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## Investigating Public Universities Facebook Pages: Extent of Users Engagement

<sup>1</sup> Ms Ester Ernest and Mr. Bernad Ronald <sup>2</sup>

<sup>1</sup>Sokoine National Agricultural Library, Sokoine University of Agriculture-Tanzania

<sup>2</sup>Sokoine National Agricultural Library, Sokoine University of Agriculture-Tanzania

<sup>1</sup>Corresponding Author's E-mail: [esternst@gmail.com](mailto:esternst@gmail.com). Mobile: +255712309086

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The development in information technologies have made higher learning institutions to change the way they communicate with their audiences. For instance social media such as face book, tweeter and you tube have been used to communicate with current and prospective students. This study was conducted to investigate the engagement of the facebook pages of public universities in Tanzania. Specifically, the study determined the popularity of the pages, extent to which users put comments upon the posts as well as virality of the messages/posts on the walls. The analysis of the metrics such as popularity, commitment and virality was done to study three Tanzanian public university facebook pages. It was revealed that, the most popular page was SUZA 97.3% followed by UDOM 90.7%, then OUT 71.1%. The study further found that, UDOM facebook page had many comments 81%, followed by SUZA 69.3% then OUT which was below average. The extent to which information were shared in all institutions were below average. This was 41.2%, 1.2% and 4.8% for UDOM, OUT and SUZA respectively.

**Keywords:** social media, public universities, higher learning institutions, engagement, facebook page, commitment, online marketing, branding, virality

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### INTRODUCTION

Internet enables people to gain access to information, create content and disseminate information across more efficiently (Stephens, 2007). Social networkings are the tools which enable internet users to find long-lost friends, classmates, and link these users together and share their profiles. They are used by many people because they are free and easy to use. Recently these social networking sites have gained popularity to individuals, companies, organizations and even politicians who wanted to reach out to their target populations (Read, 2006).

While the use of social media has been noted from

millions of users, most of them are students with a great number of purposes in mind (Selwyn, 2007). They support educational activities through interaction, collaboration, active participation, information and resource sharing (Ajjan and Hartshorne, 2008); Mason, 2006; Selwyn, 2007)

### Problem Statement and Justification

A well-planned social media can help a university to



increase its visibility in the market, increase audience engagement and build a relationship full of trust. It offers universities with a great opportunity to listen publics, and show that they are listening (Voss and Kumar, 2013).

With that view many universities have been using facebook in various ways like engaging with newly admitted and current students, aluminae, staff and other stakeholders. Other uses include orientation of newly admitted students, creating awareness on events and campus activities as well as university marketing. (Mack et al., 2007)

However, studies conducted by (Gerolimos, 2011; Voss and Kumar, 2013) indicated under utilization of the benefits of the sites. Therefore the aim of this study was to investigate the extent of user's engagement to public universities facebook pages in Tanzania. This study will be a basis for influencing universities and other organisations to develop mechanisms which will enable effective utilization of the facebook pages for various activities related to training, research, outreach and consultancies services.

## REVIEWED LITERATURE

### Facebook Usage in Organizations

Among the social media tools facebook is the most popular because of its multimedia, flexible, social, and entertaining functionality and capability. It provide users with a personalized profile, allowing information sharing, creation of a friends list, photo albums, the formation to social interest groups, and different kinds of online resources (Mazman and Usluel, 2010) Facebook has been noted to be used by students in various ways including interacting with peers and receiving feedback than they do with their teachers in the traditional classroom (Ophus and Abbitt, 2009; Madge et al., n.d.). Hussan et al., 2012 identified other uses of facebook among students which include developing academic relationships with their contemporaries, sharing their learning experiences with their colleagues and international community.

Currently social media/ web 2.0 technologies are also employed by organizations in the day to day activities. According to a survey by global consulting firm McKinsey, 65% of companies reported the use of Web 2.0 technologies in their organizations (Bughin and Chui, 2010).

Higher education institutions are not left behind where various social media have been employed. Facebook is widely used as a marketing tool particularly to reach and attract future students (Constantinides et al., 2011) engage newly admitted and current students. They pointed out that unlike in the past where new students who arrived on campus knowing virtually no one, today's

freshmen are connecting with fellow students online through Facebook groups and pages prior to getting in to the campus. The State University of New York (SUNY) for example, created orientation page through Facebook that provides general information and connects newly admitted students in a common virtual space. The page also offers various information including photos of orientation staff and students, relevant videos, and makes use of the "event" function of Facebook, which allows users to see other students who are attending the same orientation session (SUNY Purchase Orientation, 2010). Other information includes links to events from the orientation staff along with questions and comments posted by new students themselves.

The study conducted by Vincent *et al.*, 2012 explored the important role played by media in branding for institutions of higher learning revealed that branding through facebook was more important when compared to the use of other traditional mass media.

### Extent of Engagement in Facebook Pages

Organizations can communicate with information consumers in its utmost potential. Some organizations not only listen to its customers but also encourage their customers to talk; therefore work towards engagement. The more an organization gets its audience to engage or increase its engagement rate, the more it learns from them. It also increases visibility such that when someone engages with a post, it is also seen by friends .In addition engaging with audience helps to build relationships. Engagement rate has been defined as the percentage of people who saw a post that liked, shared, clicked or commented on it (Facebook, 2014). As organisations grow and become complex it becomes difficult to know its customer well. One thing which can be of importance is to find how the organisation can best engage with its information users effectively. It involves not only listening to user needs and wants but also responding to them. This is one of the most important values social media can offer, as it encourages the "social" aspect of social media which differentiates it from normal web pages. Anderson, (2011); Barnes and Lescault, (2011) stated that the organisation visibility can be increased through engagement such that the more an organization gets its audience the more the visibility of the organisation. A study conducted by Bonsón and Ratkai, (2013) "titled A set of metrics to assess stakeholder engagement and social legitimacy on a corporate Facebook page" identified three metrics namely popularity, commitment; and virality to measure stakeholders engagement. Popularity is measured by the "likes", commitment refers to the number of "comments" and virality is measured by the "shares" on Facebook. It shows how many times a wall post was shared with someone.

**Table: 1** Measurement of User Engagement

Measure	Formula	Description	Sign
<b>Popularity</b>	Number of posts with likes/total posts	Percentage of the total posts that have been liked	P1
	Total likes/total number of posts	Average number of likes per post	P2
	$(P2/\text{number of fans} \times 1;000)$	Popularity of messages among fans	P3
<b>Commitment</b>	Number of posts with comments/ total posts	Percentage of the total posts that have been commented on	C1
	Total comments/total posts	Average number of comments per post	C2
	$(C2/\text{number of fans} \times 1;000)$	Commitment of fans	C3
<b>Virality</b>	Number of posts with shares/total post	Percentage of the total posts that have been shared	V1
	Total shares/total posts	Average number of shares per post	V2
	$(V2/\text{number of fans} \times 1;000)$	Virality of messages among fans	V3

Source: Bonsón and Ratkai (2013)

The success of the posts depend on the extent to which users are engaging on them. There are various way of determining the success of the posts. According to Graham et.al. 2009 the number of friends or page likes, the frequency of postings on the wall, number of posts and number of questions that have been asked or answered can be used to measure users engagement (Graham et al., 2009). An in-depth analysis of Facebook comments posted by users was conducted by Gerolimos (2011) on 20 American academic libraries' postings and users' postings on their walls stated that a "like" is similar to a comment and is an alternative for the user to express his or her agreement with the original post. Table 1

## METHODOLOGY

This study used the metric analysis of the facebook pages to explore and understand how universities are utilizing and creating value from social media technologies. Metric analysis is the process which aims at measuring facebook users engagement based on three metrics namely popularity, commitment and virality. The study conducted by Bonsón and Ratkai, (2013), pointed out that metrics can provide a better

understanding of the social media such as face book page usage. Table 1. gives the description of the metrics used in this study.

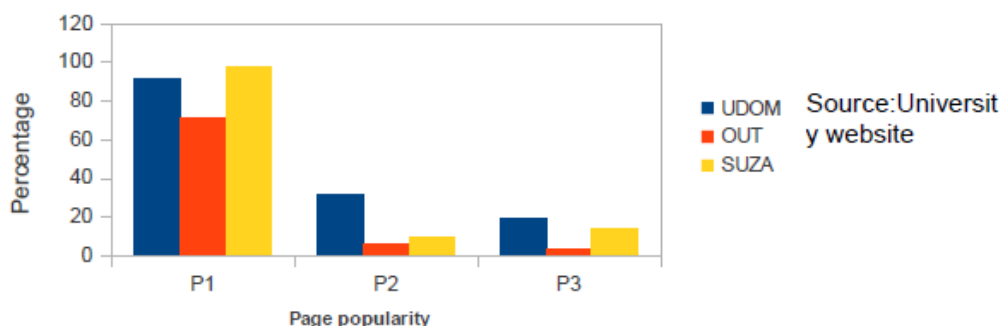
The unit of analysis for the study was the university Facebook pages. This study adopted non probability sampling (purposive sampling). According to Lamb et al (2011) non probability sampling techniques relies on the decision of the researcher such that the researcher selects samples based on some well-known criteria. The researcher started sampling by first looking on the list of public universities through Google search. Then, three public universities were selected based on the presence of the facebook page since June 2012 and the currency of the content in the pages. Pages with the content information up 31 June were selected. These include Open University of Tanzania (OUT), State University of Zanzibar (SUZA), and The University of Dodoma (UDOM) face book pages.

## RESULTS AND DISCUSSION

### The popularity of the face book page

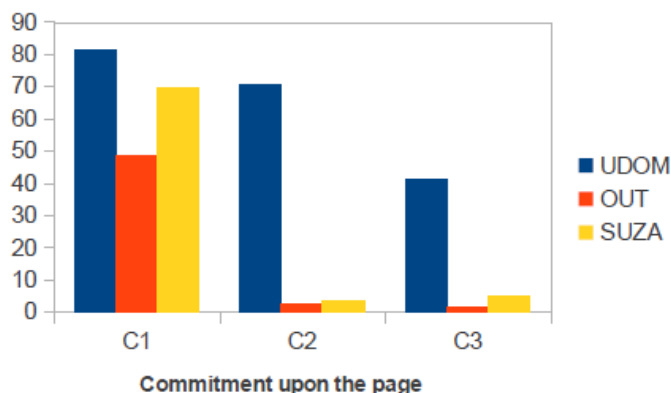
The results indicates that 90.7%, 71.1% and 97.3% were

Figure 1: The popularity of the facebook page



Source: University websites

Figure 2: The commitment upon the facebook pages



Source: University websites

the percentages of the total posts that have been liked in UDOM, OUT and SUZA face book pages respectively.

The average number of likes per post were also found to be 31.5, 6.0 and 8.9 for UDOM, OUT and SUZA respectively as presented in Figure 1.

This tells that people found the page, liked and ideally receive the university's posts on their news feed. The results further revealed that the messages/posts found in the university face book pages received different measure of popularity such that the most popular page was UDOM 81.0, SUZA 13.3 and OUT 3.4. The results on the popularity of the page indicates that although OUT had many posts on their page few people liked the posts (P2), and therefore the popularity of the posts was low (P3) as can be shown in Figure 1.

#### The commitment upon the facebook pages

The results on the extent to which users committed on

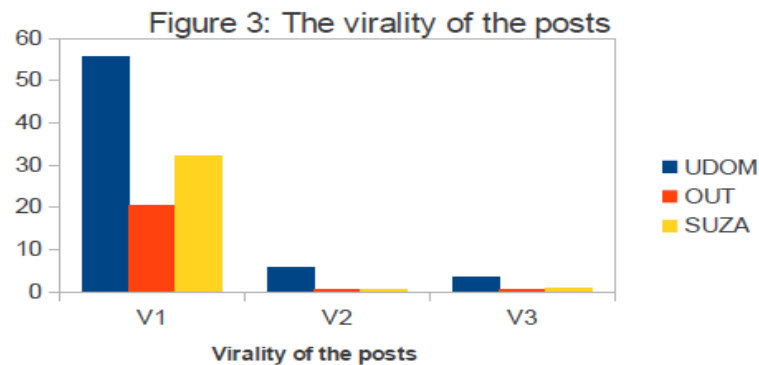
the posts shows that 81%, 48.3% and 69.3% were the percentages of the total post that have been commented by UDOM, OUT and SUZA respectively. The average numbers of comments per post were UDOM 70.3; OUT 2.2; and SUZA 3.2. The commitment of fans to the page shows UDOM 41.2, OUT 1.2 and SUZA 4.8 as shown in Figure 2 (C1, C2 and C3).

These results tell that users were less committed to OUT page, followed by SUZA then UDOM as few comments were made to the posts.

#### The virality of the messages/posts

The researcher was also interested to find out how posts were shared among the users "virality". The results show that the percentages of the posts that have been shared were UDOM 55.5, OUT 20.1 and SUZA 32.0 (Figure 3).





However the average number of shares per post were calculated such that UDOM 5.5, OUT 0.4 and SUZA 0.5 as shown in Figure 3 (V1, V2 and V3). These results indicate that more than 50 percent of posts that were made by the UDOM facebook page were shared among the users.

While sending information out is important for organizations, what is important to social media is interaction and how the audience is engage. Measures of engagement offer some insight into how many people saw and processed a message/post. Voss and Kumar (2013) pointed out that likes are the shallowest indicator of engagement on facebook; comments show a greater degree of engagement because the user wants their voice to be heard; however, shares demonstrate the greatest degree of engagement because they express a desire for others to see it. When people share posts there is a strong likelihood that they may influence people who follow them. On the other hand an in depth analysis of Facebook comments posted by users Gerolimos (2011) treated "like" and "comment" in a page as a measure of user engagement because a person who like or comment upon the posts express his/her interest and agreement.

This study suggests that all of the postings from all university pages received many likes than any other responses. This study agrees with other study by (Voss and Kumar, 2013) which found that the total number of post likes per post is higher than other responses like comments and sharing. This may be due to the reason that clicking like button is much easier than giving comments and share the information with other person. In addition there are other factors like the type of postings, how interesting the post is. The interaction to the post was found to be associated to types of postings. For instance the study conducted by Voss and Kumar, (2013) on the value of social media revealed that the library postings with more comments are those which were more conversational and informal, thus making it easier to interact with other users.

## CONCLUSION

This study concludes that all of the three facebook pages were popular in which SUZA (97.3%) was the most popular followed by UDOM (90.7%), then OUT (71.1%). However the extent in which users engage with the posts is still low as indicated by commitment and virality metrics. This means that the pages investigated were not engaging users effectively.

## RECOMMENDATION

Social media sites offer universities a great opportunity to listen to the wants and needs of their publics, as well as show their publics that they are listening, thus increasing trust. With that view the researcher recommends further study to analyze the type of posts by universities, audience comments as well as types of audience so as to get the basis for engaging audience effectively.

## LIST OF ABBREVIATIONS

SUA Sokoine University of Agriculture  
 UDOM The University of Dodoma  
 SUZA State University of Zanzibar  
 SUNY The State University of New York

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*Full Length Research*

# Public Library Legislation in Pakistan: Legal and Regulatory Infrastructure for Public Libraries in Pakistan

Mohammad Ishfaq Ahmed <sup>1</sup> and Dr. Rafia A. Sheikh <sup>2</sup>

<sup>1</sup> University of Sindh, Jamshoro, Pakistan. Corresponding Author's E-mail: [mrjan2013@gmail.com](mailto:mrjan2013@gmail.com)

<sup>2</sup> University of Sindh, Jamshoro, Pakistan

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This paper examines the various legislations at national and provincial levels in Pakistan and their impact on the development of library system in Pakistan. An attempt has been made to trace the origin of Pakistan public library legislation right from 1947 to 2013. These are the provisions for library services as appearing in the different constitutions of Pakistan, acts, ordinances. Although on paper certain developments have been shown, but in real terms not much has been achieved. The present study highlighted the problems that have impeded the provisions of various public library legislations. To achieve the objective of the study, methodologies used included a literature review and a questionnaire survey. Finally, at the end of this paper findings and recommendations aimed at improving the standards for public libraries in the country have been incorporated.

**Keywords:** Pakistan- Public Library, Library Legislation-Pakistan. Legislation, Policies-Public Library, Public Library- Law

**Cite This Article As:** Ahmed MI, Sheikh RA (2015). Public Library Legislation in Pakistan: Legal and Regulatory Infrastructure for Public Libraries in Pakistan. *Inter. J. Acad. Lib. Info. Sci.* 3(2): 37-49.

## INTRODUCTION

Public libraries legislation is considered as a basic instrument for the development of public libraries in a planned and systematic manner, which assures their continuance and the place in the government structure. Public library legislation takes various forms. In some countries or regions the legislation is specific to public libraries whereas in others it is part of wider legislation which includes different types of libraries. Public library legislation is also varied in its provisions. It can be simple, allowing the establishment of public libraries but leaving standards of service to the level of government directly

responsible for the library, or more complex, with specific details on what services should be provided and what standards to be adopted.

A number of countries have promulgated Public Library Legislation (PLL) according to their requirements. The USA is the first country to introduce a system of free public library in 1848 through public library legislation. Public Library Legislation had been promulgated in United Kingdom in 1850. Subsequently Japan became the first country in Asia to enact library legislation in 1899 and now most of the developed and some developing

countries have well established public library legislation. The first library legislation took place in South Asia in the shape of enactment of the Imperial Library Act in 1902, followed by the establishment of the Imperial Library in 1903 by Lord Curzon.

The neighboring country India has public library legislation at national and state levels. Wani, Zahid Ashraf (2008) explains the current status of the public library system in India. Out of the twenty-eight states and seven union territories, twelve of the states have enacted library legislation and rests are providing public library service without legislation. In Pakistan public library legislation started from the provincial level instead of national level. This is called Sindh Cultural Advancement Act, 1955 under which Shams Ulema Daud Pota Public Library Hyderabad Sindh the only public library which owes its existence by law. Some other public libraries are established through ordinance and acts in the local government setup. It is also important to understand that there are three major setups of libraries in which public libraries runs at various administrative levels and organized by different departments. National library Pakistan and 9 community libraries are functioning under Federal Department of Libraries Islamabad. Public libraries are established at district level by respective provincial governments. It is pertinent to note that public libraries in the above mentioned setups are established without any formal library legislation. Local government also operates a setup of public libraries at district and tehsil levels through its councils or municipalities.

It is important to understand that the local authorities in Pakistan derive their right to operate or run public libraries from local government act, but the action is not mandatory but rather optional. This is because there is no specific body that is specialized to look at the operations or development or sustainability of these libraries. This has resulted into a situation where the public libraries at local level have been turned into reading rooms of newspapers, depending on what the local government prefers to be the best.

## OBJECTIVES OF THE STUDY

The purpose of this research is to study the status of public library legislation, strategies and policies, plans of the government of Pakistan and development of public libraries since partition.

The main objectives of this study are as under:

- 1- To explore the legal and regulatory infrastructure available for public libraries in Pakistan
- 2- This article underlines the importance of public library legislation for the developments of network of public library system.

3- To appraise and highlight the existing situation of public libraries in Pakistan in the light of prevailing public library legislation

3- To recommend strategies and practices for effective public library services in Pakistan.

## PROBLEM STATEMENT AND METHODOLOGY

This research article is a case study of public libraries in Pakistan in the light of library legislation through the lens of political and economic changes brought about after independence. This study identifies the historical, social and political factors that caused the enactment of different library legislations.

The study shows that in the absence of modern library legislation, a sound public library system could not be established in Pakistan. As a result the public libraries came under tremendous stress due to lack of financial, human resources, deteriorating physical facilities, aging and outdated learning resources. Questions that need answers include:

1. Does Public Library Legislation (PLL) provide uniform facilities, establishment, development and maintenance of public libraries on sound lines?
2. Can Public library legislation ensure smooth process of setting up of a network of public libraries?

A quantitative research approach was adopted to achieve the objective of the study. Public libraries from all over the country including the four provinces and the federal area have been covered. The data have been obtained through questionnaires, legislative proceedings, government documents, web analysis and directories of libraries. This study is limited to the public libraries of 4 provinces and federal area Islamabad. Autonomous regions of Azad Kashmir and Gilgit Baltistan and FATA, under the direct administrative control of Federal Government of Pakistan, have not been covered as these areas have not separate library legislation.

## LITERATURE REVIEW

Public libraries are People's University. The primary duty of a democratic government is to educate and cultivate the ideas of the people and make them true citizens of a civilized world.

Gardener (1972) defines public legislation as under:

*"Laws passed by a federal or state legislative body pertaining to or affecting the interests of libraries and related institutions."*

IFLA/UNESCO Guideline for Public Libraries (2010) defines public library legislation as under:

*“Legislation comprises of laws for the establishment and maintenance of Public Libraries is called Public Library Legislation.”*

According to Das (2008) Public library legislation in the developing countries defines many advantages such as integrated library system, planned organization and growth, permanency and efficiency to libraries, state library authority, separate directorate and the most important one is financial support for libraries. Goubin (2012) argues that the progress of copy right laws exceptions have further increased the importance of library legislation to library community globally. Venkatapiah and M. Madhusudhan (2006) sees that with the promulgation of library legislation, the concept of public library system was developed which consist of network of public libraries at different levels, freely available to all, catering to the general and more specialized needs of the members of the community. Balakrishman and P.K. Paliwal (2001) suggest that, it is only the library legislation which may produce nuts and bolts, theme and thrust, flesh and blood for proper and system growth and development of public libraries.

Reddy (1998) also sees that the library legislation for the establishment and orderly functioning of a network of public library is an essential condition for the growth of public library movement. Through library legislation the state recognizes its responsibility to establish and maintain the public libraries as its statutory obligation. Khan, Sadiq Ali (1994) explains that if public library legislation is adopted by federal government or the provincial governments, a provision of opportunities for the spread of the public libraries automatically enhanced. Rout. (1986) is of the opinion that the enactment of public library law undoubtedly ensures enormous advantages for the system. It is in the interest of growth and better functioning of these libraries. Broadly speaking, the law lays down the structure of the library systems, ensures its development on an approved pattern and prevents its haphazard growth following the whims and fancies of politicians and administrators. Mahmood (2005) explains that in the absence of public library legislation, public library system has not been established in Pakistan. He further states that in the past three or four decades political, economical and social changes have changed the funding pattern of public libraries.

According to Ranganathan (1972) Public Library Legislation means an integrated nationwide network of public libraries giving free library information services to one and all to the citizens, literate or illiterate, rich or poor, rural or urban. In 1955 UNESCO organizes its first seminar on public libraries in developing country at Abadan, Nigeria. The Abadan seminar defined the public

library legislation as first principle as under:

*“Only legislation can empower the appropriate authorities to provide the service and ensure adequate financial and efficient administration according to national standard.”*

### **Historical Development of Public Library Legislation Since 1947**

In order to highlight how the lack of library legislation and how it has deprived the development of public libraries in Pakistan. It is important to journey back to the time when Pakistan became independent. A number of attempts have been made at formulating public library Acts, Ordinances and Draft Legislations. It is important to acknowledge here all these attempts.

#### **Acts, Ordinances and Draft Legislations:**

##### **N.W.F.P (North West Frontier Province, Now Khyber Pakhtunkhwa) Municipal Act, 1950**

This Act is the first ever legislation in local government setup after the independence. This act makes provisions for construction of, establishment and maintenance of schools, dispensaries and other institutions for the promotion of education under Chapter-IV Municipal Fund and Property under Section-2(c). Though this ordinance has not specifically named the library, however, under the meaning of other institutions to promote education, public library at municipality level is justified.

##### **Sindh Establishment of Provincial Library and Museum Ordinance, 1951 (Ordinance IV of 1951):**

This legislation was passed on 8th September, 1951. The ordinance became an act later on in 1953, and made provisions for the establishment and acquisition of provincial library and museum in the province of Sindh. It also made provision for the appointment of staff and library board etc.

##### **Sindh Establishment of Provincial Library and Museum Act, 1953**

The Sindh Establishment of Provincial Library and Museum Ordinance 1951 got the status of Act in 1953. However, this act has adopted the same provisions and only new Section-17 has been inserted for the purpose to repeal the previous legislation the Sindh Establishment of Provincial Library and Museum Ordinance 1951.



### **The Sindh Cultural Advancement Act, 1955**

The Sindh Cultural Advancement Act 1955 provided for the establishment of Sindh Cultural Advancement Board within which there was a provision to create a Library Department.

This Act was a comprehensive one for creating network of public libraries and from the preamble it was clear that it should be extended for implementation to the whole of the province of Sindh. However under this Act, only one library could actually be established namely "The Shams-ul-Ulema Daudpota Public Library Hyderabad." in 1955.

### **Basic Democracies Order, 1959**

Under Basic Democracies Order, 1959 July, Schedule Third (Rule 34), Article 27, Part-I in the functions of Union Council Provision of libraries and reading rooms was made. Under Article 33.(1) read with Fourth Schedule Part-I Compulsory Functions subsection -2 Provision and maintenance of libraries and reading rooms was also made.

In this order Under Part-III Rule-60 read with Fifth Schedule, methodology for levy of local taxes at District Council and Union Council levels has also been incorporated.

### **The Municipal Administration Ordinance, 1960**

Under the Municipal Administration Ordinance, 1960, Part IV: Functions in detail - Chapter XI – Culture-104 – Libraries, a municipal committee shall establish and maintain public libraries, reading rooms and circulating libraries as may be necessary for the use of public. It had been extended simultaneously to the whole of Pakistan. In this legislation under Fourth Schedule, Rule: 43 various details for the disbursing, maintenance and provisions of public library have been incorporated.

### **Karachi Public Library Ordinance 1961 (Draft Public Library Legislation)**

A Society for Promotion and Improvement of Libraries (SPIL) presented draft legislation in a seminar held from 7th to 10th April, 1961. This draft ordinance made provision for the establishment of public libraries matter related herewith in Karachi division only. However, this draft legislation could not attract the attention of then provincial government for its promulgation.

### **Public Library Act/Ordinance for East Pakistan, 1966 (Draft Public Library Legislation)**

This proposed legislation was primarily drafted for East Pakistan, and later on to be adopted in West Pakistan too. This legislation had made provisions for the

establishment of free public libraries in the East Pakistan. For effective control of these libraries, proper management had been stressed. Also to organize these libraries effectively a coordinated and cooperative system be established. This was detailed draft legislation, could not become a regular legislation due to non serious attitude of the legislatures.

### **Baluchistan People's Local Government Ordinance, 1972**

This ordinance has been provided for the people's local government institutions in Baluchistan and to consolidate and amend certain laws relating to local government. Chapter-IV Functions of People's Local Councils section 32(2) have authorized to establish and maintain a library and reading room incorporated in the second schedule entry-31 of the ordinance. Similarly under the provision of section 33 functions of People's Municipal Committee in third schedule part-II entry-33 a municipality has been authorized to establish and maintain a public library, reading rooms and circulate libraries for the use of the public. This ordinance simultaneously made provision for libraries at local council and municipality in one legislation.

### **North West Frontier Province, People's Local Government Ordinance, 1972**

Section:25 Functions of People's Municipal Committee in the third schedule part-XI- Culture entry-63, a municipality has been authorized to establish and maintain a public library, reading rooms and circulate libraries for the use of the public. By section 26(1), Under Fourth schedule Part-II (a-1) Provisions have been made for the establishment and maintenance of schools, libraries and reading rooms. Similarly in the seventh schedule at entry-43 rules have also been framed for these libraries.

### **Sindh People's Local Government Ordinance, 1972**

In this ordinance public library provision has been made at Metropolitan Corporation, Municipalities, Town committees and District councils' levels. Under Chapter-II- Functions of the corporation, people's municipalities and people's town committees subsections 14 and 15, a provision has been made in schedule -II Part-I subsection 4(c) as under:

"Planning, Development and Maintenance of Metropolitan Libraries, Museums and Art Galleries."

In the same ordinance provision is made in schedule-II under Part-II subsection-1(a) and subsection-2:

A people's municipality shall establish and maintain information centers for civic education and dissemination of information for community development. Again people's municipalities may, if so required by the controlling authority, shall establish and maintain such public libraries, reading rooms and circulating libraries as necessary for the use of the public.

In the same ordinance under schedule-III and schedule-V provisions and maintenance of libraries and reading rooms have also been made for town committees and district councils.

### **Punjab People's Local Government Ordinance, 1972**

Under this ordinance the city of Lahore has been divided into four municipalities. Chapter VIII- Functions of the People's Municipals Committees and People's Town Committees and Section (g) subsection 106 made provisions for the public library, reading rooms and circulating libraries at municipal committee level. In the same ordinance under Seventh Schedule Part-III People's Municipal Committees and People's Town Committees Section-43 rules have also been enumerated for the libraries established under this ordinance.

### **Public Library Act for Sindh, 1973 (Draft Public Library Legislation)**

Mr. Dr. Anis Khurshid drafted an act for public libraries of Sindh and presented in the Proceedings of 9<sup>th</sup> Annual Conference of the Pakistan Library Association. In the preamble, he proposed comprehensive library services for rural and urban areas through people oriented public libraries. This draft act consists of the followings main parts.

- 1- Provincial library authorities
- 2- Local library authorities
- 3- Finance and Accounts
- 4- Rules
- 5- Miscellaneous

### **People Oriented Public Library Act, 1975 (Draft Public Library Legislation)**

In 1975, Mr. A.H. Akhtar, the-then Director of libraries, Department of libraries, Ministry of Education Govt. of Pakistan, drafted this act to introduce public library culture by establishing 50,000 people oriented public

libraries in the country. Apart from preamble and preliminary, this draft act comprises of the following main provisions:

1. The Provincial Authorities
2. Local Authority
3. Finance and Accounts
4. Rules
5. Miscellaneous

### **Punjab Local Government Act, 1975**

This act is designed for the constitution and continuation of Local Government Institutions in the province of Punjab. This legislation will consolidate and amend certain enactments relating to Local Government and to provide the matters concerning them. Public library provision in this act has been enumerated at Halqa Councils, Zila Councils and Municipals Committee.

Under Chapter-IX- Functions of the Halqa Councils Section 51-A-(a-5) provision of public library have been made.

### **Baluchistan Local Government Act, 1975**

This legislation is primarily for enactment relating to Local Government in the Province of Baluchistan. However, this Act has adopted the same pattern of provisions in the Punjab Local Government Act, 1975.

Chapter- IX- Functions of the Halqa Councils Section 51-A-(5) provision of public library have been made.

### **North West Frontier Province Local Government Ordinance, 1979**

Under this ordinance provisions for public library have been made at three levels in the local setup. Firstly, under chapter-VIII Functions of Union Councils Sections 52-B-(32) provision of a library and reading rooms at union council level have been made. Secondly, under chapter-IX Functions of District Councils Section 53 subsection L-(61) provision and maintenance for libraries and reading have been enumerated. Thirdly, Under Chapter-XI Optional Functions of Municipal Committees under Part-H Culture Section 117, provision for public library, reading rooms and circulating libraries at Municipalities level in the province North West Frontier Province have been made.

### **Sindh Local Government Ordinance, 1979**

Under chapter-VI, Section-40 Functions of the Councils

read with schedule-II under compulsory functions at Part-I subsection-3, a provision for the planning, development and maintenance of libraries, museums and art galleries have been made. While under optional function under the heading Culture at section-61 a provision for the establishment of public libraries, reading rooms and circulating libraries at Municipal Corporation have been reflected. In the same legislation under schedule-III Functions of District Councils Part-I Compulsory Functions section-14, provision for library and reading room at district councils level have been made. Under schedule –IV Function Union Councils Section-44 a provision for libraries and reading rooms have been made for all Union Councils in the province of Sindh.

### **Punjab Local Government Ordinance, 1979**

In this Ordinance under Chapter-VIII Functions of Rural Local Councils Section-51 a Zila Council will maintain libraries and reading rooms. Under Chapter-IX Optional Functions of Urban Local Councils Part-H Culture Subsection-116 a provision for public libraries and reading rooms have been made.

### **Baluchistan Local Government Act, 1979**

Under Functions of Union Councils Chapter-VIII Section-35 provision for public library and reading rooms has been incorporated. Under Chapter- IX at Section- 54(5) provision of public library and reading room along with cattle ponds, tonga stands and public latrines enumerated. In the same ordinance under Chapter- X Functions of District Councils Section 60(39) provisions for libraries and reading rooms have been made. Again under Chapter-XII Section-99(125) provision of public library, reading room and circulating libraries have been made at Municipal Committees level.

### **Model Public Library Act for Provinces, 1984 (Draft Public Library Legislation)**

TWG in 1984 recommended draft public library legislation in its report. This draft legislation has made comprehensive provision for integrated public library system at provincial, district and tehsil levels. The purpose of this Model Act is to promote spread of knowledge, education, culture and to provide books, reading material free of charge to all citizens of society without any distinction. This Model Draft Act has the following part beside preamble and preliminary sections.

- 1- Provincial Library Authority
- 2- Local Library Authority

- 3- Finance and Accounting
- 4- Rules
- 5- Miscellaneous

### **Public Library Act-1989 (Draft Public Library Legislation)**

In 1989, Mr. Abdul Hafeez Akhtar, Department of Libraries, Ministry of Education Govt. of Pakistan, drafted this Act for the establishment of network public libraries in Pakistan. Apart from the preamble and the preliminary, this draft act comprises of the following main Provisions:

1. The Provincial Authorities
2. Local Library Authority;8
3. Finance and Accounting
4. Rules
5. Miscellaneous

### **The Punjab Public Library Act, 1994 (Draft Public Library Legislation)**

This draft legislation was forwarded by then Director General Public Libraries, Punjab on 14<sup>th</sup> June, 1994 to the Education Secretary. This legislation has preamble and preliminary sections and also further divided into the following parts:

1. Provincial Library Authority
2. Local Library Authority
3. Finance and Accounting
4. Rules
5. Miscellaneous.

### **The Local Government Ordinance 2001**

This Ordinance has been promulgated at the simultaneously in the four provinces of Pakistan for the introduction of the Local Government at District and Tehsil levels. Under Schedule 6<sup>th</sup> read with Section-195 at Sr. 42 of the above ordinance, it empowered the concerned local government to establish and maintain such libraries, reading rooms and circulation libraries as may be necessary for the use of the public at district level.

The District Coordination Officer (DCO) is the administrative head of the District Administration. They have wide-ranging responsibility for overseeing, improving and directing the approved plans of the District Government.

But provisions of the Local Government Ordinance 2001 could not be implemented due less importance than other priorities before the elected representatives and therefore

**Table1.** Constitutional Provisions for Public Libraries in Pakistan

Constitution	Library provisions	Status of provision of power to make rules	Implementation
<b>1935 (Adapted in 1947)</b>	Schedule 7 <sup>th</sup> , Entry No. 11.“ Libraries, museums... controlled or financed by the Federation.	Federal	Partial
<b>1956</b>	Schedule 5 <sup>th</sup> , Entry No. 21 Libraries , museums ...	Concurrent (Federal/Provincial)	Partial
<b>1962</b>	Schedule 3 <sup>th</sup> , Entry No.29. National Libraries ... museums	Central	Partial
<b>1973</b>	Schedule 4 <sup>th</sup> , Entry No. 15.“ Libraries, museums... controlled or financed by the Federation.	Central	Partial
<b>Under 17<sup>th</sup> amendment 2003</b>	Schedule 4 <sup>th</sup> Entry No. 15.“ Libraries, museums... controlled or financed by the Federation.	Central	Partial
<b>Under 18<sup>th</sup> amendment 2010</b>	Schedule 4 <sup>th</sup> Entry No. 15.“ Libraries, museums...	Central	Partial

did not produce the desired results.

#### **National Library Act 2010 and National Library Foundation Act 2010**

The Senate Standing Committee on Education under the chairmanship of senator, Mr. S.M. Zafar discussed National Library Foundation Act 2010 and unanimously endorsed to recommend to the Ministry of Education to initiate and promulgate the National Library Act 2010 on March 9, 2010, in Islamabad It is regretted that no action had been taken in this regard to date.

It is evident from the stipulations made in various acts, ordinances and draft legislations since 1947-2012, analogy to the highest degree can be witnessed without even minor alterations with respect to modalities concerning establishment and promotion of public libraries. It seems quite clear that the contents of various legislations of one province about public libraries have been reproduced in similar legislations of other provinces. This approach goes quite contrary to ground realities like terrain, cultural diversity, tradition, requirements and other demographic factors and financial implications.

#### **Data Analysis and Interpretations:**

➤ The Table 1 shows that the legislative provisions for libraries in 1935 Constitution were under federal legislation only.

➤ The legislative provisions for libraries in 1956 Constitution were under the ambit of both central and provincial legislations.

➤ In 1962 and the 1973 Constitutions legislative provisions for libraries were both under the ambit of central legislation only.

➤ It is observed that even after the 17<sup>th</sup> and 18<sup>th</sup> amendment in 2010 for devolution of various departments, libraries and other similar institutions have been retained under Federal in the Legislative List.

➤ It is also observed from the above Table that legislative provisions were either provincial or national, although it is the prerogative of the national Constitution only. Provision for library legislation is constitutionally provided, yet it was not fully implemented. As a result, public libraries were functioning under their respective provincial governments.

The Table 2 reveals that total number of Public Library Legislations recorded till 2013 are 53.

It is found that no Draft Act had actually been enacted as lawful/legal authority, nor had taken the form of an act.

No legislation had been fully implemented except for Pakistan Copyright Ordinance 1962 at the national level.

It is observed that the maximum number of public library legislations 6(11.32%), 17(32.08%), 14(26.42%) took place in the decades of 50s 60s and 70s respectively: However, it is also seen from the Table 2 that the status of legislation at the national level is minimal.

General Musharraf remained in power for 9 years. During this period the government provided funds mostly for academic libraries especially school and higher education level libraries. However no improvement is seen with regard to public libraries in the Table 3.

The Table 4 shows that federal capital Islamabad has only one district with 10 public libraries.

It is seen that public libraries exist in almost all the

**Table 2.** Public Library Legislation Development After Partition To Date (Decade- wise)\*

Legislation Zone		1947 - 57	1957 – 67	1967- 77	1977 - 87	1987 - 97	1997 - 07	2007- 13	Total	Implementation
<b>National</b>	Act	0.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	Full (Copyright Ord)
	Draft Act	0.00	0.00	0.00	0.00	1.00	0.00	2.00	3.00	Nil
	Ordinance	0.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	Partially
	Other	1.00	1.00	1.00	0.00	0.00	0.00	0.00	3.00	Partially
<b>Sindh</b>	Act	2.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	Partially
	Draft Act	0.00	1.00	1.00	1.00	1.00	0.00	1.00	5.00	Nil
	Ordinance	1.00	1.00	2.00	0.00	0.00	0.00	0.00	4.00	Partially
	Other	0.00	3.00	0.00	0.00	0.00	0.00	0.00	3.00	Partially
<b>Punjab</b>	Act	1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	Partially
	Draft Act	0.00	1.00	1.00	1.00	1.00	1.00	1.00	6.00	Nil
	Ordinance	0.00	0.00	2.00	0.00	0.00	0.00	0.00	2.00	Partially
	Other	0.00	2.00	0.00	0.00	0.00	0.00	0.00	2.00	Partially
<b>Baluchistan</b>	Act	0.00	0.00	1.00	0.00	0.00	0.00	0.00	1.00	Partially
	Draft Act	0.00	1.00	1.00	1.00	1.00	0.00	1.00	5.00	Nil
	Ordinance	0.00	0.00	2.00	0.00	0.00	0.00	0.00	2.00	Partially
	Other	0.00	2.00	0.00	0.00	0.00	0.00	0.00	2.00	Partially
<b>K Pakhtunkhwa</b>	Act	1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	Partially
	Draft Act	0.00	1.00	1.00	1.00	1.00	0.00	1.00	5.00	Nil
	Ordinance	0.00	0.00	2.00	0.00	0.00	0.00	0.00	2.00	Partially
	Other	0.00	2.00	0.00	0.00	0.00	0.00	0.00	2.00	Partially
<b>Total</b>		<b>6(11.32%)</b>	<b>17(32.08%)</b>	<b>14(26.42%)</b>	<b>4(7.55%)</b>	<b>5(9.43%)</b>	<b>1(1.89%)</b>	<b>6(11.32%)</b>	<b>53(100%)</b>	

districts in any form in the province of the Punjab thereby covering 100% districts of the province.

15 districts out of 24 have public libraries in the province of Khyber Pakhtunkhwa covering 63% districts.

16 districts out of 23 have public libraries in the province of Sindh covering 70% districts.

10 districts out of 28 have public libraries in the province of Baluchistan covering 36% districts.

It is observed from the Table 4 the situation with respect to public library facilities is not encouraging. It is stated here, that the Public Libraries in this Table 4 include only Public libraries under the administrative control of Federal, Provincial, and Local Governments. Graphical display of Table 4 is in Figure 1

\* Sheikh. I. H (2005). Directory of Major Libraries and Publishers of Pakistan. Islamabad: National Book Foundation. Primary data 2011-12

It is observed that the province of Punjab had 31 public libraries established in the decade of 1968-77. The situation of public libraries in the Province of Baluchistan is not encouraging. It is found that the maximum number of public libraries had been established in the decades of 1968-1977 and 1978-87 having 17% and 15% of total growth each. This high growth is due to the promulgation of Public Library Legislation in these decades at local level. Only 7% growth has been recorded in the decade of 2008-2013 due to non -existence of public library legislation in this decade.

Graphical Display of Table 5 is in Figure 2

## FINDINGS

1. The study traces the historical growth, development and services of public libraries, points out



**Table 3.** Library Development Initiatives during Musharaf Period

	Plan	Period	Financial allocation	Main provisions	Implementation
1	Ten Year Perspective Plan	2001-2011	No separate funds shown in the plan for libraries	Establishment of District Resource Centre Establishment of Higher Education Commission(HEC) Digital Library	No Implementation due to 9/11 incident
2	Tenth Five Year Plan	2005-2010	-do-	Establishment of HEC Digital Library Establishment of Pakistan Education Research Network (PERN) Enhancement of existing School libraries	Full implementation
3	Annual Plans	2005 - 2010	Rs.500 million	Establishment of 590 libraries in middle school of Punjab	Full implementation
4	Vision 2030 document	2010-2030	No separate funds shown in the plan for libraries	Establishment of Libraries was discussed at very basic level in schools and tehsil level all over the country.	No Implementation

**Table 4.** No of Districts with and without Public Libraries Facilities\*

Geographical zone	Total Districts	No. of District with Public Library	District without Public Library	Districts coverage per Province%
Islamabad	1.00	10.00	0.00	100%
Sindh	23.00	16.00	8.00	70%
Punjab	35.00	35.00	0.00	100%
K. Pakhtunkhwa	24.00	15.00	9.00	63%
Baluchistan	28.00	10.00	18.00	36%
<b>Total</b>	<b>111</b>	<b>86</b>	<b>35(33%)</b>	<b>77%</b>

major elusive areas, barriers to the development of public libraries. Public libraries have been established generally without statutory provisions and prior planning. Various departments and local setups established their own libraries without outline objectives. There were no coordinated efforts, norms, or standards for functioning of these libraries.

\*Sheikh. I. H (2005). Directory of Major Libraries and Publishers of Pakistan. Islamabad: National Book Foundation. Primary data 2011-12

2. It is also observed from the above that legislative provisions were either provincial or national, although this is the prerogative that libraries and its legislation is national subject according to 1973 Constitution. Although, provision for library legislation is constitutionally provided, yet it was not implemented. As a result, public libraries are functioning under their respective provincial governments.

3. The total numbers of 53 legislations including draft legislations have been framed. However, no legislation had been fully implemented except one

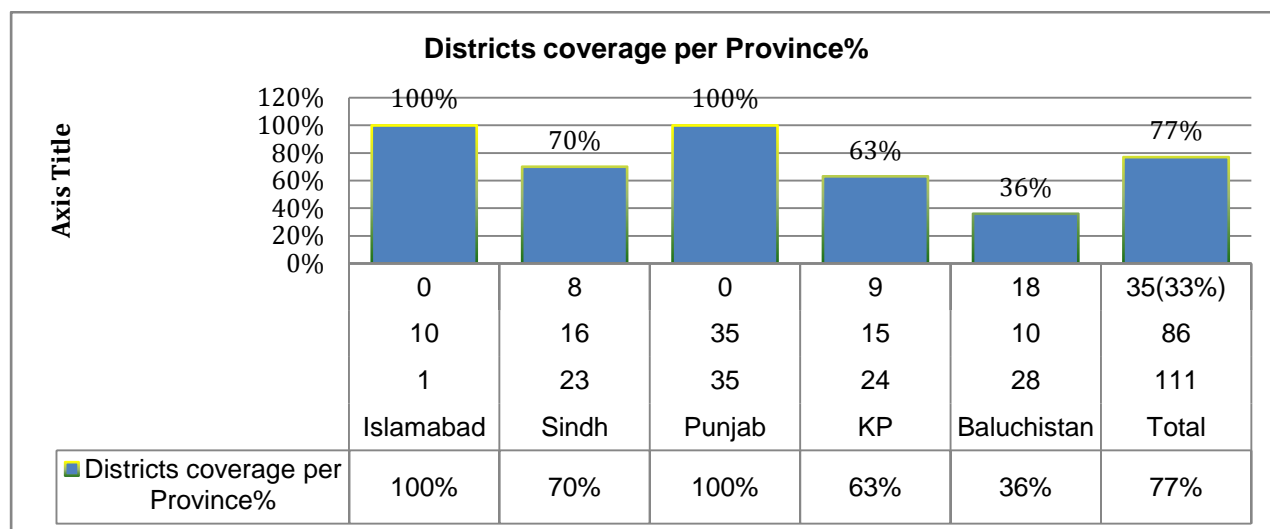


Figure 1

Table 5. Establishment and Growth of Public Libraries Decade –Wise\*

Decade	Federal	Sindh	Baluchistan	KPK	Punjab	Total	Growth
Before 1947	0.00	2.00	0.00	6.00	10.00	18.00	5%
1948 - 57	0.00	5.00	0.00	2.00	7.00	14.00	4%
1958 – 67	0.00	9.00	1.00	2.00	22.00	34.00	10%
1968- 77	0.00	14.00	5.00	8.00	31.00	58.00	17%
1978 – 87	1.00	15.00	4.00	5.00	27.00	52.00	15%
1988 - 97	2.00	7.00	3.00	5.00	18.00	35.00	10%
1998 - 07	0.00	4.00	3.00	5.00	7.00	19.00	6%
2008-2013	7.00	4.00	4.00	2.00	6.00	23.00	7%
Not reported	0.00	23.00	4.00	7.00	49.00	83.00	25%
<b>Total</b>	<b>10(2.98%)</b>	<b>83.00</b>	<b>24(7.14%)</b>	<b>42(12.50%)</b>	<b>177(52.68%)</b>	<b>336.00</b>	<b>100%</b>

legislation Pakistan Copyright Ordinance 1962 at the national level. The status of 2 the legislation at national level is minimal.

4. It is also found that the maximum number of public library legislations 17(32.08%) and 14(26.42%) took place in the decades of 60s and 70s respectively that is why majority of public libraries were established in these decades due to legislative provisions for the establishment of public libraries.

\*Sheikh. I. H (2005). Directory of Major Libraries and Publishers of Pakistan. Islamabad: National Book Foundation. Primary data 2011-12.

5. A large numbers of public libraries 55(39%) were established through executive orders. Most of these public libraries were established after independence. It is found that in Baluchistan the situation is not encouraging and 10 districts out of 28 districts have public libraries which cover 36% districts of the province. It is also found that the maximum number of public libraries have been established in the decade of 1968-1977 having 17% of total growth.

6. Legislative and planning efforts were made for the development of public libraries, but none of the planned or legislative schemes could be fully implemented nationwide as the legislations have no mandatory provisions. Similarly, number of legislations lack democratic authority. It is also found that number of

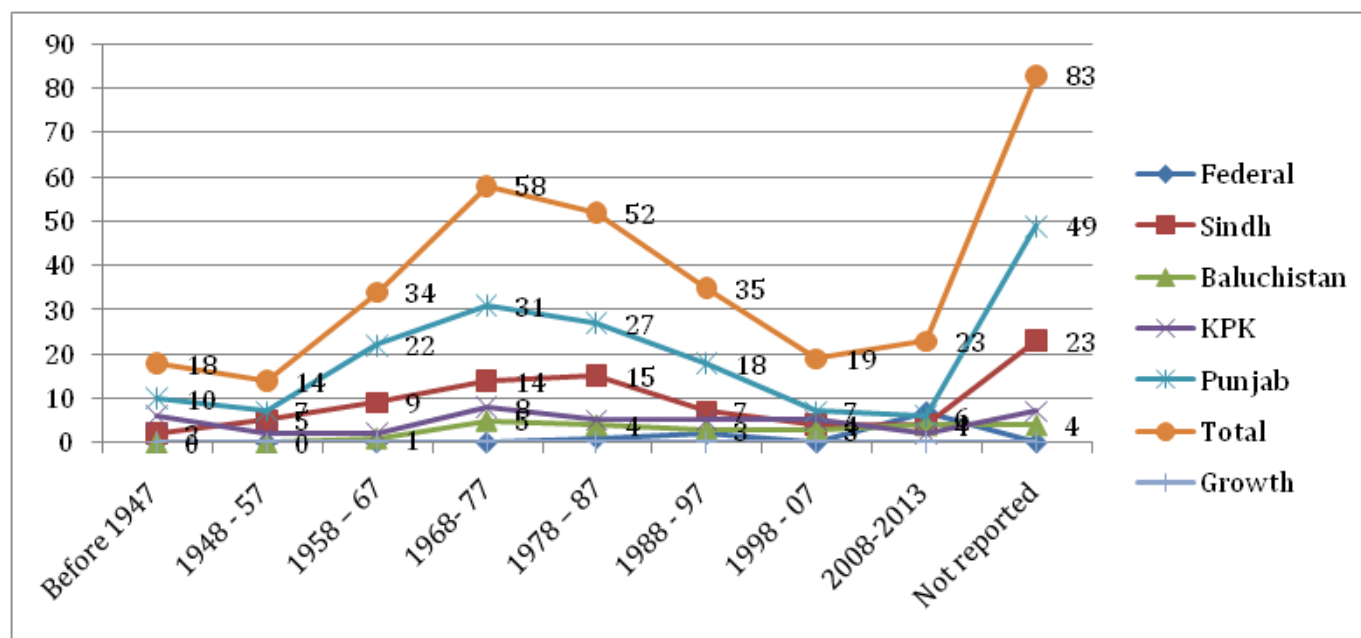


Figure 2

legislation have no preambles thus have no stipulations for its objectives. Therefore, it can be concluded that no serious political and professional approach has been made for the legislation of public libraries. The establishment also did not play its due role, as a result could not achieve the desired results.

## RECOMMENDATION AND SUGGESTION

- The provisions of public library legislation made in the past has become old fashioned and obsolete while facing the challenge of online information age. In order to get meaningful results from the legislation, the Government needs to rephrase it and modify its scope for nationwide implication and to encompass all sources of information, be they printed, non-printed and digitized.
- The Pakistan Library Association (PLA) and other stakeholders be given opportunity to participate in the decision making process and shall be made an integral part of such a forum.
- A mandatory legislation for Public Libraries and Public Library System in Pakistan is a required instrument for the Government of Pakistan to develop library and information systems in the country on national and provincial levels on the basis of constitution provisions. Such legislation can clear all ambiguities about the role of libraries in a digital age and provide a uniform legal framework for all public libraries at all governmental levels to perform their functions and to satisfy the users' information needs.

## LIST OF ABBREVIATIONS USED IN THIS RESEARCH PAPER:

- UNESCO: United Nation Educational Scientific and Culture Organization  
 FATA: Federal Administered Tribal Areas.  
 NWFP: North West Frontier Province  
 KP: Khyber Pakhtunkhwa (New Name of NWFP)  
 SPIL: Society for Promotion and Improvement of Libraries  
 PLL: Public Library Legislation  
 USA: United States of America  
 NDLT: Network Digital Library of Theses and Dissertations  
 DCO: District Co-ordination Officer

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*Full Length Research*

# Impact of Information Technology and Multimedia on Aesthetic and Social Values

Javed Khan

Department of Library and Information Science, Swami Vivekanand Subharti University Meerut.

Email. [javedsaim@gmail.com](mailto:javedsaim@gmail.com)

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Education is an engine for the growth and progress of any society. Education is not only responsible to impart knowledge but also inculcate skills and values. There are many types of values but this paper highlights the Impact of Information Technology and Multimedia on Aesthetic and Social Values. And discuss about the meaning of ICT, ICT in classrooms, for entertainment.

**Key words:** Information Technology, Multimedia, Aesthetic and Social Values.

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## INTRODUCTION

Our nation is one of the marches towards a bright and prosperous tomorrow. The social organ to play the most important role in this aspect of education. Education is an engine for the growth and progress of any society. It not only imparts knowledge, skill and inculcate values, but is also responsible for building human capital which breeds and drives and sets technological innovation and economic growth. In today's era, information and knowledge stand out as very important and critical input for growth and survival. Rather looking at education simply as a means of achieving social upliftment, the society must view education also an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development.

Emile Durkin first wrote about education as the institution through which values are transmitted and internationalized by societal members and, in this sense,

is morale, in nature and intent.

### What are values?

In our general life, we see that the things, which are wrathful at present time, become decorated in worth after a period of time. Values are those entities which are worth full forever in same extent.

**(a)\_Education Values:-** Any or every thing which for instant, is of significance and importance for education, has bearing an education contribution to its constructive side, serve as unit in its formative aspect is of value.

There are many type of values, aesthetic, theoretical, religious, political, social, economic and hedonistic values. Each value has its own importance. This paper highlights the influence of information technology and mass media on values, (aesthetic and social).

**(b) Aesthetic Values:** Aesthetic values are those which provide pleasure and happiness to the individual.

**(c) Social Values:** Individual constitutes society which has certain ideas, models and norms in general in respect of behavior, conduct, duties and responsibilities towards one another. Love humanity, universal, brotherhood, sincerity, honesty and integrity of character, firm attitude of rendering help and doing actions and works in general benefit etc. are constituent of healthy social life. True education aims at developing individuals into social being having these virtues.

Man has entered the information age from an industrial age that prevailed till a few years ago. This change is expected to have profound effect on the way live, make money and deals with wars. It would therefore be useful to examine the nature of information and information technology that is at the root of future opportunities, challenges and competition. Information has there since beginning. Information technology was also there. But it is computer, which has made technology so popular.

### **Meaning of ICT:-**

Information technology (IT) as the name suggests deals with the technology that is used to handle information. It concerns with the storage, communication and processing of information. Technology in its fully convergent form, encompassing various modes of information delivering, such as printed media, radio and television, computer and internet, into one integrated environment provides an unique opportunity to touch the lives of everyone, overcoming earlier divisions. Computer is one of the major components information technologies; its application has penetrated every sphere of existence of modern man: airlines, railways, weather, forecast, medical diagnostic, entertainment, classroom, banking etc.

### **Information Technology in Classroom:-**

Classroom computers are envisioned as a technology compare able to fires; just by sitting near these devices, student get benefited from them, as knowledge and skills radiates from the monitors in their minds. As computers and telecommunication infrastructure become available in school, technology can be used to improve communication between ministers and local educators, to efficiently handle and communicate data in a timely fashion, and to access support resources and professional communities. Giving all students continuous access to multimedia capable, internet connected computers is currently quite fashionable.

Every invention have both advantage and

disadvantages, on one side students benefited with new technology in classroom which help them together latest information, on the other side students decorated the social contacts among the peer group.

Schooling is preparatory stages for cultivating the sense of social values. The parents send their children to school, not only to get quality education, but also to socialize a child. In school a child comes into contact and interacts with other children and came to know about and interact with idea, ideals, culture values and patterns of behavior. In this way he develops himself socially and culturally. The development of technology in school and classroom abolished the ultimate aim of education, when enhances their knowledge. Student likes to play computer games instead of play on playground with their peer group. In this way they are unable to develop social and aesthetic values.

### **ICT for Entertainment:-**

Computers have also entered in home in large numbers. Home computers are mainly for entertainment but they have great potential for education. Radio, television, cable, news papers are the part of ICT and provide latest sets of information to the audiences. Many people like science fiction or action movies, especially the one with special effects, will graphics are mostly made by computers. Most of the movies today's use computers graphics to make things more realistic. People spent their free time by watching movies and T.V. serials. These things become hindrances to develop social contacts with your neighborhoods and community.

Neighborhood also like a wider and enlarged family. The same process of interaction in the members of family continues its operation in the persons living together as neighbors. People living in the same locality interact among themselves and gain norms of the behavior habits, of living and co-operative attitude to solve their immediate simple problems of day to day living. People are unaware about their next door person. They don't know about them, their culture, behavior etc. Whether he is in good or in bad condition etc. because they don't have time due to their busy schedule and free time they spent watching movies and T.V serials instead of develop social contacts.

### **Internet**

The internet is a world wide computer network through which you can send a letter, chat to people electronically or search for information on almost any subject you care to think of information on almost any subject you care to think of. Online newspapers are also available on internet. It provides online chatting all over the world.

People can spend 3 or 4 hrs. Continuously on internet. On one side it provides information of all over the world with a few second, but the habit of reading and writing can be abolished. ICT provides social mobility means the movement of an individual in a social structure. It may be horizontal as well as vertical. Education plays an important role in social mobility. When person moves vertically in educational status, sometime he does not care about those who lie below him, this is due to lack of social contact.

Teacher plays a prominent role in teaching learning process. A teacher is a central figure in the formal teaching learning set up. He is the ultimate agent who dispenses knowledge, frames the time schedule, selects reading materials, evaluates learning outcomes, and solves personal problems. He is who sets the standards, builds up desirable attitude and approves or disapproves pupil's behavior. ICT brings a drastic change in the role and status of the teacher, in teaching learning process. In the era, of ICT teacher plays a secondary role in classroom, because all the material related to subject are present on internet. Due to this there is back of face to face communication and social contact with teacher.

In distance education there is no role of teacher, because online study material is provided for the student. Although they get degree and certificate but they do not acquire proper etiquettes, values, and social environment.

## CONCLUSION

After independence India has progressed a lot. Tremendous progress is shown in the field of agriculture, business, industry etc. in the field of education, her technical and professional manpower bank is the second largest in the world. With all these processes, India lost something ethical front. In today's era, information technology plays an important role for growth and survival. Like every coin has two sides, every discovery and invention have both side advantages and disadvantages. As the ICT brings revolutionary change in making teaching learning more effective. On the other side it is responsible to change the status of teacher and

became a great hindrance to develop social values among the students/person. In the field of education, through (internet, computer) ICT engages every student or a person, and in ordinary life through mass media person entertains their life. That they do not have care about others. At the end it is concluded in spite of lots of advantages and progress through ICT, in every field, it also demolishes and decorates the values.

## SUGGESTION

- Regular subjects of the school curriculum are the first source of value education. Whatever subjects we teach, there is a set of values, which is hidden in structure and methodology.
- Co-curriculum activities are the important sources for the development of values in school children. So that co-curricular activities should be included in school curriculum.
- Instead of developing computer graphic movies to make things more realistic. It is better to expose to work of art, beauty in nature, action of moral work.
- Providing situations and opportunities to practice aesthetic values.
- Campaigns against diseases are arranged by the students of higher education.
- Programs of manual as cleanliness of neglected localities etc. picnic, excursion etc. be arranged to give opportunities to the students for moving among different people.

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*Full Length Research*

# Use of Information Resources and Services by the Students of First Grade Colleges Affiliated to Tumkur University, Tumkur: A Comparative Study

Mr. Chikkamanju<sup>1</sup> and Dr. Mallinath Kumbar<sup>2</sup>

<sup>1</sup>Research Scholar, Dos in Library and Information Science, University of Mysore, Karnataka-570006.  
Corresponding Author's E-mail: [chikkamanju@gmail.com](mailto:chikkamanju@gmail.com)

<sup>2</sup> Professor, Dos in Library and Information Science, University of Mysore, Karnataka-570006.  
E-mail: [mallinathk@yahoo.com](mailto:mallinathk@yahoo.com)

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The present study was carried out at First Grade Colleges affiliated Tumkur University, Tumkur. Such as Arts, Commerce and Science College, Tumkur. The studies aim to examine the Information resources and services, facilities, Use of Internet, factors affecting the optimum utilization of N-List services, place of access, purpose of use, types of services, level of satisfaction, training/ orientation program and preferred external storage medium for storing information resources downloaded via N-List Services. A stratified random sampling method was used. For this purpose the researchers prepared a well structured questionnaire, observation and interview schedule as a tool for data collection and same has been distributed, collected, analyzed and presented with useful percentage analysis and suitable table for presentation of data. Used SPSS software (Statistical Package for Social Sciences) data analysis and interpretation. The article summarizes the results highlighting the major findings and suggestions.

**Keywords:** Information Resources, Services, Use of Internet, N-LIST Services, First Grade Colleges, Tumkur University.

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## INTRODUCTION

The quality of education is greatly linked with libraries and the information centers which decide the quality of teaching and learning process in an institution. Library is a location to collect, organizes, disseminate and preserve information. The sources of information i.e. books,

reports, proceedings, research reports, magazines, journals and non-book materials are the prime collection of academic library. In the words of (*Dongerkey, 1973*) "A well stocked and up-to-date library is a sinequa non for every modern educational institution". Every educational

work without libraries becomes meaningless and also every educational institution takes its prestige from the richness of its libraries.

A college is considered as an academic institution of higher learning and many offer Three-Year Degree courses namely B.A., B.Com. B.Sc., BBM, BCA etc. In colleges, library occupies a prominent position and it is an important and integral part of the teaching and research programmes. It is not merely a depository of books, but an active workshop instrument in the production of original thinking. The aims of college education and college libraries are inter-related. It extends opportunities for self-education to the deserving and enthusiastic users. These libraries develop in users a sense of responsibility in the pursuit of knowledge and stimulate the users to obtain, evaluate and recognize knowledge and to familiarize him with the trends of knowledge for further education and learning a new discipline.

### **Need for the study**

The effective use of the available information resources and the services will ensure the growth of intelligence and professionalism in the information seekers. In order to serve the faculty and students for academic work efficiently and effectively it is necessary to ascertain their use of information resources and services in print and electronic environment. The study mainly focus on different aspects of libraries particularly information resources and services in First Grade College libraries, infrastructure facilities, users satisfaction, difficulties in accessing and utilizing information resources and this study required not only to identify the lacuna but also to find solutions to improve the quality of library resources and services in First Grade Colleges affiliated to Tumkur University, Tumkur.

### **OBJECTIVES OF THE STUDY**

The main objectives of the study

1. To investigate the various types of information resources available in the libraries of First Grade Colleges affiliated to Tumkur University, Tumkur.
2. To evaluate the different type of services offered in the library for teaching and learning activities.
3. To investigate the availability of Internet facility in the library of First Grade Colleges

### **SCOPE AND LIMITATIONS OF THE STUDY**

The present study attempts to know the present conditions of library facilities resources, and services and

status of library services, resources, etc. in First Grade Colleges affiliated to Tumkur University. The three colleges are namely, Arts, Commerce and Science College and Constituent colleges, Government Colleges, Aided-colleges and Un-aided colleges has been considered for the study. Further, while studying user requirements, the scope of the study is confined to students of First Grade Colleges, after completed the 10+2 educations majority of students get join the First Grade Colleges hence they are prime movers of an educational institution.

### **METHODOLOGY**

The present study aims to examine the Use of Information Resources and services in First Grade College Students affiliated to Tumkur University. The questionnaire method was adopted for the present study to collect the necessary data, keeping in view the objectives of the study. Total 2018 questionnaires were distributed to the first Grade College students affiliated to Tumkur University and 1706 filled in questionnaires were collected back. The rate of response of 84.54 %. The collected data has been analyzed using appropriate statistical techniques with SPSS such as chi-square test, and corresponding analysis.

### **REVIEW OF LITERATURE**

Belkin (1980), Dervin (1983), Borgmann and Meadow (1989), Borgmann and Meadow (1989), carried out a study in order to establish a pattern of information seeking behaviour among academic researchers. Use of electronic information resources. Renekar (1992), Tillman and Ladner (1993); Cromer and Johnson (1994); Adams and Bonk (1995); Bane and Milheim (1995); Abels et al. (1996) and Liebscher et al. (1997) have richly contributed to the subject. Kumbar (2000), Ajala (1997), Satyanarayana (1993), Kapoor (1984), Studied the method of stock verification for assessing the loss of books in 17 college libraries in Shimoga city of Karnataka, India. The study reports results of a questionnaires survey used to obtain necessary data for the study and suggest several measures which include: the percentage of books to be written off, availability of reprographic facilities; and vigilance by library staff compared with other norms by UGC. Kumar and Kumbar (2013, 2014, and 2015) investigated to the e-resources in autonomous engineering college faculty members.

### **DATA ANALYSIS AND INTERPRETATION**

The data collected by using different methods were



**Table 1.** College wise distribution

Category	Questionnaire Distributed	Questionnaire Received	Percentage
University Colleges	268	239	89.18
Government Colleges	514	446	86.77
Aided Colleges	689	543	78.81
Unaided Colleges	547	478	87.39
Total	2018	1706	84.54

**Table 2.** Discipline wise distribution

Discipline	University Colleges N=239	Government Colleges N=446	Aided Colleges N=543	Un-Aided Colleges N=478	Total N=1706
Arts	102(42.68)	184(41.26)	223(41.07)	189(39.54)	698(40.91)
Science	61(25.52)	113(25.34)	122(22.47)	107(22.38)	403(23.62)
Commerce	76(31.80)	149(33.41)	198(36.46)	182(38.08)	605(35.46)

**Table 3.** Gender wise distribution

Gender	University Colleges N=239	Government Colleges N=446	Aided Colleges N=543	Un-Aided Colleges N=478	Total N=1706
Male	122(51.05)	208(46.64)	261(48.07)	283(59.21)	874(51.23)
Female	117(48.95)	238(53.36)	282(51.93)	195(40.79)	832(48.77)

analyzed, interpreted and presented in the following tables.

### College wise distribution

College wise distribution of the students has been summarized in the Table-1.

A total of 2018 questionnaires were distributed among the students of First Grade Colleges affiliated to Tumkur University, Tumkur of which 1706 filled-up questionnaires were received back consisting of 84.54% responses. The highest number of questionnaires have been received from University colleges 239(89.18%), followed by Un aided colleges 478 (87.39%), about Government Colleges 446(86.77%), Aided-Colleges 543(78.81%) The college wise details of the questionnaire distributed, received and number of faculty using Information Resources and Services are indicated in Table-1.

### Discipline wise distribution

Discipline wise distribution of the students has been summarized in the Table-2.

Table-2 also depicts that 102(42.68%) of university college students followed by 184(41.26%) of government

college students 223(41.07%) of aided college students and 189(39.54%) un-aided college students studying with Arts', followed by 61(25.52%) of university college students followed by 113(25.34%) of government college students, 122(22.47%) of aided college students, and 107(22.38%) of un-aided college students studying with Science hence 76(31.80%) of university college students followed by 149(33.41%) of government college students, 198(36.46%) of aided college students and 182(38.08%) un-aided college students studying with Commerce.

### Gender wise distribution

The Gender-Wise Distribution of the students has been summarized in the Table-3

Table -3 also described that 122(51.05%) of university college students followed by 208(46.64%) government college students about 261(48.07%) aided college students and 283(59.21%) un aided college students are 'Male', students respondents where as 117(48.95%) of university college students followed by 238(53.36%) government college students about 282(51.93%) aided

**Table 4.** Visit library

Opinion	University Colleges N=239	Government Colleges N=446	Aided Colleges N=543	Un-Aided Colleges N=478	Total N=1706
Yes	233(97.49)	435(97.53)	536(98.71)	459(96.03)	1663(97.48)
No	06(02.51)	11(02.47)	07(01.29)	19(03.97)	43(02.52)

**Note:** Figures in the parentheses indicate percentage

**Table 5.** Frequency of visits to Library by students

Frequency of visit	University College (N=233)	Government Colleges (N=435)	Aided Colleges (N=536)	Un-Aided Colleges (N=459)	Total (N=1663)
Everyday	67(28.76)	98(22.53)	127(23.69)	74(16.12)	366(22.01)
Once in two days	62(26.61)	74(17.01)	109(20.34)	89(19.39)	334(20.08)
Weekly once	53(22.75)	80(18.39)	156(29.10)	66(14.38)	355(21.35)
Occasionally	39(16.74)	116(26.67)	99(18.47)	133(28.98)	387(23.27)
Monthly	12(05.15)	67(15.40)	45(08.40)	97(21.13)	221(13.29)
<b>X<sup>2</sup>=109.589, df=12, P=.000</b>					

college students and 195(40.79%) un aided college students are Male students respondents 'Female' students respondents

### Visiting library

First Grade College students such as Constituent colleges, Government Colleges Aided Colleges and Un-Aided Colleges students visit the library has been summarized in the Table-4

The Table-4 shows that of the 1706 total students, 1663(97.48%) are respondents visiting college library and the remaining 43(02.52%) are respondents do not visiting college library

### Frequency of visits to Library by students

First Grade College students such as Constituent colleges, Government Colleges Aided Colleges and Un-Aided Colleges students visit the library has been summarized in the Table-5

It is seen from the above Table-5 also described that 67(28.76%) university college students Frequency of visits to Library 'Everyday', followed by 116(26.67%) government college students Frequency of visits to Library 'Occasionally', 127(23.69%) aided college students frequency of visits to library 'Everyday', and

133(28.98%) un-aided college students frequency of visits to library 'Occasionally'.

The X<sup>2</sup>- test conducted for d.f.at the 5% level significance shows that there is a significant relationship between frequency of visit the library by students (X<sup>2</sup>=109.589, d.f.=12, P=.000=<.005). Hence, the research Hypothesis-12 is supported. i.e., the frequency of visit the library by students is dependent upon library.

### Purpose of visit library

First Grade College students such as Constituent colleges, Government Colleges Aided Colleges and Un-Aided Colleges students visit the library has been summarized in the Table-6

Table-6 also indicates that 231(99.14%) university college students who are use 'To reading materials in our subjects', followed by 411(94.48%) government college students purpose of visit the college library to 'To read news papers and popular magazines', about 532(99.25%) aided college students visit to college library for the purpose of To read news papers and popular magazines and 396(86.27%) un-aided college students purpose of visit the college library 'to borrow books', followed by 226(97.00%) university college students visit to to read news papers and popular magazines', about

**Table 6.** Purpose of visit library

Purpose of visit	University College (N=233)	Government Colleges (N=435)	Aided Colleges (N=536)	Un-Aided Colleges (N=459)	Total (N=1663)
To borrow books	204(87.55)	402(92.41)	488(91.04)	396(86.27)	1490(89.60)
To reading materials in our subjects	231(99.14)	369(84.83)	322(60.07)	360(78.43)	1282(77.09)
To read news papers and popular magazines	226(97.00)	411(94.48)	532(99.25)	418(91.07)	1587(95.43)
To know the latest arrivals in the library in our subject	168(72.10)	152(34.94)	263(49.07)	322(70.15)	905(54.42)
To prepare a reading list considered to be important in their subject	141(60.52)	138(31.72)	129(24.07)	124(27.02)	532(31.99)
To prepare competitive exams	152(65.24)	116(26.67)	303(56.53)	206(44.88)	777(46.72)
To prepare for lecture/seminars	128(54.94)	121(27.82)	142(26.49)	112(24.40)	503(30.25)
To gain current and general information	172(73.82)	143(32.87)	201(37.50)	196(42.70)	712(42.81)
To read journal articles pertaining to our subjects	36(15.45)	18(04.14)	33(06.16)	24(05.23)	111(06.67)
To consult reference books	196(84.12)	187(42.99)	307(57.28)	283(61.66)	973(58.51)
To use question papers of previous years	188(80.69)	321(73.79)	365(68.10)	304(66.23)	1178(70.84)
To meet friends	77(33.05)	54(12.41)	88(16.42)	102(22.22)	321(19.30)
For getting photocopies	53(22.75)	32(07.36)	169(31.53)	116(25.27)	370(22.25)
Use of Internet	144(61.80)	103(23.68)	297(55.41)	132(28.76)	676(40.65)

**Table 7.** Opinion about Library Hours satisfied with rules and regulations of the library

Opinion	University College N=233	Government Colleges N=435	Aided Colleges N=536	Un-Aided Colleges N=459	Total N=1663
Extremely Satisfied	55(23.61)	86(19.77)	81(15.11)	43(09.37)	265(15.94)
Satisfied	42(18.03)	109(25.06)	132(24.63)	87(18.95)	370(22.25)
Moderately Satisfied	51(21.89)	66(15.17)	126(23.51)	134(29.19)	377(22.67)
Slightly Satisfied	36(15.45)	72(16.55)	101(18.84)	89(19.39)	298(17.92)
Not at all Satisfied	49(21.03)	102(23.45)	96(17.91)	106(23.09)	353(21.23)
<b><math>\chi^2=58.513</math>, df =12, P=.000</b>					

402(92.41%) government college students visit to borrow books, 488(91.04%) aided college students visit to borrow books and 396(86.27%) un-aided college students purpose of visit to the college library to borrow books.

#### Opinion about Library Hours satisfied with rules and regulations of the library

Opinion about Library Hours satisfied with rules and regulations of the library table has been summarized in Table-7

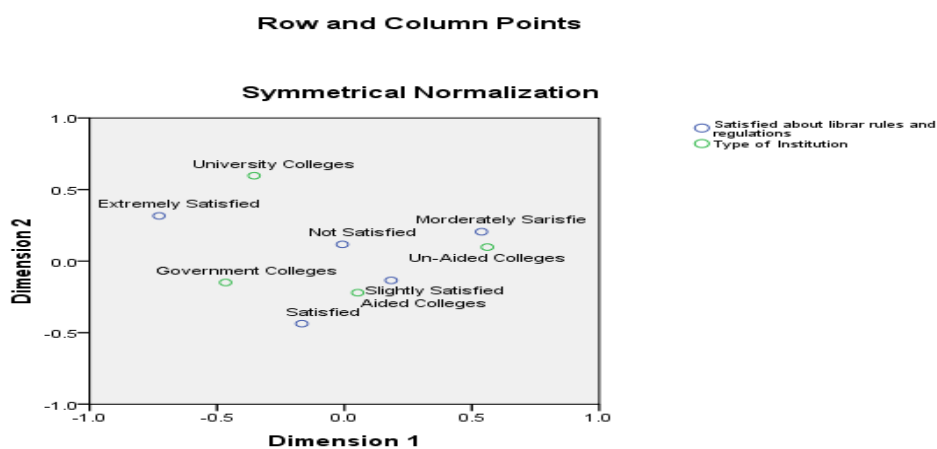


Figure 1.

**Table 8.** Opinion about Period of Loan Library

Opinion	University College N=233	Government Colleges N=435	Aided Colleges N=536	Un-Aided Colleges N=459	Total N=1663
Extremely Satisfied	106(45.49)	124(28.51)	137(25.56)	162(35.29)	529(31.81)
Satisfied	84(36.05)	107(24.60)	198(36.94)	122(26.58)	511(30.73)
Moderately Satisfied	21(9.01)	136(31.26)	109(20.34)	84(18.30)	350(21.05)
Slightly Satisfied	17(07.30)	41(9.43)	74(13.81)	67(14.60)	199(11.97)
Not at all Satisfied	05(02.15)	27(06.21)	18(03.36)	24(05.23)	74(4.45)
<b><math>\chi^2=98.321</math>, df=12, P=.000</b>					

Table-7 also depicts that 55(23.61%) of University college students Library Hours satisfied with rules and regulations of the library opine that 'Extremely Satisfied', followed by 109(25.06%) government college students Library Hours satisfied with rules and regulations of the library opine that 'Satisfied', 132(24.63%) aided college students Library Hours satisfied with rules and regulations of the library opine 'Satisfied' 134(29.19%) un-aided college students Library Hours satisfied with rules and regulations of the library opine that 'Moderately Satisfied'.

The  $\chi^2$  test conducted for 12 d.f. at the 5% level of significance shows that there is a significant relationship between level of satisfaction regarding library hours and library rules and regulation ( $\chi^2=58.513$ , d.f.=12,  $P=.000<.005$ ). It is clear that the level of satisfaction regarding library hours and rules and regulation depend

upon students. Figure 1

#### Opinion about Period of Loan Library

Opinion about Period of Loan Library satisfaction with first grade college students rating of Extremely Satisfied, Satisfied, Moderately Satisfied, Slightly Satisfied and Not at all Satisfied summarized has been Table-8

Table-8 also depicts that 106(45.49%) of University college students Opinion about Period of Loan Library opine that 'Extremely Satisfied', followed by 136(31.26%) government college students Opinion about Period of Loan Library opine that 'Moderately Satisfied', 198(36.94%) aided college students Opinion about

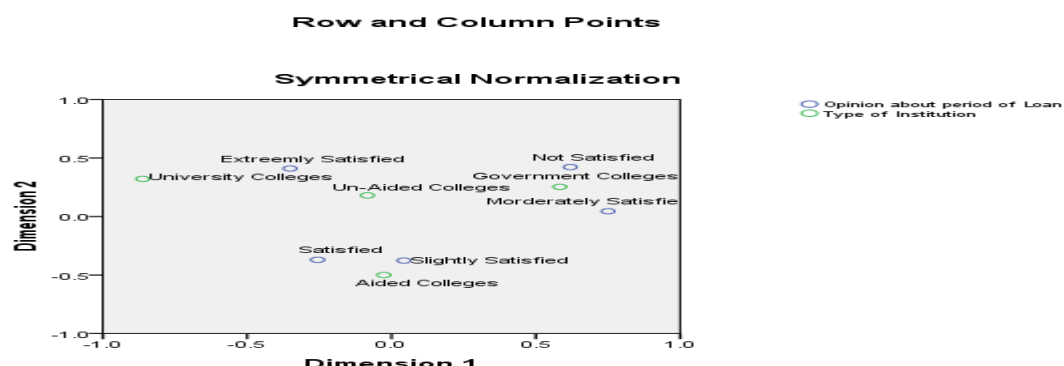


Figure 2

Table 9. Extent of satisfaction with library services

Opinion about library services	Excellent	Very Good	Good	Average	Poor	Total
Circulation service	355(38.55)	228(24.76)	202(21.93)	96(10.42)	40(04.34)	921
Reference service	229(22.76)	203(20.18)	296(29.42)	195(19.38)	83(08.25)	1006
Interlibrary loan service	45(16.92)	91(34.21)	63(23.68)	18(06.77)	49(18.42)	266
Internet Services	197(22.64)	347(39.89)	161(18.51)	93(10.69)	72(08.28)	870
Referral services	44(09.24)	86(18.07)	103(21.64)	177(37.18)	66(13.87)	476
Newspaper Clippings services	388(35.69)	354(32.57)	201(18.49)	91(08.37)	53(04.88)	1087
Reservation of book services	122(22.22)	86(15.66)	145(26.41)	108(19.67)	88(16.03)	549
Photo copy services	296(40.60)	153(20.99)	106(14.54)	95(13.03)	79(10.84)	729
Government documents delivery service	41(20.20)	36(17.73)	77(37.93)	21(10.34)	28(13.79)	203
Current Awareness Services	122(12.82)	243(25.53)	206(21.64)	199(20.90)	182(19.12)	952
Selective Dissemination of Information	117(19.50)	126(21.00)	198(33.00)	106(17.67)	53(08.83)	600
Bibliographical service	94(24.80)	88(23.22)	109(28.76)	56(14.78)	32(08.44)	379

Period of Loan Library opine 'Satisfied and 162(35.29%)un-aided college students Opinion about Period of Loan Library opine that 'Extremely Satisfied, The  $X^2$  test conducted for 12 d.f. at the 5% level of significance shows that there is a significant relationship between level of satisfaction regarding library Period of Loan Library and rules and regulations of the library ( $X^2=98.321$ , d.f.=12,  $P=.000<.005$ ) it is clear that the level of satisfaction regarding Period of Loan Library and rules and regulations of the library. Figure 2

#### Extent of satisfaction with library services

First Grade College libraries provided to different types of services in all discipline wise colleges such as Arts, Commerce, and Science has been summarized Table-9.

As the Table-9 indicates, out of which 1663 total faculty members, 1087 students are opine that Extent of satisfaction with library services, that is Newspaper Clippings services, about 1006 students are opine that Extent of satisfaction with library services, that is



**Table 10.** Indicate the preferred methods for user education

Methods	University Colleges (N=226)	Government Colleges (N=349)	Aided Colleges (N=506)	Un-Aided Colleges (N=233)	Total (N=1314)
Training programmes/ workshops	189(83.63)	304(87.11)	491(97.04)	186(79.83)	1170(89.04)
Lectures methods	76(33.63)	143(40.97)	306(60.47)	127(54.51)	652(49.62)
Demonstrations library tours	154(68.14)	203(58.17)	339(67.00)	76(32.62)	772(58.75)
Circulation of library handbooks	86(38.05)	113(32.38)	213(42.09)	94(40.34)	506(38.51)

**Table 11.** Place of access to Internet

Place of access	University Colleges (N=231)	Government Colleges (N=422)	Aided Colleges (N=516)	Un-Aided Colleges (N=447)	Total (N=1616)
Department	26(11.26)	19(04.50)	54(10.47)	14(03.13)	113(06.99)
Cyber Café	186(80.52)	411(97.39)	512(99.22)	430(96.20)	1539(95.24)
Computer lab	53(22.94)	76(18.01)	89(17.25)	48(10.74)	266(16.46)
Residence	162(70.13)	298(70.62)	368(71.32)	241(53.91)	1069(66.15)
Library	122(52.81)	54(12.80)	221(42.83)	36(08.05)	433(26.79)

'Reference service' followed by 952 students are opine that Extent of satisfaction with library services that is 'Current Awareness Services', 921 Circulation service, 870 Internet Services, 729 Photo copy services, 600 Selective Dissemination of Information, 549 Reservation of book services, 476 Referral services, 379 'Bibliographical service', 266 Interlibrary loan service and 203 'Government documents delivery service'

#### Indicate the preferred methods for user education

Preferred methods for user education conducting the first grade college libraries have been summarized Table 10. Table-10 also depicts that 189(83.63%) University Colleges, 304(87.11%) Government Colleges, 491(97.04%) Aided Colleges, 186(79.83) Un-Aided Colleges, Training programmes/workshops. Indicate the preferred methods for user education. Followed by 154(68.14%) university colleges 203(58.17%) government colleges and 339(67.00%) aided colleges Demonstrations library tours, preferred methods for user education,

#### Place of access to Internet

The preferred place of access to Internet by the first Grade college students for accessing needed

information has been summarized in the Table-11.

The Table-11 also depicts that 186(80.52%) University college students access to "Cyber Café" followed by 411(97.39%) Government College students 512(99.22%) Aided college students and 430(96.20%) Un-aided college students access to internet "Cyber Café", followed by 162(70.13%) University college students use of internet access to "Residence", followed by 298(70.62%) government college students 368(71.32%) aided college students 241(53.91%) unaided college students access to internet to Residence.

#### Purpose of use of Internet

First Grade college students affiliated to Tumkur University students access the Internet for various purposes. The purpose of use of Internet has been summarized in the form of Table-12.

Table 12 shows that 184(79.65) university college students purpose of use of internet to For data communication(sending and receiving e-mail, Chat) and For accessing teaching materials, followed by 176(76.19) For entertainment/ recreational (adds, games, movies, songs tec.) about 391(92.65) government college students purpose of use of internet to For data communication(sending and receiving e-mail, Chat)

**Table 12.** Purpose of use of Internet

Purpose	University Colleges (N=231)	Government Colleges (N=422)	Aided Colleges (N=516)	Un-Aided Colleges (N=447)	Total (N=1616)
For communication(sending and receiving e-mail, Chat)	184(79.65)	391(92.65)	498(96.51)	441(98.66)	1514(93.69)
For reading/ writing research papers, research and projects	38(16.45)	14(03.32)	21(4.07)	07(01.57)	80(04.95)
For accessing teaching materials	184(79.65)	308(72.99)	297(57.56)	255(57.05)	1044(64.60)
<b>For accessing/ reading unpaid/</b>		17(04.03)		06(01.34)	
Subscribed information resources (e-journals, e-databases etc.)	06(02.60)		24(4.65)		23(01.42)
For blogging/ uploading content and participation in discussion forum	34(14.72)	76(18.01)	62(12.02)	53(11.86)	30(01.86)
To access OPAC/Web OPAC	15(06.49)	94(22.27)	197(38.18)	38(8.50)	225(13.92)
For participation in News Groups	21(09.09)	17(4.03)	28(05.43)	13(2.91)	344(21.29)
For entertainment/ recreational (adds, games, movies, songs tec.)	176(76.19)	329(77.96)	396(76.74)	368(82.33)	79(04.89)
Social sites (Face book, Orkut, YouTube, LinkedIn etc.)	153(66.23)	361(85.55)	334(64.73)	378(84.56)	1365(84.47)
Seeking jobs websites/portals	172(74.46)	338(80.09)	463(89.73)	392(87.70)	1269(78.53)

followed by 338(80.09) Seeking jobs websites/portals, about 498(96.51) aided college students use of internet for the purpose of For data communication(sending and receiving e-mail, Chat) followed by 396(76.74) For entertainment/ recreational (adds, games, movies, songs tec.) and 441(98.66) unaided college students purpose of use of internet to For data communication(sending and receiving e-mail, Chat), followed by 392(87.70) Seeking jobs websites/portals.

### 7.13. Usage of N-LIST Services

First grade college students use age of N-LIST services provided by library such three categories of college students has been used N-LIST services has been summarized form of the Table-13.

Table 13 also depicts that 159(85.03%) university college students prefer to use Economic and Political Weekly, followed by 130(69.52%) Indian Journals about 67(91.78%) government college student prefer to use Economic and Political Weekly followed by 53(72.60%) Indian Journals, 147(84.00%) aided college students prefer to use Indian Journals followed by 123(70.29%)

Economic and Political Weekly, N-LIST Services use for academic work.

### Physical Facilities in college library

The college library considered the physical facilities, resources, services, opine the first grade college students affiliated to Tumkur University summarized the Table 14.

Table 14 also depicts that 226(97.00%) university college students express to Physical Facilities in college library to 'Reading room has adequate space with enough seating capacity', and 186(79.83%) express to Library has adequate space for browsing materials (Popular magazines and newspapers), followed by 254(58.39%) government college students express to Physical Facilities in college library to Reading room is well furnished with reading tables and chairs, and 195(44.83%) express to 'Library stack is congested and not usable', about 341(63.62%) aided college students express to 'Reading room has adequate space with enough seating capacity', and 289(53.92%) express to 'Library has adequate space for browsing materials (Popular magazines and newspapers)', and 341(74.29%)

**Table 13.** Usage of N-LIST Services

Types of N-LIST Resources	University Colleges (N=187)	Government Colleges (N=73)	Aided Colleges (N=175)	Total (N=435)
<b>E-JOURNALS</b>				
American Institute of Physics	64(34.22)	31(42.47)	54(30.86)	149(34.25)
American Physical Society	51(27.27)	19(26.03)	39(22.29)	109(25.06)
Annual Reviews	38(20.32)	23(31.51)	30(17.14)	91(20.92)
Cambridge University Press	--	--	--	--
Economic and Political Weekly	159(85.03)	67(91.78)	123(70.29)	349(80.23)
Indian Journals	130(69.52)	53(72.60)	147(84.00)	330(75.86)
Institute of Physics	96(51.34)	47(64.38)	84(48.00)	227(52.18)
JSTOR	23(12.30)	19(26.03)	39(22.29)	81(18.62)
Oxford University Press	--	--	22(12.57)	22(05.06)
Royal Society of Chemistry	23(12.30)	11(15.07)	18(10.29)	52(11.95)
H. W. Wilson	17(09.09)	09(12.33)	24(13.71)	50(11.49)
<b>E-BOOKS</b>				
Cambridge Books Online	22(11.76)	27(36.99)	39(22.29)	88(20.23)
E-brary	--	--	24(13.71)	24(05.52)
EBSCoHost-Net Library	23(12.30)	18(24.66)	24(13.71)	65(14.94)
Hindustan Book Agency	14(07.49)	22(30.14)	31(17.71)	67(15.40)
Institute of South East Asian Studies(ISEAS) Books	--	17(23.29)	--	17(03.91)
Oxford Scholarship	--	--	22(12.57)	22(05.06)
Springer eBooks	39(20.86)	18(24.66)	27(15.43)	84(19.31)
Sage Publication eBooks	62(33.16)	13(17.81)	18(10.29)	93(21.38)
Taylor Francis eBooks	29(15.51)	17(23.29)	20(11.43)	66(15.17)
Myilibrary-McGraw Hill	--	--	27(15.43)	27(06.21)
E-resources for Universities ( Web of science)	136(72.73)	39(53.42)	93(53.14)	268(61.61)
Bibliographical databases (MathSciNet)	28(14.97)	11(15.07)	26(14.86)	65(14.94)

un aided college student express to 'Good ventilation and lighting facility in the reading room', and 327(71.24%) express to Good ventilation and lighting facility in the stack rooms, opinion about Physical Facilities in college library.

#### Major findings of the study

About 698 (40.91%) respondents are from Arts discipline, followed by Commerce and Science students. Majority 403(23.62%) are from Science discipline and 605(35.46%) are from Commerce discipline. Majority of

1663(97.48%) of respondents visit the college library followed by 366(22.01%) visit every day, 221(13.29%) visit monthly, About 1490(89.60%) students purpose of visit borrow the books, about 1587(95.43%) read newspapers and popularize magazine About 370(22.25%) satisfied library hours, 529(31.81%) extremely satisfied about period of book loan scheme, 1087 Newspaper clipping services about library services Majority 1514(93.69%) usage of e-mail, chat, data communication and purpose of use of internet, About 349(80.23%) N-list economic and political weekly e-

**Table 14.** Physical Facilities in college library

Opinion	University Colleges (N=233)	Government Colleges (N=435)	Aided Colleges (N=536)	Un- Aided Colleges (N=459)	Total (N=1663)
Reading room has adequate space with enough seating capacity	226(97.00)	219(50.34)	341(63.62)	288(62.75)	107(06.43)
Reading room is well furnished with reading tables and chairs.	151(64.81)	254(58.39)	216(40.30)	271(59.04)	892(53.64)
Library has adequate space for browsing materials (Popular magazines and newspapers)	186(79.83)	112(25.75)	289(53.92)	294(64.05)	881(52.98)
Good ventilation and lighting facility in the reading room	179(76.82)	189(43.45)	261(48.69)	341(74.29)	781(46.96)
Good ventilation and lighting facility in the stack rooms	155(66.52)	154(35.40)	284(52.99)	327(71.24)	920(55.32)
Library stack is congested and not usable	102(43.78)	195(44.83)	245(45.71)	274(59.69)	816(49.07)
Drinking water/Toilet facilities	141(60.52)	111(25.52)	133(24.81)	94(20.48)	479(28.80)
Good vehicle parking facilities near the library.	99(42.49)	201(46.21)	166(30.97)	131(28.54)	597(35.90)

resources used, 920(55.32%) Good ventilation and lighting facility in the stack rooms, etc.

## SUGGESTIONS

The following suggestions can be drawn from the following findings:

Majority of the respondents prefer printed text books the library increase its print collection. The library should provide orientation and training program for its users at regular interval of time. The library should conduct hands on workshop for using e-resources. The speed of the internet for accessing information resources should be increased. The library staff should do regular shelf rectification for easy access of misplaced books.

## CONCLUSION

The present study shows that, most of the under graduate college libraries are suffering from inadequate fund, manpower, proper infrastructure facilities, audio visual materials, as well as e-resources, and trained manpower to handle the digital library operations.

Majority of the college libraries in the study have not computerized their library services. Most of the unaided colleges do not have Internet facility and accessing the N-List services.

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*Full Length Research*

# **The Role of Picture Books in Promoting Reading Culture among Nigerian Children: Implication for Libraries and Development of Leadership Qualities**

**ILOGHO, JULIE ENAMEN**

Centre for Learning Resources, Covenant University, Ota, Ogun State, Nigeria. EMAIL: [Julieilogho2000@yahoo.com](mailto:Julieilogho2000@yahoo.com)

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The study examined the role of picture books in cultivation of reading culture among Nigerian children and the implications for developing leadership qualities. Reading has been recognized as one of the most valuable legacy that can be handed down to children. This study placed emphasis on early introduction of children to reading using picture books. It viewed picture books as powerful, and compelling tools which have inviting influence on children, thus, making them want to read more than they would ordinarily do. The study further posited that picture books can assist children develop socially, personally, intellectually, culturally and aesthetically. Factors militating against the use of picture books for the promotion of reading culture in Nigeria were identified as poor implementation of government policies, high cost of publishing, ignorance on the part of parents about the value of picture books, lack of enabling environment for publishers to publish quality picture books, lack of available libraries in Nigeria's nursery and primary schools among others. Recommendations include: that the Government should lead the reading promotion and awareness campaign, that government should reduce or remove import duties on printed materials, professional librarians should advocate for libraries and lead a campaign against nursery and primary schools that do not have libraries. Lastly, picture books should be used to teach children acceptable values of our society, while at the same time teaching against unacceptable or unwanted values in the society.

**Keywords:** Picture books, Reading culture, Libraries, Reading promotion, Leadership qualities.

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## **INTRODUCTION**

It is a common parlance that children are the leaders of tomorrow. This implies that every child is a potential leader. Over the years, it has been argued by a school of thought that leaders are made and not born (George, 2012). One of the reasons for this argument is that though most people may have the potentials to become

effective leaders, it takes time to discover and develop these potentials. Until such potentials are discovered and developed, they will remain dormant. Part of child training/upbringing include, teaching and helping children cultivate a good reading habit that is interest driven. Apart from home training and formal education, one of the

greatest legacies that can be handed down to children is teaching them to read and to love reading. A child who loves reading will not only become a lifelong learner, but has a hundred percent chance of acquiring leadership qualities such as integrity, honesty, commitment, diligence, wisdom, justice, responsibility, ability to make decisions etc.

Oyedepo (2008) asserts that every committed reader is a potential leader. This suggests that a person who is committed to reading will not only become a leader, but a successful adult leader who is able to surmount the challenges and problems encountered in life. In other words, reading is synonymous with leadership. Leaders are readers (George, 2013). An important aspect of childhood development is mental or cognitive development. There are cognitive implications of reading that extends beyond the lifting of meaning and vocabulary of the content of a passage being read (Cunningham & Stanovich, 2001, p. 1). Therefore, devotion to an uninterrupted reading lifestyle helps to improve the cognitive abilities of the reader in addition to the acquisition of vocabulary and knowledge.

Ilogho (2002) stressed that reading remains one of the most powerful positive preoccupation of children during childhood development, adding that children and youths constitute the bulk of active readers in any nation. It was noted from the Nigerian Tribune (2010) that lack of reading is one of the limiting factors to development in Nigeria. Children in Kaiser Foundation's report (2010) were found to devote an average 7.5 hours per day on entertainment technology such as internet, movies, video games, TVs and others. The report further revealed that seventy five percent (75%) of the children had devices in their bedrooms. On a daily basis children are gradually being entrapped in the web of the diverse information technologies, especially visual media. In most homes, we find clusters of excited looking young people around the TV, watching football matches, musicals, home videos on African Magic and several other cable television entertainment programmes, but not the same with books. Ilogho (2011) citing Trelease (1995) observed that "59% of teens own their own television sets including 33% who own a VCR". She added further that "aliterates are more prone to watching TV, home videos, computer games, peer group discussion in preference to reading books, magazines, newspapers, etc." (p. 4). The Vanguard (2009) affirms that this trend is getting worse as our children are becoming less and less attracted to reading.

This study, therefore, seeks to promote habitual reading using illustrated/picture books for children of ages 1-5 in Nigeria, identify the types of picture books, highlight the importance and benefits of reading as it

relates to leadership, examine factors militating against the availability and use of picture books in reading promotion, examine the implications of readership culture on leadership quality development and recommendations.

## THE CONCEPT OF READING

The World Encyclopedia (1995) defines reading as the ability to recognize letters and groups of letters as symbols that stand for particular sounds. It is the art of making meaning or sense from printed or written words. Reading is so important that it cannot be overemphasized. Reading is an essential competency required in the 21st century to survive the global systems, be it economic, educational, political, and social and so on. Teachers, school librarians and parents face an enormous task of trying to confront the poor reading culture environment in Nigerian. In-depth understanding and enlightenment about the issues of life is a function of the quality of time an individual devotes to reading and learning. Grandson (2011) citing from Google Dictionary Merriam-Webster defines "reading as a complex cognitive process of decoding symbols with the intention of constructing or deriving meaning (reading comprehension)" {p. 3}. Reading is the ability to interpret and decode an array of words through a cognitive process. Reading is a tool for acquiring knowledge, language, communicating, and sharing of information, including ideas. The learners' literacy demands that the individual student must be able to read any subject of interest in school. The workplace literacy also demands that a worker should be able to read materials related to the job they do. Besides reading for academic purpose and job performance, reading can be engaged in for pleasure and enjoyment.

Reading is one of the avenues for personal advancement in social, civic and economic development (Holden, 2004). Beach (1996) suggested that children should be immersed in a print-rich environment where they listen to books being read and are encouraged to discuss the stories, bearing in mind the age factor. It is not enough to provide children with quality and interesting reading materials, especially picture books. Children should have an improved reading home environment, school environment, community, including improving the image of reading, so that reading is not only school centred, it should include improved access to quality local literature (UN Resolution 54/122, 2002, p. 6). Gupa (2010) observes that reading is the finest habit a person can have. In the past when the television technology had

not been invented, people spent a greater part their time reading books. It was through books that people tried to know about the world outside. Many became members and users of libraries just to have access to reading more books. Since the advent of the internet, the habit of reading books has continually dwindled. People rather spend more time chatting than reading. He further observes that whoever encourages a child to read is giving that child a valuable gift for life. Fayose (1995) stated that the books have helped bridge the gap between the past and the future. Books have brought diverse cultures of the world together and created.....understanding between man and man. Furthermore, books contribute in no small measure to children's emotional development. Reading promotes individual self worth and a source of consolation and reassurance to readers. Reading is an opportunity to rub minds with greater minds. It has been widely acknowledged that reading is one of the most valuable legacy parents can give to their children.

### CONCEPT OF READING CULTURE

Reading culture or habit describes a regular engagement in the act of reading on a continuous basis. It is an addiction to read with provable, positive effects on addicts. Reading culture involves the acquisition of positive attitude to reading among children, students and adults alike (Gbadamosi, 2007). Reading habit is the key to students' academic success (Nssien, 2008). Reading culture, therefore imbibes reading as an instrument for growth and development (Igwe, 2011). Reading is simply consistent, dedicated reading lifestyle. It is the underlying basis for lifelong learning, long after graduating from school.

### PICTURE BOOKS AND READING

Among the numerous reading materials for children, picture books are very captivating and having a powerful influence on young readers. The research study of Talk (2005) on "reading picture books is serious fun" has shown that reading picture books stimulates and advances the imagination and thinking of the children. Thus, young people enjoy reading picture books more than other text materials. The bright and coloured pictures and sometimes funny looking images are simply inviting, compelling and stimulates children's interest to read more. The images of the picture book provoke the imagination of a reader to begin to make connections and

relate the pictures to what is already known to the unknown, in order to gain understanding of the message being projected.

Children learn to read pictures first before reading only worded print materials. Comics are a special type of visual medium that combines written word with visual concept. Comics provide the platform for graphic storytelling, where images are more direct than written texts (Tiemensma, 2009). The American Library Association describes a picture book as being distinguished from other books with illustrations. Essentially, it provides the child with a visual experience.

It was common to use images and sequences of pictures to communicate in early civilizations and ancient cultures. For example cave drawings, the Egyptian hieroglyphics and stained glass windows showing Biblical scenes (Sabin, 2005). Mitchell (2003) observed that picture books evoke images of bright and beautifully coloured illustrations that beg to be read. No matter what our ages are, some adults still enjoy reading picture books because of their vibrant, colorful pictures, rich, evocative languages, poignant and meaningful themes. Picture books communicate information to us in the same way photographs do. They touch our emotions, delight our senses, appeal to our whims, and bring back memories of our childhood. Picture books invite us to curl up and read them. Shutterland (1997) highlights five features or attributes of picture books for young children. They include:

- ❖ Present the story in a brief and straightforward manner
- ❖ Contain a limited number of concepts
- ❖ Include concepts that children can comprehend
- ❖ Provide text that is written in a direct and simple style
- ❖ Provide illustrations that complement the text

There are different types of picture books which are crafted with care and intelligence to provide all the necessary knowledge to a child. Russell (2009) identified different types of picture books, these are- Toy Books (board books, pull-tab books, flap books, pop-up books, cloth books, and plastic books), Concept Books (introduction to shapes, colors, alphabets, counting, and principles of grammar and time), Wordless Books are fine ways to help children improve language and narrative skills, Easy Readers are sometimes called beginning books and are also considered as transition books for children moving from picture books to chapter books.

Others are alphabet books and picture storybooks. In

addition, Hubbard (2009) identified the following types of picture books, these are: Baby books, toddler books, early picture books, easy readers, transition books, chapter books, middle grades, and young adults, etc.

Thus, the role of picture books on promoting a reading culture among children cannot be overemphasized. Liu, (1996) found that children liked to read picture story books because they felt they were funny. From his finding, the curiosity became the driving force which compelled children to read. When children begin to see reading as fun, they tend to become self motivated and always looking forward to reading with excitement. Furthermore, the reading interest of children was observed to change from reading picture books and graduating to other reading materials as they advanced in age. This underscores the importance and value of engaging children in early reading using illustrated/picture books. The interest in reading, the curiosity to want to discover and know more, and the ability to sustain reading all through life can be triggered when children are introduced to the right kind of story books.

The National Association for the Education of Young Children (2004) observed that picture books are beneficial to helping young children develop socially, personally, intellectually, culturally and aesthetically. Picture books also help communicate self acceptance to children, model coping strategies for children who are just learning to deal with emotional issues. Through picture books children can learn about different family settings, and cultures that are in some ways similar and in some ways different. Picture books contribute to the child's cultural identity and multicultural awareness. Furthermore, Segun (1988) identified some of the values of illustrated books as sharpening the perception of children, stimulation of children's imagination, increase sense of observation, increase sense of personal identity, awareness of their cultural heritage, eliminates stereotypes and correct wrong cultural notions. Fletcher & Reese citing Adams, (1990); Bus, Van IJzendoorn, & Pellgrini, (1995), and other researchers observed that "picture book reading has been advocated as an important activity to promote children's language and literacy skills during the preschool years" (p. 65).

One of the goals reading development seeks to achieve is to provoke positive attitude towards reading, and picture books (comic books) provoke positive attitude toward reading. Over the years comics have contributed greatly to promoting reading habit among children. According to Fenwick (1998) reading comics is a way to develop a positive attitude towards reading and to get children engaged in reading. Children including some adults find comic books very entertaining, enjoyable and

pleasurable. The enjoyment of reading comics gradually leads to the enjoyment of other reading materials. Children are more likely to continue reading once they think of reading as exciting. Two large surveys, both of 8,000 learners, conducted in the United Kingdom in 1977 and repeated in 1996 revealed that comics are the most potent form of periodical reading.

### ROLE OF LIBRARIES IN READING PROMOTION

The role and contribution of libraries to reading culture promotion among Nigerian children cannot be overemphasized. Libraries may, therefore, contribute to reading promotion in some of the following ways:

- ❖ Authorities in libraries must ensure that personnels to man the libraries are properly trained for the job.
- ❖ The professional librarians and library

officers must be emotionally intelligent and have good public disposition towards library patrons.

- ❖ Professional librarians and other support staff must be vast in knowledge about various subjects to answer all queries from clientele.
- ❖ School libraries must strive to acquire materials that will meet the reading needs all categories of readers, especially picture books for ages 1-5 years.
- ❖ The libraries should provide special reading rooms and decorated with pictures all over the reading environment for children from ages 1-5 years.

### DEVELOPING LEADERSHIP QUALITIES THROUGH READING

The journey to becoming an avid reader or established reading culture begins first by reading picture books from childhood, for instance ages 1-5 years. Avid reading has positive implications for personal and leadership quality development. The leading world today pride themselves on their promotion of reading (Igwe, 2011). Oyedepo (2008) asserts that every committed reader is a potential leader. Hence it makes sense to engage in habitual reading, especially as a future leader. In addition to acquiring cognitive benefits such as new vocabulary,



language command, reading comprehension and a lot more, effective leadership qualities can be acquired. When children graduate to reading books with text of a variety including biographies of great leaders, they naturally tend to model the leadership qualities of these great leaders. Children who maintain the habit of reading such books would themselves become leaders. Thus, children can actually be mentored through reading of books of certain leaders (i.e. Using Bibliotherapy as a mentoring tool). This is a mentoring programme involving the use of selected books and biographies of outstanding leaders. Some of the leadership qualities addressed in the books read naturally begin to find expression in the readers.

Meyer (2012) observed that “intellectual curiosity”, “learning”, and search for knowledge through reading of articles and books” is a function of “employee’s youthfulness”. Furthermore, reading helps in learning from colleagues, professionals from other fields, including business owners and leaders. Meyer identified three reasons for reading, as: reading reminds you, reading challenges you and reading gives the opportunity to interact with others. Thus, the saying that “knowledge is power” suggests that knowledge empowers the individual. Knowledge gives us an advantage over others and one access point for continued personal growth and development is a reading lifestyle. Hence, in a matter of time the avid reader will soon become a leader haven engaged in capacity building through reading. Avid readers are always ahead of others, and discovering new knowledge, learning new experiences from past leaders, becoming aware of current trends, acquiring skills for quality decision making, acquiring wisdom that gives them an economic advantage over others, especially in areas of ideas generation and innovations.

#### **FACTORS MILITATING AGAINST THE AVAILABILITY AND USE OF PICTURE BOOKS IN NIGERIA**

Odia and Omofonmwan (2007) citing World Bank (1999) asserts that successful development entails acquiring and using knowledge as well as closing the gaps in knowledge. That to confront the challenges of development, a developing country must undertake three major tasks which include acquiring and adopting global knowledge and creation of knowledge locally. Thus, the importance of creative writing and publishing of our own indigenous knowledge that is reflective of our cultural environment cannot be over stressed. African children’s literature must begin to reflect both quality and African cultural ingenuity.

The following factors and several others are responsible for the lack of quality picture books in Nigerian. These include:

- Poor implementation of government policies: different government regimes have introduced various educational reforms and policies, but failed at the implementation stage.
- Cost of publishing: the cost of publishing quality picture books in Nigeria is very high. This is because the materials used in publishing these books are imported; they are not sourced locally. This explains why most of the picture books available are foreign and expensive.
- Most parents cannot afford to buy expensive foreign books for their children when they can hardly eat. In addition, the majority of parents are unaware of the benefits gained by investing in children’s literature. Ignorance and lack of awareness of the value and role of picture books by parents, has contributed greatly to poor reading culture among children. Smith (2006) notes further that African adults seldom read to their children including parents.
- Failure on the part of the Government in providing an enabling environment for publishers. The Nigerian government has not fared well in that import duty has been on the high side. Inadequate investment in the education sector by Government: inadequate funding has been identified as one of the limitations of the education sector, resulting in problems such as a fall in the standard of education, breakdown and deterioration of facilities, shortage of new books and current journals in the library etc. It has also affected the quality of manpower and quality of teaching.
- Lack of available libraries in most of our nursery and primary schools. Rarely can we find a Nigerian nursery or primary schools with libraries. Most schools are established without a library and no plan for one in the future. Most children pass through nursery and primary schools without the experience of actually using a library.
- The library and information professionals have failed to create sufficient awareness of the importance of using picture books for promoting reading culture among children. They have also not been sufficiently vocal in preaching the gospel and insisting on the need to have school



libraries in nursery and primary schools.

- The authors focus more on writing text books rather than children's literature because no one wants to invest in books that will not sell. According to Smith (2006) the bulk of the books published in Africa is mainly textbooks rather than books for pleasure and enjoyment. The output of books published in Britain in one year is over 2,000 titles compared to Nigeria that has less than 60 titles.

## CONCLUSION AND RECOMMENDATIONS

Picture books are powerful materials that can effectively be used to communicate direct messages to children. Comic books are a unique type of picture books which are reader friendly. Children, young adults and even older adults, who engage in reading them, often find them very compelling, enjoyable, interesting, exciting, and sustaining attention. Picture books are visual text materials, which can effectively replace visual media such as, television, video games, play station, internet, etc. Comics are usually brightly coloured and effectively convey messages or complements the texts. Children should be encouraged to start reading very early using picture books because reading will enhance their intellectual, social, psychological, emotional and cultural development. Other benefits children derive from reading early, using picture books, include: acquisition of knowledge, sharpening and strengthening the mental capacity of children, helps children in language development, helps in building stronger bonds between parents and children, helps children develop their creative abilities, enhances analytical, critical, and logical reasoning skills in children, opens children up to the unlimited world of possibilities, and helps children improve vocabulary and language skills among other benefits.

Picture books can be used for the following purposes in Nigeria:

Tailoring and directing the culture of Nigeria in terms of how we speak, dress; dance, etc., to the younger generation who are the leaders of tomorrow. Picture books can be used to model exemplary leadership qualities to the younger generation. Picture books can be used to teach godly virtues and all the acceptable value systems, while discouraging negative values in the society and in our national life, e.g. the need

to change the mentality of Nigerians from getting rich by all means is urgent. This call for change should begin with our children. Parents, guardians, teachers must be visibly involved in encouraging reading of picture books. Government should be involved by way of investing more in education and the production and publication of picture books. Import duty on picture books should be reduced, if not completely removed in order to ensure that they are not too expensive for the average Nigerian.

Finally, publishers should encourage a reading culture by ensuring that quality picture books are published for children's consumption. School libraries should stock different types of picture books for all age categories. They should flag of robust advocacy for the compulsory inclusion of library in schools, with sections devoted to picture books as well as mount a campaign against all nursery and primary schools without school libraries. Mackey and Ingrid (1996) in their study suggested strategies that encourage reading among reluctant readers. These include: offering classroom reading time, improve selection skills by allowing a limited number of books for selection, discuss selection techniques with students, reading the beginning of a novel openly in class, providing classroom libraries with a wide range of materials such as graphic novels, nonfiction, picture books and books on a variety of cultures.

Furthermore, school librarians should encourage children to read for pleasure primarily by embarking on awareness campaigns to educate and enlighten parents, teachers and government. The minister of education should continue from where President Goodluck Jonathan stopped when he launched a nationwide campaign promoting a reading culture on December 20, 2010. The campaign was tagged "Bring Back the Book". This singular act of the president was highly commended and welcomed by Nigerians who appreciate the value of reading and the implication for national development (Vanguard, 2010).

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