

**AWARENESS AND UTILIZATION OF PODCAST FOR INFORMATION SERVICES
DELIVERY AMONG LIBRARIANS IN UNIVERSITIES IN KANO STATE, NIGERIA.**

BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES
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DECLARATION

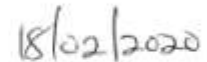
I declare that this dissertation entitled: “Awareness and Utilization of Podcast for Information Service Delivery Among Librarians in University Libraries in Kano State, Nigeria” is my personal research work. To the best of my knowledge, it has never been presented anywhere, for the award of a degree or any certificate, all sources have been duly acknowledged and a list of references is provided.


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CERTIFICATION

This dissertation "Awareness and Utilization of Podcast for Information Service Delivery Among librarians in University Libraries in Kano State, Nigeria" meets the regulations governing the award of the Master's Degree in Library Science (MLS) of Ahmadu Bello University, Zaria, Nigeria, and is approved for its contribution to knowledge and literary presentation.


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DEDICATION

This research is dedicated to my beloved parents; Haj. Amina Akilu and Late Mal.Yunusa Ibrahim Nadala, my brothers, sisters and my lovely wife for their immense prayers, support and contributions. May Almighty Allah reward them abundantly,amin.

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ABSTRACT

The study investigated awareness and utilization of podcast for information services delivery among librarians in university libraries in Kano State. In order to achieve the four objectives of the study research questions were formulated and answered. It examined the extent of librarians' awareness of relevance of podcast to information service delivery in university libraries the purposes for which the podcast is used in university libraries, Extent of librarians use of the podcast for information services delivery and the challenges faced by librarians in using podcast for information services delivery. The study adopted a survey research design and questionnaire was used as instrument for data collection. One hundred and thirty-one (131) copies of questionnaire were administered to librarians in Bayero University Library, University of Science & Technology Wudil, Library and Yusuf Maitama Sule University Library. Descriptive (frequency, percentages, means and standard deviation) were used to analyse the data collected. The findings of the study revealed that librarians are much aware of the relevance of podcast for information services delivery. The study also found that librarians used podcast to acquire information and for entertainment but they fail to actively utilize the podcast to deliver library and information services to their users. The study recommended that librarians should try to incorporate the use of podcast in the delivery of library and information services. University libraries should adopt podcasting technology for better operation and information services delivery relevant to their academic curriculum.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Internet and web technology have changed the way people interact, communicate, share, acquire knowledge and deliver services from anywhere, at any time irrespective of traditional barriers. When the web was created, it did not have features and facilities for users to interact. But with the evolution of the internet and communication technology, Web 2.0 has evolved into a dynamic, interactive and collaborative platform that facilitates exchange of knowledge and information service delivery amongst its users (Kamla-raj. 2016)

The Internet in particular, has become pervasive and allows libraries to use web 2.0 in making their services more accessible and user friendly. Libraries worldwide have undergone significant metamorphosis from a purely traditional mode and manual service delivery system to a more dynamic technologically driven system (Akintunde, 2016).

Podcast as one of the most applicable technology of web 2.0 application has become an indispensable tool for libraries in providing effective information service, where librarians can interact with their users to study their needs and provide feedback. Podcast encourages librarians to create new knowledge, ideas and services share across their community of users (Ezeani& Eke, 2014). The podcast has gradually crept into the library profession and it has become a growing tool that is being used to communicate with more potential library users. It remains pertinent and fundamental in order to meet users' expectation, particularly the younger ones (Abigail & Shaw 2018).

The term “podcast” originates from a combination of the brand name of the currently most popular player “iPod™” developed by Apple. The term “broadcast” is a traditional means of disseminating information and leisure content on the electronic media such as radio or television. When the two words are merged, the term podcast, podcaster, and the art of podcasting were born. Podcast refers to a group of internet based applications that are built on the ideological and technological foundations of Web 2.0. It is a creation process that enables individuals to produce their contents and share information, using web-based applications and tools. They maintained that such applications allow users to interact freely, share and discuss information using multimedia mix of text, pictures, videos, and audio (Kaplan & Haenlein 2014).

Podcasting is a recent phenomenon on the internet that explores possibilities to act as an alternative tool for libraries. Podcasts have an additional advantage, of being a “push” or “subscription” rather than a “pull” technology. That is, the material is delivered directly from the source Internet location to the receivers’ devices, rather than requiring the user to seek it out and download it. This reduces the difficulty experienced by the users in having to search for, locate, and retrieve the contents. Whilst maximum benefit comes from downloading podcasts into a portable device, it is usually also possible to listen to or watch them using a PC. This makes them an ideal tool, since users without portable devices are not prevented from accessing the material. (Campbell, 2015).

Libraries can utilize podcast for information service delivery in providing database trainings, weekly updates, book reviews, and interviews with users or other personalities. Recordings of presentations, lectures and tutorials, library self-directed tours, can also be delivered through podcast. Libraries can also use podcast as staff development and orientation resources. Podcasts can also be used as reference sources and tools for collection development. Podcasts can expand

the range of services that libraries offer by making audio content available to the users (Lamb and Johnson, 2017).

Malan (2017) stated that Harvard University library uses podcast for information service delivery. Traditional lectures were recorded and then podcast to allow students to review them if they wished. He found that students valued the flexibility that the podcasts offered particularly with regard to review rather than as an alternative to attendance. The use of podcasting technology has kept on increasing in the developed countries and podcasts are being developed by various libraries and information centers. The School of Information Resources and Library Science University of Arizona, offers podcast on educational events, lectures of guest speakers and other kinds of live presentations combined with audio, video and supplementary materials for the use of students, faculty staff and others (Worcester and Barker, 2013).

On this note, before a library commits resources in utilizing podcast for information service delivery, the library has to know the extent of awareness of the podcast among the librarians. Would podcast support the library's goals? What is the information need of their users? Is a portable audio format the best format for this task? Would podcasting add value to library patrons? Who are the intended audience of the library podcast? Is podcasting economically feasible for the library? Like other technologies, podcasts are most effective as a supplement to traditional programs and services, rather than as a replacement. (Hew, 2014).

Library and Information professionals in Nigerian libraries have a significant role to play in the incorporation of this innovative technology and theneed to acquire new modern knowledge for competencies, as information professionals, more is expected of them from their users in order to maintain a competitive edge, effectiveness and efficiency in their service delivery.

1.2 Statement of the Problem

Developments in the area on Information and Communication Technology (ICT) more especially from the second half of the twentieth century engendered the emergence of web 2.0 application. These are Internet-based plat forms that allow community of users to share content, send messages and interact seamlessly. The most notable application includes Blogs Facebook, Twitter, blogs, Youtube, WhatsApp, Instant Messaging, wikis and podcast.

Specifically, the evolution and subsequent proliferation of hand-held devices such as smart phones have also added to the accessibility of library services from anywhere and at any time. Therefore, academic libraries and indeed all other types of libraries across the globe and particularly in developed and some other developed countries of the world have responded to the needs of present generation of clients by providing web 2.0 compliant service and resources (Cassidy, etal 2014).

Consequently, web 2.0is increasingly used among organization to interact with clients and customers. Libraries are not left out of this trend. Since 2004 many studies have been conducted worldwide on Web 2.0 applications to enhance service delivery among libraries.In Nigeria some of the available studies on Web 2.0 applications include that ofOmeluzor (2017), Nkeiru (2016), Abdullahi (2015) and Anunobi (2014) which only focused on Facebook, Twitter, blogs, Youtube, WhatsApp, Instant Messaging (IM) and wikis, However, no research was conducted on the use of podcast for library services delivery.Despite all the accrued benefits that academic libraries can derive in supporting effective and efficient information service delivery as discovered by O'Banno (20150).

Thus little is known on the use of podcast in the delivery of library and information service among Nigerian libraries. In an attempt to fill the gap, the researcher seeks to investigate the extent of librarian's awareness and utilization of podcast for information service delivery in university libraries in Kano State.

1.3 Research Questions

The following questions were drawn to guide the study:

1. To what extent are librarians aware of the relevance of the podcast to information service delivery in the university libraries in Kano State?
2. For What purposes is podcast used in university libraries in Kano State?
3. To what extent is podcast used by librarians for information service delivery in the university libraries in Kano State?
4. What are the challenges faced by librarians in using the podcast for information service delivery in university libraries in Kano State?

1.4 Research Objectives

Below are the specific objectives of the research to:

1. Measure the extent of librarians' awareness of the relevance of the podcast for information service delivery in university libraries in Kano State.
2. Identify the purposes for which the podcast is used by librarians for information service delivery in university libraries in Kano State.
3. Measure the extent to which the podcast is used by librarians for information service delivery in the university libraries in Kano State.
4. Identify the challenges faced by librarians in the course of using the podcast for information service delivery in the university libraries in Kano State.

1.5 Significance of the Study

The uniqueness of the study lies in the relevant information it provides and it help in creating more awareness on utilization of podcast for information service delivery. It is believed that the findings of this study will enable the librarians to know that utilization of podcast would assist libraries to achieve their goals in support of teaching, learning and research activities of their institution. It is expected that the findings of the study may help Institution's managements and library management committees and other related Institutions such as archives and museums in formulating appropriate policies for the adoption of podcasting technology for information services delivery.

Moreover, understanding librarians on utilization of podcast for information service s delivery would contribute to the existing literature and body of knowledge in library and information science and serve as a reference for future research. The findings would also be of benefit to librarians in the university libraries in Kano State and researchers who may wish to carry out further studies on the issues of podcasting technology.

1.6 Scope of the Study

This study focused on Awareness and Utilization of Podcast for Information Service Delivery Among Librarians in University Libraries in Kano State. The respondents in this study covered only librarians working in the university libraries with a minimum qualification of first degree in Library and Information science, other supporting staffs are excluded from the study.

1.7 Operational Definition of Terms

The following terms have been defined operationally:

Awareness; Consciousness or having knowledge of something.

Information Service Delivery: A service provided by information professional which draws attention to information possessed in the Library in anticipation of demand

Podcast; A digital media that consist of an episodic series of audio, video, digital radio, PDF, or ePub files available on the internet that can be download to a personal computer or MP3 player.

Utilization; The act of using something or state of being used

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The Chapter reviewed literature related to the study. It is presented under the following sub-headings:

2.2 Concept of Podcast for Information Service Delivery

2.3 Awareness of Podcast Among Librarians

2.4 Purposes for which Podcast is Used in University Libraries

2.5 Utilization of Podcast for Information Service Delivery in Universities Libraries

2.6 Challenges of Using Podcast for Information Service Delivery

2.7 Summary of the Review

2.2 Concept of Podcast for Information Service Delivery

The term “podcast” originates a combination of the brand name of the currently most popular player (“iPod™”) with “broadcast”. The term "podcasting" was first mentioned by Ben Hamersley in The Guardian newspaper in a February 2004 article, along with other proposed names for the new medium. It is a portmanteau of the words "pod" —from iPod— and "broadcast". The first application to make this process feasible was iPodderX, developed by Trometer and Ray Slakinski. By 2007, through the evolution of internet capabilities, along with cheaper hardware and software, audio podcasts were doing what was historically accomplished via radiobroadcasts, which since the 1930s had been the sources of radio talk shows and NEWS PROGRAMS.

Online Oxford Dictionary defines "podcast" as: a program (as of music or talk) made available in digital format for automatic download over the Internet. The Merriam Webster Tenth International Collegiate defines podcast as a form of digital media that consists of an episodic series of audio, video, digital radio, PDF, or ePub files subscribed to and downloaded through web syndication or Streamed online to a computer or mobile device. Linda & Kay(2014) defined podcast as “a digital audio or video file or recording, usually part of a themed series that can be downloaded from a website to a media player or computer”. Hew, (2009) refers podcast as audio, video, PDF, and ePub files, that can be subscribed to and downloaded through web syndication or streamed online to a computer or mobile device. Subscribers are then able to view, listen to, and transfer the episodes to a variety of media players.

Podcasts are files that are gradually replacing the old-fashioned, static web recordings that are relatively new, and offer video content. Podcasts have an additional advantage, of being a “push” or “subscription” rather than a “pull” technology. That is, the material is delivered directly from the source Internet location to the device, rather than requiring the user to seek it out and download it (Campbell, 2015). This reduces the overhead experienced by the learner in having to search for, locate, and retrieve material. Whilst maximum benefit comes from downloading podcasts onto a portable device, it is usually also possible to listen to or watch them using a PC. This makes them an ideal tool, since users without portable devices are not prevented from accessing the material. The podcast is a viable alternative for delivering research content or lessons to students who need remedial or extended support.

Accordingly, O’Murchu & Decker (2014) asserted that the use of podcast by librarians and information organizations is becoming more prevalent and a growing tool that is being used to

communicate, collaborate, gather, share, exchange and disseminate information with more potential library users, as well as extending the services provided.

Information service delivery is a *combination of information technology and people* 's activities using technology to support operations and decision-making that *servedata, knowledge and information to customers* (Khan and Bhatti, 2016).It also provides more opportunity to reach your community, target specific audiences, and give them a chance to interact with your library. The efficiency and effectiveness of the library is determined by the success of providing patrons with relevant and timely information. It was in this sense that Dadzie (2015) stated that for information to be of optimal use it must have the following qualities: relevance, accuracy, timeliness, currency, completeness, clarity and cost effective, that traditional library processes and structures are proving unsatisfactory to respond quickly enough to technology driven environment.

Mahjour and Parnell (2014) have identified stages in creating podcasting for information service delivery as follows

- Promotion of the podcast; Advertise within your school community and encourage parents, students, and teachers to subscribe. Students can serve as the best word-of-mouth promoters, but the quality and timeliness of the podcast(s) will be what keeps subscribers coming back for more.
- Gather the required hardware and software; Different configurations will work, but the easiest is a computer with a microphone and speakers and an application that records sound. The computers microphone can be built in, but for better quality, use an external microphone with a USB connection. The sound-recording application can be a simple

digital audio recorder or a podcasting software application that allows editing and the addition of music and sound effects.

- Decide on the content; its quality will keep people coming back for more instalments. If it's part of a series, create a template and choose theme music to increase listener recognition and to maintain consistency. Create engaging text with an appropriate introduction, breaks, and a conclusion. Also, consider additional features such as music or sound effects that can signal a page turn, generate interest, and keep listeners engaged. Use accompanying images, album art, outlines, or notes if the software allows it. You must also make sure your copyright-compliant. When incorporating music or images into a public podcast, you must request and receive rights to use those songs and images. Or you can use items that are in the public domain or that have already been licensed for non-commercial distribution. If you're making the podcast for curricular use at the school and not for publication, follow fair use guidelines as outlined in Digital Millennium Copyright Act and creative commons 5th February 2009.
- Practice; For instance, practices speaking until you're confident and the session flows smoothly in a natural, conversational style. Practice adding music and sound elements until you are comfortable with moves and transitions.
- Record the podcast; Use software that generates an MP3 audio file. Following instructions that came with the software add and mix text, music, and sound elements.
- Test the podcast; Listen to it and share it with peers. If you don't like what you hear, redo all or part of it until it's the best you can do. Students are often motivated to excel if they realize a public posting of their podcasts means that people from all around the world could be listening. (Be sure to follow your school's privacy guidelines for student safety.)

- Publish the podcast to share your good work; Link the audio file to a Web site with an RSS feed so people can subscribe. Or simply link the file for manual download. However, considered a linker audio file rather than a true podcast. Submit the audio file for public posting on a podcast directory service such as iTunes Music Store, Podcast.net, OurMedia.org, Podcast Alley, or Podcast Pickle. Test the access to make sure it really works.
- Evaluate and learn from your mistakes; Be prepared to adjust your template or make changes to procedures for future podcasts. You want the end product to be the best that you can make it.
- Copyright and Presentation; Copyright rules apply to podcasting as they do to any recorded medium, even when podcasts are created for educational purposes. Books for book talks should be in the public domain or all necessary permissions obtained prior to uploading. All people who are recorded in a podcast should sign a release form. Following a radio format, many podcasts incorporate music or other sounds to increase dynamic content. However, music must also be in the public domain. Some podcasts do have restrictions on this type of use, but most allow educational downloads. A podcast's associated data is typically quite sparse and includes podcast and episode name, author, perhaps a brief description, and some technical information such as format, size, and bit rate.

2.3 Awareness of Podcast Among Librarians

Dourish and Bellotti (2012) refers Awareness to how a person understands the activities of others, which provides a context for his own activity. In order to evaluate the knowledge of librarians on Social Networking, Kumar (2015) revealed that librarians are aware of modern concepts of web

2.0, but they hardly implement them, in a similar study of Charningo and Barnett- Ellis (2013) found that while librarians were overwhelmingly aware of web 2.0 tools, most of them were not involved in using them. In the same vein, Salem (2009) found that many librarians have limited knowledge of web 2.0 tools, although they are regular users of some popular web 2.0 applications. While Garoufallou and Charitopoulou (2011) states that though librarians had heard of the term web 2.0 tools, further knowledge of the subject is limited, lack of knowledge was apparent in the poor ways that librarians exploited the web 2.0 features. A similar survey conducted by Marshall (2009) assessed the awareness of web 2.0 tools (podcast, wikis, and blogs) among library and information science professionals. It was found that LIS professionals of colleges are well aware of modern concept and also make use of them. But they implement it at a very low level as far as rendering or library services are concerned Campbell (2013). suggests a slightly different idea, that podcasting may not be all at new. He asserts that foundations of podcasting, namely streaming and downloadable audio have been around as long as the World Wide Web and that RSS technology has also existed for several years. What he suggests as new is the ease of publication, subscription and use of podcasts.

Nevertheless, Ezeani, (2014) and Atulomah (2011) suggested that there is a clear need to recommend appropriate strategies for awareness, skills and use of web 2 tools and services among libraries and librarians for effective information services delivery. Collins and Hide (2013) on the use and relevance of Web 2.0 resources for researchers, stated that awareness of Web 2.0 is related to scholarly communications practices. Librarians, researchers and tutors who are used to join their tasks collaboratively are more likely to be aware of the tools than others. They found that other factors influencing awareness on Web 2.0 to include age and sex of the user. Young people are likely to be more aware about the tools than the old ones. On the other

hand, males are likely to be more aware about Web 2.0 tools than females. Gbadamosi (2012) on the Emerging Challenges to Effective Library automation and e-library. reveal that, the present situation of libraries and librarians particularly in developing nations like Nigeria is responsible for the librarian's inability to possess the required adequate knowledge of technology and its application in the delivery of services.

Zakaria, Watson and Edwards (2015) on Investigating the use of Web 2.0 technology by Malaysian students, found that "librarians have significant unawareness with certain web 2.0 tools such as podcast, tagging and bookmarking". In the same vein, Anyaoku, Ezejiofor and Orakpor (2012) on Knowledge and Use of Web 2.0 by Librarians in Anambra State, Nigeria, observe that librarians do not have adequate knowledge of web 2.0 tools, as such not very popular with web 2.0. In a similar study, Atulomah (2011) in a survey on the awareness of library 2.0 and participating in the global discussion among librarians in the Southwestern Universities in Nigerian reports that there is insufficient awareness and understanding of what constitutes Library 2.0 innovations. Longshak (2015), in a survey of the awareness and use of web 2.0 technologies observes that today podcast, RSS, Blogs, Wikis and Social Bookmarks are not as strange as they sounded to the ears of Nigerian library and information professionals some few years ago. Anunobi and Ogbonna (2012) who conducted a research on the awareness and use of web 2.0 by librarians in Anambra State Nigeria, discovered that there is low awareness of web 2.0 tools by librarians.

Kamla-raj (2016) on Web 2.0 Awareness among Library and Information Science Professionals, states that the internet and web technology have changed the way people interact, communicate, share and acquire knowledge. However, when the web was created it did not have features and facilities for users to interact. With the evolution of internet and communication technology,

Web 2.0 has evolved into a dynamic, interactive and collaborative platform that facilitates exchange of knowledge and information amongst its users.

It is in relation to this view that Winter, Chudoba and Gutek (2008) found that librarians gained knowledge of new technologies through continuing education programs, professional training and revision of library school curricular, which helped them benefit from new technologies. Baro, Idiodi and Godfrey (2013), states that librarians in university libraries in Nigeria acquire awareness and skills for the use of Web 2.0 tools mainly through attendance at workshops through friends/colleagues and self-practice. Ata-ur and Farzana (2011) identified five ways through which librarians gained awareness and learnt the usage of web 2.0 applications as follows; Self Learning, online tutorial, friends and professional colleagues, formal training and library schools.

Yeung (2014) on Emotional Intelligence, observe that self-awareness is developed through practices in focusing your attention on the details of your personality and behavior. It learned from reading a book. When you read a book you are focusing your attention on the conceptual ideas in the book. You can develop an intellectual understanding of the ideas of self-awareness from a book, but this is not the same. With your attention in a book you are practicing not paying attention to your own behavior, emotions and personality.

Freedman and Everret (2015) pointedself-awareness consists of emotional abilities that enable us to be more effective and form outstanding relationships in the work place. Self-awareness is the ability for one to recognize his or her emotions and their effects. People who are aware of their emotions are more effective in their jobs. They recognize and understand their moods, emotions and needs and can perceive and anticipate how their actions affect others. People with

great certainty about their feelings manage their lives well and are able to direct their positive feelings towards accomplishing tasks.

Emporium Model, (2015) indicated that, online tutorial is a method of transferring knowledge and may be used as a part of a learning process. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task. A tutorial can be taken in many forms, ranging from a set of instructions to complete a task to an interactive problem solving session usually in academia.

Goleman (2008) on Emerging challenges and opportunity for Nigerian Libraries in a Global Information System argued, that an online tutorial as a self-study activity is designed to teach a specific learning outcome. It is usually delivered via Blackboard but can also be made available via the Internet or on a DVD. There are two main types of online tutorial which we refer to as Recorded and Interactive. Both types of online tutorial can be provided as supplementary learning materials or as an integral part of a core activity, e.g. a prerequisite to attend a time tabled seminar. Because of the benefits they offer, online tutorials are becoming common place within both programmes of learning and on a number of support service web sites.

Formal learning/training is defined by the CEDEFOP Glossary (2008) as: “Learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from.” In other words, it includes courses, classes, face-to-face workshops, other training or educational events that lead to some “certification” or validation Neumann (2013), in his study, Does Level of Knowledge Impact Librarian’s Attitude Toward the Use of Web 2.0 the learner’s perspective, stated that, Library schools are central to learning and play a key role in encouraging

innovation, curiosity, and problem solving, Library school as a source of awareness to librarians on the use of web 2.0 for information service delivery provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. Library schools equip students with lifelong learning skills and develop new ways of facilitating knowledge and service delivery.

2.4 Purposes for which Podcast is use in University Libraries

There are several purposes for which podcast are used in universities libraries as reveal by Roberts (2014) indicated that many libraries and information center are using podcast technology for various purposes each library developing podcast to suit their needs focusing on specific. Worcester and Barker (2016) podcasting is a recent phenomenon on the internet that explores possibilities to act as alternative tool for academic and public libraries. Further stated that The use of podcasting technology is increasing in developed countries and podcast are being developed by various libraries and information centers, the school of information resources and library science University of Arizona, offer podcast for entertainment and educational events, lectures of guest speakers and other kind of live presentation combined with in audio, video and supplementary material for the use of student, faculty staff and others.

Accordingly, to O'murchu & Decker (2014) asserted that the use of podcast by librarians and information organizations is becoming more prevalent and a growing tool that is being used to communicate, entertain, collaborate, gather, share, exchange and disseminate information with more potential library users, as well as extending the services provided others. Kurtz, et al (2014) extended this process to convert an entire lecture course into 65 podcasts, allowing class time to be dedicated to problem-solving and project sessions. They found that students who received podcast lectures had higher overall grades than those from a previous cohort who received

conventional lectures. It is in this manner Onuoh (2013) indicated that one of the purposes of using web 2.0 tools is to foster new marketing strategies on the Internet and support libraries to market as people use podcasts to present content on a wide range of topics such as local news, music, recipes, or as a forum to provide personal commentary. Although podcasts originated in the private sector, they are now used as communication tools by businesses, educational and government organizations.

2.5 Utilization of Podcast for Information service delivery in the University Libraries

Podcasts are used for many purposes and there are several advocates of podcasting who believe that it can offer unique benefits to libraries. Lamb and Johnson (2015) found that libraries can utilize podcasts and podcasting in several ways: as tools for staff development and orientation, as reference sources and tools for collection development and to expand their range of services by making audio content available to the public. In the same argument, Ezeani and Igwesi (2014) stated that the purposes of using web 2.0 include: marketing of library services and reference services. In a related study, Noel and Waugh (2012) identified that marketing is not so much about selling information products to researchers as it is more about spreading the word about the potentially useful tool and also about keeping users informed about library activities and involving them in the collection development

Selingo (2016) podcasting is a new technology for broadcasting audio on the Internet but soon educators saw the huge potential it has for teaching and learning Jobbing (2015) asserted that there are so many possible uses of podcasts that ultimately, the creativity and imagination of teachers and learners will drive the educational podcasting agenda in future. Jobbing suggests three areas by which the potential of podcasting could be realized within schools: devising cross-curricular activities; providing alternative teaching approaches; and promoting and using

personalized learning. He then provides examples of uses of podcasts that correspond with specific teaching objectives in the U.K. National Curriculum.

Bolliger, et al (2013) On the Impact of podcasting on student motivation in the online environment found that libraries can use podcasts to provide students with an opportunity to share newly acquired knowledge by creating and sharing their own podcasts with their peers similarly Lee, et al (2014) shared the same view that podcasts, particularly video podcasts, can also be used to provide lectures and resources in order to flip the classroom; a pedagogical model where students view lectures in the form of media files independently outside the classroom and use class time to work on exercises and complete assignments. This argument is supported by O'Bannon, et al (2011) who propose that the main advantage of podcasting is the simplicity that it offers to learners. Listeners are no longer constrained by time and space with regard to their learning. They maintain that podcasts give superior support to auditory learners who comprise 30% of all learners. Expensive equipment or sophisticated know-how is not needed to create a podcast. Podcasts can also be used by the user as artifacts and evidence of learning. There are free programs that are easily accessible to all people to create podcasts. Podcasting affords iPods and other mobile audio players a double life: usefulness for both entertainment and education.

Abram (2015) suggested several areas of application of podcasts in libraries. as follows;

- Story hours'/story time (record your kiddy librarians);
- Information literacy and research help;
- Collecting and indexing good free podcasts (found through the podcast search engines);
- Local history (collection from veterans, pioneers, local characters, etc.);
- Teen book/DVD/game reviews (collected by the circulation desk);
- Music collections;

- Audio book collections (on iPods and MP3 players);
- Library events (like science fair help, literacy nights, author readings);
- Library debate;
- Archiving class lecture;
- Library marketing podcasts (how to use RSS, databases, VR, etc.)
- Training. Library gadgets petting zoos (staff and patrons); and
- Public speaking training (participation with groups).

Balleste,etal (2012) suggest that, we brainstorm and plan how to turn podcasting into an opportunity to reach out many students and to affect learning. Podcasting supports efforts to differentiate instruction in the library in accordance with No Child Left Behind requirements.Accordingly, to McFadden, (2013) podcasts can help keep students on the same page, including those that are absent! Absent students can use your podcasts to see class lectures, daily activities, homework assignments, handouts, and more.Likewise,Evans (2013) in his study. Podcasting across the Curriculum, suggests that podcast can be used to deliver live presentation and develop multicultural awareness,application of technical skill for academic learning.

Chan and Lee (2015) describe the effects of podcasting in helping to reduce student’s anxieties while Miller and Piller (2015) argued that supplementary podcasts can increase students’ satisfaction ratings. Edirisinghaand Salmon (2014)opined that podcasts contribute to informality and engagement. WhileCebeciandTekdal (2016) andBoulos, etal (2016)discuss ways in which podcasts can be combined with wikis and blogs to enhance the learning experiences of students, of clinicians and patients in the health industry. Baird, (2016)design strategies: utilizing social networking media to support online learning styles, Found that podcasts can be effective in enhancing student engagement and reflection. Dale (2013) describes how supplementary podcast

can help meet with the needs of modern learners in the form of Level One students on an undergraduate degree in Tourism.

Rackham and Zhang (2016) suggest that producing podcasts is relatively easy for educators. This seems to be borne out by Malan, (2014) who describes a study into the effectiveness of podcasting of lectures at Harvard University in which traditional lectures were recorded and then podcast to enable students to review them if they wished? He found that students valued the flexibility that the podcasts offered particularly with regard to review rather than as an alternative to attendance. Interestingly, found that publishing the podcasts increased subscribers by 100-fold from the 60 actually enrolled in his class to over 6000 from all over the globe. According Lunar and Planetary (2015) reveal that by using podcasting technology in library services, users have option to get readymade information in portable format

2.6 Challenges of Using Podcast for Information Service Delivery

Several challenges of using podcast in the library operation and services have been identified by different researchers. Eke & Agbo (2016) indicated *that* frequent power outage, slow Internet connection, lack of training in basic Internet skills were the major problems hindering the use of podcast. Bakare, et al (2013) found that limited time and lack of effective information retrieval skills are the main barriers in using podcast. Olasina (2011) states that the internet plays a primary role in digital information but equitable access to the internet in Nigerian academic libraries is yet to be realized. There are many constraints that led to the poor internet development in Africa; one of this is the initial capital outlay to install internet facilities. This is because almost all the African countries are experiencing huge debts and foreign exchange required to purchase the facilities are lacking. In accordance with this view, Yusuf (2011) in his study Student-Teacher competence and attitude toward information and communication

technology found that in Nigeria generally, there is low internet connectivity, low participation in the development of IT equipment as well as low development in software development. He further asserts that there is no efficient telecommunication and power supply base to serve as spring board for the development of internet services in Africa.

Griffery (2012) identifies obstacles that hinder the utilization of podcast and the conditions that will assist librarians in overcoming the challenges in facilitating its use for information service delivery. In the study, he describes the librarians' computer skills facilities as the essential requirements for successful utilization of podcast for information service delivery. Mathews (2016) reports that access to computer and hence to the internet remains a significant factor in the use of podcast for information service delivery. Ely (2009) identifies eight conditions that should exist or should be created in order to facilitate the use of new technologies:

- Dissatisfaction with environment: the precondition for people to accept a change is that they perceive a need to change environment. This is an emotional discomfort that results from perceiving a current situation as problematic, inefficient or ineffective. It is an emotion that calls for improvement. This condition does have as much influence as the others.
- Sufficient knowledge and skill: In order to make use of the technology a success, the people who will ultimately implement any innovation must possess sufficient skills and knowledge to the job. Thus, adequate skills and knowledge prepares the personnel to use the technology.
- Availability of Resources: Appropriate and adequate resources must be available and accessible to the users; this successfully facilitates the use of technology for information service delivery. Resources include funds, hardware, software and personnel.

- Availability of time: There must be adequate time for user to become educated and skilled in how to use social media. This refers not only to organization's willingness to provide time but the personnel's willingness to devote time to use the technology for efficient service.
- Reward or Incentives: People need to be encouraged in their performance or use of technology. Extrinsic or intrinsic rewards can add some value to the innovation, and thus, promote its use.
- Participation: Participants who use the technology for service should be involved in decision making. With the opportunities to communicate their ideas and opinions, the participants can have a sense of ownership in the innovation. Moreover, the communication among all parties can help monitor the progress of the use of the technology.
- Commitment by those involved: Commitment by those involved is crucial. There must be visible support from top management of the organization which will facilitate its use of the technology.
- Leadership: There must be active involvement by immediate supervisors or project leaders in assisting the users concerned in day to day activities of using the technology. This includes providing support and encouragement which further facilitates the use of the technology for effective service delivery. In the context of this study, the presence of these eight conditions as stated as stated above would help facilitate the librarian's to utilize podcast as a new technology for information service delivery.

2.7 Summary of the Review.

The chapter reviewed literatures that are related to the study. From the review as provided shows that most of the available literature focused on librarians in developed countries who have significant level of awareness of web.2.0 applications and embraced the utilization of podcast for libraries information services delivery. However, in Nigerian university libraries the available study concentrated on other forms of Web 2.0 applications particularly social media applications, ignoring the aspect of podcast, that shows considerable information gap between the existing literatures in developed and developing countries. In an attempt to fill the gap, the researcher seeks to investigate the extent of librarian's awareness and utilization of podcast for information service delivery in university libraries in Kano State, Nigeria.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter discussed the research methodology adopted in carrying out the research. It is sub-divided under the following headings.

3.2 Research Method Adopted for the Study

3.3 Population of the Study

3.4 Sample Size and Sampling Technique

3.5 Instrument for Data Collection

3.6 Validation of the Instrument

3.7 Reliability of the Instrument

3.8 Procedure for Data Collection

3.9 Procedure for Data Analysis

3.2 Research Method Adopted for the Study

The research method adopted for this study is quantitative research method. A survey research design was adopted in the study. Quantitative research method, according to John (2017), is “the collection & analysis of numerical data in order to explain, predict or control phenomena of interest”. Hunter & Erin (2008) described quantitative method as “the systematic, empirical investigation of phenomena through statistical, mathematical or computational techniques”. According to Leedy and Ormrod (2010), a survey research design is a design in which the

researcher solicits responses from a sample or the population in order to find the general characteristics of the population in a particular study. In the context of this study, survey research design was the appropriate type of inquiry in collecting numerical data from the respondents in order to measure and assess the awareness of podcasting technology for information service delivery. It was also used by the researcher to gather large amount of data for easily organization and analysis to answer the research questions for this study. Furthermore, it was chosen by the researcher in order to generalize the findings that could be applied to other populations and research settings.

3.3 Population of the Study

Population is the complete set of individuals, objects and measurements from which a sample is drawn. Hassan (2013) and Fienberg (2017) defined population as “the set of all elements, objects, or events that are of interest for a particular study”. Distinction is made between target & accessible population. However, Ifidon&Ifidon (2007) observed that, the specific population to which the researcher would like his generalization to apply is known as target population. Whereas, the population from which researcher can select is called accessible population. Therefore, for the purpose of this study, the target population of the study comprised of all librarians of the university libraries located in the Kano State. These are Bayero University Kano, Kano University of Science & Technology Wudil, Yusuf Maitama Sule University, Nigerian Police Academy Wudil and Skyline University Kano. While for the access population include Bayero University Kano Library, Kano University of Science & Technology, Wudil Library and Yusuf Maitama Sule University, Kano. The total number of the population stood at 131.

Table 3.1 Access Population of the Study

S/N	Universities And Their	Year of Establishment	No. of Librarians
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	Libraries		
1	Bayero University Kano (BUK) Library, Kano	1975	83
2	University of Science & Technology Wudil Library, Kano	2000	29
3	Yusuf Maitama Sule University Library, Kano	2012	19
TOTAL			131

Source: Institutional Establishment office (2017).

3.4 Sample Size and Sampling Technique

Sampling According to Ifidon&Ifidon (2007), Sampling is the procedure which a researcher uses to select people, places or things for the purpose of generating data in a particular study. The application of sampling in social science research is fundamental. This is because, it helps the researcher to derive certain generalization applicable to the population from which the sample was drawn. Mcmillan&Schmacher (2006) stated that a sample is “a small portion selected for observation and analysis”.

Due to the fact that, the size of the population in the study which is one hundred and thirty-one (131) librarians could effectively be managed by the researcher, the researcher opted to use the population rather than the sample. So there was no need for the application of sampling technique. This is in line with Israel (2002) where he stated that “one approach to drawing a sample is to use the entire population (census) if the population size is 200 or less. This tends to eliminate sampling error and provide data on all individuals in the population.

3.5 Instrument for Data Collection

The researcher used questionnaire to collect data. Bailey (2002) opined that questionnaire can reach a large number of people relatively easily, provide quantifiable answers and it is relatively easy to analyze. The choice of this method of data collection was based on the fact that the respondents were literate and capable of completing the questionnaire. Questionnaire also is said to be the most common instrument for data collection in survey research (Ibrahim, 2011).

The questionnaire was structured into 5 sections. The first section inquired about the demographic information of the respondents. The actual questionnaire is composed of sections B, C, D and E containing 29 items, on Likert-scale and numerical rating scale. Section B solicited information on the awareness of podcast among librarians. Section C solicited information on the purposes of using podcast for information service delivery among librarians, Section D solicited information on the extent for which podcast is used by librarians for information service delivery among librarians. Section E inquired about the challenges faced by librarians in the utilization of podcast for information service delivery in Kano State.

3.6 Validation of the Instrument

In order to ensure that the instrument provided the data required for this study, the instrument was subjected to face and content validation. Face validation entails experts in the subject area checking and making necessary observations, corrections and amendments to strengthen the instrument. Content Validity is concerned with how well the content of the instrument measures the variables that are of interest to a particular research. The validity of the instrument was ascertained by the supervisors of the work and two other experts in the field of Information and Communication Technology. Kerlinger (2003) remarked that validation by others (experts in the field) is an effective method of validation of a research instrument.

3.7 Reliability of the Instrument

In the conduct of this study and as a means of ensuring the reliability, the researcher conducted a pilot test of the research instrument so as to establish its reliability. The purpose of pilot testing was to know whether or not the questions asked were understood by the respondents and also to ensure that the instrument could be relied upon to answer what it was intended to study consistently. Asika (2002) stated that pre-testing the questionnaire is the surest protection against error in the instrument.

Therefore, the researcher administered the research instrument to the librarians of Umaru Musa Yar'adua University Library, Katsina State who were not part of the respondents, but share the same characteristics with the respondents. This exercise was conducted in order to test the instrument towards the research objectives of the study. Thirty (30) sets of the questionnaire were administered to the Librarians, twenty-seven (27) were filled and returned in which they adequately responded to all the items of the research instrument. The data was coded using excel and transferred into SPSS version 20.0 and ran for reliability assessments of the instrument.

All the observed measures (items) were categorized in relation to the variables they were meant to measure, and Cronbach Alpha (α) was calculated for all the variables. The reliability index of Cronbach's Alpha by variables was calculated vis-à-vis research questions or constructs of the study under each research question. Thus, the results of reliability index for the research variable is 0.7.

3.7 Procedure for Data Collection

The researcher personally delivered the questionnaire to the respondents in all the 3 university libraries under study, Research assistants were used in each of the library in distributing and collecting of data from respondents but under researcher's close supervision, control and monitoring for quick responses. The questionnaires were administered within a three-week period.

3.8 Procedure for Data Analysis

The data for this research was analyzed using Statistical Package for Social Science (SPSS) software version 20.0. Descriptive statistics was used to organize and present the data, Descriptive statistics is a set of tools used to summarize and consolidate a given data, which can either be a representation of the entire population or a sample (Sidhu, 2007). For the purpose of this research, descriptive statistics was adopted using percentages and frequencies in presenting the demographic characteristics of respondents. In addition, percentages and frequencies, mean and standard deviation were used in presenting and analyzing the data collected in the other sections of the questionnaire. Consequently, Likert scales were used comprising of five points rating; HA/SA (3.50-4.00), A/A (2.50-3.49), LA/D (1.50-2.49), NA/SD (1.00-1.49) and U (0.00-0.99), where HA = Highly Aware, HU = Highly Utilize, A = Aware, U = Utilize, LA = Less Aware, RU = Rarely Utilize, NA = Not Aware, UN = Not Utilize, Key: SA-Strongly Agree, A-Agree, SD- Strongly Disagree, D- Disagree, U = Undecided. A theoretical mean of 4.00 was taken as a criterion to judge the mean for the items in the entire sections. Therefore, any item in this section of the instrument with a mean score equal to 3.00 or above was regarded to be significant, while item with less than 3.00 was regarded as not significant.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This Chapter presents analysis and discussion of the data collected based on the research questions raised by the researcher.

4.2 Response Rate

Out of the 131 copies of the questionnaire administered to librarians in the three universities, 113 (86.3%) were filled, returned and found useful. and 18 (13.7%) were not returned.

The response rate from the three universities is shown in the table 4.1 below.

Table 4.1; Response Rate

S/NO.	Universities Libraries	No. Of Questionnaires Distributed	No. Of Questionnaires Returned	Percentage Of Questionnaires Returned (%)
1	Bayero University, Kano Library	60	48	36.6
2	Kano University of Science and Technology Wudil Library	39	34	25.9
3	Yusuf MaitamaSule University Kano Library	32	31	23.7
Total		131	113	86.2%

Table 4.1 provides the demographic information of the respondents. The Table shows that forty-eight 48(36.6%) of the respondents were from Bayero University Kano (BUK) Library. While, 34(25.9%) were from Kano University of Science and Technology Wudil (KUST)Library. Therest 31(23.7%) of the respondents were from Yusuf MaitamaSule University Kano (YMSUK) Library. This reflects the staff size and year of the establishment of the institutions. Accordingly, BUK, is the oldest among the institutions and with the largest staff size,

contributed the largest percentage of the respondents, followed by KUST and YMSUK, respectively.

4.2.1 Demographic Data

The data collected on the demographic information of the respondents is presented and analyzed below;

Table 4.2; Ages of the Respondents

Age	Frequency	Percentage (%)
21-25	8	(7.1%)
26-30	23	20.4%
31-35	39	34.5%
36-40	27	23.9%
Over 40	16	14.2%
Total	113	100%

Table 4.2 shown that less than half of the respondents 39 (34.5%) were between the ages of 31-35, followed by 27(23.9%) between the ages of 36-40, then 23(20.4%) between the ages of 26-30. Few of the respondents 16(14.2%) were above 40 years, and only 8 (7.1%) respondents were between the ages of 18-25 years. This shows that majority of the respondents were within the youthful age, so they are expected to be very active and innovative.

Table 4.3; Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	74	65.5%

Female	39	34.5%
Total	113	100%

Table 4.3 indicates that majority of the respondents 74(65.4%) were male as less than half of the respondents, 39(34.6%) were females.

Table 4.4; Educational Qualification

Qualification	Frequency	Percentage (%)
PhD/M.Phil	3	2.7
PG/Master's Degree	54	47.8
Bachelor's Degree/HND	56	49.6
Total	113	100%

Table 4.4 indicates that with regard to the educational qualifications of the respondents, about half of the respondents 56(49.5%) have /Bachelor degree, respondents 54(47.8%) have PG/Master's degree, while very few of the respondents 3(2.5%) have M.Phil/Ph.D certificate. This shows that almost all the respondents have either a HND/Bachelor Degree or PG/Master's Degree. Only a few of the librarians in the institutions under study have M.Phil/Ph.Dcertificate.

Table 4.5; Working Experience

Years	Frequency	Percentage (%)
0-5	24	21.3
6-10	48	42.4
11-15	19	16.9
15-20	17	15.0
21- Above	5	4.4
Total	113	100%

Table 4.5 the years of working experience of the respondents, almost half 48(42.4%) of the respondents have 6-10 years working experience, where 24(21.3%) of the respondents have 0-5 years working experience, this is followed by 19 (16.9%) with 11-15 years and 17(15.0) with 15-20 years, lastly 5(4.4%) have 21 and above years of working experience. The result shows that majority of the respondents have less than 10 years working experience.

4.3 Data Analysis

This section presents the analysis of the data collected for the purposes of answering the four research questions raised in the study. The presentation and analysis of the data were done under descriptive analysis. In order to understand better the analysis and interpretation (frequency, percentages, means and standard deviation) were used to compute and present the results. However, the maximum mean scores adopted at 3.00 and above for the respondents is regarded it as being high/significant level of influence; at between 2.00 and 2.49 score represents a less significant level of influence; and below 2.00 means on insignificant level of influence.

4.3.1 The Extent of Librarians' Awareness of the Relevance of Podcast to Information Services Delivery.

In an attempt to ascertain the extent of librarians' awareness of the relevance of podcast for information services delivery in university libraries in Kano State, the respondents were asked to indicate their extent of awareness from the options provided in Table 4.6

Table 4.6 Extent of Librarians' Awareness on the Relevance of Podcast to Information Services Delivery.

SN	Awareness	Frequency/Percentage (%)			Total	Mean	S/D
		HA/A	UD	LA/NA			
1	I am aware of using podcasting to deliver current awareness services	88 (78%)	5 (6%)	20 (16%)	113(100%)	3.6	1.6
2	I am aware of using podcasting for library marketing	82 (73%)	6 (5%)	25 (22%)	113(100%)	3.3	1.3
3	I am aware of using podcasting in supporting educational curriculum and research activities	92 (81%)	5 (4%)	16 (15%)	113(100%)	4.3	1.9
4	I am aware of using podcasting to deliver local news and events	78(69%)	5 (4%)	30 (27%)	113(100%)	3.1	1.1
5	I am aware of using podcasting to deliver other kinds of live presentations	89 (79%)	5 (3%)	19 (18%)	113(100%)	4.0	1.7

Key: HA-Highly Aware, A-Aware, LA-Less Aware, NA-Not Aware, U-Uncecided

Table 4.6 above shows that I am aware of using podcasting in supporting educational curriculum and research activities with 92(81%) recorded the highest means score of 4.3 it was followed by I am aware of using podcasting to deliver other kinds of live presentations with 89(79%) with means score of 4.0 I am aware of using podcasting to deliver current awareness services has 88(77%) and means score rating (Means=3.6), I am aware of using podcasting for library marketing 82(73%) with means score (Means=3.3) and I am aware of using podcasting to deliver local news and events 78(69%), has means score of 3.1 it is clear that the librarians

under study are much aware of using podcasting for information service delivery. The study proved that librarians are more aware of using the podcast in supporting educational curriculum and research activities. This finding is in line with that of O'Bannon, etal(2011); Bolliger, etal (2013) andJobbing (2015) whoasserted that there are so many possible uses of podcasts, and ultimately, the creativity andimagination of teachers and learners will drive the educational podcasting agenda in future.

4.3.2 Purposes of the Podcast Usage by Librarians in the University Libraries in Kano State

In order to provide alternative answers to the research question on the purposes for which the Podcast is used by librarians in university libraries in Kano State, the respondents were provided with a list of purposes for which the Podcast is used. The data collected in this regard were analyzed and presented in Table 4.7 below

Table 4.7; Purposes for which the Podcast is Used by Librarians

S/N	Purposes	Frequency/Percentage (%)	Total	Mean	S /D
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		SA/A	UN	SD/D			
1	Acquiring Information	59 (52%)	37(20%)	17 (28%)	113/(100%)	3.2	0.8
2	Technical skills and applications	64 (56%)	38 (34%)	11 (9.7%)	113(100%)	3.5	0.9
3	Academic learning	73 (65%)	31 (27%)	9 (8%)	113/(10%0)	3.7	1.0
4	Entertainment	75.(66%)	28 (25%)	10 (9%)	113(100%)	3.9	0.9
5	Information sharing	72 (64%)	35 (31%)	6 (5%)	113/(10%0)	3.4	0.10
6	Developing skills of reading, writing, and speaking	73(65%)	28 (24%)	12 (11%)	113(100%)	3.7	1.0
7	Developing multicultural awareness	68(61%)	38 (33%)	7 (6%)	113/(100%)	3.6	0.7
8	Learning interactive ways.	54 (74%)	41 (21%)	18 (5%)	113(100%)	3.0	0.8

Key: SA-Strongly Agree, A- Agree, SD-Strongly Disagree, D-Disagree, U-Undecided

Table 4.7 presents the result of the inquiry on the purposes for which the podcast is used by librarians in the university libraries in Kano State. It has been discovered that the purpose with the highest influence on the respondents is the use of podcast for entertainment with 75(66%) with the highest mean score of 3.9, followed by Academic learning and developing skills of reading, writing, and speaking 73(65%) with a mean score of 3.7 each Developing multicultural awareness has 68(61%) mean score of 3.6, Technical skills and applications has 64(56%) and a mean score of 3.5, Acquiring Information with 59 (52%) Mean Score Rating (mean=3.2) and Learning interactive ways 54 (74%) with a mean score of 3.0.

These result show that librarian's download podcast for both personal purposes and career development. It is in line with the finding of Worcester and Barker (2016) and O'murchu and Decker (2014) who stated that the use of the podcast by librarians and information organizations is becoming more prevalent; and it proves to be a tool that is being used to communicate,

entertain, collaborate, gather, share, exchange and disseminate information with other potential library users.

4.3.3 To what Extent Librarians Use the Podcast for Information Service Delivery in the University Libraries in Kano State

In an attempt to ascertain the extent to which the podcast is used for information service delivery among librarians in University libraries in Kano State, the respondents were asked to indicate their extent of using the podcast by selecting from the eleven options provided in Table 4.8 below.

Table 4.8 Extent for which Podcast is used by Librarians.

S/N	Use	Frequency/Percentage (%)	Total	Mean	Standard
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		HU/U	UN	RU/NU			Deviation
1	Acquiring information	66 (59%)	6 (5%)	41 (36%)	113(100%)	3.8	0.9
2	Promoting current awareness	14 (7%)	73(27%)	26(65%)	113(100%)	2.3	1.2
3	Technical skills and applications	86 (79%)	8 (1%)	19 (19%)	113(100%)	4.0	0.8
4	Academic learning	76 (68%)	6 (4%)	31 (28%)	113(100%)	3.6	0.9
5	Support educational curriculum	21 (3%)	89(77%)	3 (20%)	113(100%)	2.4	0.1
6	Local news and events	2 (3%)	102(21%)	9 (76%)	113(100%)	1.7	1.0
7	Skills of reading, writing, and speaking	77 (68%)	24 (8%)	12 (24%)	113(100%)	3.7	0.8
8	Information sharing among libraries	11 (29%)	74(65%)	28 (6%)	113(100%)	2.2	1.0
9	Learning interactive ways	75(82%)	26 (2%)	12 (16%)	113(100%)	3.6	0.7
10	Live presentations	78 (69%)	19 (9%)	16 (22%)	113(100%)	3.7	1.1
11	Developing multicultural awareness	82 (72%)	21 (5%)	10 (23%)	113(100%)	3.8	0.9

Key: HU- Highly Utilize, U- Utilize, RU-Rarely Utilize, NU-Not Utilize, U-Undecided

Table 4.8 shows the extent to which the podcast is used. The response; I use the podcast for the technical skills and application with 86(79%) is of high prevalence among the respondents with a means score of 4.0 followed by developing multicultural awareness 82(72%) with a means score of 3.8 while live presentations has 78(69%) with a means score of 3.7 and Skills of reading, writing, and speaking with a 77(68%) with a means score of 3.7 other with the majority response were found to be academic learning, learning interactive ways and Acquiring information, whereas options using podcast to support educational curriculum has 21(3%) with a means score of 2.4, promoting current awareness 14 (7%) with a means score of 2.3 and Information sharing

among libraries 11(29%)with a means score of 2.2 have a less significant influence on the use of podcast among the respondents. It might be concluded that the option that using the podcast to deliver local news and events to library users with 2(3%) is of insignificant influence on the respondents as it recorded the means score of 1.7.

Librarians under study use the podcast for other activities such as acquiring information and entertainment but they fail to explore the podcast in their library as information services delivery. this is contrary to the findings of Bolliger, Supanakorn & Boggs (2013); Onuoh (2013); Lee, McLoughlin & Chan (2014); and Lamb & Johnson (2015) who stated that libraries can utilize podcasts and podcasting in several ways: as tools for staff development and orientation, as reference sources and tools for collection development and to expand their range of services by making audio content available to the users. That is to say our librarians utilize the podcast in a passive way as they fail to actively utilize the podcast to deliver library and information services to their users.

4.3.4 Challenges Faced by Librarians in the Cause of Using the Podcast

The researcher tried to find out the challenges faced by librarians in the cause of using the Podcast. The respondents were given various options to indicate their opinions. Table 4.7 below shows their responses.

Table 4.9 Challenges Faced by Librarians in the Cause of Using the Podcast

S/N	Challenges	Frequency/Percentage (%)	Total	Mean	SD
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		SA/A	UN	SD/D			
1	Slow internet connection	75 (66.3%)	28 (24.8%)	10 (8.9%)	113(100%)	3.8	0.8
2	Computer virus	70 (61.9%)	23(20.01%)	20 (17.9%)	113(100%)	3.6	0.7
3	Power failure	77 (68.4%)	26 (23.0%)	10 (8.9%)	113(100%)	3.9	0.9
4	Difficulty in retrieval	74 (65.4%)	32 (28.3%)	7 (6.2%)	113(100%)	3.8	0.8
5	Inaccessibility of some websites	72 (63.7%)	27(23.9%)	14 (12.4%)	113(100%)	3.7	0.7

Key: SA- Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree, U-Undecided

It can be observed from the data in Table 4.9 above that various challenges hinder the use of the podcast for information service delivery. The responses revealed that the problems of power failure with 77(68.4%) recorded a higher significant influence on the respondents with a mean score of 3.9 followed by slow internet connection 75(66.2%) with a mean score of 3.8 and Inaccessibility to some websites 72(63.7%) with a mean score of 3.7. Generally, this implies that several challenges hinder the use of the podcast among the librarians under study revolve around infrastructure and ICT skills

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CHAPTER FIVE

SUMMARY OF CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the study, its findings, conclusion and recommendations.

5.2 Summary of the Study

The purpose of the study is to explore the librarians' level of awareness and the extent to which they make use of the podcast for information service delivery in the three university libraries in Kano State. Chapter one focuses on the general background to the study and it discusses the research problem. The study is aimed at achieving four specific objectives. In line with these specific objectives, four research questions were raised. The Chapter has also discussed the significance and scope of the study.

The study adopted survey research design and quantitative methodology approaches. The population of the study was drawn from three universities in Kano State. These are: Bayero University, University of Science and Technology Wudil and Yusuf MaitamaSule University. The population consists of 113 librarians. Instrument used to collect the needed data was a questionnaire with Twenty-Nine (29) items on awareness, utilization and challenges of using the Podcast for information service delivery. Each variable was measured using an adapted 5-point Likert scale,the data collected from the research questions were analyzed descriptively using percentages, frequencies, mean, and standard deviation. Out of one hundred and thirty-one (131) copies of the questionnaire distributed, one hundred and thirteen (113) were filled in and returned while the remaining eighteen (18) were not returned. This represents a response rate of 86.2%.

5.3 Summary of the Major Findings

The following are the major findings of the study based on the collected and analyzed data.

1. The librarians in the three universities studied are much aware of the relevance of the podcast to information service delivery.

2. The librarians use the podcast for different purposes. These include entertainment, information sharing, learning skills of reading, writing and speaking and developing multicultural awareness. These are the purposes for which podcast is used in the university libraries for information service delivery.

3. Technical skills and applications, developing multicultural awareness, live presentation, academic learning, as well as skills of reading, writing and speaking are the most frequent use of podcast among the librarians in the three universities.

4. The major factors that hinder the use of the podcast by the librarians are power outage, slow internet connection and difficulty in retrieval.

5.4 Limitations of the Study

The main limitation of this study is that the greatest part of the consulted literature came from the developed nations and may not really explain the situation in Nigeria. In addition to this, there is no available literature related to this topic on Kano State in particular, or Nigeria, in general. It is important to note that this study is limited to the librarians in the university libraries in Kano State

5.5 Conclusion

The findings of this study have indicated that librarians in the university libraries in Kano State are aware of the podcast as a new technology of social networking for downloading and uploading audio or video files on the Internet. The librarians used podcast for education and entertainment, but they are not using podcast to deliver library information services to users. The present study has also discovered that the problems militating against the utilization of podcasting among the librarians include; insufficient internet connection, power outage, lack of retrieval technique and inaccessibility of some websites.

5.6 Recommendations

In the light of the findings of the study, it is recommended that:

1. Librarians in the university libraries in Kano State should try to incorporate the use of podcast for library information services delivery. On this note, before a library commits resources in utilizing podcast for information service delivery, the library has to consider the following

- I. Would podcast support the library's goals?
- II. What is the information need of their users?
- III. Is a portable audio format the best or video format?
- IV. Would podcasting add value to library patrons?
- V. Who are the intended audience of the library podcast?
- VI. Is podcasting economically feasible for the library?
- VII. Like other technologies, podcasts are most effective as a supplement to traditional programs and services, rather than as a replacement.

2. University libraries should provide a reliable power supply in their libraries, so as to facilitate seamless computer operations for the use of the podcast for library information services delivery,

3. Libraries should make all efforts to improve the speed of the internet connection which is essential in the use of the podcast for library information services delivery. Either by increase its bandwidth or alternatively get a broadband connection.

5.7 Suggestion for Further Study

based on the findings of this study, the researcher recommends that further researches may be carried out on the following areas:

1. Awareness and utilization of podcast for information services delivery among librarians in college of education in North-western zone Nigerian.

2. Perception of librarians towards the application of podcast for information services delivery in university libraries in North-western zone Nigerian.

3. Adoption of podcasting technology for information services delivery by Institution of learning in North-western zone Nigerian

5.8 Contribution to the Body of Knowledge

This study is among the first studies that were conducted on the use of podcasting for information services delivery in Nigerian setting. The study provided an insight to the awareness and utilization of podcasting among librarian in the Nigerian university libraries. The study informed that, librarian in the university libraries are aware of podcasting though, they don't use in the library service delivery. This would assist in formulating policy or program for the use of podcast for information service delivery.

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APPENDIX I

Table for Reliability Test

S/N	Variables	Cronbach's Alpha	No of Items
1	Awareness	.771	10
2	Utilization	.770	19
3	Challenges	.743	5
Overall		3.003	34

Source: Generated by the researcher using SPSS 20.0 versions from the questionnaire responses, 2018.

According to Creswell, (2008), Cronbach's Alpha value should be at least 0.7. The Cronbach alpha of all variables of the current study was between 0.743 to 0.771. These values are within the minimum requirement for the internal reliability test, i.e. 0.7. Therefore, the items for these variables are categorized as having acceptable reliability. Consequently, the instrument used in this study deemed reliable and valid for this purpose.

APPENDIX II
INTRODUCTORY LETTER

Department of Library and Information Science

Faculty of Education

Ahmadu Bello University, Zaria

7th April, 2018.

Dear Sir/Madam,

I am a Post-graduate student of the above named Department currently undertaking a research on the **“Awareness and utilization of Podcast for Information Service Delivery in University Libraries in Kano State”**

I request your cooperation and assistance in answering the attached questionnaire. All responses to the questions will be used for the purpose of the study and will be kept strictly confidential.

Thank you very much for your time and cooperation.

Yours Sincerely

Balarabe Yunusa

P13EDLS8010

APPENDIX III

QUESTIONNAIRE FOR LIBRARIANS

A: DEMOGRAPHIC INFORMATION

Please, kindly fill in the spaces provided.

1. Institutions of the respondents. Please indicate your Institution below;

A	Bayero University Kano Library	
B	Kano University of Science and Technology Library	
C	Yusuf MaitamaSule University Library	

2. Age of the respondents. Please kindly indicate your age according to the range.

(Tick only one option)

A	21-25 Years	
B	26-30 Years	
C	31-35 Years	
D	36-40 Years	
E	Over 40 Years	

3. Gender of the respondents. Kindly indicate your gender (Tick only one option)

A. Male ()

B. Female ()

4. Educational Qualification (Tick only one option)

A	PhD//M.Phil	
B	PG/Master's Degree	
C	Bachelor Degree/ HND	

5. Work Experience. Kindly indicate the number of years you have spent working in the library?

A	0 – 5 Years	
B	6 – 10 Years	
C	11 – 15 Years	
D	15 – 20 Years	
E	21 – Above	

**SECTION B:EXTENT OF LIBRARIANS’ AWARENESS OF THE RELEVANCE OF
PODCAST TO INFORMATION SERVICES DELIVERY**

Please, use the scale below to rate the extent of librarians’ awareness on the relevant of podcast to information services delivery. Using 5 point likert scale. **HA**-Highly Aware, **A**-Aware, **LA**-Less Aware, **NA**-Not Aware, **U**-Undecided. Please, tick as appropriate.

S/N	Awareness	HA	A	LA	NA	UD
1	I am aware of using podcasting to deliver current awareness services					
2	I am aware of using podcasting for library marketing					
3	I am aware of using podcasting in supporting educational curriculum and research activities					
4	I am aware of using podcasting to deliver local news and events					
5	I am aware of using podcasting to deliver other kinds of live presentations					
	Others specify.....					

SECTION C: WHAT ARE THE PURPOSES FOR WHICH THE PODCAST IS USED BY LIBRARIANS IN UNIVERSITY LIBRARIES IN KANO STATE?

Use the scale below to indicate your purposes for which podcast is used by librarian for information service delivery, **Key: HU- Highly Utilize, U- Utilize, RU-Rarely ...Utilize, NU- Not Utilize, U-Undecided.** Please, tick as appropriate.

S/N	Purposes	Highly Utilize	Utilize,	Rarely Utilize	Not Utilize	Undecided
1	For Acquiring Information					
2	For Technical skills and applications					
3	For Academic learning					
4	For Entertainment					
5	For Information sharing					
6	For Developing skills of reading, writing, and speaking					
7	For Developing multicultural awareness					
8	For Learning interactive ways.					
Others, specify						

SECTION D: TO WHAT EXTENT LIBRARIANS UTILIZE THE PODCAST FOR INFORMATION SERVICE DELIVERY IN THE UNIVERSITY LIBRARIES IN KANO STATE?

Use the scale below to indicate your extent of utilizing podcast for information service delivery,

Key: **HU**- Highly Utilize, **U**- Utilize, **RU**-Rarely Utilize, **NU**- Not Utilize, **U**-Undecided. Please, tick as appropriate.

S/N	Use	Very High	High	Very Low	Low	Not at all
1	I use the podcast for acquiring information					
2	I use podcast to deliver current awareness services to our library users					
3	I use the podcast for the technical skills and applications					
4	I use the podcast for academic learning					
5	I use podcast to support educational curriculum to our library users.					
6	I use podcast to deliver local news and events to our library users.					
7	I use the podcast for developing skills of reading, writing, and speaking					
8	. I use the podcast for information sharing among libraries					
9	I use the podcast for learning interactive ways to communicate knowledge to real audiences					
10	I use podcast to deliver live presentation					
11	I use the podcast for developing multicultural awareness					
Others, specify.....						

**SECTION E;CHALLENGES FACED BY LIBRARIANS WHILE USING THE
PODCAST?**

Use the scale below to rate your agreement with corresponding challenges, using 5 point likert scale as follows; Strongly agree (SA) = 5. Agree (A) = 4. Undecided (U) = 3. Disagree (D) = 2. Strongly disagree (SD) = 1. Indicate the level of your agreement. Please Tick as appropriate.

S/N	Challenges	SA	A	U	D	SD
1	I face the challenge of slow internet connection while downloading the podcast					
2	I face the challenge of computer virus while downloading the podcast					
3	I face the challenge of power failure while downloading the podcast					
4	I face the challenge of retrieval techniques while downloading the podcast					
5	I face the challenge of the inaccessibility of some websites while downloading the podcast					
	Others, specify.....					

