 of Nigerian libraries hold both online and physical, 6.9% hold online while only 10.3% are yet to engage in any form of exhibition.

3.   How often do exhibition activities take place in Nigerian libraries?

Figure 3 shows that exhibition activities take place at different intervals in Nigerian libraries. Exhibition is held in the following intervals by Nigerian libraries every month 3.4%, 1 – 3 months 20.7%, 3 – 6 months 45%, 6 – months 10.3% while 6.9% could not give specific frequency of exhibition activities in their libraries and 13.7% are yet to adopt exhibition as a method of advertising their library services and collections.
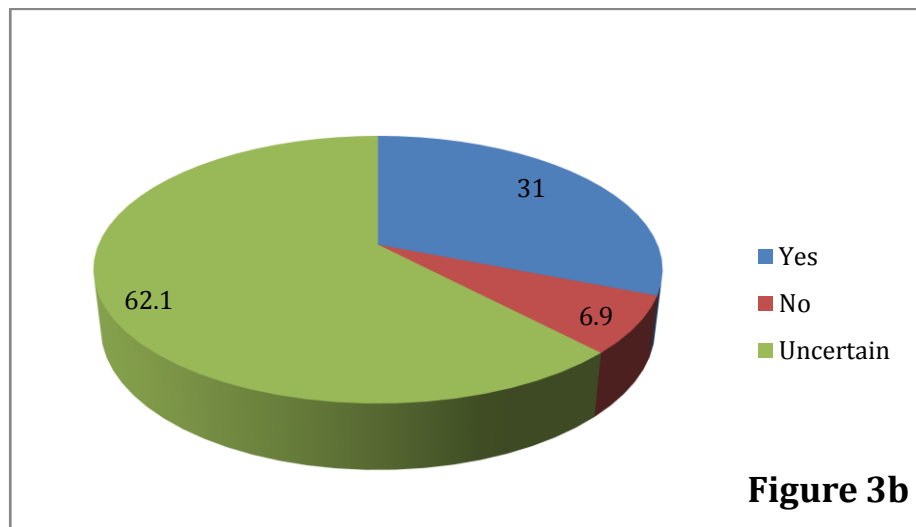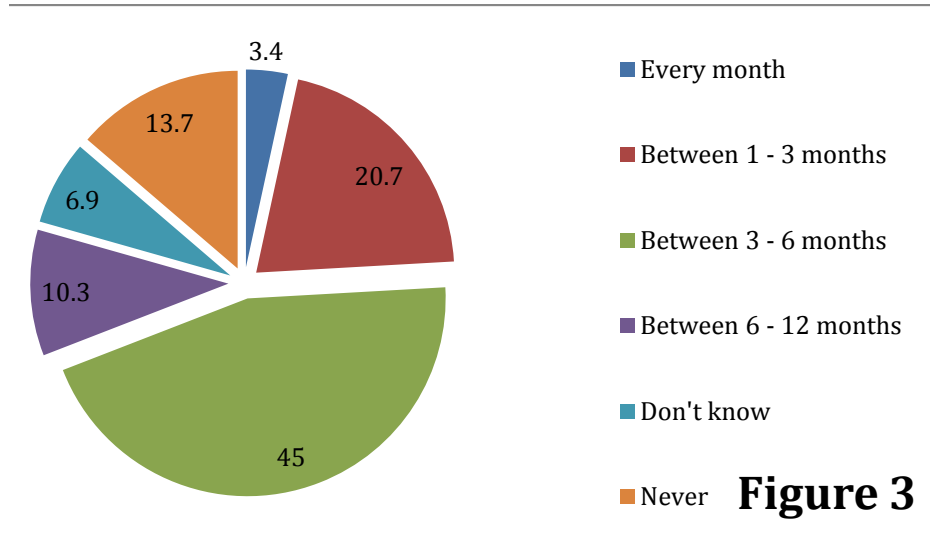
Figure 3

Figure 3b

3b: Is there any possibility of holding displays and exhibitions next year?

Figure 3b above reveals that 62.1% of the respondents indicated that they were uncertain of the possibility of holding exhibition next year, 31% pointed out that there is possibility while 6.9% confirmed that there was no possibility of holding exhibition in the forthcoming year.

4: How long does an exhibition programme last?

Figure 4 shows the duration of library exhibition activities. A greater percentage of the respondents, 10.3% revealed that exhibition usually last for less than 1 week, 58.6%

between 1 week to a month, 3.4% between 1 month to 3 month, 24.1% longer than 3 months while those yet to adopt exhibition were 3.4%.

Table 2 above reveals that all the respondents indicated that the purpose of exhibition is to educate library users on the available resources (100.0%); creates awareness about information sources and services in the library (100.0%) and increases aesthetic sense and knowledge of patrons (100.0%). This findings is in corroboration with Williams (2011) who indicated that exhibitions serve the purpose of highlighting particular collections which may ordinarily not be seen and allow people to discover the services rendered by the library or information centre. 96.6% of respondents opted for
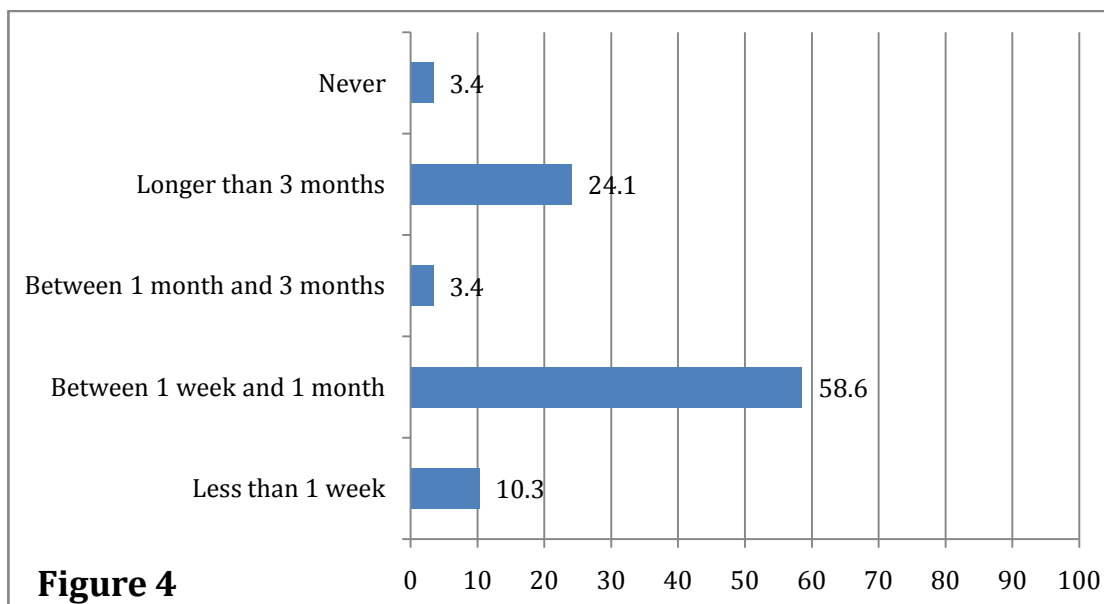
Figure 4

Table 2: What is the purpose of exhibition?

Purpose	Disagree		Agree		Total	
	N	%	N	%	N	%
Promotion of collection(s)	1	3.4	28	96.6	29	100.0
Promotion of library service	1	3.4	28	96.6	29	100.0
Community outreach	3	10.3	26	89.7	29	100.0
Educating library user on the available resources	0	0.0	29	100.0	29	100.0
Provoke reading and thought	3	10.3	26	89.7	29	100.0
Creates awareness about information sources and services in the library.	0	0.0	29	100.0	29	100.0
Creates a positive attitude for the library as an important asset of the university in the pursuance of its objectives.	1	3.4	28	96.6	29	100.0
Increases aesthetic sense and knowledge of patrons	0	0.0	29	100.0	29	100.0

promotion of collections, promotion of library services and to create a positive attitude for the library as an important asset of the university in the pursuance of its objectives respectively while 89.7% opted for community outreach and provoking reading and thought.

Table 3 reveals the barriers to effective use of exhibition by libraries in Nigeria. The common inhibitors identified were lack of exhibition guidelines, lack of exhibition and display equipment and materials needed for mounting exhibitions (96.6%); this means that there is no specific guidelines for exhibition in Nigerian libraries and equipment for exhibition are lacking. It was also showed that some of the respondents (93.1%) considered lack of former training on exhibits for

librarians from library school as a major barrier; this shows that Nigerian library schools have not integrated exhibition as part of the courses into to their curriculum. 86.2% of respondents showed that lack of trained exhibition librarians to occupy official positions in libraries is another inhibitor; this implies that there is no specific official position for exhibits librarian in Nigerian libraries. 82.8% identified lack of resources – money, space, display furniture etc as another inhibitor. 85.1% by the respondents indicated proliferation of electronic resources which is now a major threat to physical exhibition as another inhibitor; this shows that Nigerian libraries dwell more on physical exhibition and not alongside with online exhibition. Also 75.8% of the

Table 3: What are the problems militating against exhibition activities in Nigerian libraries?

Problems	Disagree		Agree		Total	
	N	%	N	%	N	%
Lack of exhibition and display equipment and materials needed for mounting exhibitions	1	3.4	28	96.6	29	100.0
Electronic resources is posting a big threat to physical exhibition	5	14.9	24	85.1	29	100.0
Lack of creative exhibits librarian	8	27.6	21	72.4	29	100.0
Lack of former training of exhibits librarians from library school	2	6.9	25	93.1	29	100.0
Lack of trained exhibits librarians to occupy official positions in libraries	4	13.8	25	86.2	29	100.0
Library is depending on university IT personnel and has resulted to lack of website administrator to oversee online exhibition and display	9	31.0	20	69.0	29	100.0
Financial constrain	7	24.1	22	75.8	29	100.0
Lack of materials for exhibition (both online and physical exhibition)	13	44.8	16	55.2	29	100.0
Lack of resources – money, space, display furniture etc	5	17.2	24	82.8	29	100.0

respondents agreed that financial constrain was another constraint also 69.0% to lack of IT personnel website or administrator to oversee online exhibition and display was also identified. While lack of creative exhibits librarian was suggested as a limitation by 72.4% of respondents; this means that creative exhibits librarians are lacking and seriously needed in Nigerian libraries. The least inhibitor as identified by 55.2% of the respondents was lack of materials for exhibition (both online and physical exhibition).

DISCUSSION

Findings from the study revealed that Nigerian libraries were currently engaged in exhibition. This shows how proactive Nigerian libraries are as their activities are directed towards stimulating users' interest and satisfying their targeted clientele to achieve the organisation's goals which is what exhibition aims to achieve. In the same vein, Saliu and Abdullssalam (2014) posited that exhibition and display draws the attention of library users to the services rendered, stimulate readers' interest on a particular area of interest to the community. Though Nigerian libraries are currently engaged in exhibition and display, however, findings of this study also revealed that majority of Nigerian libraries were uncertain of possibility of holding exhibition in next year. This shows there was no elaborate planning for exhibition and displays in Nigerian libraries. This opposed the principles that governed library services. That is why Aina (2004) put

forward that an elaborate planning is required so as to ensure that the overall objectives of a library are attained.

The findings further revealed that the major method of library exhibition by Nigerian libraries is physical exhibition. This implies that Nigerian libraries were still marketing library services in only old-fashioned way. Meanwhile the range of services that take place outside the physical library is expanding due to the new technology, and it is likely to expand further (Gupta and Savard, 2010). Libraries that are becoming obsolete are those that have failed to embrace new marketing approaches in reaching their clienteles. It has therefore become very expedient for Nigerian libraries to embrace modern marketing strategies by adding online exhibition to physical exhibition by deploying modern tools such as library website, cloud computing services, blogs, social networking sites. Also Fernandez (2009) supported that social networking sites provide a forum where libraries can create an online presence and spread awareness about their services. This enables libraries to reach out to patrons in the world of Web 2.0, a virtual world that many patrons already inhabit with ease.

The study showed that Nigerian libraries exhibition and displays are held frequently between 3 – 6 months and the duration lasted between a week to a month. Libraries persistent in exhibition exercise will promote library services and collections. This finding seem to agree with Gupta and Savard (2010) who speculated that it has been widely admitted that libraries and archives have for a very long time suffered from their image and visibility problems. This is probably why many librarians now see

marketing as a very important tool, promotional strategies, to constantly promote, educate, guide and make library more attractive to users, as the philosophy of library is to constantly meet the changing information needs of its users. Bhatt (2011) submitted that it is imperative to ensure library patrons use the materials we select and purchase for them; 'this can be achieved through constant exhibitions and display either in physical form or online'.

Nigerian libraries use exhibition and display to educate library users on the available resources; create awareness about information sources and services in the library; increases aesthetic sense and knowledge of patrons. This findings is in corroboration with Williams (2011) who reiterated that exhibitions serve the purpose of highlighting particular collections which may ordinarily not be seen and allow people to discover the service exists. Chadbourne (1976) proposes exhibitions in the library can offer a place of escape for the researcher, something to do whilst taking a break. The University of Canterbury Library (2014) has identified exhibitions are a powerful alternative medium by which the Library can facilitate access to information and knowledge while also providing an environment conducive to learning. The Library has identified increasing demand for relaxing areas for recreational reading, and space and facilities for exhibitions and events.

The study found a number of factors hindering exhibition and display activities, major constrains identified are lack of exhibition guidelines for use by exhibitors and lack of exhibition and display equipment and materials needed for mounting exhibitions. This finding concurred with Arachchige (2002) who reported that library's strength is generally determined on the basis of its resource collection, equipment, staff, technology, investment capability, and the managerial process of the library.

RECOMMENDATIONS

Nigerian libraries have embraced physical exhibition but have not fully explore the Internet for online exhibition and displays. Policy on Exhibition and displays need to be developed, formal training need to be organised to equip exhibits librarian and enough funds should be released to the libraries to enable Nigerian libraries procure necessary physical or online exhibition and displays equipment. This will no doubt help Nigerian libraries woo more customers and stimulate clientele interest in reading.

CONCLUSION

Exhibition, be it physical or online, is an indispensable

part of library operations. This is because the essence of acquiring, processing and storing of library collections (both hard and soft copies) is use. It therefore becomes imperative for all Nigerian libraries to embrace exhibition and display in order to arouse clienteles' yearning for the use of library and its resources resulting to increase in readership.

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