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Editorial

In our attempt to ensure the currency of the Nigerian Libraries Publication, we will now publish the journal twice a year. That is, number (1) January to June and Number (2) July to December. The vol. 51 (1) 2018 covered wide areas of library and Information Science which include Information literacy and security, I.C.T. Application in Library and information services, Risk Management and Marketing of Library Products. It is our hope that the contributors will continually send in quality papers to ease the editorial jigsaw so that we steadily cope with our mission of being current in our publication.

The continued support of the members of the Editorial Board is noted with deep appreciation. Certainly, without their candid uprightness and commitment to the successes of NLA in editing the papers submitted, one wonders what it would have been with the nature and quality of the articles published.

Pro. Zakari Mohammed fnla, fnim.

Editor-in-chief

INCLUSIVE EDUCATION POLICY AS PLATFORM OF LIBRARY SERVICES FOR STUDENTS WITH VISUAL IMPAIRMENT IN NIGERIAN UNIVERSITIES: LESSONS FROM THE UNITED STATES OF AMERICA

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Abstract

All over the world students with visual impairments face some difficulties as they seek to gain admission into universities and to assert their position in campus setting as other sighted students population. In one way or the other, they are often excluded from accessing equal opportunities enjoyed by their peers in day-to-day campus life as a result of environmental, physical, legal and institutional barriers found throughout the society. At present, most developed and some developing nations have issued guidelines and policies generally for persons with visual impairment which translates into inclusive library practices and transforming ways students with visual impairment access and use information resources to support academic activities. Despite this development, there is consensus among Library and Information Science (LIS) professionals that access to information resources and services for students with visual impairment in Nigerian universities are not yet fully available. This study adopted a multi-site research approach from data collected through questionnaires from 104 students with visual impairment in Nigerian university on how university libraries are meeting their information and academic needs, and service delivery mechanism deployed by university librarians in 12 universities in Nigeria and United States of America (USA).. The paper revealed the gap in inclusion of students with visual impairment in accessing library resources to support academic activities in Nigerian universities and provide suggestive guidelines for the formulation of inclusive practices in Nigerian universities libraries.

Keywords: inclusive education, Inclusive library services, Assistive technology, Visual Impairment, Students, Nigeria, United States of America.

Introduction

Inclusive policy has received international endorsement because it is seen as ensuring education in least restrictive environment for persons with disabilities. Inclusion in institutional policy framework serves as the axis from which a university culture of inclusion and valuing differences emanates. Over the years, the debate has moved from high-income countries like the United States and Canada to a low-income country like Nigeria, where an official policy of educating persons with disabilities alongside their peers without disabilities in educational setting has been adopted (Ajuwon, 2008; Oladele, Ogunwole & Dafwat; 2016).

In 1994, the United Nations Educational, Scientific and Cultural Organization (UNESCO) first resolved that inclusive educational settings were the most effective way to counter discriminatory approaches and attitudes towards students with any form of disabilities. Subsequently, international legislation and policy evolved to challenge exclusionary practices and focus attention on equity and access to high-quality education for all, while respecting diversity (UNESCO, 2008). According to UNESCO (2009) "...‘inclusive’ practices can only be created if schools at all levels become more inclusive – in other words, if they become better at educating all students in their communities". In developed nations, the past two centuries, and particularly the last fifty years, have seen the gradual inclusion of blind and visually impaired students in educational settings, and their steady entry into the body of society (Ajuwon, 2015).

The United Nations Convention on the Rights of People with Disabilities (UN-CRDP) enacted into law in 2006 identifies the rights of any form of disabled persons to participate in all areas of public life, including jobs, schools, transportation, and all public and private settings open to accommodate the general public; as well as the obligations on states party to the Convention to promote, protect and ensure those rights. Whilst articles 9, 21 and 24 of the Convention specifically stated that persons with visual impairment have the right to equal access to books, knowledge and information at the same time, cost and quality as everyone else (United Nations 2006), it is widely acknowledged, nonetheless, that students with disability continue to experience different forms of exclusion which vary depending upon their disability, domicile, and the culture or class to which they belong (UNICEF, 2013).

Inclusive library services have educational implications on students with visual impairment. Realizing the challenges that students with visual impairment face, various governments have enacted laws that guarantee equal access for students with visual impairment. The Government of the United Kingdom (UK), for instance, passed the Special Educational Needs and Disability Act in 2001. Harris & Oppenheim (2003) and Hill (2013) as observed by Chaputula & Mapulanga (2016) noted that the Act requires that students with visual impairment in institutions of higher learning have the same access to educational facilities and resources provided for all other students. The Disability Act (2012), among other things, guarantees access to the physical environment, transportation, information and communications, including information and communication technologies and systems, and other facilities and services available or provided to the public.

In the United States of America, the Americans with Disabilities Act (ADA) was passed in 1990 and amended in 2008 (US Congress 2008). ADA specifies that library programmes and services must be made available to individuals with disabilities. Section 508 of the ADA requires agencies to provide accessible information resources to disabled individuals. A number of studies focused on ADA have assessed the status of application and compliance during the provision of services for the blind and the visually impaired persons

Prior to the adoption of the ADA, most university libraries had at least some rudimentary access programs and initiatives in place because most colleges and universities are recipients of federal funding and, as such, have been subject to the provisions outlined in Section 504 of the Rehabilitation Act since 1973. However, accessibility issues continue to be at the forefront of library service as the number of Americans with disabilities, including those attending colleges or universities, increases (Kim & Lee, 2016). With the Act in place, most universities have created more welcoming and inclusive learning environments with a sharp focus on information resources and assistive technology which students with visual impairments can access to facilitate academic and career success (Moon et al 2012; Barger 2016). The Act propelled university libraries to review their facilities, collections, and services, introduced innovative programs, and make necessary modifications where necessary to meet the needs of students with visual impairment. Pursuant to the ADA compliant, the American Library Association (ALA) has become more active in its efforts to promote documents to support library services for persons with various degrees of disabilities. Specifically, the ALA Governing Council passed the Library Services for People with Disabilities Policy in 2001. This group in 1998 committed to five areas (later changed to seven) as guiding principles for the future, one of which is equitable access to information and library services (Cassner, Maxey-Harris, & Anaya; 2011).

Library and Information Studies (LIS) literature have reported that experiences of students with visual impairment in universities in the United States have changed over the years for a variety of reasons, including: increasing use of such electronic technologies and e-learning materials in all aspects of learning, increasing use of computer-based testing materials and tutorials, increasing

presence of adaptive technologists on campus, the maturing of adaptive hardware and software, and the increasing compatibility of such software with general-use information and computer communication technologies; universities are increasingly admitting students with various degree of disabilities, including visual impairment (Eckes & Ochoa, 2005; Peña, 2014; Kim & Lee, 2016; Higher Education Compliance Alliance, 2017). Young, et al, (2016) reiterates that most universities in the United States of America have gone beyond meeting the basic anti-discriminatory requirements of the Americans with Disabilities Act by creating and implementing flexible, comprehensive inclusive library services designed to help students with visual impairment meet their academic, recreational, directional and other special needs.

Access to library resources has been seen as a valuable resource. It is a key element of inclusion, which involves much more than placement in a particular setting. The relationship of access and inclusion may not be obvious to individuals who are not familiar with the educational and social impact of vision loss. Placing a student with a visual impairment in a regular academic setting does not, necessarily, provide access to library services, and the student is not, necessarily, included. A student with visual impairment, who does not have access to library services to support learning and research activities because of visual impairment, is not included, regardless of the physical campus setting. Providing equal access to library resources and services for students with visual impairment involves much more than providing ramps. Students with visual impairments will not assumed to be included unless their unique information needs are addressed by specially trained library personnel, and granted equal access to library services through alternative formats.

There are several challenges in literature that impede access to information for students living with visual impairment in Africa, in general and Nigeria in particular. These challenges include but are not limited to: enabling policies, inadequate capacity building plans, budgetary constraints, inappropriate design and layout of library buildings, dearth of appropriately packaged information resources and lack of assistive technologies. (Sachs & Schreuer, 2011; Bodaghi and Zainab, 2013; Majinge, 2014; Oladele, Ogunwole & Dafwat, 2016; Mutula, 2016 etc). Bodaghi and Zainab (2013) from the perspective of Malaysia claim that there is lack of policies, procedures or guidelines that cater for needs of people living with impairment. Similarly, Majinge (2014) in the study carried out in Tanzania on library services provision for people living with visual impairments and in wheel chairs in academic libraries noted that the National Policy on Disability of 2004 does not address library services for such people living with disabilities. Majinge further observes that academic libraries in Tanzania do not have policies that cater for people living with disabilities.

In a survey of the needs of students with visual impairment, McBroom (1997) found that these students' needs, in general, did not vary significantly from those of their sighted peers but that the development of transition skills was both more difficult and more crucial. Identified needs include:

- a good academic background
- skills necessary for the college level, including study skills, time management, note-taking skills (in whatever format works well for them), test-taking skills, proficiency in using adaptive equipment, particularly computers
- ability to keep up with reading assignments and strategies to do so
- self-advocacy skills and willingness to request assistance early
- knowledge of their legal rights
- ability to do things for themselves, establish independence and a sense of responsibility for themselves
- knowledge of sources of financial assistance
- practice in developing social contacts and support networks
- an awareness of common problems encountered by other students with vision impairment so that they can be prepared for the possibilities and learn from others' experiences (McBroom et

For there needs to be met, several challenges that impede access to information for students living with visual impairments in Nigeria must be addressed.

Inclusive Library Services in Nigeria

On September 24, 2010, Nigeria has joined a number of countries in declaring support for disability rights by signing both the Convention on the Rights of Persons with Disabilities (CRPD) and its Optional Protocol, thereby making Nigeria become the 94th ratifier of the Convention and 58th ratifier of the Optional Protocol (The United States International Council on Disabilities, 2010). Prior to this, the 1999 Nigerian constitution outlaws all forms of discrimination, including those based on disability. In this regard, all organs of state are required to ensure that people with disabilities have equal access to opportunities, including the educational sector. The Nigerian education system is based on the National Policy on Education document of 1977 (last revised in 2013). The policy identified the following national educational goals: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; and a land full of bright opportunities for all citizens (FGN, 2013a). While chapter seven (7) of the document stipulated types of equipment that should be available in schools for students with disabilities, it does not get specific about guidelines for library resources, services, staff requirement, institutional investment, implementation and compliance at all levels to ensure that the general and specific needs of students with various degrees of disabilities are met in all educational institutions in Nigeria (NERDC, 2004). In essence, while the policy statement shows that the Nigerian Government sees inclusion as an inalienable right of persons with disabilities, strategies to make it functional are not in place. This is at variance with the submission of Lyner-Cleophas et al (2014) who opined that inclusion could be realized effectively when policy-makers and universities develop related policies by including relevant stakeholders to ensure campus-wide inclusive practices

Nigeria as a developing country on the periphery of the global hub is no exception. Though students with visual impairment in Nigeria, especially those from under-resourced communities, are facing attitudinal, physical and financial barriers to access higher education, and as a result of these barriers, studying at higher institutions becomes a problem for many of them. For those who are lucky enough to enroll for higher education, there is a strong chance that their career options and pathways are limited, not by themselves but rather by the inability of the Nigerian educational system to provide the necessary support for them to reach their full potential (Ojebiyi, Akanbi, & Lawal, 2016). This is compounded by lack of access to information resources as library resources and services are skewed in favour of sighted students (Babalola & Yacob, 2012;; Lucky and Achebe, 2013; Dada and Eni-Olorunda (2014), Akolade, Tella, Akanbi-Ademolake, & Adisa; 2015, Zaid, 2017). Visually impaired students who have demonstrated the courage, independence, and motivation to embark on the responsibility of becoming a university student would expect that their university will provide them with every opportunity to achieve success. Amongst the category of students with disabilities are students with visual impairment who cannot effectively read print because of a visual, physical, perceptual, developmental, cognitive, or learning disability. They include the blind, partially sighted or those who have difficulty reading an ordinary print, and whose sight restricts their mobility. The common traits among them is that they have difficulty reading or are unable to read text in print or on a computer screen. They rely on auditory or tactile signals, and on a variety of adaptive technology to process information. The impairments may be periodic, temporary or permanent (Atinmo, 2000; Ojebode, 2003; Omede, 2015). Thus, it is vital to create an inclusive library environment, one in which students with visual impairment are confident to face any challenges in terms of access to information resources.

Students with visual impairment in universities in developing countries would need all kinds of

library resources as everyone else and for the same good reasons – leisure, education, employment, etc.. They would need library resources to write assignments, undertake research, write essays, write examination and any other academic related work (Fakoya-Michael & Fakoya, 2015). Zaid (2017) in a study of library services' provision for student with visual impairments in Nigerian universities reported that students with visual impairment in Nigerian universities need information in eight specific areas which includes: course registration; course materials download; login procedure to access library web-based resource; search strategies instructions; availability and use of adaptive technologies in the library; financial, directional / referral and housing. Despite the various information needs identified, (Majinge, 2014; Lucky & Achebe, 2013; Babalola & Yacob, 2012; Akolade, Tella, Akanbi-Ademolake, & Adisa, 2015; Rayini, 2017) have observed that access to library services to meet the information needs of students with visual impairment is not yet fully available in most universities in many developing countries.

Zaid (2017) observed that access to library services to meet the information needs of students with visual impairment is not yet fully available in most universities in many developing countries because most university libraries do not have the necessary architectural structures and equipment to give access to students with visual impairment in addition to other barriers which include: resources not available in alternative format, lack of automatic doors and working lifts, lack of policy, and lack of fund to acquire assistive tools to ease access to resources. Despite the aforementioned challenges, increasing access to library resources and participation in higher education for students with visual impairment is essential. In order to encourage inclusion in the planning and delivery of library services for students with visual impairment in developing countries, Haliso (2015) asserts that the information needs of students with visual impairment should not be assumed, rather, as for anyone, their needs and expectations merit investigation. Therefore, for academic libraries in Nigeria to serve their community realistically, they need to recognize the changing needs and variations in information gathering of the end-users to be able to provide services that would be most useful to the needs of SWVI. Specifically, librarians should identify their specific needs and ensure universities and its range of library systems is galvanized to think and act inclusively. The story is not the same in developed countries like USA, Canada, UK and many European nations where academic libraries have started their initiatives to facilitate access to resources for SWVI much before. Most of the universities and institutes in these countries are providing access to information to SWVI by way of enacting the law, by formulating the national policies and funding libraries and information centers. They have state-of the-art technologies to support learning (Kim & Lee, 2016; Rayini, 2017).

Various strategies have been proposed in literature for ameliorating challenges facing students living with visual impairments in Africa. These strategies include among others, policy interventions, enriching diversity of information resources in appropriate formats, use of appropriate tools and assistive technologies such as JAWS, CCTV, braille embossers, screen magnification, practical solution such as capacity building, and infrastructure development including use of automatics, doors, ramps, etc. (Majinge, 2014; Mutula, 2016).

Specifically, quite a number of barriers hindering strategies for ameliorating challenges facing students with visual impairment in Nigerian universities include: lack of awareness regarding the existence and problems of students with visual impairment to access library resources; inadequate plans to identify the general and specific information needs of students with visual impairment; lack of legislation at Federal and State levels; lack of policy guidelines by library professional bodies and university managements; lack of adaptive technology, lack of library materials in alternative formats; lack of pre-service, and on-the-job training for librarians to effectively serve students with visual impairment; and poor funding (Babalola & Yacob, 2011; Lucky and Achebe, 2013; Dada and Eni-Olorunda, 2014; Akolade, Tella, Akanbi-Ademolake, & Adisa, 2015, Zaid, 2017).

Alongside the aforementioned barriers, some key questions meriting considerations which urgently require resolution in a diverse university population like Nigeria are such as:

- How well do university libraries serve student population that has visual impairment?
- How well are university libraries meeting or exceeding the information needs of the different communities they served?
- To what extent are academic librarians able to interact effectively with all of the communities covered in the broader institutional mission statements?
- To what extent can library management create inclusive services without meeting the information needs of students with visual impairment?

Until this questions are answered, Nigeria National policy on Education cannot be said to be inclusive as access to library resources and services involves much more than providing ramps. A student with visual impairment who does not have access to library resources, is not included, regardless of the physical campus setting. Students with visual impairment would only be included when their general and specific information needs are addressed by university management who would provide equal access to campus resources and facilities. This study is an attempt to provide information that might go some way to helping stakeholders understands, as part of strategies that might make inclusive library practices work in Nigeria higher institutions. Therefore, the overall aim of the study is to come up with a document as basis of advocacy for government formulation for an inclusive education policy as platform for library services in Nigerian higher institutions. The study specifically seeks to:

- ✕✎ Enumerate and discuss the nature and characteristics of the information needs of students with visual impairment in Nigerian universities;
- ✕✕✎ Discuss how these needs can be met through library resources in accessible formats and adaptive technologies in the context of available infrastructure for information and communication technologies in Nigeria;
- ✕✕✕✎ Discuss short-term training needs for librarians on information service delivery to students with visual impairment in Nigerian universities; and
- ✕❖✎ Discuss how lessons from the United States of American can be harnessed to promote an inclusive education policy for the development of library services in Nigerian universities.

The following research questions guided the study:

- i. What are the information needs of students with visual impairment in Nigerian universities
- ii. How are these needs met in terms of access to library environment and use of its resources?
- iii. What kinds of barriers,, if any, do students encounter with visual impairment in using library resources in Nigerian universities?
- iv. How are university libraries in the United States of America providing inclusive services to students with visual impairment?
- v. How can this experience be made to bear on policy enunciation and implementation in the Nigerian university system?

Research Methodology

In an attempt to find out the extent of inclusive practices in university libraries in Nigeria and the United States during the researcher's Fulbright Scholar's programme in California, United State of America, and the study adopted a survey research design. Respondents selected for the study comprised 118 students with visual impairment and six University Librarians from Nigeria Universities and 6 university librarians from government owned universities in the USA. All the respondents who participated in the study were purposively selected predetermined by a pilot study earlier carried out in Nigeria. The rationale for the choice of the universities selected includes their

year of establishment, main source of funding and the availability of students with visual impairment in the institutions. The two sets of questionnaires used for data collection include the questionnaire used for the students and the university librarians. The questionnaire was converted to Braille and soft copies for students with visual impairment. While the first part of data collection was collected in Nigeria between July and September 2016, The second phase of was carried out in California, USA between February and April 2017, after the study was denied approval by the Institutional Review Board (IRB) of the University of California, Los Angeles on the fact that no contact was made with human subjects during the study. A total of 104 questionnaires in alternative formats administered to students were returned, representing a 88.1 percent response rate while all the questionnaires administered to university librarians were correctly filled and returned. The data was analyzed through the use of descriptive statistics such as frequency distribution and simple percentages.

Findings and Discussion

Table 1: Respondents Institutions

The years of establishment of the universities that participated in the study range from 1911 to 1975 thus representing the various generations of universities that exist in Nigeria and USA. The list of participating university libraries is presented in Table 1.

S/N	Name of Institution	Year Established	Funding
1	University of Lagos, Akoka	1962	Federal
2	University of Benin, Benin	1970	Federal
3	University of Ilorin,	1975	Federal
4	University of Nigeria, Nsukka	1960	Federal
5	University of Maiduguri, Borno	1975	Federal
6	Ahmadu Bello University, Jos	1962	Federal
7	University of California, Los Angeles	1919	Public
8	University of California, Irvine	1965	Public
9	University of California, Davis	1908	Public
10	California State University, Sacramento	1947	Public
11	California State University, Fresno	1911	Public
12	California State University, Northridge	1958	Public

The demographic characteristics in Table 2 shows that 28.8 percent of the respondents were in 400 level while 25.9 percent were in 200. 21.2 percent were in 300 and 100 level respectively. This revealed that majority of the respondents studied were in the age bracket of 21-25 years. This age bracket constituted almost half of the individuals under study. This indicates that majority of the respondents have knowledge to appreciate the subject of the survey. The highest proportions of the respondents (76 percent) were male, while 24 percent were female. Regarding course category, the result shows that all the respondents were in humanities with the highest proportion (32.7 percent) in the field of Law. The fact that all respondents were in humanities can be as a result of their impairment. This is evidenced by the fact that non of the respondents were in the chemical, biological or medical sciences. With only 1.9 percent at postgraduate level, it is also possible respondents were few in the post graduate programme as a result of their experience during undergraduate programme which may be attributed to lack of policy in support of library resources

and services in higher institutions in Nigeria as reported by (Babalola & Yacob, 2012;; Ekwelem, 2013; Dada and Eni-Olorunda (2014), Akolade, Tella, Akanbi-Ademolake, & Adisa; 2015, Zaid, 2017).

Table 2: Demographic Characteristics of SWVI in Nigerian Universities

Age Bracket (Year)	Frequency	Percent
16-20	19	18.3
21-25	46	44.2
26-30	31	29.8
31-35	2	1.9
36-40	4	3.8
40	2	1.9
Total	104	100
Gender		
Male	79	76.0
Female	25	24.0
Total	104	100
Grade Level		
100	23	22.1
200	20	19.2
300	22	21.2
400	30	28.8
500	7	6.8
Postgraduate	2	1.9
Total	104	100
Course Category		
Adult Education	6	5.8
Early Childhood Education	2	1.9
Music	2	1.9
Economics	2	1.9
English Language	5	4.8
Guidance and Counseling	7	6.7
History and Strategic Studies	4	3.8
International Relations	4	3.8
Law	34	32.7
Mass Communication	6	5.8
Political Science	12	11.5
Psychology	8	7.7
Religion and Cultural Studies	6	5.8
Sociology	6	5.8
Total	104	100

The findings as shown in Table 3 indicate that the SWVI have information needs in seven specific information areas which includes: information on library resources to use for class assignments 90.4 percent, library resources available in alternative formats 86.5 percent, information related to research for independent study 80.8 percent, library resources related to course of study 73.1 percent, assistive tools available in the library 86.5 percent, directional informational 80.8 percent and financial information 51.9 percent. Recreational and health information were considered not needed from the library. This finding shows that a large majority of SWVI needed information majorly to meet their academic, financial and directional needs. The findings is not different from the results of Epp (2008), Fakoya-Micheal & Fakoya (2011), and Zaid (2017) who asserted in their studies that the information needs of SWVI vary.

Table 3: Information Needs of SWVI in Nigerian universities

Information Needs	Needed	Percent	Not Needed	Percent
Library resources related to course of study	76	73.1	28	26.9
Library resources to use for class assignments	94	90.4	10	9.6
General information related to research for independent study	84	80.8	20	19.2
Directional informational	84	80.8	20	19.2
Basic library-related information about resources and services for students with visual impairment	62	59.6	42	40.4
Financial information	54	51.9	50	23.1
Assistive tools available in the library	76	73.0	28	26.9
Recreational information	34	32.7	70	67.3
Health information	38	36.5	66	63.4
Types of library resources available in alternative formats	90	86.5	14	13.5

The findings in table 3 has revealed that students with visual impairment have unique needs, particularly within university settings. However, as shown in Table 4, the information needs of SWVI in Nigerian universities were not entirely met. The result shows that information on library resources related to course of study (78.8%), and specific library resources related to research for independent study (63.5%) were met . However, the resources were not available in alternative format for them use for class assignments (87.5%). Assistive technology tools required to meet their needs were also not available (88.5.%). Given the fact that academic libraries in Nigeria are not meeting the information needs of SWVI, majority of this category of students (86.5 percent) do not use university libraries as shown in Table 5. The results in table 4 and 5 clearly shown that SWVI in Nigerian universities are excluded from library information network. This findings concurs with Eldridge (1982) as reported in Rayini (2017) who affirmed that many blind and patrons with low vision do not use libraries. Conversely, in the findings of Majinge (2013), Fakoya-Michael & Fakoya (2015) and Mutula (2017), the authors also affirmed that students with visual impairment in most universities in Africa are deprived of services they require from the library to meet their general and specific needs. This findings is at variance with Tilley, Bruce and Hallam (2007), Tinerrella & Dick (2005), Kim \$ Lee (2016) and Rayini (2017) who affirmed that libraries in the USA strive to meet the information needs of all its students population, including

Table 4: Meeting the Information Needs of SWVI in Nigerian Universities

Information Needs	Met	Percent	Not Met	Percent
Library resources related to course of study	82	78.8	22	21.2
Library resources available in alternative format to use for class assignments	13	12.5	91	87.5
Specific library resources related to research for independent study	66	63.5	38	36.5
Directional informational	90	86.5	14	13.5
Basic library-related information about resources and services for students with visual impairment	28	26.9	76	73.1
Financial information	58	55.8	46	44.2
Assistive technologies available in the library	12	11.5	92	88.5
Recreational information	56	53.8	48	46.2
Health information	62	59.6	42	40.4
Types of library resources available in alternative formats	6	5.8	98	94.2

Table 5: Frequency of Library Use by SWVI in Nigerian Universities

Responses	Frequency	Percent
Yes	14	13.5
No	90	86.5
Total	104	100

The findings in table 6 shows that SWVI in Nigerian universities present unique reasons for not using the library. These challenges extend beyond the more obvious issues of physical access to the areas of access to library resources and services. The results revealed that shortage of information resources in Braille and large print (38.5percent), inaccessible library buildings (21.2percent), lack of assistive technologies (17.3percent) and lack of facilities for inclusion (11.5 percent) were the major challenges affecting access to and use of information by students living with visual impairments in Nigerian universities.This findings agrees with (Mutula & Majinge, 2016) who reported that students with visual impairment in most universities in Africa rarely use libraries not only because the libraries are not accessible to students with visual impairment but because they lack facilities for inclusion and materials are not usually available in alternative formats.

Table 6: Reasons students with visual impairment in Nigerian universities do not use the library

Responses	Frequency	Percent
Inaccessible library buildings	22	21.1
Lack of facilities for inclusion	12	11.5

Lack of interest	6	5.8
Shortage of information resources in Braille and large print	32	30.8
Lack of assistive technologies	26	25.0
Lack of trained library personnel	6	5.8
Total	104	100

To know how university libraries in the United States of America providing inclusive services to students with visual impairment, tables 7–13 shows responses from university librarians along their counterparts in Nigeria who participated in the study. The demographic characteristics of the 12 university librarians in Table 7 revealed that majority of the respondents hold Ph.D as their highest qualification. While 27.1 percent has Ph.D, majority (58.3 percent) has between 6-10 years of professional experience on the line of work. This indicates that majority of the respondents had the minimum academic and professional experience and are highly experienced on the job enough to appreciate the need for inclusive practices for diverse library users.

Table 7: Demographic characteristics of University Librarians

Academic/ Professional Background	Frequency	Percent
B.Ed/ MLIS	1	8.3
B.A/ M.A / MLIS	2	16.7
B.Sc/ MLIS	2	16.7
B.A / MLIS/Ph.D	2	16.7
BLS/ MLIS/ Ph.D	4	33.3
B.Ed/ MLIS,/ Ph.D	1	8.3
Total	12	100
Years of Professional Experience in the line of Work		
1- 5 years	2	16.7
6 – 10 years	7	58.3
11- 15 years	2	16.7
16 - 20	1	8.3
21 years and above	0	0
Total	12	100

While the results in table 8 shows that the 6 universities in the USA have written policy on equitable access to library resources for persons with special needs including SWVI. The reversed is the case among universities in Nigeria where 5 of the 6 do not have a written policy. The only library with a written policy specified that the policy that is integrated within other library policies is not backed up with effective implementation. This findings corroborates the studies of Ajuwon(2012), who in his recommendation for the implementation of inclusive educational policy in Nigeria submitted that policy favouring inclusiveness should be backed up with actions for effective implementation. The lack of written policy syndrome is not peculiar to university libraries in Nigeria as reported by Bodaghi and Zainab (2013) who claimed that there is lack of policies, procedures or guidelines that cater for needs of people living with visual impairment in Malaysia. Similarly, Majinge (2014) also categorically stated that academic libraries in Tanzania do not have policies that cater for people living with disabilities.

For universities in the USA with written policy, the coverage areas include: access into the building, access within the library, funding budget allocation, assistive technologies, loan and burrowing rights, return of loaned materials/equipment to the library, nature and extent of library staff assistance, and staff training. This finding is in line Rayini (2017) who affirmed that academic libraries have implemented policy to ensure equitable access to information for SWVI as a result of legislation such as the Rehabilitation Act of 1973 and the Library Services for People with Disabilities Policy passed in 2001 by the American Library Association (ALA) Governing Council. Implementation of a written policy promotes a collaborative and flexible library environment where all students can access and use library resources with dignity.

Table 8: Policy for Students with Special Needs

S/ N	Policy	Countries					
		Nigeria		USA		Both Countries	
		Yes	No	Yes	No	Yes	No
1	Availability of policy for students with special needs	1	5	6	0	7	5
2	Indication of the type of library's policy specifically for SWVI:	0	0	0	0	0	0
	a. Written policy for the SWVI	0	5	6	0	6	5
	b. Written policy for all disabled library users	0	6	5	1	5	6
	c. Separate section in other library policies	1	5	6	0	6	5
	d. No written policy on SWVI	1		1		2	
	e. Others						
3	Coverage area of policy						
	a. Access into the building	1	5	6	0	7	5
	b. Access within the building	1	5	6	0	7	5
	c. Signage	1	5	6	0	7	5
	d. User Education	1	5	6	0	7	5
	e. Loan and burrowing rights	1	5	6	0	7	5
	f. Returned of loaned materials/equipment to the library	1	5	6	0	7	5
	g. Nature and extent of library staff assistance	1	5	6	0	7	5
	h. library resources available in alternative formats	1	5	6	0	7	5
	I. Assistive technology tools available	1	5	6	0	7	5
	j. Staff training	1	5	6	0	7	5
	k. Funding/ budget allocation						

As shown in table 9, while the 6 universities in the USA have separate budget and section managing services for SWVI, non of the 6 academic libraries in Nigeria operate separate budgetary allocation to develop and acquire resources for SWVI. Relating to staffing patters, universities in the USA have specialized staff managing programs and resources for SWVI at resource center for students with disabilities within the university. Consequently, resources and technologies are within reach to assist students with visual impairment achieve every academic goal in preparation for a future full of confident, knowledge and unprecedented career potential. This finding corroborated the opinion of Cassner, Maxey-Harris & Anaya (2011) who reported that Disability Offices are often the first port of call for students with visual impairment in universities in the USA. This is as a result of the support and understanding of how the process of how their matters are handled in

such offices.

Only one of the universities in Nigeria has a resource center managing the needs of SWVI. The result further showed that while the 6 libraries in the USA organize training for staff serving SWVI, only one library of the 6 libraries in Nigeria organize pre and on the job -training for staff serving SWVI. This finding is at variance with Majinge who stated in study that employing and training librarians to effectively meet the needs of SWVI would no doubt help meet the information needs of students with visual impairment.

Table 9: Management of Library Services for SWVI

S/N	Management	Countries					
		Nigeria		USA		Both Countries	
		Yes	No	Yes	No	Yes	No
1	Budget Separate budget for the management of library resources and services for SWVI	0	6	6	0	6	6
2	Specific coverage area of library budget allocation specifically for SWVI: a. Management of a resource center for students with disabilities b. Acquisition of resources in alternative formats c. Acquisition of assistive technology tools d. Needs for specific project e. Others	0 0 0 1 1	0 5 6 5	6 6 5 6 1	0 0 1 0	6 6 5 6 2	0 5 6 5
3	Staffing patterns for services to SWVI a. Special resource center and staffing within the library b. Special resource center and staffing within the university	1 1	5 5	0 6	6 0	1 11	11 1
4	Training a. Pre-service training b. On-the job training c. Others	1 0 0	5 6 6	6 6 0	0 0 0	7 6 6	5 6 6
5	Training coverage areas a. Government standards on library services for SWVI b. Special needs of SWVI c. Use of audible reading machines d. Use of braille machine e. Use of assistive technology tools f. Use of special computer hardwares g. Use of various software packages h. Use of optical scanners i. Use of Close Circuit Television (CCTV) j. Use of audio books Others	0 1 0 1 0 0 0 0 0 0 0	6 5 6 5 6 6 6 6 6 6 6	6 6 6 4 6 6 6 6 6 6 4	0 0 0 2 0 0 0 0 0 0	6 7 6 5 6 6 6 6 6 6 4	6 5 6 7 6 6 6 6 6 6 8

The result in table 11 shows that universities in United States have transformed their libraries into technological spaces where students with visual impairment see as part of campus community space. Access to information resources are not limited to sighted students because universities provide robust interaction among students irrespective of their disability by deploying various assistive technologies tools to assist SWVI thereby democratizing access to, and use of library resources. Although tools such as computers, headphones and audio recorders were available in most of the libraries investigated in Nigeria, however, assistive technologies required to effectively use library resources and services were not available in majority of the libraries. Specifically, the results in table 11 shows that assistive technologies such as Kurzweil reading machine, low vision reading machine, Window-Eyes, NVDA, ZoomText magnifier/reader, ZoomText Keyboard, Duxbury Braille Translator, Magic Dragon Naturally Speaking software were not available in the 6 universities in Nigeria. The findings is at variance with Brophy & Craven (2014) who reported that people who are visually impaired rely on various assistive technologies to use information, and are most at risk of being excluded from access to information network if not available in libraries. This results shows that universities in Nigeria have responsibility of equipping the library with resources, services and assistive technologies to increase the knowledge base and skills required for students with visual impairments to use information resources and function effectively in campus settings.

On the types of services provided for SWVI, the findings shows that service provision vary widely from institution to institution. From the result, among universities in the USA, various services were provided by both the library and Offices of Students with Disabilities. Services provided by Offices of Students with Disabilities include accessibility to buildings, accommodation, seating arrangement in lecture/ examination rooms, pro-doctoring (test taking), readers services, transcription and production of materials in alternative formats and provision of assistive technology while libraries provide research assistance in addition to acquiring and providing information resources in alternative formats. Among universities in Nigeria, while all the 6 libraries provide traditional library services such as: book retrieval from stack, reference services and research assistance, only 1 the university library that has a special resource center for SWVI provide services such as: conversion of library materials to braille, typesetting and transcription services, and readers assistance. The library is able to deliver such services because of the staff employed for the resource center. Given the functions of university libraries in an age of ubiquitous information and communication technologies, they should be a major player in creating access and making resources available in every formats not just to the sighted population but to all category of users.

Table 11: Service Delivery Mechanism

S/ N	Resources and Services for SWVI	Countries					
		Nigeria		USA		Both Countries	
		Yes	No	Yes	No	Yes	No

1	Availability of print and non-print resources in the library	1	5	6	0	7	5
	a. Subject specific textbooks in large print or alternative format	0	6	6	0	6	6
	b. Reference materials in large print or alternative format	0	6	6	0	6	6
	c. Scientific and technical reports in large print or alternative format	0	6	6	0	6	6
	d. Newspapers in large print or alternative format	1	5	6	0	7	5
	e. Recreational materials in large print or alternative format	1	5	6	0	7	7
	f. Braille materials	0	6	6	0	6	6
	g. Audio books						
	Others						
2	Availability of equipment and assistive technologies for SWVI:	1	5	6	0	7	5
	a. Braille Embosser	0	6	6	0	6	6
	b. Low vision reading machine	0	6	5	1	5	7
	c. Kurzweil reading machine	6	0	6	0	12	0
	d. Computers	0	6	6	0	6	0
	e. Optical Character Recognition	2	4	6	0	8	4
	f. Audio recorder	4	2	6	0	10	2
	g. Headphones	0	6	6	0	6	6
	h. CCTV						
	Screenreader Software	1	5	6	0	7	5
	a. JAWS	0	6	6	0	6	6
	b. WindowEyes	1	5	6	0	7	5
	c. NVDA						
	Magnification software	0	6	6	0	6	6
	a. Zoomtext	0	6	6	0	6	6
	b. Magic						
	Voice recognition	0	6	6	0	6	6
	a. Dragon Naturally Speaking						
	Optical Character Recognition	0	6	6	0	6	0
	a. Abbyy	0	6	6	0	6	0
	b. Omnipage						
	Text to Speech	0	6	6	0	6	6
	a. Open book	0	6	6	0	6	0
	b. Kurzweil	0	6	6	0	6	0
	c. ClaroRead	0	6	6	0	6	0
	d. Read&Write Gold						
	Braille translation	0	6	6	0	6	0
	a. Duxbury						

3	Types of services provided by the University Library						
	a. Provision of assistive technologies	1	5	6	0	7	5
	b. Provision of books on disc	1	5	6	0	7	5
	c. Provision of accessible loan request forms	1	5	6	0	7	5
	d. Retrieval of library materials from stacks	1	5	6	0	7	5
	e. Reference services	6	0	6	0	12	0
	f. Research assistance	6	0	6	0	12	0
	g. Provision of large print or Braille materials	1	5	6	0	7	5
	h. Specific and general information literacy programmes.	6	0	6	0	12	0
	I. Specially organized library orientation programme	6	0	2	4	8	4
	j. Internet services	6	0	6	0	12	0
	Types of services provided by the Resource Center						
	a. Provision of automatic doors in the library	0	6	6	0	6	6
	b. Special seating arrangement in examination rooms	0	6	6	0	6	6
	c. Proctoring (test taking)	0	6	6	0	6	6
	d. Audio recording of information resources	0	6	6	0	6	6
	e. Transcription and production of materials in alternative formats	1	5	6	0	7	5
	f. Training in the use of assistive technologies	0	6	6	0	6	6

There are several challenges in literature that impede access to library resources for students living with visual impairments. From the result in table 11, university libraries in Nigeria have challenges which include but not limited to: enabling policies, inadequate capacity building plans, budgetary constraints, inappropriate design and layout of library buildings, the dearth of appropriately packaged information resources and lack of assistive technologies. The challenges in universities in the USA are different and include: the idea of different offices responsible for services to SWVI, making the library dependent on Offices of Students with Disabilities to effectively provide for new software to meet the information and academic needs of SWVI. While the result in table 11 affirm the earlier findings of Bodaghi and Zainab (2013), Majinge and Mutula (2016) who claimed that there is lack of policies, procedures or guidelines that cater for needs of people living with visual impairments in African countries, the idea of centralized office providing services to SWVI in the USA was supported by

Table 12: Challenges

S/ N	Challenges	Countries					
		Nigeria		USA		Both Countries	
		Yes	No	Yes	No	Yes	No
1	Lack of enabling policies	6	0	0	6	6	6
2	Inadequate capacity building plans	6	0	0	6	6	6
3	Inappropriate design and layout of library buildings	6	0	0	6	6	6
4	Different offices responsible for services and lack of adequate funding for the library	0	6	2	4	2	10
5	The library is often dependent on the Office of Disabilities to provide for new software	0	6	4	2	4	8

6	The library hold a massive amount of multimedia content that needs to be transcribed	0	6	1	5	1	11
7	Creating a separate department with relevant resources within the library for SWVI is indeed a challenge	2	4	0	6	2	10
8	Budgetary constraints	5	1	2	4	7	5
9	SWVI are too few and their needs vary	2	4	0	6	2	10
10	Dearth of appropriately packaged information resources in alternative formats	6	0	0	6	6	6
11	Distinctive assistive technologies required for inclusive library services are not available	5	1	0	6	5	7
12	The plan for inclusive library services for SWVI is just at a propose stage with no implementation plan	2	4	0	6	2	10

The results in table 13 shows the various strategies that are proposed for ameliorating challenges facing students living with visual impairments with regard to inclusive library services. These strategies include among others policy interventions, practical solution such as capacity building, facilities and infrastructure development. In addition are responses such as the use of appropriate tools and assistive technologies such as JAWS, CCTV, braille embossers, screen magnification and enriching diversity of information resources in appropriate formats.

Table 13: Plans to overcoming challenges

S/ N	Overcoming challenges	Countries					
		Nigeria		USA		Both Countries	
		Yes	No	Yes	No	Yes	No
1	Continue to reach out to the Office of Disabilities			6	0		
2	Continue to train staff to assist SWVI patrons			6	0		
3	Looking for some affordable and effective speech to text software			1	5		
4	Currently assessing library services and webpage is been redesigned to promote accessibility			1	5		
5	Continued advocacy for the development and maintenance of the special needs section within the library	6	0	6	0		
6	Written policy on inclusive library services	5	1				
7	Seek for fund through TEDFUND intervention for enriching diversity of information resources in appropriate formats. Facilities and infrastructure development	5	1				
8	Acquisition of appropriate tools and assistive technologies.						
9	Will work with Office of Students Affairs to plan for the needs of students with disabilities as a whole	2	4				

Conclusion

This study offered a base-line or a snapshot in terms of how academic libraries are meeting the information needs of students with visual impairment. It has enabled the researcher to draw many valuable conclusions that students with visual impairment in Nigerian universities are isolated from using information resources required to meet their information needs because libraries are not inclusive in nature, compared to practices in USA where inclusive library practices for persons with disabilities were driven by the American Disabilities Act (ADA), UN convention, IFLA and the American Library Association (ALA) guidelines and policies. Looking at future trends in university management,, it is hoped that Nigerian government and other stakeholders will demonstrate their value to students with visual impairment by providing inclusive services by making available hardware and software products such as: large screen monitor, optical character recognition scanner, screen reader software, speech synthesizer, screen enlargement software, CCTV, Braille conversion/editing software, Braille printer and appropriate staff training that guarantee equal access to library resources and educational opportunity for students with visual impairment. For this to happen, the Nigerian government must formulate appropriate policy to accommodate full range of needs of students with visual impairment. The uniform policy should serve as a basis for evaluation of an institutional investment in terms of collection development, technology, staffing and other resources when creating inclusive library environments.

Limitation

Despite the conclusion made, there is a limitation since library resources and services undergo frequent review and improvement especially in the USA causing results to vary somewhat. However, this investigation adds to the literature on library services to students with visual impairment. It also offers discussion some suggestions for stakeholders in Nigerian universities system which may lead to improvements in library services for students with visual impairment in Nigerian universities. In spite of the limitations observed, this study is valid and some specific and general recommendations are highlighted for University Administrators and University Library Management.

Recommendations for University Administrators

- I. University Administrators should undertake assessment needs of students with visual impairment. This will influence the design and layout of buildings and accommodations, stock levels and a development plan for alternative formats, and provision of assistive technologies.
- II. Universities should establish Offices of Students with Disability under the office of student affairs which should capture various form of students disabilities and provision of support services
- III. The offices should formulate agreement and policy that clarifies the purpose and limited use facilities, services and programs earmarked for persons with disabilities.
- IV. Offices of Students with Disabilities should develop mechanism for effective service delivery by putting in place administrative machinery to coordinate and have appropriate instructional plans for students with disabilities
- V. To ensure that inclusive practices is integrated into mainstream campus network, University administrators should allow libraries and Office of Students Affairs work together rather than duplicating services that are often quite costly to begin with.
- VI. The Offices of Students with Disabilities should recruit and train Disability Officers
- VII. Universities should create awareness of inclusiveness on university websites
- VIII. Adequate funding (University Administrators within the limited resources in its budget should allocate fund for the acquisition of information resources and assistive technology for persons with visual impairment)

Recommendations for University Library Management

- I. University library management should design effective public information mechanism by creating awareness about inclusiveness on library website.
- II. Training and re-training library personnel on effective support services
- III. While waiting for Government and University policy regulations, academic libraries can start small by setting up a center within the library, equipped with computers, internet access, and purchase not too expensive assistive technology tools to effectively meet the needs of students with visual impairment.
- IV. Create signage; review Acquisition policy to include a copy of each title available in alternative format (Large print) for all programmes where available.

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**INFLUENCE OF INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS
AND PERCEIVED EASE-OF-USE OF ELECTRONIC RESOURCES BY LAW
LECTURERS IN PUBLIC UNIVERSITIES IN NIGERIA**

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**ROLE OF LIBRARIES AND LIBRARIANS IN THE PROMOTION AND REALIZATION
OF THE GOALS OF "CHANGE BEGINS WITH ME" CAMPAIGN IN NIGERIA**

DR. LAWAL UMAR _ _ _ _ _ 101-111

**THE ROLE OF THE LIBRARY IN SUSTAINABLE DEVELOPMENT GOALS
AND YOUTH UNEMPLOYMENT IN IFE CENTRAL, OSUN STATE, NIGERIA**

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