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READING HABIT OF STUDENTS OF DISTANCE EDUCATION AT KARNATAKA STATE OPEN UNIVERSITY (KSOU): A STUDY

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In the present study an attempt is made to assess the time spent on reading and extent of reading various resources by students of distance education for different purposes. The sample was made up of 1005 students who were sampled from various disciplines of KSOU with different programmes. Questionnaire was the instrument used to collect data for the study, which elicited the information on time spent per day on reading and to what extent they read different type of books. Data analysis was done using chi-square tests and contingency table analysis. Results revealed that majority of the sample respondents spent less than 1 hour per day on reading. More than 70% of the respondents read books for education purpose to a moderate to great extent. Further, male respondents read more books for education purpose than females, and unemployed ones read more than employed ones. Approximately 60% of the respondents read the books for gaining information, male respondents read more books for education than females, and unemployed ones read more than employed ones. A large majority of 85% of the respondents read books for recreation purpose to a moderate to a great extent. Again, extent of reading for gaining knowledge varies from a moderate to a great extent of 92%. About 76% of the respondents indicated that they read books for employment purpose to a moderate to a great extent, and female respondents were keener to read employment books than male respondents.

Keywords: Reading habit, distance education students

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INTRODUCTION

Reading is a key to a wealth of experience that links people in a way far beyond distance or time. Reading provides experience to the individual so that he may expand his horizons, identify, extend and intensify his interest and gain deeper understanding of himself and other human being and of the world. Reading is important

for students in general in order to cope with new knowledge in a changing world– that of the technological age. The ability to read is at the heart of self education and lifelong learning. Reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education (Mokatsi, 2005). According to the

Report of the Commission on Reading (Anderson et al., 1985), reading is considered as a cornerstone for success, not just in schools, but also throughout the adult life of an individual. Reading has been the passion of the greatest personalities of all times. Humans have been reading since ages and thus words of knowledge have been passed on through generations. The reading habit influences in the promotion of one's personal development in particular and social progress in general. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living; and thereby prepares a person for an effective participation in the social, religious, cultural and political life. Reading fires the imagination of the person. It adds new sight to eyes and new wisdom to mind. Reading loads the mind with new software (Satija, 2002).

REVIEW OF LITERATURE

Time Spent in Reading

Sarit and Rosy (1999) found in a few survey on reading habits in Malaysia showcased that tertiary level students spent less time reading than they used to before joining the university. Graduate ESL students spent more time reading academic materials than did their undergraduate counterparts (Mokhtari & Sheorey, 1994). Sheorey and Mokhtari (1994) examined the reading habits of 85 college students enrolled in an elective development reading course at a large university in the Midwestern USA. They reported that students read an average of 4.75 hours per week. Blackwood et al. (1991) studied the pleasure reading habits of 333 college seniors enrolled at a small, public, US Liberal Arts University. The findings reported that they read for pleasure about 2.5 hours each week during academic session and slightly more during vacations. The majority were reading for pleasure-reading primarily newspapers. In another study, Tella & Akande (2007) disclose that the majority of the students (53.3%) spent between 1-2 hours per day on reading. Karim & Hasan (2007) identify that the students spend about 7 to 9 hours per week on average to read. Kaur & Thiyagarajah (1999) reveals that while many students prefer spending as much as 3-5 hours per week in reading yet the breakdown of the responses indicate that (69.8%) of them spend this amount of time on literary works, (28.6%) on newspapers and (25.4%) on novels.

Students' Reading Habit and Reading Materials

Pandian (2000) found that the majority of university students are "reluctant" readers in English language materials. Based on his study, the Chinese were behind

the Indian and Malay students as habitual readers in the English language. However, it cannot be said that Chinese students do not read, as many available reading materials are in Chinese. A study conducted by Nor Shahriza and Amelia (2007) focused on the gender and choice of reading material by university students revealed that university students spend a significant amount of time reading newspapers, academic books and websites. Ifedili (2009) examined the reading culture among students in tertiary institutions in Nigeria. The major findings affirmed that there was a high decline rate in the reading culture among the students in the tertiary institution; 60% of students read prescribed textbooks only during examination period; browsing and watching television have taken most of students' time for reading and very few students (21%) buy novels to read for knowledge and pleasure. In a study by Abidin, Pour-Mohammadi & Lean (2011) 66% of the respondents claim that they read in order to pass exams; 40% claim to read because they think they should, additional 40% read because they are interested in a topic or subject, while only 10% read because they think reading is fun. Kendrick (1999) indicated that the majority of middle school boys do not read and do not enjoy reading unless required by their teachers. Ogunrombi and Adio (1995) examined 600 students in 10 secondary schools in Nigeria to detect the factors that affected students' reading habits and found that home conditions did interfere with reading. Since few schools had libraries and trained librarians or teacher librarians, nor equipment and, nor new materials other than textbooks were available for students to read, they suggested public libraries to be established and stocked for students. Yilmaz (2000) finds that the majority of the students (77.8%) don't have reading habits whereas the smallest ratio (6.5%) belongs to the heavy readers. Igun & Adogbeji (2007) report that nearly two-thirds (61.5%) of postgraduate students are motivated for study & reading primarily by the desire for knowledge and skills, while (22.5%) study mainly to pass their examinations and tests and for self development. Cabral & Tavares (2002) study concerning the students reading habits reflects that students read for academic purposes (97.8%) almost as much as they use reading as a hobby (97.2%). The study of Hassell & Rodge (2007) depict that (72%) of the students are reading in their leisure time in which 22% read constantly and (50%) read when they get a chance.

Factors influencing the reading habit

For the past few decades, many researchers have devoted efforts to examining learners' reading habits (e.g. Allen, 1986; Anderson, Higgins, & Wurster, 1985; Cheng, Shen, Chou, & Hung, 1997; Dimitrijevic, & Gunton, 1975; Gallik, 1999; Hashway, Duke, & Farmer, 1993; Lamme,

1976; Mokhtari, & Sheorey, 1994; Scales, & Biggs, 1987; Scales, & Rhee, 2001; Sikiotis, 1981; Watson, 1978; Womack, & Chandler, 1992). With their endeavours, these researchers have discovered that reading habits are associated with students' gender, age, educational background, academic performance and professional growth. Herman (1972) emphasized that status, age, group, sex and information needs of the library users influence reading habit. It is lack of appreciation and understanding of good books and failure to derive pleasure from the habit of reading that affects educational growth. The factors affecting the reading habits are: nature of the reader, needs of a reader, nature of information required educational qualifications of a reader, cost of reading material and way of interaction of users and information. Additionally, based on Mikulecky's (1979) study, demographic variables such as race, income, and employment status have little predictive value for reading habits, and the gender of the reader slightly predicts reading habits and attitudes. With their efforts, these researchers have discovered that reading habits are correlated with gender, age, educational background, academic performance and professional growth.

Influence of Gender on Reading Habit

With their endeavors, researchers have discovered that reading habits are associated with students' gender (e.g. Stanchfield & Fraim, 1979; Scales & Biggs, 1987; Scales & Rhee, 2001; Snyder, 1981), age (e.g. Fusco, 1986; Platt, 1986; Sikiotis, 1981) and employment status (e.g. Hashway, Duke, & Farmer, 1993; Mikulecky, 1979; Ogunrombi & Adio, 1995). Reading has increasingly been the object of empirical and theoretical investigations since a long past. Norvell (1950) as cited by Hanna & Marriana (1960) identifies that sex and age are the two principal factors affecting reading habits. In the respect of gender, boys and girls do read differently. Boys' reading interest increased for automobiles, occupations, music, and travel, but decreased for outer space (Stanchfield & Fraim, 1979). Girls read significantly more books than boys did (Snyder, 1981). Girls select topics of an affective nature more than boys, while boys choose topics related to physical activity more than girls (McKenna, 1986). Topics liked by both sexes included cartoons and comic books, weird but true stories, rock stars, ghosts, magic, stories about famous people and exploring the unknown. Further, girls tend to be moderate and heavy book readers, while boys tend to be either light readers or non-readers (Patterson, 1986). Clark & Foster (2005) reports that girls enjoy reading greater than boys and boys tend to hold more negative attitudes towards reading than girls. McKenna, Kearn & Ellsworth (1995) and Hassell & Rodge (2007) reveal that girls have more favourable

attitudes than boys for both recreational and academic reading. Hopper (2005) depicts that (67%) of girls were reading compared with (54%) of boys. Sahai (1970) results make visible that more than (90%) of the users read newspapers and magazines and the percentage of women is higher than the men. Kendrick (1999) discovers that over half (56%) of the middle grade boys do not enjoy reading and (86%) of them complain that parents do not read with them. Moyes (2000), Stenberg (2001), Ross (2002) and Abram (2007) report female as more heavy reader than male. Hastings & Henry (2006) reveal that more than half of respondents (56%) spend less than an hour a day on reading and (13%) says that they do not read at all. Scales and Biggs (1987) found that more females than males read advertisements without difficulty. Scales and Rhee (2001) also discovered that gender, race, and education were predictors for adult participants' reading habits, while education and race were predictors for reading pattern. They reported that more females than males like to read the Bible and magazine, while more males than females like to read reports and manuals.

Influence of Age on Reading Habit

Reading interest or preferences seemed to be differed with different age levels. Mellon (1990) surveyed the leisure reading choices of rural teenagers and found that their reasons for leisure reading were for entertainment and for acquiring information. Magazines and newspapers were found to be the most preferred reading materials of teenagers. It has also been shown that informational reading was the main purpose for adult reading and their most popular books are: adventure, crime, social problems, novels, politics, and sports in ranking sequence. Platt (1986) reviewed several selected studies on reading preferences of adolescents, and concluded that adolescents do read extensively in books, periodicals, and newspapers. Graduate and undergraduate students' reading behaviors are slightly varied. Hall (1989) examines 285 freshmen at a large southern urban university. Over 70% of all students favored reading magazines and newspapers most and novels least, and half of the students read the sports, entertainment and front-page sections of the newspaper regularly. A study by Shen (2006) in Taiwan indicated that the reasons for leisure reading were for entertainment and acquiring information. Magazines and newspapers were found to be the most preferred reading materials of young adults. Over 70% of undergraduate students preferred to read magazines and newspapers to novels with half of them reading the sports and entertainment news regularly.

Influence of employment status on reading habit

Mikulecky's (1979) study reported that working women are maintaining their positive reading attitudes and habits. Further, the amount of job related reading seems to be on the increase. A study by McKool and Gespass (2009) reveals that only about half of the teachers surveyed read for more than ten minutes a day in their free time. While these teachers advise parents of their students to read daily to their children, to allow their children to see them enjoy reading, and to talk about books with their children, it becomes apparent that many teachers do not take their own advice. There seems to be a disconnect between their "preaching" and their practice.

The students of distance education need to read all kinds of texts and information materials to make them ready for the course content and examinations. The present study was designed to analyse the general reading habits of distance education learners of Karnataka State Open University and how age, gender and their professional status would influence their reading habits. Review of literature clearly highlighted the study habits, usage, etc. But, no thorough investigation has been done on reading habits of distance education learners during their leisure time. Hence, the present study is conceptualized and it is hypothesized that distance education learners vary in their reading habits during leisure time and demographic variables have significant influence over reading habits.

OBJECTIVES OF THE STUDY

The specific objectives of the study are:

1. To find out the extent of reading habit among students in Karnataka State Open University (KSOU).
2. To know time spent for reading books containing different information.
3. To know purpose of reading various sources of information.

METHODOLOGY

In the present study the researcher employed questionnaire method to collect data for the study. The structure of the questionnaire was made up of only close-ended items as it offered the respondents fixed alternative responses. The questionnaire elicited information on number of hours spent on reading and other questions elicited information on extent of reading books on education, information, recreation, knowledge, and employment and the responses were measured on 4 point scale-not at all, to a little extent, to a moderate extent, and to a great extent. The sample was made up

of 1005 students who were sampled from various disciplines of KSOU with different programmes. The choice of respondents from each programme was done using the stratified sampling procedure. The students pursuing various courses at the various levels were stratified into gender, age and their employment status. A follow up visit was made to the students at the study centres to interact with them and to establish rapport for the conduct of the study. In all, almost 9 months were used for distribution and collection of the questionnaires and had a response rate of 83.75%. Once the data were collected, they were subjected to statistical analysis like chi-square test and contingency table analysis. Of the 1005 sample selected 412 were males and 593 were females. Age group analysis indicated 452 of them were below 25 years, 296 were in the age group of 26-30 years, 122 were in between the age group of 31-35 years, 71 were in the age group of 36-40 years, and remaining 64 were in the age group of above 40 years. 509 respondents were employed and remaining 496 were unemployed.

Analysis of Data

Number of hours spent for reading:

Table 1 exhibits that a majority of the respondents (537; 53.43%) indicated that they spent less than one hour per day for reading, followed by 368 (36.62%) respondents who indicated that they read 1-2 hours, 54 (5.37%) of them indicated 3-4 hours, 36 (3.58%) of them indicated that they spent 5-6 hours and remaining 10 (1%) indicated that they spent more than 6 hours per day in reading. Further, chi-square test revealed there exist a significant difference between these groups of frequencies ($X^2=1124.88$; $p=.000$). However, no significant associations were observed between gender and responses, age groups and responses and employment status as the obtained contingency coefficients failed to reach the significance levels.

Extent of Reading books for Education Purpose

Table 2 shows that there are 431 (42.89%) respondents indicated that they read the education books to a great extent, 295 (29.35%) of them indicated to a moderate extent, 277 (27.56%) of them indicated to a little extent and remaining 2 (0.20%) indicated they not at all read education books. Further, chi-square test revealed a significant difference between these groups of frequencies ($X^2=386.12$; $p=.000$). Gender-wise comparison revealed a significant association ($CC=.097$, $p=.024$), where we find that male respondents read education books more than female respondents.

Table 1. Gender, Age group and Employment Status-wise Distribution of Respondents on Number of Hours Spent on Reading

Hours Spent for Reading	Gender		Age groups (in years)					Employed		Total
	Male	Female	<25	26-30	31-35	36-40	40+	Yes	No	
Less than 1 hour	200	337	229	164	64	40	40	267	270	537
	48.54%	56.83%	50.66%	55.41%	52.46%	56.34%	62.5%	52.46%	54.44%	53.43%
1-2 Hours	161	207	177	107	41	23	20	188	180	368
	39.08%	34.91%	39.16%	36.15%	33.61%	32.39%	31.3%	36.94%	36.29%	36.62%
3-4 hrs	27	27	27	16	7	3	1	34	20	54
	6.55%	4.55%	5.97%	5.41%	5.74%	4.23%	1.6%	6.68%	4.03%	5.37%
5-6 hrs	20	16	15	6	9	4	2	16	20	36
	4.85%	2.70%	3.32%	2.03%	7.38%	5.63%	3.1%	3.14%	4.03%	3.58%
More than 6 hours	4	6	4	3	1	1	1	4	6	10
	0.97%	1.01%	0.88%	1.01%	0.82%	1.41%	1.6%	0.79%	1.21%	1.00%

Table 2. Gender, Age group and Employment status-wise User Opinion on Extent of their Reading books for Education Purpose

Responses	Gender		Age groups (in years)					Employed		Total
	Male	Female	<25	26-30	31-35	36-40	40+	Yes	No	
Not at all	2	0	2	0	0	0	0	0	2	2
	0.49%	0.0%	0.44%	0.0%	0.0%	.0%	.0%	.0%	0.40%	0.20%
To a little extent	96	181	125	83	31	20	18	168	109	277
	23.30%	30.52%	27.65%	28.04%	25.41%	28.2%	28.13%	33.01%	21.98%	27.56%
To a Moderate extent	132	163	132	88	34	20	21	128	167	295
	32.04%	27.49%	29.20%	29.73%	27.87%	28.2%	32.81%	25.15%	33.67%	29.35%
To a great extent	182	249	193	125	57	31	25	213	218	431
	44.17%	41.99%	42.70%	42.23%	46.72%	43.7%	39.06%	41.85%	43.95%	42.89%
Total	412	593	452	296	122	71	64	509	496	1005
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Test statistics	CC=.097; p=.024		CC=.061; p=.987					CC=.138; p=.000		X ² =386.12; p=.000

However, age groups did not have significant association with the response patterns. Employment status had a significant association (CC=.138; p=.000), where we find that those who were unemployed read more education books than employed ones.

Extent of reading books for information

Table 3 shows that 388 (38.61%) respondents indicated that to a little extent they read books on information, 345 (34.33%) respondents indicated that they read the education books to a moderate extent, 260 (25.87%)

Table 3. Gender, Age group and Employment Status-wise User Opinion on their extent of reading books for Information

Responses	Gender		Age groups (in years)					Employed		Total
	Male	Female	<25	26-30	31-35	36-40	40+	Yes	No	
Not at all	8	4	4	4	1	3	0	4	8	12
	1.94%	0.67%	0.88%	1.35%	0.82%	4.23%	.0%	0.79%	1.61%	1.19%
To a little extent	129	259	181	120	41	22	24	230	158	388
	31.31%	43.68%	40.04%	40.54%	33.61%	30.99%	37.50%	45.19%	31.85%	38.61%
To a Moderate extent	149	196	162	92	45	24	22	156	189	345
	36.17%	33.05%	35.84%	31.08%	36.89%	33.80%	34.38%	30.65%	38.10%	34.33%
To a great extent	126	134	105	80	35	22	18	119	141	260
	30.58%	22.60%	23.23%	27.03%	28.69%	30.99%	28.13%	23.38%	28.43%	25.87%
Total	412	593	452	296	122	71	64	509	496	1005
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Test statistics	CC=.138; p=.000		CC=.114; p=.352					CC=.138; p=.000		X ² =337.54; p=.000

indicated to a great extent, and remaining 12 (1.19%) indicated they not at all read books on information. Further, chi-square test revealed a significant difference between these groups of frequencies ($X^2=337.54$; $p=.000$). The gender-wise comparison revealed a significant association ($CC=.138$, $p=.000$), where we find that male respondents read informational books more than female respondents. However, age groups did not have significant association with the response patterns. Employment status had a significant association ($CC=.138$; $p=.000$), where we find that those who were unemployed read more information books than employed ones.

Extent of reading books for Recreation:

It is found from the table 4 that 512 (50.95%) respondents indicated that they read the books for recreation to a great extent, 351 (34.93%) of them indicated to a moderate extent, 118 (11.74%) of them indicated to a little extent and remaining 24 (2.39%) indicated they not at all read books for recreation purpose. Further, chi-square test revealed a significant difference between these groups of frequencies ($X^2=586.43$; $p=.000$). However, no significant associations were observed between gender and responses, age groups and responses and employment status as the obtained contingency coefficients failed to reach the significance levels.

Extent of reading books on knowledge

It is found from the table 5 that 476 (47.36%)

respondents indicated that they read the books on knowledge to a great extent, 451 (44.88%) of them indicated to a moderate extent, 61 (6.07%) of them indicated to a little extent and remaining 17 (1.69%) indicated they not at all read books to gain knowledge. Further, chi-square test revealed a significant difference between these groups of frequencies ($X^2=722.32$; $p=.000$). However, no significant associations were observed between gender and responses, age groups and responses and employment status as the obtained contingency coefficients failed to reach the significance levels.

Extent of reading books for Employment:

Table 6 exhibits that 652 (64.88%) of the respondents indicated that they read the books on employment to a great extent, 115 (11.44%) indicated to a moderate extent, 109 (10.85%) of them indicated to a little extent and remaining 129 (12.84%) indicated that they not at all read for employment purpose. Further, chi-square test revealed a significant difference between these groups of frequencies ($X^2=853.14$; $p=.000$). Gender-wise comparison revealed a significant association ($CC=.099$, $p=.019$), where we find that female respondents read employment books more than male respondents. However, age groups and employment status did not have significant association with the response patterns.

DISCUSSION

Main findings of the study are as follows:

Table 4. Gender, Age group and Employment Status-wise User Opinion on Extent of Reading for Recreation

Responses	Gender		Age groups (in years)					Employed		Total	
	Male	Female	<25	26-30	31-35	36-40	40+	Yes	No		
Not at all	9	15	10	6	2	1	5	11	13	24	
	2.18%	2.53%	2.21%	2.03%	1.64%	1.41%	7.81%	2.16%	2.62%	2.39%	
To a little extent	47	71	61	33	10	6	8	64	54	118	
	11.41%	11.97%	13.50%	11.15%	8.20%	8.45%	12.50%	12.57%	10.89%	11.74%	
To a Moderate extent	154	197	148	109	48	29	17	190	161	351	
	37.38%	33.22%	32.74%	36.82%	39.34%	40.85%	26.56%	37.33%	32.46%	34.93%	
To a great extent	202	310	233	148	62	35	34	244	268	512	
	49.03%	52.28%	51.55%	50.00%	50.82%	49.30%	53.13%	47.94%	54.03%	50.95%	
Total	412	593	452	296	122	71	64	509	496	1005	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
Test statistics	CC=.043; p=.595		CC=.124; p=.204					CC=.066; p=.224		X ² =586.43; p=.000	

Table 5. Gender, Age group and Employment Status-wise User Opinion on Extent of Reading for Gaining Knowledge

Responses	Gender		Age groups (in years)					Employed		Total	
	Male	Female	<25	26-30	31-35	36-40	40+	Yes	No		
Not at all	5	12	7	4	4	1	1	7	10	17	
	1.21%	2.02%	1.55%	1.35%	3.28%	1.41%	1.56%	1.38%	2.02%	1.69%	
To a little extent	27	34	27	21	6	3	4	26	35	61	
	6.55%	5.73%	5.97%	7.09%	4.92%	4.23%	6.25%	5.11%	7.06%	6.07%	
To a Moderate extent	170	281	211	141	49	30	20	246	205	451	
	41.26%	47.39%	46.68%	47.64%	40.16%	42.25%	31.25%	48.33%	41.33%	44.88%	
To a great extent	210	266	207	130	63	37	39	230	246	476	
	50.97%	44.86%	45.80%	43.92%	51.64%	52.11%	60.94%	45.19%	49.60%	47.36%	
Total	412	593	452	296	122	71	64	509	496	1005	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
Test statistics	CC=.071; p=.160		CC=.108; p=.465					CC=.077; p=.114		X ² =722.32; p=.000	

- Majority of the respondents (537; 53.43%) spent less than 1 hour per day on reading.
- More than 70% of the respondents read books on education to a moderate to great extent. Further, male respondents read more books on education than females, and unemployed ones read more

than employed ones.

- Approximately 60% of the respondents read the books on information, male respondents read more books on information than females, and unemployed ones read more than employed ones.
- A large majority of 85% of the respondents read

Table 6. Gender, Age groups and Employment Status-wise User Opinion on Extent of Reading for Employment Purpose

Responses	Gender		Age groups (in years)					Employed		Total
	Male	Female	<25	26-30	31-35	36-40	40+	Yes	No	
Not at all	65	64	62	38	15	6	8	55	74	129
	15.78%	10.79%	13.72%	12.84%	12.30%	8.45%	12.50%	10.81%	14.92%	12.84%
To a little extent	51	58	40	40	12	12	5	50	59	109
	12.38%	9.78%	8.85%	13.51%	9.84%	16.90%	7.81%	9.82%	11.90%	10.85%
To a Moderate extent	51	64	63	23	17	7	5	60	55	115
	12.38%	10.79%	13.94%	7.77%	13.93%	9.86%	7.81%	11.79%	11.09%	11.44%
To a great extent	245	407	287	195	78	46	46	344	308	652
	59.47%	68.63%	63.50%	65.88%	63.93%	64.79%	71.88%	67.58%	62.10%	64.88%
Total	412	593	452	296	122	71	64	509	496	1005
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Test statistics	CC=.099; p=.019		CC=.126; p=.182					CC=.074; p=.134		X ² =853.14; p=.000

books on recreation to a moderate to a great extent.

- Again, knowledge books were read to a moderate to a great extent of 92%.
- About 76% of the respondents indicated that they read employment books to a moderate to a great extent, and female respondents were keener to read employment books than male respondents.

SUGGESTIONS & RECOMMENDATIONS

The distance learners should be motivated and encouraged to read more hours to gain aesthetic pleasure and knowledge about the real world. Such positive effects of reading are also acknowledged as efficient on their academic success and performances in the exams. The above findings of this study lead us to conclude that female students included in the sample need to improve their reading books on education and information. It is important to encourage the reading habit among women in rural societies so that they grow mentally, realize their full uniqueness and powers in all spheres of life. To foster reading habit, it is necessary to establish rural libraries. Organization of mobile libraries is also useful to promote the habit of reading. Further it is found that unemployed read more books on information and education. The results seem to conform to the previous researchers in that (1) different gender tend to read differently (McKenna, 1986; Stanchfield & Fraim, 1979; Patterson, 1986), (2) the topics of interest varied with age level (Mokhtari & Sheorey, 1994) and (3) employment status has little predictive value on reading

habits (Mikulecky, 1979).

CONCLUSION

Reading, which is a long-term habit starting with the very early ages, is the prominent gateway to the knowledge room. The activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms reading habits is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner, 2002). From the above findings it is clear that respondents from distance education preferred to read books for different purposes such as to gain knowledge, recreation, employment, education. To conclude, fostering reading habits among students is no easy task. Therefore, in order to improve the reading skill and the education performance of distance education students in general, it is important that the teachers, librarians and government should be fully involved.

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Full Length Research

Institutional Repositories as an Online Archival Service: A Quantitative Study of Open Access Institutional Repositories of Japan As Registered In Opendoar (As On 12th March 2015)

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Purpose: The study reports the functioning of institutional repositories in Japan. Various aspects like nature of Institutional repositories (IR), type of open access IR, content types, content language, repository software used, subjects covered, availability of preservation and full text re-use policies and their growth rate were analyzed.

Methodology: Open DOAR website and the websites of individual institutional repositories were browsed to collect the required data.

Findings: 145 IRs of Japan are registered in open DOAR as on 12/03/2015. 142 (98%) of the open access IRs are operational in Japan. 139 (96%) open access IRs in Japan content belong to institutional repository type. 130 (89%) IRs in Japan have journal articles, 69 (47%) of them have theses, 62 (42%) of them have Theses and dissertations and 32IRs (22 %) have Conference and workshop papers. 142 (97%) institutional repositories have contents in Japanese language. Dspace software has emerged as the most used IR software in Japan open access IRs. 96 IRs (66 %) use Dspace software. 123 (88%) of them have not defined their preservation policies. 109 IRs (75%) are multi-disciplinary in nature viz they have contents on many subjects. 20 IRs each have contents on Health and Medicine and 10 IRs have contents on Science General. 133 IRs (96 %) have not explicitly defined their full data item re-use policies. The birth of IRs took place in the middle of 2005 in Japan. The year 2010 could see the formation of around 50 IRs. Kyushu University Institutional Repository tops with 383877 records, followed by Archives of Kyoto University Research Information Repository with 149377 records.

Future implications: The study can be further extended to research the individual IRs of Japan or a comparison of related IRs of Japan.

Social implications: It acts as a guide to the authorities concerned to see where IRs in Japan are and what they lack. It acts as a yardstick to the authorities to bring out a ' Japanese IR Standard ' to standardize the content and presentation of Irs.

Keywords: Institutional repositories, open DOAR, content types, repository software, preservation policy, growth rate.

INTRODUCTION: INSTITUTIONAL REPOSITORY

An IR may be defined as an on-line locus for collecting and preserving – in digital form the intellectual output of an institution, particularly a research institution (Wikipedia). According to Lynch (2003) an institutional repository is a “set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members. It is most essentially an organizational commitment to the stewardship of these digital materials, including long term preservation where appropriate, as well as organization and access or distribution. (Crow, 2002& Ware, 2004) characterized an institutional repository as open, interoperable, cumulative, perpetual, contributes to the process of scholarly communication in collecting, storing and disseminating the scholarly content. The Scholarly Publishing and Academic Resources Coalition (SPARC) position paper declared that "Institutional repositories are digital collections capturing and preserving the intellectual output of a single or multi-university community, providing a critical component in reforming the system of scholarly communication a component that expands access to research, reasserts control over scholarship by the academy, increases competition and reduces the monopoly power of journals, and brings economic relief and heightened relevance to the institutions and libraries that support them (Crow, 2002).

OBJECTIVES OF AN IR

(Gibbons, 2004) presented compelling reasons for why an organization would want to establish an IR including providing an infrastructure for preservation of digital content, lowering the barrier to document distribution, creating a centralized digital showcase in which research, teaching, and scholarship can be highlighted, and facilitating wider distribution. (Yeates, 2003) also listed the benefits of IRs, such as: extending the range of knowledge sharing, existing investment in information and content management systems can be leveraged; and more flexible ways of scholarly communication are available. Academic institutions would also reap these benefits.

LITERATURE REVIEW

(Chen & Hsiang, 2009) they conducted studies on Japanese institutional repositories revealed that Open Access repositories are not widespread and the percentage of institutional repository systems in Japanese countries is about 4-10 percent except in mainland China which has a centralized institutional

repository system for about 300 universities. On the other hand, the numbers of institutional repository systems in Japan and Korean universities are increasing very quickly (Lee 2008). As for Japan, Fernandez (2006) asserts that the lack of infrastructure for establishing institutional repositories is a major barrier to the growth of institutional repositories in the country. Several Japanese studies have reported isolated findings of institutional repository growth on a broad spectrum, such as in Japan (Fernandez 2006), Japan (Mukarami and Adachi 2006), China (Zhong 2009), Taiwan (Chen and Hsiang 2008), and Japan (Kiran and Chia 2009), and they reported a slow progress. Kiran and Chia (2009) reported that the adoption of institutional repositories in Japan is rather low, even in the country's top four research-intensive universities. Zhong (2009) used data from the Registry of Open Access Repositories (ROAR).

(Khaparde, 2011) Abstract Knowledge is the totality of ideas, conserved through human civilization and knowledge management (KM) is a process, which converts the internal and external information of the organization into actionable knowledge. KM has emerged as a key concern of organizations. Better management of knowledge within the organization leads to improved innovation and competitive advantage. Developing an effective KM system requires a well-balanced approach.

(Khaparde & Pawar, 2013) studied the authorship pattern and author's collaborative research in Information Technology with a sample of 17917 articles collect from LISA during 2000-2009. The average number of authors per article is 1.80. In the study the degree of collaboration (C) during the overall 10 years (2000-2009) is 0.71 but the year wise degree of collaboration is almost same in all the years of mean value 0.49. According to 10 years of period, the multi- authorship articles are higher and predominant on single authorship. The study found that the researches in Information Technology are keep toward team research or group research rather than solo research.

(Khaparde, 2013) The paper studied the Bibliometric Analysis of Research Publication of Department of Chemistry, Dr. Babasaheb Ambedkar Marathwada University, from 1975 to 2012. It analyzed all the 774 research publications from the 144 journals. It examines year- wise distribution of papers, authorship pattern, journal in which author publish, it revealed that the number of publications has increased consistently from the year 1975 to the year 2012. 25% of the total publications have been made in 2009, 2010, and 2011. And the majority of the publications are made with 4 authors. And also the majority of the research paper published in journal of heterocyclic chemistry.

(Ambhore & Khaparde ,2014) they analysed The Directory of Open Access Journals (DOAJ) lists open

access scientific and scholarly journals, that meet high quality standards by exercising peer-review or editorial quality control and are free to all from the time of publication based on the Budapest open access initiative. Total 31 free online journals were accessed through DOAJ and analyze based on country, language, subject headings, keywords, their accessibility and availability of archives of online journal in Agricultural Biology

(Ambhore & Khaparde, 2015) conducted a study on an evaluation of planetary science repositories in DOAR. The paper provides detailed picture of repositories under Earth and Planetary Science (EP Sci.) category available in Directory of Open Access Repositories (DOAR). In this study EP SCI. repositories EP SCI. ted in Directory of Open Access Repositories (DOAR) are analyzed for number of items archived so far, software used, type of material archived in these repositories etc. Out of 75 repositories Earth and Planetary Science in DOAR. The study discloses the leading countries with repositories providing EP SCI. content and also highly used software used in these repositories.

(Ranveer, 2015) Scientometrics analysis of 110 articles published in the international journal The Collection Building during the year 2005 – 2009 are taken to observe the distribution of contributions , authorship pattern , geographical distribution of contributions and the number of pages used in each volume. Result indicate that highest numbers of papers have been written by single authors

(Shirsat; Khaparde; Ranveer; & Ambhore 2015) The paper provided detailed picture of repositories under Business and Economics (BE) category available in Directory of Open Access Repositories (DOAR). In this study BE repositories listed in Directory of Open Access Repositories (DOAR) are analyzed for number of items archived so far, software used, type of material archived in these repositories etc. 215 repositories listed under Business and Economics in DOAR were searchable. The study discloses the leading countries with repositories providing BE content and also highly used software used in these repositories.

OBJECTIVES OF THE STUDY

The objectives of the present study are to study the IRs of Japan in terms of

1. Operational status
2. Type of open access repositories
3. Repository software used
4. Content types
5. Subjects
6. Most frequently used languages
7. Availability of preservation and full-text re-use policy and
8. Growth rate

METHODOLOGY

The modus operandi of our study underwent the following phases.

1. First of all, the Open DOAR directory was browsed to find out the institutes which were registered therein.
2. Institutional repository statistics was done to get required data to answer the objectives of the study.
3. Then, the URLs of the selected universities were browsed for cross checking and verification
4. Tables were used to show the output of the study.

Findings:-

Operational Status of IRs in Japan:

Table 1 shows that 98 % (142) of the open access IRs are operational in Japan. and 03 of them (2%) Trials are the repositories.

Type of Institutional repositories:

The IR may of different types: institutional (run by a institution or department), disciplinary (a cross institutional subject repository), aggregating (an archive aggregating data from several subsidiary repositories) or a governmental (repository for government data).

Table 2 shows that 139 (96%) open access IRs in Japan content belong to institutional repository type. They are run by various institutes, universities or departments. While 05of them (3%) are the archives that aggregate data from several subsidiary repositories, just 01 of them (1%) is the discipline-oriented repository.

Content Types in Irs:

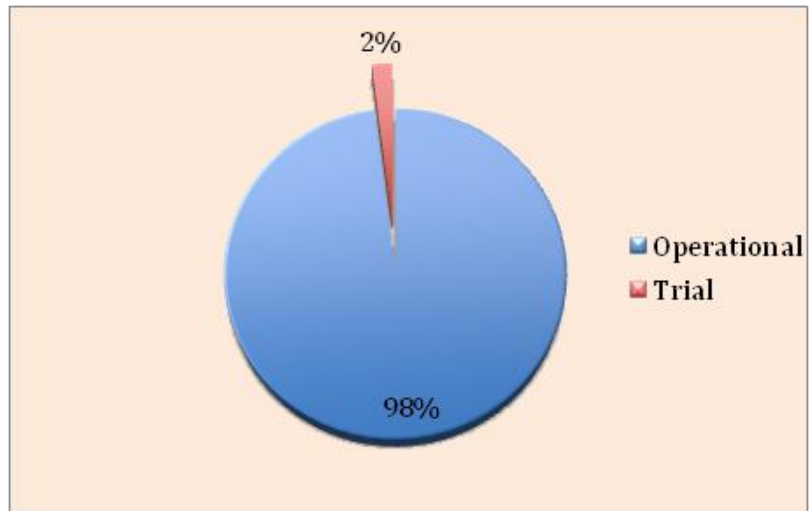
The IRs in Japan possess different kinds of materials namely journal articles, conference and workshop papers, theses and dissertations, book, chapters and section, multi-media and audio visual materials and some learning objects. 130 (89%) IRs in Japan have journal articles, 47 % (69) of them have theses, 62 (42%) of them have Theses and dissertations and 32 IRs (22 %) have Conference and workshop papers. 31 (21%) IRs contains books and book chapters and only 28 (19%) of them have Other special item types. Table 3

Language content:

Table 4 shows that Out of 145, 142 (97%) institutional repositories have contents in Japanese language. 61 % of IRs have contents in English and 2% of IRs each have contents in Chinese.

Table 1: Operational Status

Sr.No.	Operational Status	Nuber of Open Access Repositories	% of Repositories
1	Operational	142	98%
3	Trial	3	2%
	Total	145	100%

**Table 2: Open access IR Type as on 30/01/2015**

Sr.No.	IR Types	Number of Open Access Repositories	% of Repositories
1	Institutional	139	96%
2	Aggregating	5	3%
3	Disciplinary	1	1%
	Total	145	100%

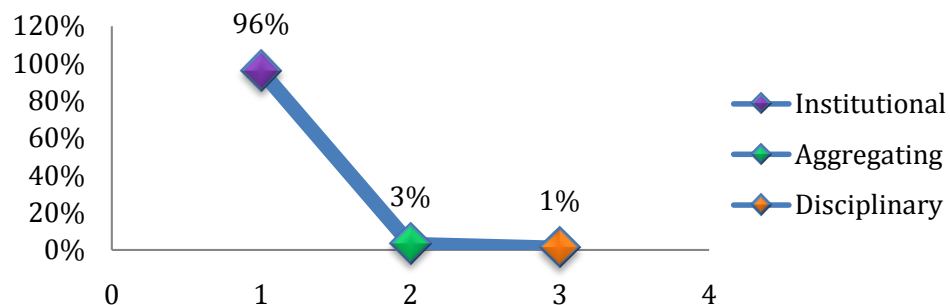


Table 3: Content types

Sr.No.	Content types	Number of Open Access Repositories	% of Repositories
1	Journal articles	130	89%
2	unpublished reports and working papers	69	47%
3	Theses and dissertations	62	42%
4	Conference and workshop papers	32	22%
5	books, Chapters and sections	31	21%
6	Other special item types	28	19%
7	Learning Objects	21	14%
8	Multimedia and audio-visual materials	20	13%
9	Bibliographic references	8	5%
10	Datasets	6	4%
11	Software	2	1%

Table 4: Language of the contents

Sr.No.	Content types	Number of Open Access Repositories	% of Repositories
1	Japanese	142	97%
2	English	89	61%
3	Chinese	4	2%
4	German	3	2%
5	Korean	2	1%
6	French	1	1%
7	Latin	1	1%

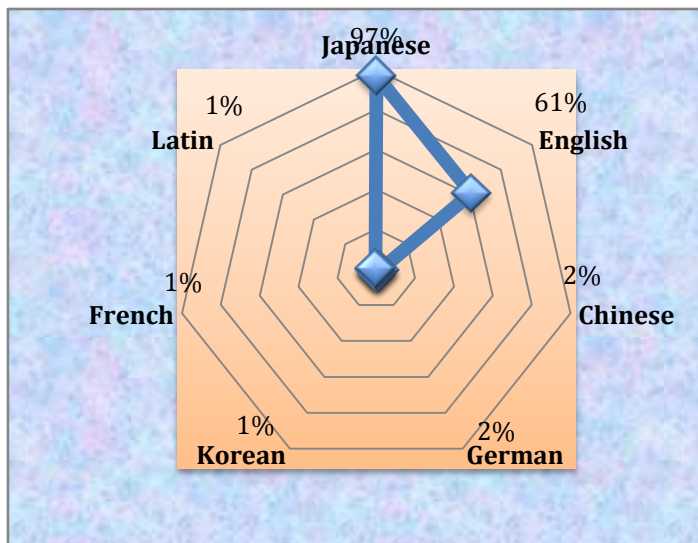
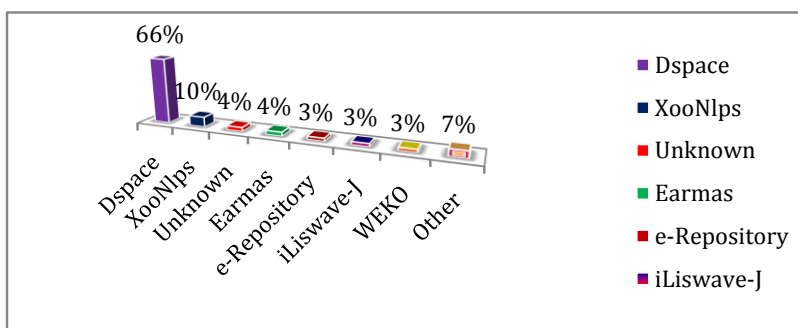


Table 5: Use of Repository Software

Sr.No.	Repository Software	Number of Open Access Repositories	% of Repositories
1	Dspace	96	66%
2	Xoonlps	14	10%
3	Unknown	6	4%
4	Earmas	6	4%
5	e-Repository	4	3%
6	iLiswave-J	4	3%
7	WEKO	4	3%
8	Other	11	7%
	Total	145	100%

**Table 6:** Availability of preservation policies

Sr.No.	Recorded Preservation Policies	Number of Open Access Repositories	% of Repositories
1	Unknown	3	2%
2	Unstated	14	10%
3	Undefined	123	88%
	Total	140	100%

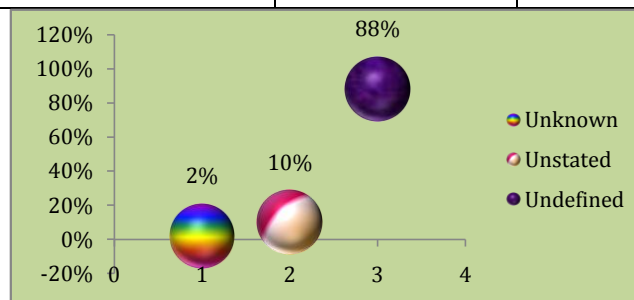
**Repository Software:-**

Table 5 depicts that Dspace software has emerged as the most used IR software in Japan open access IRs. 96 IRs (66%) use Dspace software. While 14 IRs (10%) use Xoonlps, only 6 (4%) IRs use Unknown software.

Recorded Preservation policies:-

Table 6 shows that 14 (10%) institutional repositories have not stated their preservation policies in their web portal. 123 (88 %) of them have not defined their preservation policies.

Table 7: Subjects in IRs of Japan

Sr.No.	Content Types	Number of Open Access Repositories	% of Repositories
1	Multidisciplinary	109	75%
2	Science General	10	6%
3	Agriculture, Food and Veterinary	3	2%
4	Biology and Biochemistry	1	0.6%
5	Earth and Planetary Sciences	2	1%
6	Mathematics and Statistics	1	0.6%
7	Health and Medicine	20	13%
8	Technology General	8	5%
9	Electrical and Electronic Engineering	1	0.6%
10	Mechanical Engineering and Materials	1	0.6%
11	Arts and Humanities General	5	3%
12	Fine and Performing Arts	1	0.6%
13	Geography and Regional Studies	3	2%
14	History and Archaeology	5	3%
15	Language and Literature	5	3%
16	Philosophy and Religion	1	0.6%
17	Social Sciences General	4	2%
18	Business and Economics	5	3%
19	Education	7	4%
20	Law and Politics	5	3%
21	Library and information Science	1	0.6%
22	Management and Planning	1	0.6%
23	Psychology	1	0.6%

Subjects of Irs:

Table 7 shows that 109 IRs (75 %) are multi-disciplinary in nature viz they have contents on many subjects. 20 IRs each have contents on Health and Medicine and 10 IRs have contents on Science General. Eight IRs contain digital contents on Technology General and 07 IRs have materials on Education. Five IRs each have contents on the subjects business and economics, history and archaeology, & law and politics.

Data re-use policies:-

Table 8 shows that a majority of 133 IRs (96 %) have not explicitly defined their full data item re-use policies. 2 IR

has Unstated policy rights for re-use of full data items and 2 IRs have permitted the re-use of full data items for not-for-profit purposes.

Growth of IRs in Japan:-

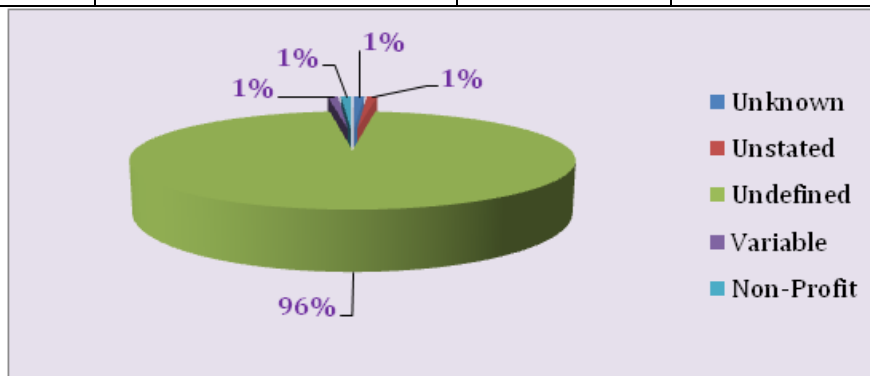
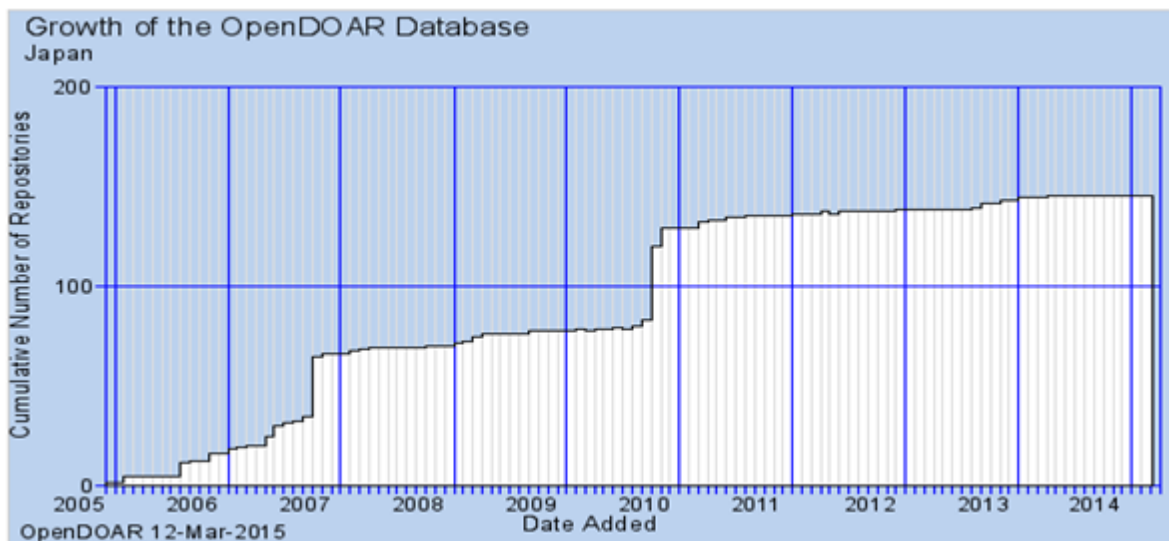
Table 9 shows the growth of IRs in Japan. The birth of IRs took place in the middle of 2005 in Japan. There is no much growth in 2008 and 2009. The year 2010 is considered to be the golden period for Japanes IRs since around 50 were established in that year. There is no much growth of IRs during the period 2011-2014.

Top Contributors:-

Table 10 shows that Kyushu University Institutional

Table 8: Definition of full-text re-use policies

Sr.No.	Availability of data re-use policies	Number of Open Access Repositories	% of Repositories
1	Unknown	2	1%
2	Unstated	2	1%
3	Undefined	133	96%
5	Variable	1	1%
6	Non-Profit	2	1%
	Total	140	100%

**Table 9:** Growth of the Japanese Open DOAR Database

Repository tops with 383877 records, followed by Kyoto University Research Information Repository with 149377 records and PDBj (Protein Data Bank Japan) with 97180 records. Out of top 20 contributors, 15 are hosted by the Universities. There are 5IRs possessing more than 40,000 records.

CONCLUSION

Though IR system in universities and institutes of higher education/research in Japan is still in its infant stage from global point of view, it is happened to be one of the viable and rich Asian countries in terms of number of IRs and

Table 10: IRs with highest number of records

Sr. No.	Repository Name	No. Records
1	Kyushu University Institutional Repository	383877
2	Kyoto University Research Information Repository	149377
3	PDBj (Protein Data Bank Japan)	97180
4	Chiba University's Repository for Access To Outcomes from Research	88476
5	TOhoku University Repository	49168
6	Osaka University Knowledge Archive	49132
7	Hokkaido University Collection of Scholarly and Academic Papers	45866
8	Prometheus-Academic Collections	44698
9	Ochanomizu University Web Library - Institutional Repository	35962
10	Kanazawa University Repository for Academic Resources	35226
11	Okayama University Scientific Achievement Repository	35095
12	UT Repository	31575
13	Tsukuba Repository	30923
14	Nagasaki university's Academic Output SITE	28027
15	DSpace at Waseda University	27699
16	JAMSTEC Repository	27660
17	Hiroshima University Institutional Repository	27650
18	Gifu University Institutional Repository	24840
19	Osaka Kyoiku University Repository	24168
20	Tokyo Women's Medical University-Information & Knowledge Database	23066

the digital contents they possess. 145 IRs are registered in Open DOAR enabling the users an open access usage. Other institutes including various universities also may let their local intellectual output flow in the mainstream of open access platform. A kind of standardization, uniformity and consistency may be insisted upon in the creation and maintenance of these IRs. More web 2.0 tools may be added to enable the

easy sharing of contents among the users community. A national level policy on IR development may be drafted aiming at standardization of publication of intellectual output of one's own institution. National and international bodies in the field of digital libraries may come forward to take up these promising and prospective issues.

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Full Length Research

Blogging Medical Information Sources to Users: the Case of Afe Babalola University, Ado-Ekiti Medical Library

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This paper described how weblog was used to meet the need of users and create access to medical information sources and resources for easy retrieval in Afe Babalola University, Ado – Ekiti Medical library. The ubiquitous Internet continues to increase sources of information to information seekers in this present age as information are lodged in different web platforms ranging from digital libraries, databases, repositories, and lately social media platforms. More often than not, information seekers in their quest for knowledge are limited to popular search engines such as Google, inadvertently short-changing themselves of many other sources that search results may not reveal. Based on this, there was the need to bring our databases and other useful electronic resources together, using a Web 2.0 tool, the weblog was deployed so as to better serve our users and help them gain access to useful information they might have been missing.

Keywords: Blog, Web 2.0, Social Media, Health Information, Medical Library, Nigeria

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INTRODUCTION

The Web 2.0 or the interactive Web as it is also called has reshaped the outlook of the ubiquitous quintessential information and communication technologies (ICT) and its applications in diverse areas of human life. In this tech savvy age, one needs not to be necessarily an expert per se to take the optimum benefit of ICT. In fact, self-learning tools and technologies abound all over the internet and in most cases if not all, open or free and accessible. In fact, the doctrines of open access allows that source codes of open access technologies be made

available for further development by others from any part of the world.

That said, with the promotion of open access to research and scholarly information, librarians can now be at the top of the game, level of technological skill notwithstanding, to blend open tools and open sourced and subscribed information with users experience. The foresaid is the premise for our attempt at Afe Babalola University Medical library first and the general library at large.

OBJECTIVE

To present our experience using social media technology (Weblog) to assemble and provide access to medical information sources.

PROBLEMS STATEMENT

- i. There was the void of a platform to present our electronic resources to faculties and students of the College of Medicine and Health Sciences.
- ii. There was the need to bring e-resources together for access.
- iii. Website development skills were lacking.
- iv. Administrative bottle-necks in using the university's ICT Unit for information access and retrieval.

LITERATURE REVIEW

Web 2.0 and Social Media

Although, there is no consensus on the definition of Web 2.0, however, according to a report by Jonathan Stickland (n.d) on Tim O'Reilly's, founder and CEO of O'Reilly Media, who in September 2005 posted a blog on his Web 2.0 philosophy, he included the following ideas:

- Using the Web as an applications platform,
- Democratizing the Web, and
- Employing new methods to distribute information.

But according to Dictionary.com, Web 2.0 is the internet viewed as a medium in which interactive experience, in the form of blogs, wikis, forums, etc plays a more important role than simply accessing information. Web 2.0 has led to the development of large web-based communities that support and facilitate collaboration among its users (Farooq, Kannampallil, Song, Ganoë, Carroll and Giles, 2007). Web 2.0 has given live to the now ubiquitous social networking platforms or the social media. Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Examples include Facebook, MySpace, Digg, Twitter and JISC listservs on the academic side (Asur and Huberman, n.d.). Given our experience we have benefited immensely from the above ideas Web 2.0 is said to be about.

Blog

According to Trivedi (2010) a blog is a user-oriented website where entries are made in journal style and displayed in a reverse chronological order. "Blog" (2013)

has it that, "a blog, a contraction of the words *web log*, is a discussion or informational site published on the World Wide Web and consisting of discrete entries ("posts") typically displayed in reverse chronological order (the most recent post appears first)".

The origin of blog dates back to late 1990s. The term weblog was coined by John Barger in 1997 and the site built by Tim Berners-Lee at CERN was reported to be the first blog (Dhiman & Sharma, 2008, and Trivedi, 2010). Many other blogs have since mushroomed in the cyberspace. "The Scripting News" created by Winner in February 1996 has been reported to be the longest running blog on the internet. Publishing and communicating to the Web have been greatly enhanced by blogs. Today, blogs have developed from simply online journals to sophisticated content management systems that can be used as a platform for learning (Trivedi, 2010). Blogs have been reported to be used in a flipped classroom situation (Haile, 2015). Thoma, Chan, Desouza, and Lin (2015) reported how a medical blog was used to show pre- and post-publication reviews to blog readers. In their metric studies, Shema, Bar-Ilan and Thelwall (2014) have reported the possibility of using blog as an alternative metric source.

Why blog?

Blog continue to gain popularity among internet users around the world. From about twenty three known blogs in 1999 (Blood, 2000), about 300 as of October, 2000 (Garrett 2002), 1.4 million active blogs reported by Perseus (Henning, 2003), blogs have grown exponentially to excess of 7,012,022 as at mid February 2005 (Bar-Ilan, 2007). Further still, in 2011 it was estimated that there are more than 158 million identified blogs, with more than 1 million new posts being produced by the blogosphere each day (Blogpulse, 2011).

Libraries, Librarians and Blogs

Trivedi (2010) reports that, there are many librarians who publish blogs on a number of LIS topics; one of the best-known is "The Shifted Librarian," by Jenny Levine of the Suburban Library System in Illinois. Jackson-Brown (2013) reports that librarian weblogs are gaining in popularity within the profession of librarianship.

In librarianship, there seem to be a convergence of thought on the benefit of weblogs. Trivedi (2010) has reported that "library and information professionals may enjoy the benefits of blogs for a variety of purposes. Those include publication records, annual progress report of the library, messages to the new college and university students, and many other messages, purposes, and audience." Blogs are perfect for dissemination of

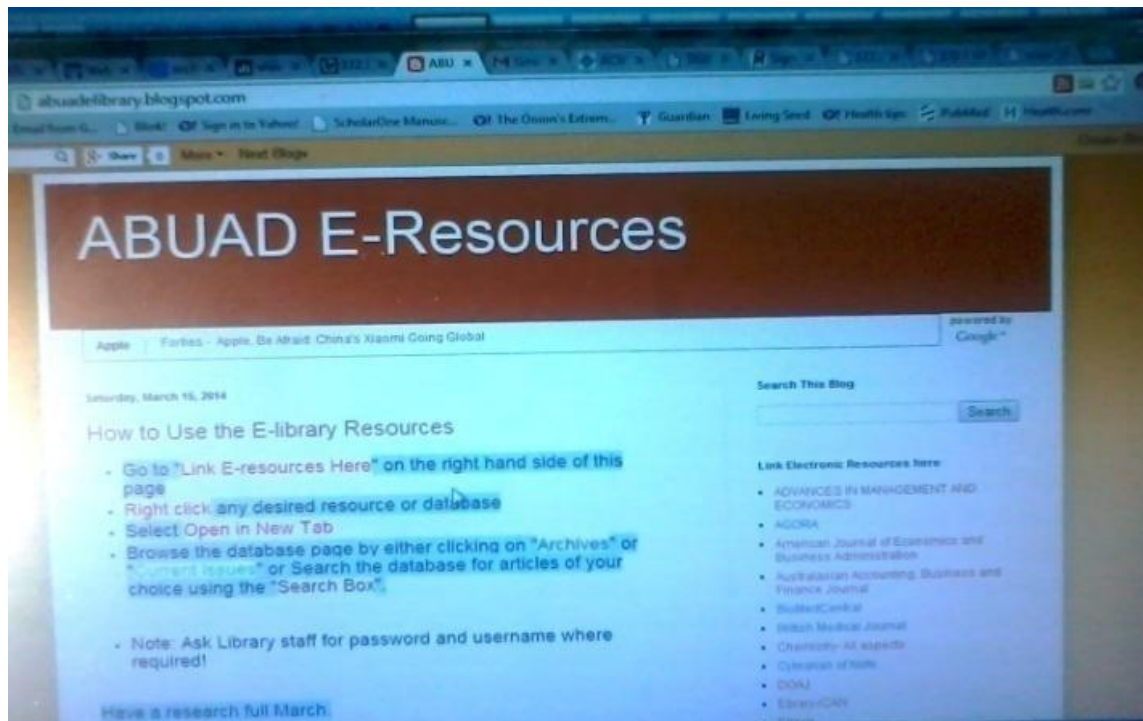


Figure 1. The blog "ABUAD E-RESOURCES"

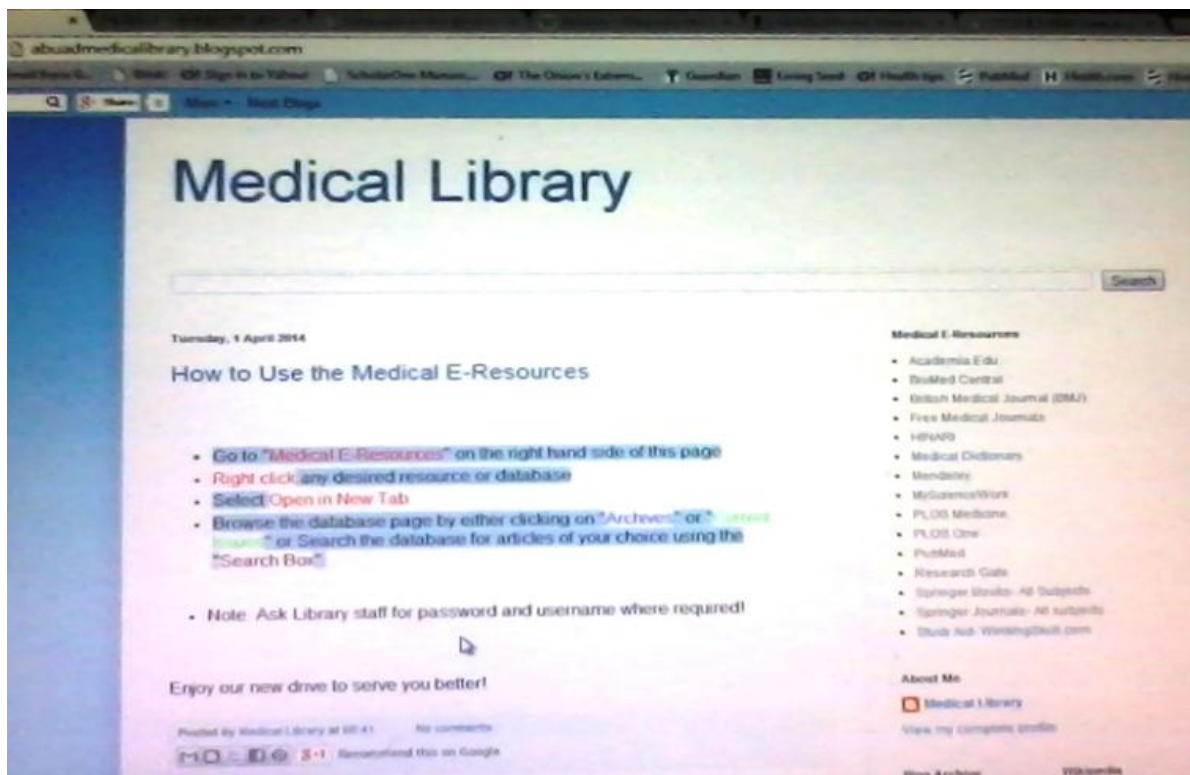


Figure 2. The blog "Medical Library"



Figure 3. A page on the Medical Library blog

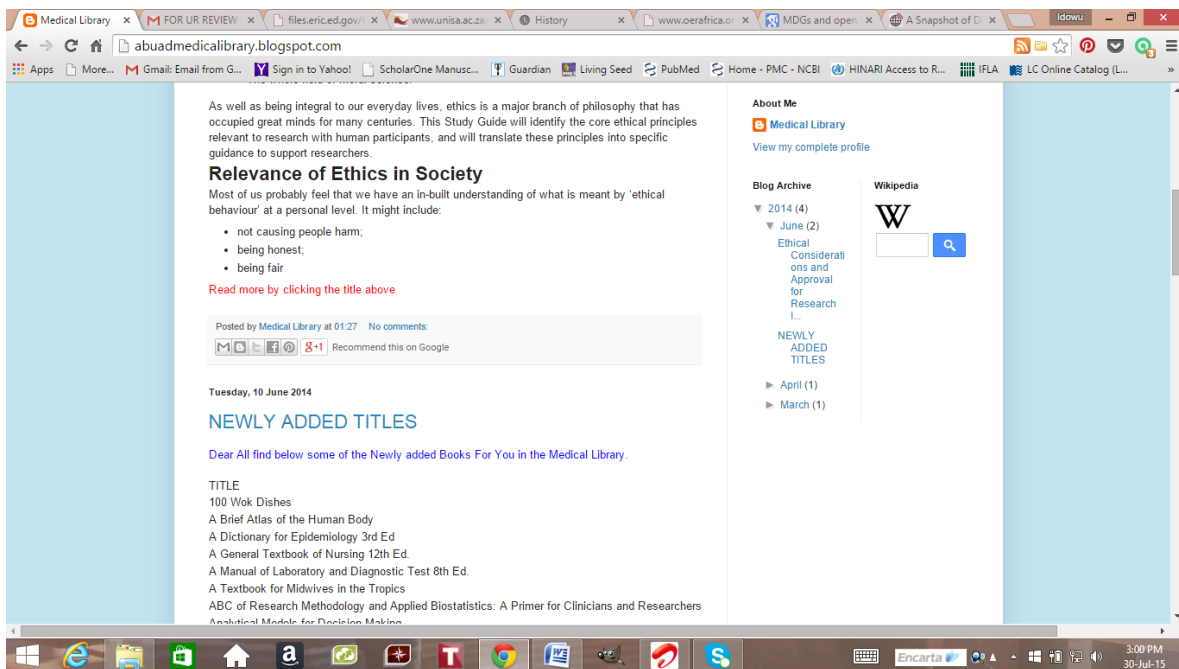


Figure 4. Another page from the Medical Library blog passing information to users.

information as the system of dated entries makes it easy for viewers to identify new content (Dhiman & Sharma, 2008). Schwartz (2005) emphasized that libraries can utilize weblogs to provide up-to-date information on local events, to provide library news and to announce new books and other materials in the library collection. In addition, Bar-Ilan (2007) opines that blogs are being used

to provide local information; such as changes in opening hours, special lectures and new acquisitions. Also, describing blog as a tool, Alcock (2003) reports that blog can be used to inform clients of changes, additions and news. Commenting on library services is a feature of weblogs as reported by (Dhiman & Sharma, 2008).

Afe Babalola University, Ado-Ekiti Experience

Having realized the aforementioned problems, we faced the challenges head-on by taking the following steps:

- i. We created a blog, named "ABUAD E-RESOURCES" on blogger.com available at www.abauadelibrary.blogspot.com. See Figure 1.
- ii. We collated links to databases we are registered on and other electronic resources and open databases that can be of benefit to our users.
- iii. We then added a Gadget, named "Link Electronic Resources here" to the blog to list and hyper link the databases and e-resources.
- iv. Apart from this, the blog also serve as platform for announcing important programmes and communicate useful information to users.
- v. We make the blog the homepage of browsers on the over eighty (80) desktop computers in the E-Library of the university as well as the internet enabled computers in the medical library.
- vi. We published the blog link on the university's weekly news bulletin for publicity to the university community.

Given the success of the "ABUAD E-RESOURCES" at www.abuadelibrary.blogspot.com, following the action steps above, we successfully created another blog named "Medical Library" on Blogger.com at www.abuadmedicalibrary.blogspot.com with a gadget "Medical E-Resources" to cater specifically for the College of Medicine and Health Sciences focusing more on contents relating to Health Sciences. See Figure 2, Figure 3, and Figure 4.

This way we achieved our objectives by developing a weblog to take care of medical information needs and our immediate challenges overcome.

Note: A recent development has seen the general library blog moved to <http://abuaderesources.blogspot.com/>

Future plans

To create mainstream social media accounts for the library on Google Plus, Facebook, Twitter, etc. and connect them with the blog for wider outreach and for current awareness services. Also, we hope to put the blog on the university's website for permanent access.

CONCLUSION

Whereas we desire an increased capacity in technological skills in order to better deploy ICT to our work but as it stands for now, our immediate needs of creating access to medical information for easy retrieval

have been met using social media.

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Full Length Research

Impact of Marketing Library Information Resources on Higher Institutions in Nigeria in the 21st Century

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This paper was designed to examine the impact of marketing library information resources on higher institutions in Nigeria in the 21st century. The study was conducted in Makurdi, the Benue state Headquarters. Four research questions were answered by the study. Population for the study included all library staff in University of Agriculture, Benue State University and College of Advanced and Professional Studies (CAPS) Makurdi. Sample for this study was 183 respondents. Data was collected using constructed questionnaire. Data collected was analyzed using mean and Chi-square statistics. Findings revealed that marketing of library information resources has great impact on higher institutions in the 21st Century. The study concluded that marketing of library information resources is essential in making the proper planning, designing and use of such services and products for the better and optimal use of the library. It was recommended that the ultimate aim of marketing library information resources should be to provide the right information to the right user at the right time. All types of library information should be made available for marketing in higher institutions. The problems of marketing library information resources should be properly addressed by the government to enhance the growth and development of higher institutions.

Keywords: Library, Information resources, higher institution, impact and Marketing.

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INTRODUCTION

Marketing means different things to different people. Generally, it is the process of buying and selling of goods and services. For some people, it is equated with communication tools while others view it as a means of creating awareness. According to Lewis (2000) marketing is a social and managerial process by which individual groups obtain what they need and want through creating, offering, and exchanging products of value with others.

The emphasis in this definition is identifying the needs and wants of consumers and how to provide services and products that will satisfy them.

According to the American Marketing Association (2006) "Marketing is the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organization

objectives". Kotler (1983) defined marketing as: The analysis, planning, implementation, and control of carefully formulated programs to bring about voluntary exchanges of value with target markets, for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target market's needs and desires, and using effective pricing, communications and distribution to inform and service the market.

Marketing implies exchange of relationship between the service provider and service consumer with the aim of satisfying consumer's needs. Library and Information professionals are involved in the process of marketing because they identify users' information needs, acquire and package information to meet these needs. Thus, the marketing concept is based on the principle of an exchange occurring between two parties (i.e. the librarians and users). Each group that is identified has something that the other wants and the purpose of marketing is to facilitate an exchange of these values. This can be done by developing a marketing plan, whose four key components are analysis, planning, implementation and evaluation especially in marketing library information resources.

An *Information Resource* is a piece of information that *describes or represents a Resource*. It includes this amount of information that is necessary to *describe a Resource* in a certain kind. Hence, the *Subject* of an *Information Resource* is this characterized *Resource*. In general, an (abstract) *Information Resource* is usually realized by a *Semantic Graph*, which consists of a (concrete) *Description of a Resource*. This is necessary to make an *Information Resource* easily machine-processable of course, plain text is (more or less) easily processable by a human being, but not by a machine.

An *Information Resource represents a Resource* in some way. Nevertheless, it cannot really *represent a Resource* completely. This is simply grounded in the nature of things that we cannot really define what a complete *Description* shall be about. There exist at least always subjective *Descriptions*, which are unforeseeable.

Librarians and information specialists have debated the idea of marketing for the information sector. Several things have compelled us to learn about marketing and begin doing it. Librarianship is experiencing rapid change. Information technology has created a new gateway for information services. Information products and services in a multiplicity of formats have made libraries and information centres more competitive and alert. Libraries are being subjected to significant pressures from the information revolution. The challenges of budget cuts, increased user base, the rapid growth of material, rising costs, networking demands, competition by database vendors, and complexity in information requirements are forcing the professionals to adopt marketing to improve the management of library and information centres.

Marketing aims to identify the client base, and to determine and fill its needs, wants, and demands by designing and delivering appropriate products and services. The main focus of the concept is the client, and the goal is client satisfaction. Rowley (2001) calls marketing, the management process which identifies, anticipates, and supplies customer requirements efficiently and profitably. Kotler (1999) says, that marketing is the process of planning and executing the conception, pricing, promotion and distribution of goods, services and ideas to create exchanges with target groups that satisfy customers and organizational objectives. Under the umbrella term marketing, we study concepts like building customer relationships, branding and corporate identity, marketing communications, price and pricing policy, collecting marketing data and marketing strategy and planning. For the purpose of this paper it will restrict the scope of the subject to impact on higher institutions in Benue state.

Higher education, post-secondary education, or third level education is an optional final stage of formal learning that occurs after secondary education. Often delivered at universities, academic colleges, seminaries, and institutes of technology, higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications. Tertiary education at non-degree level is sometimes referred to as further education or continuing education as distinct from higher education.

Marketing of library information resources is very vital in the present information society. Marketing of information services has emerged as an indispensable tool in the library and information service industry. This is so because library and information professionals in this 21st century have realized the benefits offered by the marketing of their services to their clients. One of the goals of library and information centers is to satisfy their users. In order to achieve this aim, library and information centers need to know what the needs of their users are, and how best to meet those needs. The importance of marketing information services for the purpose of effective utilization of resources among library and information professionals is sometimes overlooked. A possible reason for this oversight is the assumption that users would seek for information when such information is needed, forgetting the need to create awareness among users. The trend is that many users are not aware of the services and resources available for their use in libraries and information centers. Thus, it is important for the 21st century library and information professionals to find out the information needs and/or behavior of users of library and information centres in different contexts (Kassel, 2002).

Marketing of information products and services, among

other things helps information professionals to ascertain the needs of their clients. It also goes without saying that marketing of information products and services plays a significant role in satisfying the needs of the clients in that it creates awareness of the availability of resources. Hence, this important area in the field of library and information studies should be taken seriously. In the light of this, therefore, this research paper examines possible ways of marketing information services by the 21st century librarian and information professionals for effective utilization of resources by the clients. The paper looks at information the resources that are already in place for marketing; the impact of library resources and also suggests the strategies that can be adopted in the marketing of library information resources.

OBJECTIVES OF THE PAPER

The main objective of this study is examines the impact marketing of library information resources in the 21st century. Specifically, the study seeks to:

1. Identify types of information resources marketable in libraries in Benue state
2. Examine the impact of marketing library information resources on higher institutions in Benue state
3. Identify the strategies for marketing library information resources in Benue state
4. Identify problems militating against marketing library information resources in Benue state

Research Questions

The following questions are asked to be answered by the study:

1. What are the types of information resources marketable in libraries in higher institutions in Benue state?
2. How does marketing of library information resources impact higher institutions in Benue state?
3. What are the strategies for marketing library information resources in higher institutions in Benue state?
4. What are problems militating against marketing library information resources in higher institutions in Benue state?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

H₀: There is no significant impact of marketing of library information resources on higher institutions in Benue

state

H_A: There is significant impact of marketing of library information resources on higher institutions in Benue state

MATERIALS AND METHODS

The design for this study was survey research design. The research covers three higher situations in Makurdi, the Benue state Headquarters. The population for the study was 206 comprising of 122 library staff in University of Agriculture Makurdi, 66 from Benue state University and 12 from College of Advanced and Professional Studies (CAPS) Makurdi.

A sample size of 91 respondents was drawn for the study using proportionate random sampling technique.

Data was collected using a structured questionnaire titled "Impact of Marketing Library Information Resources Questionnaire 'IMLIRQ'". The questionnaire was divided into two parts; 1 and 2. Part 1 deals with demographic data of respondents. Part 2 has 4 sections and was used to elicit information on the impact marketing resources on higher institutions. The questionnaire was an open-ended-structured with restricted responses options of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) with corresponding values of 4, 3, 2 and 1 respectively.

The instrument was validated by 3 experts in Library science in University of Agriculture and Benue State University Makurdi. In order to ensure the reliability of the instrument, a sample size of 20 library staff of the Nasarawa state University who were not included in the sample for the main study were used. The purpose of this was to test-try the instruments that will be used in the study. A reliability coefficient of 0.89 was found ideal for the study.

Data collected was analyzed using descriptive statistics; precisely arithmetic mean. Bench mark for decision making was 2.50 ($4+3+2+1=10/4=2.50$).

Presentation of Results

Results in table 1 shows Respondents mean ratings on the types of library information resources. All respondents rated the items with above 2.50 which is the bench mark. The marketable library information resources were books and ebooks with mean rating of 3.42, films (2.68), journals (2.52), magazines (3.33), newspaper (3.32), statistics (3.16), internet (2.72 and special information with 3.16. This is an indication that there are many types of library information resources for marketing.

Result in table 2 shows respondents mean ratings on the impact of library information resource. They agree that it facilitates informal self-education of all people in the community (2.68), enriches and further develops the

Table 1: Respondents mean ratings on the types of library information resources

S/N	Item	SD	D	A	SA	N	Mean	Std. Dev.	Remarks
1	Books and ebooks	7	15	56	105	183	3.42	.79	Agree
2	Films	26	49	66	42	183	2.68	.98	Agree
3	Journals	40	32	87	24	183	2.52	.98	Agree
4	Magazines	10	22	48	103	183	3.33	.89	Agree
5	Newspaper	13	31	41	98	183	3.22	.97	Agree
6	Statistics	20	27	39	97	183	3.16	1.04	Agree
7	Internet sites	36	39	48	60	183	2.72	1.12	Agree
8	Special information	24	30	22	107	183	3.16	1.12	Agree

Source: Field survey 2015

Table 2: Respondents mean ratings on the impact of library information resource

S/N	Item	SD	D	A	SA	N	Mean	Std. Dev.	Remarks
1	It facilitates informal self-education of all people in the community;	26	49	66	42	183	2.68	.98	Agree
2	Enriches and further develops the subject on which individuals are undertaking formal education;	24	32	40	87	183	2.52	.97	Agree
3	Meets the informational needs of all;	41	31	49	62	183	2.72	1.15	Agree
4	Creates and further develops civic sense and habits of the citizens;	7	23	31	30	91	2.92	.94	Agree
5	Supports educational, civic, and cultural activities of groups and organizations;	3	8	31	49	91	3.38	.78	Agree
6	Encourage wholesome recreation and constructive use of leisure time.	4	9	20	58	91	3.45	.84	Agree
7	Provides children, young people, men and women opportunity to educate themselves continuously	9	6	25	51	91	3.29	.97	Agree

Source: Field survey 2015

subject on which individuals are undertaking formal education (2.52), meets the informational needs of all (2.72), creates and further develops civic sense and habits of the citizens (2.92), supports educational, civic, and cultural activities of groups and organizations (3.38), encourage wholesome recreation and constructive use of leisure time (3.45) and provides children, young people, men and women opportunity to educate themselves continuously (3.29). This means that there is impact of

marketing of library information resource has impact on higher institutions.

Result in table 3 shows respondents mean ratings on the problems of library information resources. All items received mean rating above 2.50. The relatively low level of knowledge and lack of agreement on user requirements, wants, and needs had 3.41, the subsidized

Table 3: Respondents mean ratings on the problems of library information resources

S/N	Item	SD	D	A	SA	N	Mean	Std. Dev.	Remarks
1	The relatively low level of knowledge and lack of agreement on user requirements, wants, and needs	7	15	56	105	183	3.41	.79	Agree
2	The subsidized non-market environment in which most scientific and technical information products and services are used	26	49	66	42	183	2.67	.98	Agree
3	The virtual impossibility of estimating the value contributed by information products and services to the efficiency and conduct of research and development and the advancement of scholarly pursuits	24	32	40	87	183	2.51	.97	Agree
4	The general economic unsophistication of those mostly schooled in the humanities and the non-market oriented library school environment	41	31	49	62	183	2.72	1.15	Agree
5	The reluctance of librarians and other information professionals to engage in marketing	20	28	45	90	183	3.12	1.03	Agree

Source: Field survey 2015

non-market environment in which most scientific and technical information products and services are used (2.67) while the virtual impossibility of estimating the value contributed by information products and services to the efficiency and conduct of research and development and the advancement of scholarly pursuits (2.51) and the general economic unsophistication of those mostly schooled in the humanities and the non-market oriented library school environment and the reluctance of librarians and other information professionals to engage in marketing (3.12). This indicates that there are problems associated with marketing of library information resources in Nigeria.

In table 4, the result revealed that analysis which is the steps which sets marketing apart from public relations (2.61), planning that involves the setting of challenging but attainable objectives for the marketing effort (2.39)

while implementation where some adjustments are required (2.90) and evaluation which the is "final and usually the most important of the marketing plan (2.80) were strategies for marketing library information resources.

Result in table 5 shows X^2 -calculated value of 78.30 which is greater than the X^2 - tabulated value of 53.53 ($p=78.30>53.53$) with a degree of freedom Of 9. This indicates that library information resources has impact on higher institutions in Nigeria. The null hypothesis which says there is no significant impact of marketing of library information resources on higher institutions in Benue state is rejected and the null hypothesis which says here is significant impact of marketing of library information resources on higher institutions in Benue state is upheld.

Table 4: Respondents mean ratings on the strategies for marketing library information resources

S/N	Item	SD	D	A	SA	N	Mean	Std. Dev.	Remarks
1	Analysis which is the steps which sets marketing apart from public relations	32	40	78	33	183	2.61	.976	Agree
2	Planning that involves the setting of challenging but attainable objectives for the marketing effort	58	32	57	36	183	2.59	1.12	Agree
3	Implementation where some adjustments are required	25	39	48	71	183	2.90	1.06	Agree
4	Evaluation which the is "final and usually the most important of the marketing plan	30	42	45	66	183	2.80	1.10	Agree

Source: Field survey 2015

Table 5: Chi-square result on the impact of library information resources

Variable	X ² -cal	X ² -tab	df	Remarks
Library information resources	78.30	53.53	9	Significant
Higher institution				

Source: Field survey 2015

DISCUSSION OF FINDINGS

Research question one seeks answer on the types of library information resources. Findings in table 1 revealed various types of library information resources. The findings are similar to a study conducted by Mizzi (2011). He said information can come from virtually anywhere media, blogs, personal experiences, books, journal and magazine articles, expert opinions, encyclopedias, and web pages and the type of information you need will change depending on the question you are trying to answer. Look at the following sources of information.

Table 2 answered research question 2. Findings revealed the impact of library information resource. This finding is in conformity with a study carried out by Mizzi (2011) on the role of library in promoting reading and literacy. According to his findings, education' and 'library' are two inseparable indivisible concepts, both being fundamentally and syn-chronically related to and co-existent with each other. One cannot be separated from the other, and the existence of one is impossibility without the other. None of them is an end in itself; rather both of them together are a means to an ultimate end. One dies as soon as the other perishes. One survives as long as the other exists. *This* inter-relation, *this* co-existence, *this*

dependence of one upon the other have been coming down from the birth of human civilization to the posterity through a process of evolution in accord with varied needs, changes, and circumstances of various stages of human life.

Education is an 'aggregate of all the processes by means of which a person develops abilities, altitudes, and other forms of behaviour positive value in the society in which he lives. It is a 'social process by which people are subjected to the influence of a selected and controlled environment (especially that of the school) so that they may attain social competence and optimum individual development. Education is thus the result of acquired knowledge and the cumulation of observations and experiences, while a library is both the fountain and source, and the protector and storehouse of that knowledge and experience. Education cannot exist alone in the absence of library, and library has no meaning if it cannot impart education. Education is an eye-opener to a human being ;it gives him perfect, adequate knowledge, creates civic and rational sense, withdraws him from the subjection of low habits, selfish passions, and ignoble pursuits, and thus educes him from abysmal darkness to limpid and perspicuous enlightenment, while library is an instrument of self-education, a means of knowledge and

factual information, a centre of intellectual recreation, and a beacon of enlightenment that provide accumulated preserved knowledge of civilization which consequently enrich ones mental vision, and dignify his habit, behaviour, character, taste, attitude, conduct, and outlook on life. Library makes available all the records of knowledge of the past and present, whereas a man acquires that conserved knowledge to choose as between good and bad, the right or wrong, which distinguish him from the other animals who have no rational power or thinking .

Education has been defined as a complex of social processes of acquiring knowledge and experience, formally or otherwise. Education involves the total apparatus used for the development of the individual.

The library enables the individual to obtain spiritual, inspirational, and recreational activity through reading, and therefore the opportunity of interacting with the society's wealth and accumulated knowledge. The library can be seen as an extension of education. Library services are needed to keep the skills that have been acquired through literacy classes alive by the provision of good literature.

Education and Library are two inseparable indivisible concepts, both being fundamentally and synchronically related to and co-existent with each other. One cannot be separated from the other. None of them is an end in itself; rather both of them together are a means to an ultimate end. One dies as soon as the other perishes. One survives as long as the other exists. This interrelation, co-existence, this dependence of one upon the other have been coming down from the birth of human civilization to the posterity through a process of evolution in accord with varied needs, changes, and circumstances of various stages of human life.

Education cannot exist alone in the absence of library and library has no meaning if it cannot impart education. A Good well equipped library is a sine qua non for the intellectual, moral, and spiritual advancement and elevation of the people of a community. It is an indispensable element of the absolute well being of the citizens and that of the nation at large. People acquire education through certain institutions, schools, agencies, welfare bodies, museums and organizations, and the library is the most outstanding of such institutions. A school, a club, and enterprise of a society can never alone impart education; each of them is dependent upon a library a centre of wholesome education, and the quencher of thirst for concrete, fathomless, ultimate knowledge.

The findings is also in agreement with the study carried out by Ukwoma (2014) on the Strategies for marketing library services by library and information science (LIS)

professionals in Nigeria. The findings of the study reveal that marketing of LIS is undertaken in most libraries. The major reasons for marketing include: to showcase the resources available in the library, for librarians to maintain their relevance, to promote the image of the library, to help in the survival of the library, to create awareness among the university community and, to ensure the visibility of the library.

Research question three was answered in Table 3. The findings revealed that there are many problems militating against marketing of library information resources. The finding is similar to a study conducted by Igbokwe, Ezeji, & Obidike (2010) on the Problems Militating against Marketing of Library Services in Selected Nigerian Libraries in Nnamdi Azikiwe Library University of Nigeria, Nsukka. The findings of the study revealed the following problems associated with marketing of library information resources: inadequate fund, inadequate infrastructure for the marketing of library services, the available staff lack professional training in marketing, the library is under staffed, media access is highly limited, no fund allocation, there is dearth of library materials to market, library management do not have marketing policy.

Table 4 answered research question 4 and the findings revealed that many strategies can be employed in marketing library information resources. The findings confirms with a study carried out by Claudia, (2003) on marketing strategies for academic libraries. Claudia gives an approach that every planning structure should begin with the creation of a planning team that is composed of internal and external members of the environment.

Internal members are employees of the library from all levels. External members are users of the library, i.e. students, professors, maybe also scientists working at the university. It is useful to let the external members participate in analysing the current situation. But it is also clear that only a few external members can participate and that their impressions cannot be representative for the whole library. It is therefore not a substitution for a questionnaire on the campus where all customers are invited to participate.

Thus, two perspectives have to be evaluated: the external environment on the one hand, and the internal environment on the other hand. The external environment represents the customers' view on the library and its services and not to forget the universities' view (and maybe additional supporters) with their function as stakeholders.

The internal environment shows the situation of the "library's view", that means its own view of its business including internal questions of financing, the role in between the whole organization, and the cooperation with other academic libraries.

A very good help for analysing an organizations' current situation is the so-called strengths, weaknesses, opportunities and threats (SWOT) analysis. The SWOT analysis is a method for finding out the position of an organization and "allows the identification of needs, potential problems and issues and plays an important part in strategic planning. SWOT is the abbreviation for strengths, weaknesses, opportunities and threats. Strengths and weaknesses are factors that refer to the internal environment of an organization, while opportunities and threats refer to the external environment of an organization.

The findings also confirms with a study conducted by *Ukwoma (2014) on the strategies for marketing library services by library and information science (LIS) professionals in Nigeria*. According to him, the major strategies for effective marketing of LIS are: good communication skills, face to face interaction with the user community, networking among professional colleagues, using bulletin boards, seminars and workshops, newsletters, publicity through advertisements and announcements, and through website.

Result in table 5 shows Chi-square result on the impact of library information resources on higher institutions in Nigeria. The findings revealed a X^2 -calculated value of 78.30 and the X^2 - tabulated value of 53.53 ($p=78.30>53.53$) meaning that library information resources has impact on higher institutions. This finding confirms with a study conducted by Cox and Jantti (2012) on discovering the impact of library use and student performance *University of Wollongong*. They said by providing access to information resources, academic libraries play a significant role in the student experience. To date, efforts to assess the impact of accessing library-owned or subscribed content have largely focused on satisfaction surveys, feedback, and "return on investment" projects such as contingent valuation. Although surveys and feedback systems provide data and information on a range of service elements, they are limited in their capacity to provide information and insight into the perceived value gained by engaging with the library that is, on a client's return on effort for using library services and resources. They are also unable to identify non-users effectively. Faculty awareness and knowledge of student use of library information resources is equally limited.

CONCLUSION

The modern library is now generally called an information market and the library user is a consumer of information. Information is a vital resource for research and

development of any nation. Marketing is essential in making the proper planning, designing and use of such services and products for the better and optimal use of information.

RECOMMENDATIONS

Based on the findings, the study recommends that:

1. The library should give priority to provide excellent customer service enhancing its image as information provider in the information era.
2. The library and information services should be user (customer) oriented in order to satisfy their information needs effectively.
3. Marketing of library and information services should also include customer (users) priorities, expectations, individuality, responsiveness, relationship, quality of services, professional skills and competencies, value-added services
4. The ultimate aim of marketing library information resources should be to provide the right information to the right user at the right time.
5. All types of library information should be made available for marketing in higher institutions.
6. The problems of marketing library information resources should be properly addressed by the government to enhance the growth and development of higher institutions.

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Full Length Research

Strategies for Marketing Information Resources and Services in Federal University Libraries in the North-west zone of Nigeria

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This study examines the Strategies for marketing Information Resources and Services in Federal University Libraries in North-West zone of Nigeria. The objective of the paper is to identify the strategies employed for marketing of information resources and services, and also to identify the major challenges associated with marketing of information resources and services as well as the solutions to overcome the challenges. The qualitative research methodology was employed for the study. The participants chosen for the study were the Heads of Readers services via the use of purposive sampling technique in the (5) five Federal University Libraries studied. Interview method was also used as the data collection instrument and thematic analysis was used to analyze the data collected. The finding show the strategies employed for marketing of information resources and services which include Advertisement, displays, exhibitions, alert, use of billboards, orientation programmes, conferences, and library week for delivery of information services. The major challenges in marketing of Information Resources and Services identified include inadequate fund, lack of incentives, lack of technical know-how and lack of marketing skills, lack of feedback from the users in terms of services provided to them, lack of proper training, and lack of constant power supply.

Key words: marketing strategies, information resources and services.

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INTRODUCTION

Today, Librarians are compelled to use new skills and strategies in order to change, survive and continue to compete in the world of virtual information. Radical change is necessary to restructure traditional libraries into knowledge centers which will be recognized for supporting competitive advantage and strategic decision-making. Librarians must actively reposition themselves

and their resources to become their organizations information infrastructure. Marketing strategy has become very essential and important in the field of library and information sciences. However, Information Resources and Services that are not marketed effectively may not be heavily patronized (Gupta and Savard, 2010). Librarians must devise marketing strategic plans

which should take into account all the factors influencing their survival. At the center of other strategic plan is the issue of the services offered to the users. This is where the concept of marketing features in the library management strategy (Madhusudhan, 2008). However, if the purpose of the library is defined by the needs of its users, and the success of that service is determined by the perception and preferences of those users, then the user community needs to be built into a marketing strategy program. It is this focus on users that lies behind the marketing strategy approach to services (Kotler, 2010). There are many reasons why marketing strategies should be applied for the smooth running of the library. Libraries and Librarians are compelled to effectively market their information resources and services because of a number of reasons. According to Adeyoyin, (2005), libraries must learn to market their information resources and services because of the following reasons:

- Libraries are no longer the only information service industries. The mega-bookstores, online book dealers, information consultants, the Internet service providers, free web access providers and individual customers will not hesitate to market to potential library customers or users.
- Libraries have to compete with other organizations or department for funds. Marketing library services and resources benefits as libraries are able to get supports from patrons and others. For instance, academic libraries have to compete with faculties and other university units and projects for funds.
- Academic libraries have to market because of the need to maintain relevance and remain connected to the communities they serve and have some bearing on the present day's event and real-world issues.
- Librarians in academic libraries have to market their services and resources in order to improve the image of their libraries and themselves. For instance, libraries have to be unique in the kind of access and services they provide.
- Librarians in academic library also have to change the perception of users and others toward them as being information experts.
- Academic librarians are, and should be regarded as essential and valuable community resources. In essence, there is the need for the librarians to make people to be aware of the services and resources they provide and their comparative value. Librarians should see themselves as resources people go to for information and should be well prepared and equipped themselves as experts in the field.
- Academic libraries depend on the supports of people they serve for their survival. A library should therefore communicate and work with its users and

funding authorities to provide information about what the library is doing and to enable the library to learn about the community its serve.

- Librarians are not visible Shamel (2002) believes that people who are in positions to employ librarians are not aware of the values of libraries and librarians. There is thus the need for librarians to be more proactive in marketing their services to potential users and people in positions of power.

- Library users expect recognition, attention and appreciation for their individual information needs. As users always have ever-changing needs and wants, there is the need for librarians to market as dynamic as retail markets and thus create an environment in libraries that foster user's consciousness and satisfaction among them.

It is against this background that this study was designed in order to examine the marketing strategies employed by the Federal University libraries in North-West zone of Nigeria.

LITERATURE REVIEW

The concept of Marketing in libraries has received considerable attention from many writers and scholars. Jestin and Parameswari, (2002) opined that marketing involves activities such as identifying the needs, designing suitable services or resources and the use of effective pricing, communication and distribution to inform, motivate and serve the users. In the words of Singh (2009), marketing in the Library places the users at the Centre of the activities. However, Stanton (2006) stated that "marketing is a total system of activities which involves the librarians to plan, promote their resources and services, and present to potential users." Adeyoyin (2005) affirms that marketing concept rotates on three pillars namely; user-centered, profit-centered and anticipating of changes through time. On the other hand, Madhusudhan (2008) submits that the underlying aim of marketing is to identify the client base, determine and fill its needs, wants and demands by designing and delivering appropriate resources and services. Dragon (2008) defined the concept of marketing stating that "Marketing is a systematic approach to planning and achieving desired exchange relations with other groups. Marketing is concerned with developing, maintaining, and/or regulating exchange relations involving resources, services, organizations, persons, places or causes.

Similarly, Dragon (2009) defined the concept of marketing, stating that marketing is a systematic approach to planning and achieving desired exchange relations with other groups. Marketing is concerned with developing, maintaining, and/or regulating exchange

relations involving products, services, organizations, persons, places or causes. Nevertheless, Zachert and Williams (2004), considered that marketing is a plan that focuses on products, place or mode of delivery, adjustment of cost/price to the market, and promotion to specifically targeted segments of the academic librarian's market. Marketing is the process of determining consumer demand for a product or service, motivating its sale and distributing it into ultimate consumption at a profit (Budd, 2008). Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational goals (American Marketing Association, 2004). Olson, (2007) posit that marketing includes determining market niches, defining products and services, setting prices, promoting services, and building good public relations.

From all the above assertions, it can be deduced that in the academic library setting, marketing library and information services entails understanding the objectives of the library, researching the needs of the target market, packaging the library and its services to meet these needs, then promotion of the library and its services to attract the users. It is suffice to say that marketing in the academic library setting, is more than presenting books in a nice arrangement, printing flyers, hosting an event but it is rather satisfying the ever changing users' needs.

It is important to note that librarians have different understandings of marketing which is obviously responsible for the variation in approach or strategy adopted by libraries for information services. According to Kotler (2010), Marketing is the business function that identifies current unfilled needs and wants, defines and measures their magnitude, determines which target markets the organization can best serve, and decides on appropriate products, services, and programs to serve these markets. In a more recent literature, Singh (2008) defines marketing in relation to library and information services as the process of planning, pricing, promoting, and distributing goods and services to create exchanges that satisfy the library and the customer. Baker (2005), asserted that Marketing has been one of the world's oldest professions and the enigma of marketing is one of man's oldest activities and yet it is regarded as the most recent of the business discipline. Going with the above assertion, it can be deduced that marketing of information resource and services covers all those activities involved in satisfying the quest of the users by proving them with satisfactory services and making a profit for the library that makes use of available resources to the maximum.

Madhusudhan (2008), believes that Marketing aims to identify the client base, to determine and fill its needs, wants, and demands by designing and delivering appropriate products and services. Shontz, (2004)

defines marketing as the process of planning, performance, pricing, promotion and publishing ideas, resources and services for user satisfaction and achieving the objectives of the organizations. Berry (2005) believes that marketing in the library sector involves the performance of planning, organizing, dissemination and controlling information services on a proactive and user-oriented way that ensures user satisfaction while achieving the objectives of the parent organization.

On the other hand, a number of scholars have identified different strategies for the marketing of information resources and services. Davidson (2001) stressed the importance of marketing library and information services through displays and exhibitions. This he said can boost current awareness in the library because it allows library customers to know the existence of materials in the library. Samuel (2004) agree with Davidson (2005) when he argued that libraries as matter of responsibility should publish newsletters and bulletins which will draw the attention of library customers to the benefits of library displays and exhibitions. Macdonald (2007) submitted that current awareness services if fully integrated with library, displays and exhibitions will draw library customers to patronage library services. Peterson (2004) disagrees with Brown (2002) who submitted that there is no justification to suggest that the public confidence is won as a result of displays and exhibitions. He suggested that librarians need to work on the area of current awareness services so that good patronage of library services would justify their efforts in displays and exhibitions of library resources. Singh (2009) submitted that library displays and exhibitions cannot be said to have taken place without involving the press who are to give first-hand information about the advantages of marketing library services. Mark (2007), disagrees with the opinions and express that librarians should be careful and not politicize the displays and exhibitions, the objective of satisfying the library customers on their wants and needs should be of topmost priority. Daniels (2007), agrees with the fact that, library customers are not only aware of authors and writer's contribution to knowledge but be sure their needs has been met. Adams (2008) suggests that in this direction current library resources must be displayed and exhibited whenever the opportunity opens. Amos (2000), is of the view that some libraries conduct displays and exhibitions annually, he did not buy the idea, but suggested that displays and exhibitions should be on a continuous base as long as library user needs are satisfied. Adams (2008) disagreed with Amos (2002), when he said that libraries should maintain the idea of annual displays. A continuous displays and exhibitions would become monotonous and library customers would not take it seriously.

However, Amechi (2001) discusses the role of advertisement in Nigeria economic growth. He defined advertisement as any paid form of non-personal presentation and promotion of ideas, goods and services by an identified sponsor. Purpose of advertising in the library context is to develop the awareness of users, increase the use of services, and intensify the image of the library. Another way of advertising library and information services is by placing a billboard in strategic places within the library where the information resources and services are located. This will attract the passerby and those who are interested in its services. Kumar (2006) observed that patronage is a function of good advertisement. He opined that libraries have been able to employ the weapon of advertisement to attract patronage such as indexing, abstracting services and research advisory services. Fisher (2005) observed that before advertisement of the marketing library services are considered it must be investigated whether advertisement is relevant to the needs and wants of users whose taste of the library customers cannot underestimate.

Publicity has also been identified as important strategy for marketing of information resources and services. Nwokoye (2001) has defined publicity as any information about individual, product, service or an organization that is distributed to the public through the media. It is neither paid for nor controlled by sponsor. Publicity is often used to launch new product, brand or service and also to rekindle interest in matured product or services. Basically publicity consist of communicating the library services features in terms of benefits and advantages to readers and persuading potential readers to right kind of resources. Alder (2000) opined that one other method of outreach employed by some is to start friends of the library movements.

METHODOLOGY

Using a qualitative methodology, the researcher interviewed (5) Head of Reader Services of Federal University libraries in North-west zone of Nigeria. The interview transcripts were coded and analyzed using thematic analysis. The structured interview was used to collect the data and a purposive sampling technique was also employed with the use of Narrative research design. The aim of the study was to examine marketing strategies of Information Resources and Services of Federal University libraries in the North-West zone of Nigeria. The specific objectives of the study are:

1. To find out the strategies employed by the libraries understudy in marketing their information resources and service

2. To find out the challenges in marketing of library and information services in the libraries under study.

The study is guided in answering the following questions:

1. What are the strategies employed by the libraries in marketing their information resources and services?
2. What are the challenges associated with marketing of library and information services in the libraries under study?

FINDINGS OF THE STUDY

1. The findings of the study also unveiled a number of strategies employed by the five (5) respondents which were used to market the library resources and services. The marketing strategies include flyers, advertisement, handbills, display and exhibitions, pricing, studentsguides,libraryweek,seminars,workshops,newspaper,magazines, Alerts, SMS, orientation programme etc. The findings also discovered that the libraries are informed by the quality of the services and resources through these strategies. The findings also shows that flyers, handbills, and seminars are the most frequently used strategies by respondents This is similar to Obi (2006) when he asserted that library displays and exhibitions are the greatest strategies libraries could adopt to enhance marketing of resources and information services. She noted if displays and exhibitions are properly planned and carefully organized, it would definitely boost library patronage. She suggested that large portrait and photograph of good work be displayed side by side with books so as to capture attention. This is supported by Carrington (2005) who recommended advertisement of library services through news, bulletin, notice board and newspapers. This is in line with Davidson (2001) who stressed the importance of marketing library and information services through displays and exhibitions. This he said can boost current awareness in the library because it allows library users to know the existence of materials in the library. Samuel (2004) agrees with Davidson (2005) when he argued that libraries as a matter of responsibility should publish newsletters and bulletins which will draw the attention of library customers to the benefits of library displays and exhibitions.

The researcher is of the opinion that for the users' confidence to be fully won, librarians should be able to carry along the users by organizing library orientation, talks and seminar on the importance of displays and exhibitions, the academic libraries studied must find a

way to cultivate better relationship with the entire users on marketing library services through displays, exhibitions etc.

2. The major challenges identified from the findings of the study, as indicated by the five (5) Participants include inadequate funding from the parent institution to provide quality resources and services, inadequate resources, lack of facilities, poor patronage by the users and poor power supply.

3. The findings of the study also indicated the solutions proffered by the five(5) respondents which include proper support from the parent institutions in terms of providing enough fund that will enable the library function effectively as well as to acquire resources and services that are relevant. Adequate fund to organize more seminars, conferences, talk shows, orientation programmes, provide adequate services that will draw the maximum attentions of the users and also serve as a persuasive measure to capture the attention of the users at large, provide ICT facilities, organize training of staff on how to be proactive in providing effective and efficient services to these users through marketing, provision of electricity twenty-four hours(24/7) should be mounted. Marketing is a comprehensive term that describes all the processes and interactions that result in satisfaction for users and revenue for the information Centre or library. By implication, the librarians should put these measures in practice as to solve the identified challenges.

CONCLUSION

The study on marketing of information resources and services in federal university libraries in North-west zone of Nigeria resulted in the following conclusions:

Going with the result of the findings from the participants interviewed for the study, it was found that the information resources and services provided by the federal university libraries in North-west zone of Nigeria were not effectively and efficiently patronized. This may be as a result of ineffective marketing activities within the libraries in North-west zone of Nigeria to enlighten and sensitize the library users through a balanced resources and services, this can only be done by creating awareness and organizing seminars that will boost the image of the libraries as well as improve the services. Therefore, based on the findings, it can be concluded that library has the mandate to create awareness and improve the quality of the services and this can be activated by marketing. Therefore the library has to do all things possible to ensure adequate service delivery with well-balanced resources and services. The role of marketing of information resources and services influences the

library services through adequate provision of information resources and services. However, with this development, it can be inferred that effective marketing activities within the library setting will encourage effective library service delivery by a well-balanced resources.

RECOMMENDATIONS

1. The libraries in the North-west zone of Nigeria should endeavour to provide current resources and services that would satisfy the information quest of the library and that will encourage patronage. The library being a store house of knowledge needs not only books as it resources, but should also provide current resources and services like the modern ICT facilities, for example computers should be made available with 24/7 internet connectivity as well as more services such as interlibrary loans, audio-visual materials, this will bring about sharing of resources and services among these libraries under study, so as to solve the problem of acquisition, as this would equally foster cooperation and unity among them and also the need to provide a standard criterion that will aid in the selection of appropriate, up-to-date resources.

2. There is also a need for the libraries in the North-west zone to develop more strategies like internet marketing through the use of web 2.0 for marketing the resources and services.

3. There is also a need for the libraries in the North-west zone of Nigeria to create mandatory seminar for the librarians to be conversant with the marketing activities. This will increase their perceptions positively. The training and retraining of the staffs in terms of marketing of library resources and services, maximum support by the management in marketing of these resources and services, standard policy in marketing of these resources and services should be introduced, comparative analysis on the provision of resources and services for the users in Nigeria.

4. The libraries in the North-West zone of Nigeria should strive to ensure that a qualified, competent, committed, determined and proactive staffs are trained and serve as the librarians who can render effective and quality service to the library. This will in the long run encourage high patronage of the library. There is also a need for the libraries in North-west zone to develop a standard policy statement on marketing strategies so that it will serve as a guide.

5. The libraries in the North-west zone of Nigeria should encourage patronage by organizing educative and informative programmes which will make the library users more aware of the various and newly resources and services provided by the libraries and these programmes should include library week, student orientation,

conferences, display and exhibition, seminars, workshops, quiz competition amongst the library users etc.

There is also a need to send out some staffs for training and retraining on how to market the resources and services, this should be on a continuous basis for the staff to be able to provide and satisfy the users with effective and quality services. Importantly, user education programmes should be introduced where librarians can teach the users on how to make a good use of the library, its resources and services and also the need for the provision of inter-library loan services as well as audio – visual services should be made available. Also, the provision of marketing strategies in library should be in-cooperated in the curriculum this will make the librarians to be well schooled in marketing.

CONTRIBUTION TO THE STUDY

Information resources and services are the bedrock of the library, and librarians are seriously applying new skills and strategies to improve their information resources and services in their libraries and also to increase the quality of their services. Therefore, the libraries involved are encouraged to adopt marketing strategies in order to improve the services of the library.

Furthermore, with these marketing strategies, it is imperative to note that information resources and services that are properly marketed will enhance the quality of the services and also improve the library image. This study will be significant to librarians, users, library managers and researchers. Practically the result of this study would encourage and help the library management to improve and understand the impact of marketing of information resource and services towards the provision of effective services to the library users in order to meet their information, education and research needs. It would also add to the body of knowledge on marketing in libraries in general and north western in particular. It is hoped that this study will help librarians in the planning of effective marketing of their information resources and services, and also understand the problem associated in marketing of information resources and services. The study will equip the librarians with skills in carrying out effective and efficient marketing activities with relevant resources thereby promoting the image of the library. The study will also be significant to the users of the library because through proper marketing, many users will become more aware of the types of services and resources the library has in stock thereby attracting more patronage. Also, it will be significant to library managers because marketing is a managerial activity which will enable the library managers to manage and

market the resources effectively and also promote their services. It will also assist and serve as a guide to other researchers who may be interested in conducting research on marketing of information resources and services in other federal university libraries in other geo-political zones of Nigeria. The study will be a great contribution to the libraries in the Federal University in the North-West, as it will stimulate the provision of effective and adequate library services through its recommendations which will in the long run play a major role in the education and information as well as research development of the librarians in North-west zone.

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