ASSESSMENT OF POLICIES AND SERVICES PROVISION TO THE PHYSICALLY CHALLENGED USERS OF ACADEMIC LIBRARIES IN ZARIA AND KADUNA METROPOLISES.

BY

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER IN LIBRARY SCIENCE (MLS) DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY ZARIA

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DECLARATION

I declare that this thesis entitled ASSESSMENT OF POLICIES AND SERVICES PROVISION FOR THE PHYSICALLY CHALLENGED USERS OF ACADEMIC LIBRARIES IN ZARIA AND KADUNA METROPOLISES – has been carried out by me in the Department of Library and Information Science. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any institution.

_____	_____	_____
Ajibola Ruth Bosede	signature	Date

CERTIFICATION

This thesis tiled: ASSESSMENT OF POLICIES AND SERVICES PROVISION TO THE PHYSICALLY CHALLENGED USERS OF ACADEMIC LIBRARIES IN ZARIA AND KADUNA METROPOLIS by Ajibola Ruth Bosede meets the regulations governing the award of the degree of master of library science (MLS) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to the Almighty God, the author and the finisher of our faith. To my loving and caring husband Engr Daniel Ajibola and my wonderful children Adedoyin, Michael, Shalom and Adeola, to Engr Ajibike's family, my Pastor M.K Fowowe and every member of my family who contributed towards the success of this work.

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ABSTRACT

This study was on policies and services provision to the physically challenged users of academic libraries in Zaria and Kaduna metropolises. The study covered the following areas: Disability policy Standard, Policy Guideline for the visually impaired, Example of academic libraries with disability policy, Common features in disabilities Policy around the world, The Physically Challenged (Differently Able) and their information need, Effect of Library building and facilities on the physically challenged, Adaptive Technology for the physically challenged, Library services for the physically challenged and Essential features in developing library services for the physically challenged. The study consist of three research questions. The study adopted case study methodology to assess the opinion of five heads of academic libraries under study which constituted the research population. However, the research question were subjected to descriptive analysis involving tables and percentages. The findings revealed that were no disability policy in most (80%) academic libraries in Zaria and Kaduna Metropolises and there were no special resources for the physically challenged users as well. The study also revealed that the library buildings were of multiple storey's without adequate facilitates for the physically challenge to navigate through the libraries. These findings differs from ALA Disability Policy Principle and Standard for all libraries in the world. The researcher recommended among others that Academic library policy must be redesign to include disability resources and services in conformity with ALA standard, Library management should create a disability liaison office on the ground floor of their multiple storey buildings and affiliate such office with any library for the disable across the country for resource sharing and Specially trained library staff to be employed to assist and monitor physically challenged users in the library.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The importance of information to the success of any academic institution cannot be over-emphasized. In an academic community, information is used for learning, teaching, research and leisure. Ajiboye and Tella (2007) pointed out that information is used primarily for academic purpose hence, valuable information to students determine to a very large extent their success and future development. Academic libraries which are attached to tertiary institutions to support the Teaching, Learning and Research processes in such institution must be capable of supporting research actitivies among students and faculty members. Library services is an embodiment of policy and facilities which will ensure a condusive environment. This signifies that for the library to be effective, it requires a well documented and easily articulated guide called information policy. The essence of a policy remains very pertinent because it is seen to constitute a working directive, embedded documents and yardstick for future improvement, modification and review. Therefore policy is a set of rules written to govern the activities of an organization, to maintain standard and avoid inconsistencies. The policy is used to measure the extent to which an organization performs its functions, meet its objectives in its systems and services (Gorman and Howes 1989)

Policy helps to protect and guide resource managers in selection, acquisition, preservation, weeding, gift and exchange and resource sharing. Library policies are laid down rules and guideline for the operation and management of information centre's or Libraries. The policy is a written statement which guides the information resources manager in acquiring information resources in the library.

It promotes collection and enhances the acquisition of relevance information resources. Htwe (2007) opined that a policy is a set of principles which guide decision making. Policy in broadest sense is seen as a set of rules and strategies' that guide a course of action for the achievement of a given goal and such can be developed by an organization or an institution. A policy statement is a kind of framework and set of parameters within which staff and users work.

Library policy is a guideline on how to provide answers to what, how, when, where libraries should acquire, select and manage their human and material resources, it is an important step towards having an effective library. The policy serves as a reference point for the staff to consult when deciding on what to acquire or discard, the policy can help assure continuity and ease transition from one librarian to another .It also helps provide a means of staff self evaluation or for evaluation by outsiders. It can serve as a shield against complaints with regard to inclusion or exclusions of service delivery. According to International Federation of Library Association (IFLA,2001) policy serves many functions which include; aiding selection of relevance materials, forcing the staff involved to consider the aims and objectives of the organization both long and short term, and the priorities to be attached to different activities, assists with budgeting**,** serves as communication channel within a library and between the library and outside constituents. It also supports cooperative collection development, prevents censorship and also assists in overall collection management activities including the handling of gifts, deselection of materials and serial cancellation

. Disability Policy on the hand is a Library policy for the physically challenged which serves as a guideline on how best to serve the physically challenged users of the library in terms of building, collections and services provision. The purpose of disability policy in any library is to enable them function effectively in providing adequate information resources and services for

the physically challenged in other to develop the ability left in them and to encourage the individual to accept disability and make the best of the situation. There are physically challenged or differently able (disable) persons in Nigeria. World Health Organization (WHO 2012) estimates put the number of people with disability in Nigeria at 19 million of the country's population. This figure is too large to be excluded from the policy framework of the country and that of its academic institutions.

There is no form of social protection for the physically challenged or differently able (disabled) persons in Nigeria which exacerbates the level of poverty that they encounter. The Ministry of Education and other ministries in Nigeria only treat disability issues on a charity/welfare approach even though the society is aware that malnutrition, disease, environmental hazards, traffic and industrial accidents, civil conflict and war are the major causes of disabilities, and the number of people with disabilities continues to increase. Academic institutions and its libraries on the other hand as agent of socialization and civic responsibilities, are not supposed to discriminate against individuals with disabilities, but this is not visible in Nigeria where the physically challenged students and staff in various institution of learning have to struggle to move around the campus with the help of their peers as there is no standard operating procedure at the institutions, nor has there been any disability-friendly policy been formulated by their governing bodies like National University Commission (NUC) for academic institution and its library. It might be understandable if this was the case in a handful of academic institutions, but the problem is universal those with special needs are not welcome.

Lawal (2012) stressed that academic libraries fail to display vital information resources and accessible building with interior layout for users with wheelchair and the blind to navigate through the library. Physically challenged students do not desire top-notch special facilities for

themselves, but only the basics for getting educated. Yet many academic libraries fail to provide such assistive resources, proper ramps, exclusive or public space for them. It seems that most library buildings in Nigeria institutions have been constructed to virtually prevent persons with disabilities from entering them.

Moreover, where they can actually get inside, the interior layouts are often done in ways that barely offer them any freedom to move. Going from one floor to another is a distant dream. Due to this gross, a large portion of students in every institution are deprived of a proper library accessibility (leadership Newspaper, 2012). And library is supposed to serve as instruments for education, research and information that are essential for the development of the nation as a whole and the individual in particular without any discrimination. The role of library in the life of person with disability cannot be overemphasized because with accurate qualitative information, proper motivation and special attention, people with severe disabilities can lead productive and fulfilling lives. Many famous people have overcome physical impairments to make major contributions to humanity through the aid of adequate and relevance information from libraries in their respective countries. The English poet John Milton was blind when he wrote his epic masterpiece 'Paradise Lost'. The great composer Ludwig Van Beethoven wrote most of his finest music after he became deaf.

The American inventor, Thomas Edison perhaps one of the greatest inventors in history was deaf in his life time. Franklin D. Roosevelt paralyzed in both legs by polio at the age of 39 years he still became President of the United State, Helen Keller became blind, deaf and mute before the age of 2years but learned to read write and speak , devoted her life to helping the deaf and blind. Thus freedom, prosperity and development of society can only be attained if the citizen is well informed irrespective of his or her physical statues. Disability Policy ensures

that all buildings intended for use by the physically challenged are accessible, and that other facilities to assist them are available where required.Although, the policy requires a periodic assessment of its premises to evaluate the effectiveness of the steps taken to achieve access to its buildings and services. These assessments will include consultation with disabled people and will result in a timed action plan where required.

Therefore absence of a disability policy in a library will negatively affect the library service provision to the physically challenged users. This is because the acquisition of resources and services of such library will be influenced by the available documents (Policy) guiding its operation, which will cause marginalization of these special persons in the library. In view of these, it is therefore necessary to carry out a research which will help in assessing the policies, facilities and services provision to the physically challenged users of academic libraries in Zaria and Kaduna metropolises.

1.2 Statement of the Problem

The American Library Association (ALA) (2001) recognizes that "people with disabilities are many, are also a neglected minority in the community and are severely underrepresented in the library services". According to ALA (2001), 'library must not discriminate against any of its users' therefore since academic institutions was /is still enrolling new students irrespective of their physical challenges, the information needs of all should be well attended to in our various library services although this is not visible in Kaduna State which is one of the state with high number of academic institutions. In the preliminary study conducted, it was observed that the policies of academic libraries in Zaria and Kaduna metropolis did not include facilities and services for the physically challenged persons, no special resources/devices

(disability materials) such as Braille materials, talking books, wheelchairs, reading glasses and other reading aids for the visually impaired and the aged users of the library were mentioned.

Another problem is the issue of library buildings. Most academic libraries in Kaduna State are of multiple floors which lack necessary facilities such as ramps, railings, special washrooms and other necessities to assist persons with various disabilities. The interior layouts of these building are often done in ways that barely offer them any freedom to move round the library yet the library slogan in the world is 'library for all'. If truly the library is for all, how can a library with multiple storey building be accessed by the physically challenged persons in our various institutions? It seems that most academic library buildings have been constructed to virtually prevent the physically challenged persons from entering them. It is on this note, that the researcher is conducting a research to Assess the Policies and Services provision for the Physically Challenged users of these selected Academic Libraries in Zaria and Kaduna metropolises.

1.3 Research Questions

This study sought answers to the following research questions:

1. What are the policies guiding the provision of library facilities and services to physically challenged users of academic libraries in Zaria and Kaduna metropolis.
2. What types of building, facilities and services are available for the physically challenged users of academic libraries in Zaria and Kaduna metropolis
3. What are the challenges faced in rendering the available facilities and services for physically challenged users of academic libraries in Zaria and Kaduna metropolis?

1.4 Objectives of the Study

The objectives of this study include:

1. To assess the policies guiding the provision of facilities and services to physically challenged users of academic libraries in Zaria and Kaduna metropolis.
2. To identify types of library building, facilities and services available for the physically challenged users of academic libraries in Zaria and Kaduna metropolis.
3. To evaluate the challenges faced in rendering the available facilities and services for physically challenged users of academic libraries in Zaria and Kaduna metropolis

1.5 Significance of the Study

The outcome of this study will help the Nigerian tertiary institution libraries to assess the available policies and services provided for physically challenged users and to adopt the practices that are most effective and efficient particularly to the physically challenged users of the library. It will provide an insight of possible solution to the problem or challenges encountered by the physically challenged user in accessing library facilities and services.

It will also enlighten the librarians to know how best to assist the physically challenged users in meeting their information needs. Also it will help the tertiary institution to know the importance of funding the library collection especially those materials that are needed by the physically challenged members of the institutions. The study will serve as a reference material for library authorities in Nigeria in establishing suitable policies and services that will not discriminate against any user regardless of his or her physical or mental status.

1.6 Scope of the Study

The study is on the Assessment of Policie and Services Provision to Physically Challenged users of some selected academic libraries in Zaria and Kaduna metropolises in North Central zone of Nigeria. This study was limited to Zaria and Kaduna metropolises and to five selected academic libraries of the state such as Ahmadu Bello University library Zaria, Kaduna State University library Kaduna, Kaduna State Polytechnic library Kaduna, Nuhu Bamali Polytechnic library and Federal College of Education (FCE) library Zaria, because of some certain constraints such as inadequate timeframe, shortage of funds, delay attitude of the respondents in terms of releasing information and presences of high number of physically challenged (differently able) persons in Northern Nigeria.

1.7 Operational Definition of Term

Academic library: library in tertiary institution to support teaching, learning and research.

Adaptive Technology: information resources specially designed to assist/ aid reading for person with physical challenges

Disable**:** A physical or mental condition that limits a person's movement, sense or activities.

Disability policy: Guild on how to render services to person with physical challenges

Physically Challenged**:** Someone who has a problem with their body that makes it difficult for them to do thing that other people do easily.

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CHAPTER TWO

REVEW OF RELATED LITERATURE

2.1 Introduction

This chapter is on the review of related literature on the Assessment of Policy and Services provision to the physically challenged users of academic libraries in Zaria and Kaduna metropolises. The selected libraries are Ahmadu Bello University (KIL) library Zaria, Kaduna State University library Kaduna, Kaduna State polytechnic library Kaduna, Nuhu Bamali Polytechnic library and Federal College of Education (FCE) library Zaria. The literatures review covered the following sub-headings:

2.2. Disability policy Standard

2.2.1Policy Guideline for the visually impaired

2.2.2 Example of academic libraries with disability policy

2.2.3 Common features in disabilities Policy around the world

2.3 The Physically Challenged (Differently Able) and their information needs

2.4 Effect of Library building and facilities on the physically challenged

2.4.1 Adaptive Technology for the physically challenged

2.5 Library services for the physically challenged

2.5.1 Essential features in developing library services for the physically challenged

2.2.1. Disability Policy Standard

Library disability policy is a guideline on how best the library can serve the physically challenged users in term of building, facilities and services. Libraries in advanced world are concerned with disabilities issues in their various libraries for the purpose of meeting the information needs of the physically challenged users through adequate policies and services. This can be view in the activities of British Library which formulated British library service for the disadvantaged. This idea was also conceive by Australia National library which formulated policy and services for people living with disabilities. However, this is not visible in Nigeria libraries where library services are being Mainstream.

ALA (American Library Association), through its divisions, offices, units and through collaborations with outside associations and agencies is dedicated to eradicating inequities and improving attitudes, services and opportunities for people with disabilities. The Australian Library and Information Association on the other hand adopts in principle the right of persons with disability to equitable access to information through all library and information services, and promotes the observation of current Commonwealth, state and territory disability discrimination legislation.

On January 16, 2001, ALA Council, the governing body of the American Library Association, unanimously approved the following policy. The policy was written by the Americans with Disabilities Act Assembly, a representational group administered by the Association of Specialized and Cooperative Library Agencies (ASCLA), a division of the American Library Association.

1. The Association recommends that all library and information providers, as part of their core services, put in place services, collections, equipment and facilities, which will assist

individual users with a disability to access and use resources that meet their particular needs for information.

2. The Association encourages library and information service providers to consult individuals with a disability, and groups representing them, in the planning, development and ongoing delivery of services.

3. The Association acknowledges that the best services are provided by professionals who are aware of the needs of, and service options for, people with a disability. Therefore the Association:

a. Encourages all library and information services to ensure that staff are adequately trained and available to work with users with a disability; and

b. Supports career-long professional development and formal library and information studies programs, which will facilitate the strengthening of equitable library and information services to people with a disability.

4. The Association supports efforts to ensure the best level of access and utility to existing and emerging resources by people with a disability through service agreements, referrals and sharing of resources between library and information services; and between these and other organizations specializing in services targeted for people with a disability, whether government, corporate or voluntary.

5. In addition to meeting legislative requirements, the Association encourages the observation of universal design principles, guidelines and standards to ensure that library and information services, collections, equipment and facilities meet the identified needs of users with a disability. These apply to:

a. The production of collection, material and equipment for people with a disability - whether produced by commercial, government or voluntary agencies;

b. The design of catalogues, databases and guides to resources;

c. The development and application of hardware and software;

d. The construction of buildings and signage; and

e. The building safety and emergency procedure.

5. The Association supports efforts to ensure that copyright legislation does not hinder the equal access by people with a disability to information from all libraries and information providers, including two copies of materials in alternative formats.

To promote the efforts outlined in this statement, the Association encourages:

a. Library and information services to develop organization-wide disability action plans for the continued development of their services to people with a disability .

b. All funding bodies to adequately fund resource and services for people with a disability.

2.2.1 Policy Guidelines for the Visually Impaired

Obani (2002) as cited by Theo Ajobiewe(2013) opined that information is normally received, preserved, stored, retrieved and presented in three (3) main ways: namely:

1. Visual: usually in print, images, maps, chart, shapes, sizes, colours etc
2. Audio: through oral, verbal and vocative means; Through songs and sound simulations etc
3. Audio visual: a combination of (1) and (2) above.

Most libraries in Nigeria, according to Obani, store and disperse information largely through mode (1) and have only recently included (2) and (3). The information needs of the visually impaired can hardly be met by these, as the visually impaired miss out almost 100% of

(1) and more item 50% of (2) (Obani 2002). In developing services for use in libraries particularly by the visually impaired, the following issues among others should be considered:

a. All staff in the libraries receives basic information (elements of special education) about people with disabilities, especially the visually handicapped so that they can more readily recognize their needs, and more adequately serve them.

b. Some specialists' staff such as "readers", braillists, mobility guides are employed in every institutional or public library to see to the special needs of visually impaired users.

c. Very important texts and reference material are provided not only in print form but also in Braille, on voice tapes (talking book) and indeed some in different sizes of print and different types of paper and colour, for the benefit of the different categories of visually impaired people the blind, low vision and partially sighted.

d. All libraries must be equipped with the appropriate optical aids, machinery and equipment for reading and writing, In this regard, every library should have magnifiers and lenses of different sizes and powers, Braille machines, typewriters, sensitive cassette tape recorders etc.

e. Such other important learning materials and documents such as maps, graphs, charts, mathematical symbols, shapes and signs should be provided in concrete tactical forms and/or in embossed forms for easy usage by the visually impaired.

f. Book lending and borrowing time for the visually impaired should be extended based on the fact that either in Braille or print, the visually impaired takes longer time to read a page of any material than it would take a slighted reader.

g. Library buildings must be in easily accessible locations to mediate the mobility limitation problems of the visually Impaired (especially the blind ones) enough room should also be provided within the library for easy movement of the visually Impaired.

h. A separate reading room with booths where trained 'readers' can read aloud to the visually impaired and where the visually impaired can listen to their talking books without disturbing other library users should be provided in every library etc.

2.2.2 Example of academic libraries with disabilities policies

A) SOAS, University of London

This Library committed its self, ensuring that all students can make full use of their services and facilities. They offer as much help and support as possible to any user who has a disability, a specific learning difficulty or dyslexia. For students who register with the Library as a student with a disability, a specific learning difficulty or dyslexia the library provide the following services for them:

-Extended loan periods: Double the normal loan period (i.e. 48 hours for overnight loans; 2 weeks for one week loans)

-Photocopying: the library undertake photocopying on behalf of persons with disability, provided you give 48 hours notice. Photocopying charges will be added to your library record

-Fetching service: – librarian will fetch material from the shelves for you, provided you give 24 hours notice

-Scanning Service: the library provide a scanning service for visually impaired students

-Assistive technology: Assistive technology are made available for them such as Large text display machine, Voice synthesizer and Quiet study rooms

- Counseling service**:** Advise on Access to and within the Library, Appropriate contact persons and Where to obtain further assistance

The library Planned initiatives for the near future include:

- Better wheelchair access to the Library
- Installation of more assistive technology
- Guides in multiple formats (including large print)
- Improved signage (including low-level tactile buttons for lifts)

B) UC San Diego Library

-Building Access: All UC San Diego library buildings have electronic doors, elevators in multilevel and accessible restrooms. In addition to others throughout the library, wheelchair-accessible workstations are available

-Locating Materials and Information: If any disability prevents you from using keyboards to search online catalogs and/or using other library equipment or resources, library staff can the physically challenged users. At times, immediate assistance may not be available due to staffing or workload considerations. When possible, the user is advice to contact in advance to make arrangements.

-Retrieving Materials: Library staff can retrieve known items (print material not currently checked out) from library shelves or other areas inaccessible to you. At times, particularly during evenings and weekends, retrieval is not possible within two hours. In such cases, staff will make arrangements to have the material ready for pick up at the Library's Front Desk the next working day.

-Proxy Borrowing Privileges: Library users with valid UC San Diego Library borrowing privileges may designate another individual as a proxy to borrow materials for them if temporary or permanent disability prevents visiting the Library in person.

-Office for Students with Disabilities: Registered UC San Diego students are eligible for assistance from the Office for Students with Disabilities (OSD). OSD has equipped a computer room in the Geisel Library (2nd/Main Floor East, Room 2069) with adaptive equipment. OSD provides training for users authorized by OSD to use the equipment.

2.2.3 Common Features in Disability policy around the world

There are indications that Libraries in advance countries have some common Features in disabilities policy. For example University of Kansas library, Michigan State University library, Australian library, British library and those listed above among others committed their library services to physically challenged ensuring that all students can make full use of library services and facilities. They offer as much help and support as possible to any user who has a disability, a specific learning difficulty or dyslexia. Some common Features in disabilities policies of these libraries includes:

-Workstation Accessibility**:** All these libraries at each location have one or more workstations that are wheelchair-accessible with adaptive technology on designated workstations

-Library website: These academic Libraries are committed to providing access to information through Web site. While many of their Web pages and resources have been reviewed for established guidelines for accessing Electronic journals, books, and databases. These Libraries subscribes to a vast number of electronic resources provided through a large number of commercial vendors and publishers and not all resources were designed for maximum

accessibility. Users requiring assistance accessing these materials contact the Libraries Accessibility Coordinator.

-Print Materials Assistance and Retrieving Library Materials**:** Library staffs are available in each unit to retrieve materials for users who need assistance. Users will ask at the service desk of the library housing the needed material. Library staff will make every effort to immediately retrieve the needed material. However, if there are a great number of items to be retrieved, advance notice may be required. In addition, if the library is busy and/or there is only one staff member available at the service desk, library staff may ask the user to come back later to pick up the material. Users who require assistance retrieving materials from the library stacks are encouraged to prepare a list of materials needed and to use the online catalog to determine ahead of time that desired materials are currently available for circulation.

-Adaptive Technology: Print materials may be magnified or scanned using adaptive technology available on designated workstations in the library.

-Readers: Print materials that cannot be made accessible using adaptive technology may require the aid of a reader. Students requiring a reader do contact the disability resource office

-General Reference Assistance: General assistance is available in person, over the phone, and via electronic mail during designated service hours. Links to service hours, phone numbers, and Web-based services are available at Ask a Librarian.

-Extended Assistance and Research Consultation: Extended services and research consultations are available during weekdays in the library and by appointment. Because extended assistance may require users to work with a subject specialist, users are encouraged to make an appointment ahead of time via the appointment request form.

Lawal (2012) stressed that disability issues is gaining attention throughout the world, yet the physically challenged students are not adequately taken care of in the institutions of higher learning and its libraries in Nigeria. It should be recognised that there is no clearly-defined separation between the library services rendered to the physically challenged (differently able) and the physically able persons in our own country. These categories of users have the right to their human dignity irrespective of their origin, nature and seriousness of their disabilities. Therefore a person with a disability has the right to be treated with the same dignity, consistency, and consideration as any member of the general public who receives library service. Every library policy should be written to include the disabilities fundamental principles outlined in 99 constitution of Nigeria.

2.3 The Physically Challenged (Differently Able) and their information needs

The term physically challenged or differently able is used in contemporary world to mean all forms of physical disabilities in a person. According to the World Health Organization (2012), disability is any restriction or lack resulting from any impairment of ability to perform an activity in the manner or within the range considered normal for a human being. The term physically challenged is used to replace the word 'handicapped or disable ‘‘which is considered by some people to be derogatory.

According to Lawal (2012), certain people are offended by such terms, while others are offended by the replacement of it, some people believe that such terms should be avoided if they might offend people, while others hold the listener responsible for misinterpreting the terms used in a non-offensive context. For this reason this study adopt the term physically challenged or differently able to cover all sort of disabilities or handicapped.

Kar (2006) use the term physically handicapped and physically challenged synonymously to mean someone possessing physical defect which reduce one's efficiency in performing one's personal and social obligations according to a socially determined standard. Physically challenged person is an individual who is afflicted with a physical impairment that in any way limits or inhibits his /her participation in normal activities.

It must always be remembered that a physically challenged person is not necessarily denotes mentally deficient. Using the term cripple, spastic, handicapped imbecile invalid etc are derogatory and offensive. World Health Organization declared that the general public should avoid using such term on these special people but they can be addressed as the physically challenged or differently able.

Physically challenged persons can also be viewed as someone who has a problem with their body that makes it difficult for them to do things that other people can do easily (Longman Dictionary of contemporary English) Most people think of the word 'disability' or physically challenged as someone in a wheel chair, but this is more than that because there are many types of physically challenge persons which includes:

People who are blind or partially sighted
People who are deaf or learning or intellectual disabilities
People with a physical disability or cripple
People with mental health or psychological difficulties
People with long-term illness
People with an acquired brain injury
The aged people

Among the physically challenged library users, Blindness is regarded as the most severe and traumatic. Since more impressions are conveyed to the brain through the eye, the visual anomalies may influence the life of the individual in physical, mental, social vocational and educational aspects. The blind people have central visual acuity of 30/200 or less in the better eye with corrective glasses. A visual acuity of 30/300 means that the person is able to read from a distance of 20 feet a line or word which a person with normal vision can read.

The totally blind are born with out any seeing capacity or must have gone blind by accident operation etc. Kar (2004) opined that large print textbooks and similar devices can be provided to aid reading of the partially sighted people. He further explained that causative factors of disability are many but the sole factors are hereditary causes, congenital causes and Acquired causes.

The aged people are another category among the physically challenged users of the library. The aged can be seen as the senior citizens of the community many of whom are the retiree civic servants, soldiers and so on. Often at this stage in life are many health related problems that comes along with ageing e.g. failing sight, loss of memory, inability to comprehend, inability to move failing health and so on. The aged needs information to know how to live happily, how to plan for their future. They also seek information on health, travel and how to cope with their retirement age.

World Health Organization (1990) explained the various effort been made in different region of European Countries in giving the aged and retirees opportunity to use library services and resources. The library can help the aged to obtain needed information or encourage them to pass their leisure time with them in the library. This can take the form of providing them with books, newspapers, magazines and video cassettes which they can listen to in their private

homes. On the other hand, the library can co-operate with philanthropic organizations in charge of old peoples' home to give them needed information. Library can provide reading glass for this set of users who have failing sight and can also give oversight loan of materials to those slow learners, library can also organize meetings for them where the elderly ones will meet and discuss interest and problem.

In recent times, the effort of some of the physically challenged persons who has overcome many odds and participates in the Paralympics Games is lauded. Many of these people prove that there is ability in disability through their contribution. People like Marla Runya of California who is blind but yet won 1992 Paralympics Game. Natalia partyka of Poland who played Table tennis with only a right hand and forearm, Natalie du Toit from Africa who engaged in swimming with only one leg etc. Many years after the passage of the Americans with Disabilities Act, Nigeria academic libraries are still lagging in the area of library services for people with disabilities. In Nigeria the physically challenged persons encountered barriers in their quest for education. Viney (2006) rightly notes that they encounter physical access limitations such as retrieving books from the library shelves. Okoli (2010), observed horrors of architectural buildings which have discouraged many challenged persons from using the library.

Therefore, if truly there is ability in disability then library as custodian of information especially academic libraries in Nigeria needs to recognize these people as potential users and ensure adequate policy and services that will assist them in meeting their information needs. That is the time for a policy is now, we need to affirm our commitment to library service for all including people with disabilities and then act accordingly.

Thus Cirfar (1998) suggested that a program of enlighten, aimed at changing the negative attitude towards physically challenged person should be mounted by scheduled bodies

at Federal, state and local government level. On the issues of coping with disability and relevance of Information to the physically challenged, Lawal (2012) itemised the under listed as the information needs of the physically challenged:

1. Information for educational development: This is of paramount importance. As a student, additional information would be needed to build on what was taught in the classroom.
2. Information for social and personal development: Information is needed on assistive devices that could aid mobility.
3. Information for recreation

2.4 Effect of Library Building and Facilities on the Physically Challenged

A principal quality or function of a library building is to organize the display of its library materials so that they can be accessible and easily available. Library internal arrangement and library services vary from place to place and from one type of library to another. Library building can be best evaluate or access in term of its flexibility, accessibility and Ease of use. Flexibility is one of the qualities in the requirement of a library building. Flexibility of Library building of course does not mean that the structure if flexible will bend or move under stress. A flexible library building is one which permits flexibility in the layout to its planning arrangement with structure, heating, ventilation and lighting arranged to facilitate adaptability. Gaytoon (2008) stressed the need for flexible library in the student environment. The problem with our academic libraries in Nigeria is that these libraries were planned and built long term ago before the awareness of disability issues. According to Tashim (1990), Nigeria libraries building and facilities are not suitable for the physically challenged because of space limitation in term of sitting space, shelves , offices, light floor ,ramps etc which are too close with little space that cannot allow the movement of people on wheel chair. Since the physically challenged are

having one or more challenge in using part of their body therefore the library authority must consider their challenges before designing a building that will not be to the advantage of these special users of the library.

In advance countries, getting around in a library building is usually not too much of a problem these days for wheelchair users or anyone with mobility issues. Most buildings are now fitted with entry ramps so you can get in or out, and once you're in there are elevators wide enough for wheelchairs or electric mobility scooters. Where there are no elevators, often due to space limitations, there are stair lifts or wheelchair stair lifts fitted to stairways. Wright (1979) stressed the need to make library accessible to the physically challenged. He opined that all libraries services should be available to the individual in a manner which does not stress the individual. The quality of ease of access to the building, facilities and to the books is one to which much attention needs to be paid. If the library location is far from the residence of people living with disabilities the library can use mobile library services, and any other special services to reach the physically challenged users of the library (Kennelly et al., 2000).

The major aspects of physical accessibility which affect the use of libraries are the location of the library itself and its facilities. Knight and Makin 2006 are of the opinion that the convenience of having materials close at hand or of having such materials delivered directly to home or office is undoubtedly and important consideration for many people through the use of current Awareness of service (CAS) and Selective dissemination of information (SDI) which allows materials to be ordered without having to personally visit the institution by sending mail order to these physically challenged. In order to reduce the plight of physically challenged users in the library, countries like New Zealand made a law that every new building and major reconstruction provides ‘reasonable and adequate’ access for people with disabilities.

Therefore when building a library, the architect must considered the physically challenged persons in their plan in other to facilitate their use of library. CILIP (2006) suggested that plans should be made to make library accessible in dealing with information needs of these special users. Library need to gather data on users, so that the budget will go a long way in determining what kind of services the user's needs for the purpose of having a specialized library which will be responsible for giving out specialized services to this category of persons. Library building must be users' friendly in term of facilities provided such as lift machine, workstation for the physically challenged information needs, toilet facilities, light, magnified screen, Braille materials, large text display machine for those with sight problem, voice synthesizer, quiet study room, multi-level issue and enquiry desk with induction loops, improved signage(including low level tactile buttons for lifts , reading aids and hearing aids etc. Thus, any library which does not yet have adequate physical access for the physically challenged users should by now start making alternative service that will meet the information need of the physically challenged.

2.4.1 Adaptive Technology (Ideal Facilities) for the Physically Challenged

There are Assistive technologies, also known as Adaptive Technologies which the library can install to render services to the physically challenged. Adaptive Technologies refers to those technologies used to maintain, increase or improve the abilities of individuals with disabilities. Tamru E (2012) outline Assistive technology to includes computer programs or electronic devices which are designed to help disabled persons overcome their disability and assist, them to compete in an even basis with their non-disabled peers. The picture below shows library effort in supporting the physically challenged through the use of Adaptive Technology.



(Source: The Southern Times)

Dr Tamru E Belay, an adaptive technology specialist (2012), says there are essentially five methods of output that can render computers and printed materials accessible for individuals who are blind or visually impaired these are: screen reader, Braille printer, reading device, electronic Braille displays, and text magnification. He explains: "The Screen Reader converts computer outputs and text entering cues into major spoken languages. The person with visual impairment can access computers with the help of speech output to use any word processor application to write letters, school assignments or any other writing. Such technology enables people with disabilities to accomplish daily living tasks, assist them in communication, education, work or recreation activities, in essence, help them achieve greater independence and enhance their quality of life. (john 2009).

Tamru (2012) listed some adaptive technologies that are already in use in advance countries like America and other European nations which Nigeria libraries can install to serve the physically challenged users adequately as libraries are now digitizing their collections:

1. Trunch pads: this allow users to control a mouse by moving their index fingers along a pad that corresponds with the layout of the monitor screen.
2. On-screen keyboard: this allows entry by patrons who cannot enter text using a keyboard for typing out their search statement for the catalog, databases and the Internet.
3. Screen magnifying software: this is extremely helpful to patrons with low vision, it application will allow users to control the level of magnification of the screen to fit their specific requirement. for example, users can magnify the entire screen at once and scroll through the entire enlarged web page or document using the mouse etc. Screen reading software extend the accessibility of any material one can display on a library computer to those with no or extremely low vision. The software will read aloud whatever text appears on a library computer screen in which user can choose to use different voices and it can also adjust the speed of the reader, and can train the reader to skip certain un readable characters or improve it pronunciation of other words with head phones for the user to accompany this task.
4. Touch pad or trackball controller: this are use by patrons who are unable to use a standard mouse, this devices will encourage those with mental disabilities to make use of computer more comfortable
5. DVD/ video viewing station: this equipment should include the option of close captioning so that users with hearing difficulties can still make use of video
6. Book and periodical magnifiers can make conventional library material more accessible for users with low vision. This device has a tray and over the tray is a magnifier unit that displays the publication on a screen. example of this is the CCTV (closed circuit television)

7. Recorded books: Patrons with extremely low or no vision should be allow to have access to recorded books in various storage formats. This kind of book can be purchase from talking book library throughout the world.
8. The Kurzweil Reader: this device can make printed materials available to individual with no vision. It can scan and audibly reads the information printed on a page.
9. Braille translators and printer: this device work with a computer set up with translating software and printer that can print on paper with Braille character

Above all, the approach to the physically challenged must be personal and individual. A librarian who will work mainly with the physically challenged in the libraries needs adequate in-service training to understand the points of view and reactions of these categories of people. Prejudices, intolerance and fears must be eliminated, only those members of staff who develop patience, sympathy without sentimentality and perseverance should be assigned special work with the physically challenged.

2.5 Library Services for the Physically Challenged

A library service to the physically challenged person is a closely knit program which involves the federal, state, local government, religious and volunteers organization. Such services will help to re-orientate the thinking of the physically challenged and make them a live better and it will help improve their educational, cultural, and economic deficiency in lives. According to Burrigton (2006), library services and collection should be actively and positively promoted to physically challenged groups in the community through self-help groups, day centre, clubs and other meeting places. He stressed the importance of staff training to ensure the

effective provision of these special services to the physically challenged. There are three ways by which the library can help this category of people. First, the library can employ the physically challenged wherever the disability does not prevent them from performing behind-the-scene routine tasks. This has two advantages. It will enable persons with disabilities to augment their means of livelihood. It will also enable the library staff to concentrate on technical and professional duties. Secondly, literate classes should be provided for the visually handicapped as part of the library services to this section of the community and lastly mobile library services can be encourage to make library material more closer to their hall of residence. Tashi (1990) support the use of Mobile library services where the library will have to transport their information resources through the use of Van to the area where the physically challenged persons can be found. Also the library can render REFERRAL services to the physically challenged by connecting them to another library and /or organization where their certain information needs can be met.

With the availability of personnel, a professional librarian could pursue a course on how to rendered services with materials in Braille. The talking-books, tape and players could also be used. This operation can be carried out in conjunction with voluntary organizations responsible for the care and education of the blind. The specially trained librarian in this field will be able to disseminate his knowledge to this group and place the right book in the right hand at the right time.

2.5.1 Essential Features in Developing Library Services for the Physically Challenged

Libraries all over the world serve to locate, procure, prepare, store, make available and disseminate information through appropriate means/media to their numerous and diverse users. Obani 2002 opined that for any library services to serve useful purposes, it has to be needs

induced, needs based and needs – driven. Adimorah (2000) as cited by Theo Ajobiewe (2013) outlined the process involved in developing a library services for the physically challenged as follows:

Planning
Organizational structure
Equipment
Sourcing Information
Resources sourcing
Planning services
Capacity Building and Management

Planning: In developing Library services for the physically challenged, there is need to carry out adequate planning. This will include determining the actual information needs of the users, their demand patterns and the usefulness of the materials needed. It will also involve the identification of similar libraries and services especially those that can offer assistance by way of exchange materials in Braille, talking books, tapes or cassettes/ cassette recorders etc. Also a customized architectural plan for a barrier free library has to be put in place. Adequate funding for the infrastructure has to be source from government and the private sector. Organizational structure: The functionality of a responsive library services to the physically challenged lies in a well structured organisation chart or structure. Depending on the type of organization or institution, the principal or director must be at the helm of the management structure with a carefully selected library committee drawn from within and outside the organization The head of the Library should be a trained Librarian who must have been trained in Library services to the physically challenged. Equipment Sourcing: Beside the traditional Library furniture, the equipment needed for a library for the physically challenged have to be identified, purchased, or obtained through technical assistance. Necessary equipment includes:

a. Perkins Braille Machines

b. Kuzweil Brailled Duplicators
c. Customized Tape recorders and Tapes
d. Computers for the visually handicapped with multimedia audio facilities and appropriate soft wares

e. Facilities for large print book production

f. Thermoform machine

g. Talking Book Machines

h. Option (electronically produces a tactile image from normal print)

With the advent of new information technology these equipment increase everyday.

i. wheel chair
j. elevator for movement through storey building etc

Information Resources: Most International Organizations, Religious bodies and NGOs for the blind donate brailed materials, large print books and cassettes to libraries for the visually handicapped in the developing countries. The library must foster such international linkages to benefit from such donations. However, it is important to specify early what is needed so that libraries are not flooded by unwanted materials.

Planning of Services: The range of services a library can offer depends on available resources, budget, trained staff and other factors that would be identified as the services progress. Services to the physically challenged must include well packaged information services as primary or secondary information materials. They include a Newsletter for the Blind, Current Awareness materials in embossed form or talking books. The visually handicapped must have equal access to information like the sighted and the opportunity to use new technology. The librarian must constantly plan for innovative services that would interest such users. However,

before any librarian can rendered effective services to the physically challenged users, CILIP (2006) suggested that there should be library plan (that is Policy) which will guide its activities.

Summary of the Review

Disability policy in the library is a specialized area that requires adequate capacity building for the Librarian to function because it is this policy that will guide the libraries in choosing the right facilities and services for the physically challenged users. If librarians wish to be real stakeholder in academic environment, it will require a fundamental rethinking and refashioning of the concept of user support in the policy. The key will be ability to serve all users with values irrespective of their physical status. Based on the review of related literature it is clear that disability policy in the library is the key that can help the library in term of providing accurate facilities and services for the physically challenged users. But with the increasing awareness of disability policy across the world yet little is being done in Nigeria academic libraries where the information need of the physically challenged are rarely met. Looking through the library policies in Nigeria it is evident that those policies are formulated mainly to meet the information need of the physically able persons.

These require an argent attention to assess the library policy, facilities and service provision to the physically challenged users of the library. Although, we may believe that these special users are minority group, but one thing is clear that we are all physically challenged in one way or the other and age factor is another thing that must be consider which may cause drop in the use of library in the future. More so, librarian might argue that they have always embraced a service to the physically challenged which in actual sense is not documented and not even visible. Perhaps the change which is needed is to recognize the requirement to offer what the physically challenged users needs, when and where they need it, rather than to provide services we think they should have which is the same services we offered to their physically able peers.

Therefore this research aim at assessing policies and services provision for the physically challenged users of selected academic libraries in Zaria and Kaduna metropolises.

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CHAPTER THREE

RESEARCH METHOLOGY

3.1 Introduction

This chapter presents the procedure and method adopted for the study. It covers the following sub-headings.

3.2 Research Method Adopted

3.3 Population of the Study

3.3 Sample and Sampling Techniques

3.5 Instruments for Data Collection

3.6 Validity and Reliability of the Instrument

3.7 Procedure for Data Collection and

3.8 Procedure for Data analysis

3.2 Research Method Adopted for the Study

Case Study method was adopted for this study. According to Osuala (2001), Case Study in qualitative research focused on providing a detailed account of one or more cases. According to Creswell (2003), Case Study in qualitative research takes place in the natural setting. The qualitative researcher often goes to the site of participants to conduct the research in order to enables the researcher to be more detailed about the individual or place and be highly involved in the actual experiences of the participants. Stake (1995) opined that Case Studies are bound by time and activity and thus, its helps the researcher to collect detailed information using a validity of data collection procedures over a sustained period of time. Therefore Case Study method enabled the researcher to obtain data from the selected libraries which is used to represent the entire population in Zaria and Kaduna Metropolises.

3.3 Population of the Study

The populations of the study are University librarian of Ahmadu Bello University library Zaria, University librarian of Kaduna State University library Kaduna, Polytechnic librarian of Kaduna State Polytechnic library Kaduna, Polytechnic librarian of Nuhu Bamali Polytechnic library Zaria and College librarian of Federal College of Education library Zaria respectively

3.4 Sampling Size and Sampling Procedure

Heads of Five academic libraries in Zaria and Kaduna Metropolis were randomly selected and used as case study. Therefore no sampling was required as the population of the study is relatively small. The exclusion of physically challenged users of the selected academic libraries was because they have no role to play in the policy, facilities and services provision of the library.

3.5 Instruments for Data Collection

The instruments used in this research were questionnaire and observation.

3.5.1 Questionnaire

The questionnaire was designed as the main instrument for data collection.The questionnaire contained two Sections, Section A for personal data of the respondents and section B for the general questions with options for respondent to tick . This was considered appropriate because it is cheap and easy to administer. It also provided confidentiality to responses given by the respondents. The questionnaire focused on library polices facilities and services provision for physically challenged users of the library.

3.5.2 Observation

Direct observation was conducted on the available policy of the library, facilities and services to acquire more information needed for the research

3.6 Validity of the Instrument

The questionnaire designed for this study was validated by the project supervisors and professional librarians to ascertain their construct, face and content validity.

3.7 Procedure for Data Collection

The questionnaires was distributed to the head of libraries under study within a period of three months as it was difficult to get in touch with them in time due to their busy nature of schedule, the completed copies of the questionnaire were collected from the respondents for analysis. The researcher succeeded in interview some of the head of libraries under this study and the researcher was also referred to other senior personnel who provided answers to the interview in places where it was difficult to discussed one on one with the heads of libraries. Moreover, the researcher was allowed to assess the documented policy of Ahmadu Bello University library Zaria and also observed some of the facilities of other libraries under this study.

3.8 Procedure for Data Analysis

The data collected from the study were analysed based on the questionnaire administered to the heads of the five libraries under this study. The responses were analysed using tables and simple percentages after which discussions and deductions were made.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presented the data collected, analyzed, and the findings of the study. The discussion was done under the following sub-headings: Response rate of head of libraries under study; presentation of data and data analysis.

4.2 Response Rate

The five copies of questionnaires distributed to the heads of academic libraries under this study were duly completed and returned for analysis. The response rate of the respondents according to their respective libraries were as follows: Ahmadu Bello University library Zaria, Kaduna State University library Kaduna, Kaduna State Polytechnic library Kaduna, Nuhu Bamali Polytechnic library Zaria and Federal College of Education library Zaria. This study therefore achieved 100% response rate.

4.3 Categories of Physically Challenged Users of Academic Libraries in Zaria and Kaduna Metropolis.

In order to identify the various categories of physically challenged users of academic libraries in Zaria and Kaduna Metropolis, list of possible disabilities were highlighted for the respondents to tick as many that visited their libraries for information retrievals. Table 4.1 presents a summary of their responses.

Table 4.1 Categories of Physically Challenged Users of Academic Libraries in Zaria and Kaduna Metropolis.

Options	Names of academic Libraries					
	Ahmadu Bello University Library, Zaria	**Kaduna State University Library, Kaduna**	**Kaduna State Polytechnic Library, Kaduna**	**Nuhu Bamali Polytechnic Library, Zaria**	**Federal College of Education Library, Zaria**	**%**
The blind	√	√	√	√	√	100
The deaf	X	X	X	X	X	Nil
The cripple	√	√	√	√	√	100
The blind and deaf	X	X	X	X	X	Nil
The blind and the cripple	X	X	X	X	X	Nil
Total	2	2	2	2	2	100

Key: X = Not Applicable √= Applicable

Table 4.1 shows that there were physically challenged persons in our institutions who visit the library for their academic information like any other person(s). It is clearly shown that the blind and cripple are the main physically challenged persons that use academic library in Zaria and Kaduna Metropolises. The researcher sought to find out how often the physically challenged users visit the libraries, the response were occasionally. And the library has never carried out a research to know the reason (s) for the drop in their use of library

4.4 Availability of Disability Policy and its Level of Implementation in each Academic Library in Zaria and Kaduna Metropolis.

Policy is used to measure the extent to which an organization performs its functions, meet its objectives in its systems and services. In order to determine the availability of disability policy and its level of implementation in each of the five academic libraries under this study, the respondents were provided with options to choose. Table 4.2 summarized their responses.

Table 4.2 Availability of Disability Policy and its Level of Implementation in each Academic Library in Zaria and Kaduna Metropolis.

Options	Names of academic Libraries					
	Ahmadu Bello University Library, Zaria	**Kaduna State University Library, Kaduna**	**Kaduna State Poly-technic Library, Kaduna**	**Nuhu Bamali Poly-technic Library, Zaria**	**Federal College of Education library, Zaria**	**%**
There is no disability policy in the library	√	√	X	√	√	80
There is disability policy with no implementation	X	X	X	X	X	Nil
There is disability policy with partial implementation	X	X	√	X	X	20
There is disability policy with full implementation	X	X	X	X	X	Nil
Total	1	1	1	1	1	100

Key: X = Not Applicable √= Applicable

Table 4.2 shows that only Kaduna State Polytechnic had Disability Policy though with partial implementation due to inadequate financial support from the parent institution. The remaining four libraries which represent 80% of academic libraries in Zaria and Kaduna Metropolis did not have Disability Policy. That is, there is no provision for the physically challenged in their policies despite the existence of physically challenged persons in the institution and their visit to the library. This findings conform with Aguolu (2002), and Lawal (2012), that most libraries excluded policy for users with disabilities. The researcher sought to find out reasons why the libraries failed to include disability policy in their library policies and the responses were as follows: Lack of disability policy awareness, Lack of managerial skill to formulate the policy, inadequate financial support from the parent institution and Lack of statistical data of persons with disabilities. The implication of this is that the library will not be able to provide suitable facilities and services for the physically challenged if there is no documented policy that can guide it operations.

4.5 Types of Special Resources/Devices Available for the Physically Challenged Users of Academic Libraries in Zaria and Kaduna Metropolis.

The study tried to identify types of Special Resources/Devices available for the Physically Challenged Users of Academic Libraries in Zaria and Kaduna Metropolis. Several special resources were presented for the respondents to tick as many that are available in their libraries. Table 4.3 showed their responses.

Table 4.3 Types of Special Resources/Devices Available for the Physically Challenged Users of Academic Libraries in Zaria and Kaduna Metropolis.

Resources/Devices	**Names of academic Libraries**					
	Ahmadu Bello University Library, Zaria	**Kaduna State University Library, Kaduna**	**Kaduna State Poly-technic Library, Kaduna**	**Nuhu Bamali Poly-technic Library, Zaria**	**Federal College of Education Library, Zaria**	**%**
Books in prints only	√	√	√	√	√	80
Special large prints books	√	X	X	X	X	20
Scanned Textbook	X	X	X	X	X	Nil
Textbook and computer	√	X	X	X	X	20
Computers with special software	X	X	X	X	X	Nil
Audio descriptive video	√	X	X	X	X	20
CCTV magnifying aid	X	X	X	X	X	Nil
Braille	X	X	X	X	X	Nil
Total	4	1	1	1	1	140

Key: X = Not Applicable √= Applicable

Table 4.3 shows that Ahmadu Bello University library representing 20% has two special resources which are special large print book and Audio descriptive video for the visually impaired. The available computers in KIL, A.B.U Zaria are without special software for the disabled. The remaining four libraries representing (80%) have no special resources for the physically challenged users. Books in print are the major information resources provided in most

academic libraries in Zaria and Kaduna metropolis as indicated by 4 respondents. Other special resources such as Braille materials and talking book are not provided at all in any of the five libraries under the study. The implication of these is that the visually impaired and the blind will not be able to use many of these academic libraries due to absence of Braille materials and other devices which can make reading easy for the physically challenged.

4.6 Types of Special Services Provided for the Physically Challenged Users of Academic Libraries in Zaria and Kaduna Metropolis.

In an attempt to find out the type of special services available for the physically challenged users of academic libraries in Zaria and Kaduna Metropolis, several special services were listed for the respondents to tick as many services that are available in their various libraries for the physically challenged users. The responses are showed in table 4.4 .

Table 4.4 Types of Special Services Provided for the Physically Challenged Users of Academic Libraries in Zaria and Kaduna Metropolis.

Options	**Names of academic Libraries**					
	Ahmadu Bello University Library, Zaria	**Kaduna State University Library, Kaduna**	**Kaduna State Poly-technic Library, Kaduna**	**Nuhu Bamali Poly-technic Library, Zaria**	**Federal College of Education Library, Zaria**	**%**
Through Referral service	√	√	√	X	X	60
Mobile library service	X	X	X	X	X	Nil
Current Awareness Service	√	√	√	X	√	80
Selective Dissemination of Information	X	√	√	X	X	40
Virtual Reference service	X	X	X	X	X	20
Mainstreaming method	X	X	X	√	√	40
	2	3	3	1	2	220

Key: X = Not Applicable √= Applicable

Table 4.4 shows that Referral service and Current Awareness Service are the main special services rendered to Physically Challenged users of academic libraries in Zaria and Kaduna

Metropolis. These two services are used interchangeably to compliments each others as the need arises in the library as indicated by 3 respondents representing 60% above. Two respondents representing 40% claim to mainstream their services to all their users irrespective of any physical disabilities. Also, none of the five libraries provides virtual reference service and mobile library service to their patrons.

It was further revealed that there are no librarian(s) assign to render special services to the physically challenged users in the library. Any librarian on duty can be call to provide such services to the physically challenged users when the need arises. More so, the library staff has never undergo any training/workshop on disability policies and services. The implication of this is that the two available services which the respondents indicated that they provided are not guided nor regulated by any policy which will help to measure what is being provided and the qualification of personnel that must be in charge of the special services.

4.7 Types of Library Building

Library building can be best evaluate or access in term of its flexibility, accessibility and Ease of use. In an attempt to ascertain the type of library building in Zaria and Kaduna metropolis, the questionnaire provided option on types of building use as library for the respondents to tick. The analysis is shown in Table 4.5

Table 4.5 Types of Library Building

Option	Names of academic Libraries					
	Ahmadu Bello University Library, Zaria	**Kaduna State University Library, Kaduna**	**Kaduna State Poly-technic Library, Kaduna**	**Nuhu Bamali Poly-technic Library, Zaria**	**Federal College of Education Library, Zaria**	**%**
Multiple storey building with elevator/ramps	√	X	X	X	X	20
Multiple storey building without elevator/ramps	X	X	√	√	√	60
Bungalow with interior layout for wheelchair	X	√	X	X	X	20
Bungalow without interior layout for wheelchair	X	X	X	X	X	Nil
Multiple storey building with special reading room on the ground floor	X	X	X	X	X	Nil
Total	1	1	1	1	1	100

Key: X = Not Applicable √= Applicable

Table 4.5 reveals that most academic libraries in Zaria and Kaduna metropolis are of multiple storey building without elevator/ramps as indicated by 3 respondents representing 60%. Ahmadu Bello University library representing 20% is also of multiple storeys with elevator/ramps which function occasionally.While NUHU Bamali polythecnic reprenting 20% uses bungalow type of building as library. These findings agree with Aguolu (2002) that library buildings in Nigeria have extended floors without elevators, Okoli and Leadership newspaper (2012) also noted this horror of architectural buildings that discouraged many physically challenged persons from accessing information and education. It was observed that there is/are no special reading room for the physically challenged on the ground floor of libraries with multiple storeys, The implication of the above is that without elevator /ramps the blind, the cripple and aged individual will find it highly difficult to access the building easily.

4.8 Challenges faced in rendering services to the physically challenged users with the Available Facilities of the Library in Zaria and Kaduna Metropolis.

In order to determine the Challenges faced in rendering services to the physically challenged users with the Available Facilities of the Library, the researcher provided the respondents with options to choose. The five possible challenges are shown in Table 4.6

Table 4.6 Challenges faced in rendering services to the physically challenged users with the Available Facilities of the Library in Zaria and Kaduna Metropolis.

Option	**Names of academic Libraries**					
	Ahmadu Bello University Library, Zaria	**Kaduna State University Library, Kaduna**	**Kaduna State Poly-technic Library, Kaduna**	**Nuhu Bamali Poly-technic Library, Zaria**	**Federal College of Education Library, Zaria**	**%**
Ineffective service	X	√	√	√	X	60
Discouragement in using the library	X	√	√	X	X	40
Marginalization of the physically challenged in the library	√	√	√	X	√	80
Poor academic performance of these special people	X	√	√	X	X	40
Protest from person with disability in near future	√	√	√	X	X	60
Total	2	5	5	1	1	280

Key: X = Not Applicable √= Applicable

Table 4.6 reveals that marginalization of physically challenged users occured in the library in the absence of special facilities and services suitable for them as indicated by 4 respondents representing 80%. The available services of the library are ineffective to the physically challenged as indicated by 3 respondents representing 60%. And it was further revealed that

protest in the near future can arise from the physically challenged users in fighting for their right to quality information as member of the institution.

This position is supported by Nnadozie et.al (2008) quoted by Lawal (2012), that availability of information resources and services does not automatically translate to information accessibility and use. The inference drawn from this is that accessibility to information resources available to the physically challenged in the various academic libraries under study are poor. Though the library services provided in the five academic libraries are useful for teaching and research but the physically challenged cannot accessed them because of their challenges thus, physically abled persons (normal users) are at greater advantage over the physically challenged. The implication of this is that with the rate of accidents and crises in our society nowadays, it is evident that number of people with disabilities will increase. And if nothing is being done now it can make library irrelevant to many who will find themselves in this menace in the future which can as well cause public protest.

4.9 Factors Needed to Enhance Effective and Efficient Library Service for the Physically Challenged Users of Academic Libraries in Zaria and Kaduna Metropolis

The study tried identified factors needed to be put in place in the various academic libraries to enhance Effective and Efficient Library Service for the Physically Challenged Users. Several possible factors were presented for the respondents to tick. Table 4.7 showed their responses.

Table 4.7 Factors Needed to Enhance Effective and Efficient Library Service for the Physically Challenged Users of Academic Libraries

Options	Names of academic Libraries					
	Ahmadu Bello University library, Zaria	**Kaduna State University library Kaduna**	**Kaduna State Poly-technic library Kaduna**	**Nuhu Bamali Poly-technic library Zaria**	**Federal College of Education library Zaria**	**%**
Formulate a standard policy for them	√	√	√	√	X	80
Create a liaison office for their information needs	√	√	√	X	X	60
Training of personnel to work with them without hatred	√	√	√	X	√	80
Yearly research must be carried out to assess their satisfaction	X	X	X	X	X	Nil
Keeping statistical records of persons with disabilities	X	X	X	X	X	Nil
Total	3	3	3	1	1	220

Key: X = Not Applicable √= Applicable

Table 4..7 revealed that before libraries can render effective services to the physically challenged users, there is need to formulate a standard disability policy, create a liaison office where information needs of these special users can be attended to and training of personnel that will work with the physically challenged users without sentiment or hatred must be encourage. It is disheartening to know that none of these libraries under study believe in library research to access the satisfaction of the physically challenged users for the purpose of knowing their information needs which will can be used as statistical record for formulating suitable policy.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction.

This chapter provides the summary of the study, findings, conclusion, recommendations and suggestions for further studies.

5.2 Summary of the study.

The role of library in the life of person with disabilities cannot be overemphasized because with accurate and qualitative information, people with severe disabilities can lead productive and fulfilling lives. The purpose of this study is to assess Policies and Services provision to the Physically Challenged users of Academic Libraries in Zaria and Kaduna metropolises. In order to achieve the objectives of the study, three research questions were raised. The review of relevant literature showed that policy is Key to efficient and effective services delivery in any library. The study identifies aspect of disability policy across the world and relates it to what is obtainable in Nigeria academic libraries. The study also ascertained the extent to which library buildings affects accessibility of our resources by the physically challenged users. Case Study method was adopted in conducting this research. The populations of the study were the heads of five academic libraries in Zaria and Kaduna metropolises and this require no sampling because the population were relatively small. Questionnaire and observation were used as instruments for data collections. The data collected were presented and analysed using statistical tables and percentages.

5.2 Summary of the findings

Based on the data collected and analysed for this study, the following are the major findings of the study:

1. 80% Academic libraries in Zaria and Kaduna metropolis did not have disability policy that can guild the choice of facilities and services they provided for the physically challenged users. The remaining 20% had disability policy with partial implementation due to inadequate finance
2. 80% Academic libraries in Zaria and Kaduna metropolises are of multiple storey buildings and there are no special facilities commonly called adaptive technology in four academic libraries representing (80%) under this study. Ahmadu Bello University library representing 20% had two special resources for the visually impaired.
3. Ineffective service and marginalization of physically challenged persons in the library are the major challenges faced with the available facilities and resources of the libraries under study.

5.3 Conclusion

Based on the findings of this study it could be concluded that academic libraries in Zaria and Kaduna metropolises do not have disability facilities and services in their main policies which can guide their mode of operation towards the physically challenged persons in the institution. In addition to this, the library buildings are too complex to be access by the cripple and the visually impaired and nothing is being done to lessen their mobility plight in the library. Despite the increasing awareness of disability programme by libraries across the world many libraries in this area claimed ignorant of it and staff training on it were not even encourage. Thus it is expected that librarians will make the best use of their knowledge in library for the

disadvantage and ALA disability policy standard to fashion out ways of serving the physically challenged persons effectively in their various libraries.

5.4 Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

1. Academic library policy must be redesign to include disability resources and services. Librarian must consult individuals with a disability, and groups representing them, in the planning, development and ongoing delivery of services
2. Library management should create a disability liaison office on the ground floor of their library and affiliate such office with any library for the disable across the country for resource sharing.
3. Adjustable chairs, tables specially made for wheel-chair and crutches are recommended for use in libraries and specially trained staff to be employed to assist and monitor the physically challenged users in the library.

5.4 Suggestions for further study

This study only covers the Assessment of policies, facilities and services provision for the physically challenged users of academic libraries in Zaria and Kaduna metropolis, therefore the study below is suggested for further study:

Assessment of Physically Challenged Users satisfaction in academic library across the country (Nigeria)

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APPENDIX I

QUESTIONNAIRE

Department of Library and Information Science,
Faculty of Education,
Ahmadu Bello University, Zaria.
November, 2014.

Dear Sir/Madam.

ASSESSMENT OF POLICES, FACILITIES AND SERVICES PROVISION TO THE PHYSICALLY CHALLENGED USERS OF SOME SELECTED ACADEMIC LIBRARIES IN ZARIA AND KADUNA METROPOLIS.

I am a postgraduate student of the above named department with registration number MLS/EDUC/9206/2011-2012. My research topic is: **Assessment of Polices, Facilities and Services Provision to the Physically Challenged Users of Some Selected Academic Libraries in Zaria and Kaduna Metropolis.**

The purpose of this letter is to seek for your kind cooperation to fill the attached questionnaire. Your response and cooperation will certainly assist in the completion of this research work which will contribute to the knowledge of how the physically challenged users are provided for in terms of facilities, resources and services in our tertiary institutions.

The research has nothing to do with Government or security matter. Therefore any information given will be treated confidentially and mainly use for the purpose of this research.

Thank you.

Yours faithfully,

Mrs Ajibola Ruth B.
MLS/EDUC/9206/2011-2012

SECTION A: DEMOGRAPHIC INFORMATION

PLEASE TICK AS APPROPRIATE

1) Name of Library……

2) Qualification

a) PhD [ ]
b) Master Degree [ ]
c) Graduate [ ]
d) Diploma [ ]

3) Year of experience

a) 1-5 [ ]
b) 6-10 [ ]
c) 11-15 [ ]
d)16-20 [ ]
e) 20 above [ ]

4) Status

a) University Librarian [ ]
b) Polytechnic Librarian [ ]
c) College Librarian [ ]
d) Chief librarian [ ]

5) Gender

a) Male [ ] b) Female [ ]

SECTION B: POLICIES GUIDIND THE PROVISION OF LIBRARY FACILITIES AND SERVICES FOR THE PHYSICALLY CHALLENGED IN ZARIA AND KADUNA METROPLISES

Respond to the following statements by ticking the appropriate columns that follows:

1a) What categories of physically challenged persons (patrons) visit your library

a) The blind only [ ]
b) The deaf only [ ]
c) The blind and deaf [ ]
d) The cripple [ ]

1b) How often do they visit your library for enquires?

a) Very often [ ]
b) Often [ ]
c) Occasionally [ ]
d) Never [ ]

1c) Does your library have a disability policy

a) yes [ ] b No [ ]

i) If yes, which of the following areas does the disability policy cover?

a) selection and acquisition criteria [ ]
b) Special aids and services to be adopted [ ]
c) Access and Dissemination [ ]
d) Implementation [ ]
e) Standards [ ]
f) Adaptive Technology [ ]
g) Budget allocation for special aids [ ]

ii) How often do you review the policy?

a) Very often [ ]
b) Often [ ]
c) Occasionally [ ]
d) Never [ ]

iii) Who review the disability policy?

a) Management staff of the library [ ]
b) Consultants [ ]
c) Others please specify……..
……..

iv) What is the level of implementation of the disability policy in your library?

a) Full implementation [ ]
b) Partial implementation [ ]
c) No implementation [ ]

v) What are the challenges faces in the implementation of the disability policy?

d) Lack of funds to implement it [ ]
e) Lack of qualify librarian to formulate it [ ]
f) Lack of institutional support [ ]
g) Lack of conviction to implement it [ ]
h) Other please specify……

1d) If No, which of the following best explains the reason for its absence

a) Lack of awareness of disability policy [ ]
b) Lack of technical Know –how to formulate such policy [ ]
c) Lack of financial support from top management of the institutions [ ]
d) Others please specify……
……..

SECTION C: TYPES OF LIBRARY BUILDING, FACILITIES AND SERVICES FOR THE PHYSICALLY CHALLENGED IN ZARIA AND KADUNA METROPOLISES

2a) What type of building do you use as library?

a) Bungalow type of building [ ]
b) Multiple storey building [ ]

i) Does the interior layout of your library allow free movement of wheelchair?

a) Yes [ ] b) No [ ]

ii) If your library is a multiple storey building, did you provide elevate/ramps to move from one floor to another?

a) Yes [ ] b) [ ]

iii) If No, did you provide a special reading room for them in the ground floor?

a) Yes [ ] b) No[ ]

iv) If No, how accessible is your library building to your special patrons with disabilities?

a) Easily accessible [ ]
b) Fairly accessible [ ]
c) Difficult to be access by them [ ]

v) Through which of the following did your library building discourage the physically challenged persons from visiting the library

a) Distance from physically challenged hall of residence [ ]
b) Multiple storey building without elevator [ ]
c) Lack of space for free movement of wheel chair [ ]
d) Others please specify…….
……...

vi)What effort can the library management put in place to make the existing library building accessible to the physically challenged users

a) create a disability liaison workstation on the library ground floor [ ]
b) Build a new a library for them with wheel chair access route [ ]
c) provide elevator/ ramps within the existing library for easy movement [ ]

2b) Do you have Adaptive Technology devices for the physically challenged in your library?

a) Yes [ ] No[ ]

i) If yes, what types of Adaptive Technology devices (resources) available in your library for the physically challenged persons?

a) Computers [ ]
b) Scanned Textbook [ ]
c) Braille [ ]
d) Talking books [ ]
e) CCTV magnifying aid [ ]
f) Large prints books [ ]
g) Audio descriptive video [ ]

h) General scanners with software [ ]
i) Others please specify:……
……

ii) What are the factors you considered in the selection of these Adaptive Technology devices?
a) Content of the document [ ]
b) Size of the resources [ ]
c) Authenticity and reliability [ ]
d) Library allocation [ ]
e) Funds [ ]
f) Others please specify…….
……

iii) Among your available Adaptive Technology devices which of the devices do they often used
a) Computer only [ ]
b) Textbook only [ ]
c) Braille material only [ ]
d) Talking book only [ ]
e) Computer and textbook [ ]
f) Textbook and Braille material [ ]
g) Talking book and Braille [ ]
h) Large print book and News paper [ ]
i) Others please specify:…….
……
……..

iv) How are the library resources accessed by the patrons with physical challenges?
a) Through self service [ ]
b) Through library staff [ ]
c) Through friends or colleagues [ ]
d) Through the internet [ ]
e) Others please specify: [ ]

i) If No, What are the major problems that hindered effective provision of Adaptive Technology devices and service for patrons with disabilities?
a) Lack of documented disabilities policy in the library [ ]
b) Lack of statistical data of persons with disabilities [ ]
c) Inadequate funding of the library [ ]
d) Attitude of the physically challenged persons [ ]
e) All of the above [ ]
f) Others please specify:……
……
……

j) In the absence of Adaptive Technology devices, what types of information resources do you made available for users with physical disabilities in your library

a) Text book [ ]
b) Journal [ ]
c) Encyclopedia [ ]
d) Indexing and abstracting material [ ]
e) Others please specify…….
……

k) How accessible are these available resources to the physically challenged users' interm of use?

a) Very simple and easy to be access by them [ ]
b) Fairly accessible by them [ ]
c) Difficult to be access by them [ ]

l) Does your institution make budget provision for their Adaptive Technology devices (resources)?

a) Yes [ ] b) No [ ]

i) If yes, what percentage of your budget is allocated for their information resources?

a) Less than 5% of the annual budget [ ]
b) More than 5% and less than 10% of the annual budget [ ]
c) More than 10% and less than 15 % of the annual budget [ ]
d) Others please specify……
……..

ii) If No what is the reason why funds are not allocated for their information resources?

a) They are minority group in the institution [ ]
b) They are not supposed to be in regular institution [ ]
c) Their resources can only be in special schools [ ]
e) Their resources are quite expensive [ ]
f) Librarians are not well knowledgeable in special education [ ]
g) Others please specify……

m) Did your staff receive any special training on disability resources and services?

a) Yes {] b) No [ ]

i) if Yes, how often do they attend the training /workshop

a) Yearly [ ]
b) Quarterly [ ]
c) Bi monthly [ ]
d) Occasionally [ ]

ii) If no which of the following best explains the reason for not attending any specialized training in disability policy and services?

a) Lack of interest to attend such training [ ]
b) Lack of funds [ ]
c) Lack of awareness of the place for such training [ ]
d) Lack of support from the management [ ]
e) Others please specify……
……

2c) Indicate the special services rendered to persons with physical challenges in your library

a) Referral service [ ]
b) Mobile library service [ ]
c) Current Awareness Service (CAS) [ ]
d) Selective Dissemination of Information (SDI) [ ]
e) Virtual reference service [ ]
f) Indexing and abstracting service [ ]
g) No special service for them [ ]
i) Others please specify:…….
……

3) CHALLENGES FACED IN RENDERING SERVICES TO THE PHYSICALLY CHALLENGED WITH THE AVAILABLE FACILITIES AND SERVICES OF THE LIBRARY?

a) Marginalization of the physically challenged in the library [ ]
b) Ineffective service (poor library service) towards them [ ]
c) Discouragement in using the library [ ]
d) Protest from persons with disabilities in the nearer future [ ]
e) Others please specify…
……
……

3b) Which of the following should be introduce in the library for efficient service provision to the physically challenged?

a) Formulating a standard disability policy in the library [ ]
b) Organizing a liaison (disabilities) office in the library [ ]
c) Training of personnel to work with them [ ]
d) Mainstreaming the library service [ ]
e) Non of the above [ ]
f) Other please specify…
……
……
……