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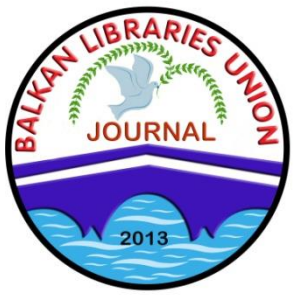

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Private Archive in Turkey: Recommendations in the Context of Private Archives Practices in Scotland

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ABSTRACT

Private archives, which are not produced by public sources, enlighten the public, and are the continuation and complement of public archives, have an important place in domestic and foreign archive literature. These archives are generally created by families, individuals, legal institutions and organizations by natural or unnatural ways. Therefore, they are seen as hobby products that have a special and personal quality and are not subject to legal regulations. However, private archives have a supporting role to public archives in illuminating the issues affecting the state and nation life, especially historical research. There are various legal regulations regarding private archives in Turkey. However, although these regulations are insufficient, active and effective steps are not taken at the point of implementation. In this study, the current legal regulations and issue concerning private archives will be exemined and the National Archives of Scotland, which has important private archive applications, will be mentioned. Finally, some practice recommendations have been developed in order to make private archives more effective and functional in Turkey.

Keywords: Private Archive, Scotland Private Archive, Archive Legislation, Turkey

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I. Introduction

Archives continue their existence as institutions where records with archival value, which are important in the life of the state and nation from past to present, are kept together. Although it is divided into two distinct types as public and private archives, they are not considered independent of each other. The concept of private archive is defined in the Dictionary of Records Management and Archiving Terms (2009, p. 36) as "archives of non-official organizations, institutions, organizations, families and individuals". According to this definition, the fact that private archives are created by non-public institutions and communities does not prevent the establishment of a natural and unnatural relationship between both genres. Private archival records can be directly or indirectly related to public archives. As a matter of fact, characterizing private archives as complementary to public archives contributes to understanding the strong relationship between the two genres. (Anameriç ve Rukancı, 2008, p.5). Private archives are generally perceived as unimportant due to their speciality and as hobby, which are far from personal and legal inspections due to their informal nature. However, it does not seem possible to ignore the archives that will contribute to the state and nation life of people, families or legal institutions that have been in contact with the public. The inadequacy of public archives on any subject that researchers are working on and the lack of relevant records reveal the importance and complementary effect of private archives at this point. In archive legislation and private archive literature, when defining the concept of private archive, it is generally expressed as all kinds of archives outside the public archives. (Devlet Arşiv Hizmetleri…, 1988; İcimsoy, 2007, p.49). However, this framework can reveal a broad meaning and lead to the characterization of any formation other than the public archive as a private archive. If the records that are stored or accumulated for any reason only concern their owners, do not inform the public, do not have an importance and

relationship to contribute to the public archives, or are materials that can be easily accessed from anywhere, they should be excluded from the scope of the private archive. (Rukancı, 2009, p. 55). Accordingly private archives can be defined as archives that are not produced by public sources, enlighten the public, and are the continuation and complement of public archives. Archives in the hands of banks, political parties, notaries, non-governmental organizations, families and individuals are among the most well-known examples of private archives.

In this study, the current legal regulations regarding private archives in our country are evaluated and examples of unique archival practice in Scotland are presented. At the end of the study, some recommendation regarding the development of private archives in Turkey are listed.

II. Private Archive Legislation in Turkey

Regarding private archives, there are eight (8) directly related articles in archive decrees and regulations in force in our country. Private archives are defined as "Archives of non-public institutions, organizations, families and real persons" in paragraph 4/1 of the Presidential Decree No. 11 (Devlet Arşivleri Başkanlığı…, 2018). The duties of the Presidency of State Archives (PSA) regarding private archives are as follows in paragraph 5/c of the above-mentioned decree, “To detect and register, certify, preservation, and, if necessary, purchase and bring to the State Archives the records concerning the state and national life in public, private and foreign archives. is expressed as “opening them to research by classifying them”. The fact that records concerning state and national life are especially emphasized in this article clarifies the point of view towards private archives. It is the responsibility of PSA within the scope of the relevant legislation to identify, provide, preservation and arrange archives with this value. Under the roof of the Records Detection and Evaluation Department, these duties are gathered around the following three items.

Article 9/1.a: To identify, collect and preserve records in public, private and foreign archives concerning the life of the state and the nation, and to bring them to the archive by purchasing them when necessary.

Article-12/e: Providing records restoration services to private archives within the framework of the Presidency's possibilities.

Article-15/d: To identify and collect archive records held by various public institutions and organizations and private individuals, to purchase when necessary, to classify and translate and publish the ones deemed appropriate. (Devlet Arşivleri Başkanlığı… 2018).

Another definition in the archive legislation regarding private archives is included in the Regulation on State Archive Services. According to paragraph 4/p of the regulation, private archives are defined as "archives created by records held by real and legal persons. Again in this regulation, there are regulatory articles regarding the purchase and export of private archives. Purchasing private archives is stated in paragraph 27/1 as “The Presidency may purchase archive records held by real and legal persons at a value to be determined when necessary”. However, the Presidency does not have procedures and principles regarding the identification, collection, valuation, and in what cases (when necessary) purchasing process of private archival material. In the aforementioned regulation, the procedures for exporting private archives are as follows in paragraph 28/1: “Private archives or records in the form of archive records cannot be taken abroad without permission, in bulk or in separate parts, for any reason or reason. The necessary permission for exporting such archive records is given by the Presidency upon the request of real and legal persons. (Devlet Arşivleri Başkanlığı…2019).

In archive law, recording, preservation, arrangement and access issues related to private archives must be included. (Keskin, 2016, p. 92). When the archival legislation in force in Turkey is evaluated, it is striking that a general framework has been drawn up by the PSA regarding private archives, and that there are many issues that need to be explained by not including the basic elements. To summarize these points are as follows:

- *Detection, collection and evaluation of private archival material:* PSA does not have practice and inspection commissions for the identification of private archival material in the possession of individuals, legal entities, families and associations. According to which value criteria private archive records will be taken into account, to which institution/unit will the person or institutions having private archives apply to, will the accepted private archive be transferred to PSA, how the transfer process will be carried out, what level of restrictive procedures regarding the private archive will be, and how what the legal regulations (personal privacy, property right) will cover are important points that need to be answered.
- *Conservation and storage of private archival material*: There is no informative guidance on the preservation of private archives provided by PSA or in the possession of their owners, their restoration when necessary, the creation of suitable storage environments depending on the condition of the archive, and how this process will be carried out.
- *Arrangement of private archival material*: Private archives do not generally undergo arrangement due to their scattered nature or are kept in an order from the intellectual point of view of the owner. Explanatory information on how PSA will classify[1] the private archival material that it has purchased or donated, which organization methods it will use, how to classify the records, what information will be included in the records summaries, how to prepare

[1] The study titled "How Did Classify a Private Archive A Process Analysis with Methods and Terminology of Archival Science", which deals with the MHA private archive, is an example in this context.

the inventory lists, what components the coding will consist of, which materials will be used in the placement and storage of these materials. and there are no informative guides and signpost (Anameriç ve Rukancı, 2019, p. 1813-1814).

- *Making the private archival material accessible*: In terms of making the private archive available in line with the acquisition methods; Whether it will be physically transferred to PSA, whether only a digital copy will be given, how many years the access restrictions will be in place, privacy of private life, Right to Information Law, protection of public interests need to be clarified. (Rukancı, 2019, s. 505).
- *Confidentiality of Personal Data*: Private archives may have records containing data with the characteristics defined in paragraph 6/1 of the Law on the Protection of Personal Data (LPPD). It is forbidden to process data defined as sensitive personal data (defined in paragraph 6/1) as per paragraph 6/2 of the LPPD without the explicit consent of the person concerned (Personal Data…, 2016). However, there are issues regarding information security and personal data security in articles 4 and 6 of the Regulation on the Deletion, Destruction or Anonymization of Personal Data, and article 4 of the Electronic Notification Regulation (Personal Data…, 2017; Electronic Notification…, 2018).). Private archives should implement practices that take into account the legal regulations regarding personal data. It is necessary to regulate the access of archive records containing personal data, how they will be located in the collection and the rights of the living heirs of the document owner on the document.

All the above mentioned items appear as an problem due to the lack of regulatory and informative documents such as guidance, contracts to be prepared based on archive legislation. Legislation arrangements related to private archives differ according to the social and political structure of the countries and the domestic legal system. (Rukancı, 2019, p. 504). Accordingly, regulations should be created as a result of country-specific evaluations based on good practice examples in foreign countries.

III. National Records of Scotland and Practices of Private Archives

The National Records of Scotland came to the fore nearly 400 years ago, when Scottish clergy in Edinburgh, Scotland, expressed the need to keep records of baptisms and marriages. Subsequently, at the recommendation of the Scottish Church, the Privy Council Act stipulated that every church official in Scotland must keep records of baptisms, funerals and marriages. Church officials, arguing for better record keeping, had a law passed by the Scottish Parliament in 1854. Thus, this responsibility was legally transferred from the church to the state control, and the foundations of the archive institution were laid. (Our History, 2021).

The National Records of Scotland is an important archive among the British Isles with several archival collections. The sources of the history of Scotland as a separate kingdom are of major archival significance, forming links between many other countries. The archives of Scotland, whose origins date back to the 12th century, suffered losses as a result of the wars of independence in the 13th century and the removal of the archives from the country for various reasons in the 17th century. The oldest surviving Scottish public document is the Canterbury Lecture of 1189, the oldest private records is a charter of St Cuthbert's Church dated 1127 (Our History, 2021). Controlling private archives along with Scottish public records, identifying the oldest private archive documents reveals the importance given to archives, especially private archives, in Scotland.

The National Records of Scotland, maintains records created by the Scottish government as well as private records and documents created by business, real estate, family, court, church and other legal entities. The National Records of Scotland keeps archival records in eight categories. These categories are as follows:

1. *Government:* parliamentary and government documents prior to the 1707 Kingdom of Scotland; UK Government offices in Scotland after 1707; Scottish census and post-1855 population registration system; Scottish government offices and the Scottish Government after 1886.
2. *Legal registers*: Registers of deeds, sasines, wills and testaments;
    a. service of heirs
3. *Courts of law*: Records of the Magistrates' Court, the Supreme Court, the Civil Courts of First Instance (including adoption records) and the commissioner's courts.
4. *Churches*: Church of Scotland, Free Church, presbyterian[2] parishes and synod records; records of the Scottish Episcopal Church; Old pastor records for the Church of Scotland (before 1855); records of Baptist, Methodist, and other protestant churches; Copies of baptismal, marriage and funeral certificates for previous Roman Catholics before 1855.
5. *Nationalised industries and transport*: Records of coal, gas, electricity, steel, shipbuilding industries., rail and channel systems.
6. *Local authorities*: valuation rolls for all Scottish counties and towns in 1855-1995; records of some towns, county councils, magistrates and other local authorities.
7. *Maps and plans*: Maps, plans, architectural and technical drawings from government offices, nationalized industries, transportation systems, courts, churches, private and corporate bodies.
8. *Private and corporate bodies*: Family, legal and real estate papers; records of business, associations and institutions (Research Guides, 2021).

[2]According to the TDK Online Dictionary (2021), a branch of the Protestant sect established according to democratic rules

It is possible that records owned by individuals, corporate bodies, families and associations/foundations can shed light on past events. The National Records of Scotland declares that owners or custodians of private archives must make themselves aware of and advise on the historical significance of the records they hold. In this context, the National Register of Archives for Scotland was established in 1946 to compile the record of private archival collections in Scotland, to encourage their maintenance and to make them available to others. A guide has been prepared by this institution on the preservation and management of records, including issues of deposit and access to private archives. (National Register of Archives for Scotland, 2021). This document titled "Archive Preservation Guidelines For Private Owners"; provisioning, security, storage, preservation, cataloging, records management and tax incentive etc. contains important topics. The phrase " The National Records of Scotland, Your Archive is Our Expertise" at the beginning of the guide indicates that the The National Records of Scotland guides the private archives' archives. (Archive Preservation Guidelines For Private Owners, 2019).

In the document titled Archive Preservation Guidelines For Private Owners published by The National Records of Scotland, it is stated that owners of private archives may defer payment of inheritance tax and capital gains taxes if the archive continues public access. If the owner of the private archive does not retain the archive or sells it, he is liable to pay taxes. As long as these conditions are maintained, the exemption status continues depending on its application by the next generations. The private archive may be allowed to remain with the owner. The Scottish Finance Act, which was updated in 1998, put forward a number of criteria for this situation. The archive collection according to these items that stand out as the Wawerley criteria:

- Prominent importance records in national life and history
- Prominent importance records a particular branch of learning, or
- Prominent importance in a particular region in the country (Archive Preservation Guidelines For Private Owners, 2019).

IV. Selection, Scope, Acceptance Conditions and Transfer of Private Records/Archives

The National Records of Scotland, provides explanatory information on the selection of special records/archives and the acquisition of these archives in the future in the document it has published under the title Collection Development Policies. Information on the selection of special records/archives is as follows:

- Historical records of private individuals, families, cultural organizations and businesses form an important part of the records kept by the The National Records of Scotland. While these records are not publicly available, they contain important evidence for understanding the history of the Scottish nation and must be preserved.
- Private records are accepted and transferred in accordance with the provisions of the Public Records (Scotland) Act according to clause s/11.a of the National Heritage (Scotland) Act 1985.
- Some private records are considered gifts to the nation in exchange for inheritance tax, some are gifts from generous donors, and some are purchased. However, most private archives are managed and held as custodians (borrowers) by their owners or creators. Thereby, it continues to be kept under the supervision of the keeper of private property.
- National Records of Scotland has a small annual budget for the purchase of private records and the use of this fund may include ex-gratia payments for the improvement of public records held under special custody.
- The National Records of Scotland is the recognized national repository for records of the Church of Scotland and its predecessors. • The National Records of Scotland have an agreement with the Church of Scotland for the retention of non-current records. It also holds the records of other Protestant denominations (denominations), including the Methodists and Friends (Quakers), as deposit. (Records of the Roman Catholic Church in Scotland are held by the Scottish Catholic Archive and the Roman Catholic Archdiocese of Glasgow Archives. The Scottish Jewish Archives is the repository for records of the Jewish community in Scotland.) As Scottish society evolves as it changes, The National Records of Scotland continues to hold religious records of national importance from any denomination (Collection Development Policy, 2021).

These articles explain The National Records of Scotland 's selection policy for private records. Apart from this, some criteria have been determined for the acquisition of these archives in the future. Records and manuscripts held by private and corporate bodies according to these criteria; may be acquired by The National Records of Scotland by legal right, will, purchase, donation, tax return, or indefinite loan. In this context, the persons, families, institutions or entities that hold various special archive records are as follows in Scotland:

- Public records in private hands defined as extra commercium
- Records of national (Scottish or UK) or international significance, especially supplementing public records. These records include records of families and family members who have held important political, administrative or judicial positions. Consequently, it can be seen as a complement to public records. The acquisition of records is particularly important where the public records available in The National Records of Scotland is insufficient.
- Records of landowners (especially before 1914), commercial, technical or industrial business of national or regional historical significance. These records include registers of private companies (railway, coal, steel, electricity and shipbuilding) that succeeded in nationalisation.

- Records of private organizations of national status (for example charitable, charitable and advocacy organisations) aimed at the social and economic well-being of one or all of the communities that constituting the Scottish people.
- Records judged to contribute significantly to the family history services offered by The National Records of Scotland (e.g. artificial compilation of names of public officials or employees of particular organisations; indexes created specifically for records series)
- Records that can be added to existing collections in The National Records of Scotland.
- Records judged to be of historical importance for which there is no suitable local archive, predominantly involving local or regional issues. In case of establishing an archive of these records, the right to be transferred to a local repository will be reserved.

There are other records that are not included in one of the specified categories, but that The National Records of Scotland considers to contribute to the national interest and cannot be provided by any other institution. The importance of the private and corporate bodies in these records will be measured by the importance of the event and activity to which they relate (Collection Development Policy, 2021).

The National Records of Scotland puts forward certain conditions of acceptance for the acceptance of private records. These conditions are as follows:

- Any gift should, if possible, provide both the copyright and property rights of the donor. And, other copyright holders should be identified for materials in collections, if known.
- The deposited (borrowed) material must meet the selection criteria and will have bespoke contractual obligations before being deposited. In particular, the obligations will include notice periods for the withdrawal of the collection and compensation for the conservation work to be carried out. In order to create images of records deposited for the purpose of access, security and preservation, a general permission will be obtained on these images. In the case of an archive owner who subsequently decides to sell their records, an initial refusal is expected to be offered, and also some reductions in price for storage, cataloging and preservation costs are expected.
- In some cases, archive owners are asked to make an additional commitment before donation. The right to expect charges for any cataloging work is reserved, in particular if the records are withdrawn before the agreed period. Also, in some cases, a certain percentage of the price of any records that is sold, listed and issued to The National Records of Scotland and subsequently to a third party is expected to be paid. The general purpose of making these contracts is to request withdrawal of records before the secured dates, to refund the expenses incurred for the records, to get a share at the agreed rate in case the private records are sold by The National Records of Scotland to other persons or organisations. covers topics. It is expected that at least some of the public money spent on cataloging, storage and conservation will be covered.
- Some or all of these matters will be specified separately in specific contracts agreed with each depositor, as appropriate.
- The National Records of Scotland may receive copies of original records meeting the selection criteria in a variety of medium. It is necessary to be satisfied that the originals of the records have not been lost, destroyed or made accessible to everyone. In this way, having copies of records is seen as preservation important information for future generations or providing a more convenient form of access.
- The National Records of Scotland may purchase private records when appropriate or where funding is available.
- In general, The National Records of Scotland may receive advice from third parties (e.g. academics, experienced researchers) on the importance of particular collections if a large collection of substantial physical records is submitted, or where there is controversy over their historical significance. (Collection Development Policy, 2021).

Most of the private collections in The National Records of Scotland deal with various geographical or administrative areas. Good archiving practices for these collections require them to be kept as a whole. In this context, the transfer or other partitioning of any part of a private collection is not considered. In addition, when transferring private collections acquired as donations, the wishes of the donors or the commitments made by The National Records of Scotland should be taken into account. If a special collection is proposed to be transferred to the National Archives of Scotland today, eligibility for such transfer will not be considered under the "Collection Development Policy" or will be accepted pursuant to clause 7 of the selection of special registration criteria (Policy on the Transfer…2021).

The National Records of Scotland takes care to keep confusion to a minimum by putting forward a broad framework for private archives. The correct understanding of private archives by the public reveals the need for various guides and guides, especially the legislative arrangements put forward by the national archives in this area. Accordingly, the preparation of the relevant documentation by explaining the selection criteria, scope information, acceptance conditions and transfer processes for private archives will contribute to the correct execution of this process.

V. Conclusion and Evaluation

The National Records of Scotland is an exemplary institution in terms of private archival practices, incorporating encouraging practices in preserving the

oldest private archival records, publishing special guides to archive owners, providing expert assistance and transferring private archives. In Turkey private archives contain general statements based on legislation, as well as policy and legal regulation deficiencies regarding the implementation process. In this context, the regulation of protectionist approaches to private archives is a necessity. Private archives and their contents should be recorded by identifying the owners of private archives and encouraging them to apply to the PSA. In this context, some applications should be developed so that private archives can be more effective and functional. These application recommendations are as follows:

- First of all, the current archive legislation in force in Turkey, private archives; detection, regulation, preservation, confidentiality, control and legal status should be revised again. In this context, the enactment of the archive law, which has been constantly emphasized from the past to the present, will strengthen the legal infrastructure regarding private archives.
- Private archives; Due to their commitment to individuals, institutions and communities, procurement procedures reveal the need for some legal regulations. The preparation of a comprehensive private archive protocol as a result of the cooperation of lawyers and archivists will contribute to the regular, legal and regular presentation of private archives (Rukancı, Anameriç and Başar, 2021, p.27). In this context, it is necessary to establish a "private archive acquisition" policy in order to reveal the scope and limitations of the acquisition process.
- PSA should establish “Special Archive Detection and Collection” commissions on a regional or, if necessary, provincial basis to identify private archives. The main duties of these commissions are; to identify the owners of private archives of the region/province they are located, to organize informative trainings for the owners of private archives, to provide preservation and classification services on the part of the PSA in line with the request of the private archive owners, to transfer the private archive to PSA, both physically and digitally, in line with the approval of the archive owners. should be determined.
- Announcements, activity, documents and public advertisements should be prepared to share the archives of institutions or individuals with private archives.
- Some arrangements should be made to encourage institutions or individuals with Private Archives to share their archives. Practices that will create a sense of material or moral satisfaction, such as tax reductions, should be evaluated within this scope.
- Publications describing the archives of individuals, families or institutions that have regional or local private archives should be prepared by the PSA. These publications should be promoted and kept in the library of the region/province where they are located. The purpose of broadcasting activities is to create a stimulating effect.
- PSA should add the "Special Archives" option in addition to the Ottoman, Republic and Ministry of Foreign Affairs archives that are separated differently in the Records Searching System. Private archives should be structured as records belonging to prominent people, family records, community records, city archives, municipalities, universities, business records, sports, theatre, cinema, craft and trade organizations.

While sensitivity and practices regarding the preservation of public archive records, prevention of their destruction and deliberate destruction are more valid due to their official structure, they cause private archives to be perceived as insignificant due to their dispersed structure and the fact that they are produced without public ownership. Therefore, it is a national responsibility to reconsider this type of archive, which will have an impact on the life of the state and nation, and to create new regulations in the pursuit of good practice examples.

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"Literature Museum Libraries" at the Junction of Cultural Heritage, Literature, Museum and Library Concepts[1]

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ABSTRACT

This study relates to the literature museum libraries, which are exclusive to Turkey as a library model. One of the essential library applications in Turkey in recent years, literature museum libraries are authentic hybrid institutions. Library, museum, library museum house or museum library are not adequate concepts to define them. The literature museum library is a new library concept after synthesising these concepts. Since having been founded in 2011 by the Libraries and Publications Department of the Turkish Ministry of Culture and Tourism, literature museum libraries are designed as to offer services to writers, critics, publishers, translators and literary NGOs in particular and the whole public in general; in a fashion to provide a new concept to the society with different content and meaning than traditional libraries and museum librarianship. Literature museum libraries are cultural places where works of local writers and poets, who communed with the region after being born or living for long years there, are exhibited alongside the objects of the writers and the works written about these writers and poets, in addition to books and manuscripts that are suitable for museum librarianship. Students, researchers, and literature lovers are chosen as the fundamental user group, and the presentations and services are designed according to this group. In their collections, there are art and literature works, which are contemporary and aesthetic, as well. Reflecting their cities' written and oral literary culture and cultural heritage where there are educational, cultural, and artistic events in this regard, literature museum libraries are spaces flourishing the city's literary and aesthetic culture. Literature museum libraries perform various missions in regard to preserving, sustaining, exhibiting the cultural heritage and bringing it into the public's service. This study probes library, museum, literary museum home and museum library concepts first before evaluating the literary museum in Turkey in general. The study also includes various examples from the services and events of the seven literature museum libraries in Turkey.

Keywords: Literature Museum Libraries, Library Services, Literature, Cultural Heritage, Turkey.

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I. Introduction

As one of the most important cultural heritage institutions, the main function of libraries is to offer their resources of knowledge to their users after a series of technical procedures. In our age, when the relationship between production and consumption is being reshaped, libraries are also affected by the ongoing changes, as much as other institutions. Especially in recent years, the necessity of creating new library concepts has emerged that is beyond the traditional library, with different and creative content and meanings. Having started to operate in Turkey since 2011, literature museum libraries is the concept of a library designed with this perspective. Literature museum libraries are synthesising cultural heritage institutions that contain the functions of museums and library institutions. These institutions are museums in one aspect and library in the other.

In this study, an overall assessment of Literature Museum Libraries that are cultural institutions authentic to Turkey is conducted. In this regard, general outlines for the

[1] This paper is a revised unpublished conference paper that was presented in Veliko Tarnovo in 2020 at the Natıonal Scientific Conference With International Participation: Libraries – Reading – Communications.

museum, library, museum library and literary museum house concepts are given, which are the components of a literature museum library. This is followed by an examination of the relationship between these concepts and literature museum libraries before the presentation of examples from the seven literature museum libraries operating in Turkey in terms of their services and activities. Document analysis methodology was used in this study and data was obtained through the literature on the subject and a review of the websites of literature museum libraries.

II. Conceptual Framework: Cultural Heritage, Museum, Library, Museum Library, Museum House

Culture is an all-encompassing and broad concept that emerged as a result of the socialisation of human beings. Everything material and spiritual about people and society can be evaluated as the culture. The most important feature that ensures the continuity of culture is that it can be handed down from generation to generation. Societies preserve their cultures in various ways and pass them on to the next generations. Every concrete and abstract element passed on to the next generation is a cultural heritage (Altay, 2018, p. 350). “Memory institutions” play an especially important role in preserving and transmitting cultural heritage to the future. Memory institutions are institutions that ensure the survival and continuity of the platforms where social information is stored, organised and made available for access. In other words, memory institutions are institutions that bear a mission and responsibility for the representation and shaping of the life and experiences (identity) of the society they are in, the organisation and storage of the products produced by the society, the interaction of cultural products with the society and the sustainability of social interaction (Çakmak & Yılmaz, 2017, p. 51). Museums and libraries are the most important memory institutions with great responsibilities in collecting, organising, preserving, making available and transferring cultural elements to future generations.

Libraries are institutions that collect information for the benefit of a certain and limited environment or for everyone in different formats, such as written, printed, linear, visual, auditory, digital, etc., organise it and deliver to those around them by using the tools and methods that will create the most favourable environment for use (Baysal, 1992, s. 7). Museums, on the other hand, are institutions that collect, preserve, examine, exhibit and transmit tangible and intangible cultural heritage to future generations for the purpose of research, training and accumulation (Artun, 2014, p.170). As can be understood from the definitions; museums and libraries have a fundamentally similar mission; both institutions aim to pass on the cultural accumulation of societies to future generations. In addition to the above, both institutions ensure that the phenomena of the arts, sciences, culture, and aesthetics are integrated into and embraced by society (Güneş, 2021, s. 201).

There are literature houses or literature museums opened in the name of well-known writers in various countries of the world. These buildings, which contain manuscripts or rare printed works as well as contemporary, aesthetic, and literary works, enhance the literary and aesthetic culture of the city they are in (Okumuş Kabar, 2019, p. 19). Literature museums contribute to the cohesion, mutual understanding and increase in cultural development and consciousness, through the communication process, of society. This is made possible through the cultural and educational events and activities that literature museums offer to the public (Güneş, 2021, s. 207). Literature museum libraries, the subject of the study, are projects unique to Turkey, although there are somewhat similar examples across the world, with “literature museum houses”, which have operated in Europe and America for many years. Built for the famous literati in those countries, literature museum houses are also the inspirations for this project to be initiated. Although being inspired by these examples, literature museum libraries differ from literature houses and literature museums with the library service they offer. The concepts of library, museum and museum library are insufficient to define literature museum libraries by themselves. These institutions are important cultural institutions that have melted all the concepts mentioned in their pot, having been designed with a different inspiration from these concepts. In this part of the study, further information about the literature museum libraries is presented.

III. Literature Museum Libraries

The establishment of literature museum libraries began in Turkey from 2011 onwards. Literature museum libraries are cultural institutions serving writers, critics, publishers, translators, non-governmental organisations related to literature as well as all readers, after being equipped with suitable material to the museum librarianship philosophy. Serving as “speciality libraries” with being affiliated to the provincial public libraries of the city they are in; these libraries are cultural venues where the special collections of works of writers and poets who were born or lived in the provinces and surrounding provinces as well as literary works about these poets and writers are exhibited alongside books, manuscripts and writers’ objects that are suitable for a museum librarianship understanding. Literature museum libraries are also places, where social and cultural events, such as conferences, talks, courses, conversations, concerts, etc are held, scientific meetings and exhibitions are conducted, and film screenings and promotions are organised (KYGM, 2012).

Literature museum libraries are local memory institutions that bring the written and oral literary culture of the cities they are located in the future. At the same time, these libraries bring together different people and organisations such as writers, poets, readers, listeners, speakers, critics, researchers, publishers, booksellers, librarians, and museums who are involved in the formation of literary art, as well as raising awareness about the literary accumulation in the city. In other words, these libraries contribute to the literary production in the city and the increase of the literary attraction of the city.

Literature Museum Libraries are critical educational and cultural facilities that bring together the concepts of literature, museum and library (Güneş, 2021, s. 214). Literature and Museum Libraries have both museum and library dimensions. The museum dimension of libraries is firstly the buildings they serve. This is because the places where literature museum libraries serve are generally historical buildings that reflect the cultural heritage and traditional architecture of the city. In addition, the artefacts, items, and objects collected, preserved, exhibited, and tried to be kept alive in libraries constitute the museum dimension of these institutions. Manuscript books, old books, old magazines, special belongings of writers and poets, writers' and poets' costumes, other special items (typewriters, pens, glasses, etc.) are the examples that qualify as a museum object. The library dimension consists of all kinds of novels, stories, poems, essays, critiques, diaries, travel notes, biography, autobiography, which are primary sources that are collected under the heading of Turkish literature. In addition, literary magazines and newspapers are offered to users in the library collection.

It is possible to say that literature museum libraries fulfil many important functions in terms of literary and cultural heritage. Some of these functions are listed below (Okumuş Kabar, 2019, p, 21-22):

- To support literature and literary culture,
- To prevent writers and poets from being forgotten,
- Gathering the works of literary artists and preserving these works in suitable environments,
- Displaying in an easy to understand and easy to reach way,
- To keep the works alive for future generations,
- Working to transfer our Cultural Heritage to future generations.

There are now seven literature museum libraries in Turkey. Each of these libraries is located in one of Turkey's seven regions. Istanbul Ahmet Hamdi Tanpınar Literature Museum Library is in the Marmara Region, Ankara Mehmet Akif Ersoy Literature Museum Library is in the Central Anatolia Region, Diyarbakır Ahmet Arif Literature Museum Library is in the South East Anatolia Region, Erzurum Erzurumlu Emrah Literature Museum Library is in the Eastern Anatolia Region, Adana Karacaoğlan Literature Museum Library is in the Mediterranean Region, Kütahya Evliya Çelebi Literature Museum Library is in the Aegean Region, and Trabzon Muhibbi Literature Museum Library is in the Black Sea Region.

Istanbul Ahmet Hamdi Tanpınar Literature Museum Library: Turkey's first literature museum library, Istanbul Ahmet Hamdi Tanpınar Literature Museum Library serves at Alay Köşkü, one of the historical mansions of Istanbul. Named after Ahmet Hamdi Tanpınar, a novelist, short story writer and poet and one of the most important figures of Turkish literature, it was opened to visitors on 12 November 2011. There are 9021 books by more than 1000 authors in the library. In addition to those from Istanbul, the works of authors who lived in the provinces of Kırklareli, Edirne, Tekirdağ, Çanakkale, Kocaeli, Sakarya and Yalova are also included in the library. Current releases of journals in the fields of literature, culture and art come to the library. There is also the Istanbul City Library within the Ahmet Hamdi Tanpınar Literature Museum Library. It is possible to reach many old and new sources about the city of Istanbul in the Istanbul City Library. There are also more than one hundred individual belongings-documents of thirty-three different authors.

Figure 1: Ahmet Hamdi Tanpınar Literature Museum Library[2]

There are events such as lectures, conferences, panels, concerts, exhibitions, scientific meetings etc. on subjects such as literature, art, culture, history, philosophy, music, and painting at Ahmet Hamdi Tanpınar Literature Museum Library. The number of events held in the library in 2018 was eighty-seven, and 3982 people attended these events.

Figure 2: Ahmet Hamdi Tanpınar Literature Museum Library[3]

Mehmet Akif Ersoy Literature Museum Library: The building of Mehmet Akif Ersoy Literature Museum Library, which was opened in 2011, is not a historical building. Nevertheless, the building was inspired by the architecture of traditional Ankara houses. In other words, the space of the library building reflects the traditional urban architecture of Ankara. Bearing the name of Turkey's national poet, Mehmet Akif Ersoy, the literature museum exhibits many objects and documents belonging to the national poet. Apart from this, it is possible to come across objects, documents and books of and about other writers and poets raised in the city and the region. In the library, books signed by their authors or translators, books that received literature awards, and facsimiles of the first and

[2] https://ahtem.kutuphane.gov.tr/ Retreived February 21, 2022

[3] https://ahtem.kutuphane.gov.tr/. Retreived February 21, 2022

last covers of Turkish Literature journals are also exhibited. In Mehmet Akif Ersoy Literature Museum Library, there are also many periodicals, theoretical books, books on grammar and books in the genre of novels, stories, essays, memoirs and poems. There is also the Ankara City Library within the library. There are book talks, autograph sessions, reading days, poetry recitals, held periodically in the library. Additionally, culture and literature meetings are held (Ercan, 2013, p. 530-531).

Figure 3: Mehmet Akif Ersoy Literature Museum Library[4]

Diyarbakır Ahmed Arif Literature Museum Library: The literature museum library, founded in 2011 in the name of Diyarbakır poet Ahmed Arif, is located in Hacı Halit Mansion, one of the important works of Diyarbakır's civil architecture and cultural heritage. In the museum library, as in every other literature museum library, an auditorium, as well as reading and concert halls, were created. While creating these, the necessary equipment is provided to access other libraries and the internet. The museum accessories consist of the works and goods of name bearer Ahmed Arif's and other writers and poets of the region.

Figure 4: Ahmed Arif Literature Museum Library[5]

In the Literature Museum Library, there are 615 books by writers and poets from Diyarbakır, especially by Ahmed Arif. Besides, in the library, there are nearly three thousand publications consisting of books about Diyarbakır, books of writers and poets in the surrounding cities, literary masterpieces, literary sources and periodicals. In the library, there are indoor and outdoor halls, where social and cultural activities can be held. In the Ahmed Arif room inside the Museum Library; there are items belonging to Ahmet Arif, including a typewriter, three pens, two manuscript poems in his handwriting, two envelopes written in the name of the poet, one military discharge certificate, one letter and articles and photographs published about Ahmed Arif in various newspapers and magazines (Müzeasist, 2020).

Figure 5: Ahmed Arif Literature Museum Library[6]

Erzurumlu Emrah Literature Museum Library: The Erzurumlu Emrah Literature Museum Library was opened to the service of students, literature lovers and the public with the opening ceremony held on 29 June 2012 as a result of the repair and furnishing of the old military bath building, which is one of the registered cultural assets. In the Literature Museum Library, named after Erzurumlu Emrah, the great Turkish poet, there are special collections made up of important works of writers who lived or still live in the city and the region, such as Erzurumlu Emrah, who gave the library his name, Erzurumlu Ibrahim Hakki and Nefi. There are approximately five thousand books and non-book materials of nearly one thousand writers and poets in the library. It is possible to have access to eighty-seven periodicals on literature and art. There is also the Erzurum City Library within the library, containing books written about Erzurum. The library also exhibits objects and documents belonging to poets and writers raised in Erzurum and the surrounding provinces. Erzurumlu Emrah Literature Museum Library also hosts social and cultural events periodically.

[4] https://www.kulturportali.gov.tr/turkiye/ankara/gezilecekyer/ankara-mehmet-akf-ersoy-edebyat-muze-kutuphanesi. Retreived February 21, 2022

[5] https://www.dunyaatlasi.com/ahmet-arif-edebiyat-muzesi/. Retreived February 21, 2022

[6] https://gezilecekyerler.com/sur/ahmed-arif-edebiyat-muze-kutuphanesi/. Retreived February 21, 2022

Figure 5: Erzurumlu Emrah Literature Museum Library[7]

Karacaoğlan Literature Museum Library: Adana Karacaoğlan Literature Museum Library was opened on 27 March 2011 in Dişçi Ethem Mansion and is one of the best examples of the immovable cultural heritage that is in Adana city and a registered cultural asset. In the museum library, which attracts the attention of visitors due to being placed in a historical and interesting building, there are also books and works of writers and poets from Adana and surrounding provinces, in addition to Karacaoğlan. Two other prominent writers from Adana, Yaşar Kemal and Muzaffer İzgü's typewriter and other special items (pen, glasses, watch, etc.) are also in the library. In Karacaoğlan Literature Museum Library, there are also works by distinguished writers and poets such as Yaşar Kemal, Yılmaz Güney, Orhan Kemal, Muzaffer İzgü, İpek Ongun, Ümit Yaşar Oğuzcan (Haberler.com, 2011). Moreover, manuscripts and old written works of writers who lived in the Cukurova region and Adana in the Ottoman period are exhibited as well. In the literature museum library, where social and cultural activities are held periodically, there is also a special section created for folk poets' and bards' organisations (Atınç and Karadeniz, 2011, p. 519).

Figure 6: Karacaoğlan Literature Museum Library[8]

Kütühya Evliya Çelebi Literature Museum Library: Kütahya Evliya Çelebi Literature museum library serves in a building that is one of the traditional civil architecture examples of the region and has the characteristics of old Turkish houses. In the Literature Museum Library, there are approximately five thousand volumes of literary research, poetry, story, novel, biography, religious work, and manuscripts. The memoirs of writers who lived in Kütahya were also included in the library. Works of writers and poets such as Mehmet Dumlu, Pesendi, Arifi, Şerif Benekçi and Zeynep Avci are available in the library. In the exhibition room, there are table showcases, Evliya Çelebi books and bibliographic books written by different authors about Evliya Çelebi, as well as the items used by writers and poets from Kütahya are in display. In the room, there are also cassettes and CDs consisting of the works of the poets and bards raised in the city and the region.

Figure 7: Evliya Çelebi Literature Museum Library[9]

Muhibbi Literature Museum Library: Trabzon Muhibbi Literature Museum was founded in 2018 by the Ministry of Culture and Tourism, bearing the pseudonym used by the Ottoman ruler Kanuni Sultan Süleyman in his poems, who was also a poet himself in his birthplace. The Literature Museum Library serves in a historical Trabzon house in the city centre. In addition to the works and belongings of authors who were born or lived in the Black Sea Region, there are also literary works produced about the Black Sea Region in the museum. Many social and cultural activities are regularly held in the museum library, especially on literary matters.

Figure 8: Muhibbi Literature Museum Library[10]

[7]https://erzurum.ktb.gov.tr/TR-249212/erzurumlu-emrah-edebiyat-muze-kutuphanesi-isiklandirild-.html. Retreived February 21, 2022

[8]https://www.kutuphaneciyiz.com/adana-karacaoglan-edebiyat-muze-kutuphanesi/. Retreived February 21, 2022

[9]https://www.gidilmeli.com/Evliya-celebi-edebiyat-muze-kutuphanesi/13323/1. Retreived February 21, 2022

[10]https://www.ktb.gov.tr/yazdir?2E920BEDA88A480BC4553D00DE227A10, Retreived February 21, 2022

IV. Evaluation and Conclusion

Being authentic cultural institutions of Turkey, literature library museums are vital in preserving and passing on the cultural and literary accumulation of their cities and regions. Some details stand out when the services and activities of these institutions are scrutinised. Some of the remarkable details are listed below.

The spaces where all libraries serve are architectural structures that reflect the local cultural heritage. Apart from the Mehmet Akif Ersoy Literature Museum Library, the buildings of six libraries are historical artefacts. All Literature Museum Libraries are one of the important symbols of the city they are located in, even in terms of the buildings they serve.

Literature museum libraries bear the name of literary personalities that are important for both the city and for Turkey. It is observed that the literary personality bearing the name comes to the fore in the services and activities of the libraries. However, the services and activities of literature museum libraries cover a much wider area. When the distribution of the literature museum libraries is probed, it is noteworthy that a literary museum is established in each one of the seven geographical regions in Turkey. This situation obliges the literature museum libraries in each geographical region to undertake important responsibilities in preserving the literary and cultural heritage of the geographical region beyond the city where it was founded and transferring it to the future. In this context, it is noteworthy that literature museum libraries pay special attention to keep the works of poets and writers raised not just in the city they are located in, but also in the region generally. Moreover, objects and documents that belong to the above-mentioned poets and writers are exhibited in libraries. Libraries also fulfil a very important function in terms of revealing the literary potential in the city and the region as well as creating an important awareness in the city. These libraries serve as an important bridge between their users, the local literature and the Turkish Literature with the rich literary collection they have, as well as popularising literature.

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Information Behaviour of Visually Impaired Users in the Era of COVID-19 Pandemic in Lagos State, Nigeria

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ABSTRACT

There is a scarcity of research on the information behavior of visually impaired users during the COVID-19 epidemic, and people with visual impairment make up a significant portion of the population in Lagos State, Nigeria. Individuals living with one sort of visual impairment also needed knowledge to be productive and contribute positively to national development, which is why advocacy for equal access to information has been on the rise. This paper tends to document what information visually impaired persons sought after to cope with the current pandemic and life situation in general. Tips on how to address the information demands of the visually impaired efficiently using creative techniques and information technology are provided.

Keywords: Information Behaviour, Visually Impaired person, COVID-19 Pandemic, Lagos State, Nigeria.

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I. Introduction

It is an unavoidable fact that the globe is undergoing a significant demographic shift as a result of the COVID-19 pandemic and the enormous number of people leaving with some type of impairment. The pandemic has sparked widespread worry, and people are in desperate need of accurate, well-curated information in order to remain calm, safe, and healthy. People would only be vulnerable to the pandemic's onslaught if they didn't have access to accurate information about the virus. Because of the pandemic and the following lockdown and health preventive measures put in place to combat the threat of the virulent coronavirus, access to information has become relatively difficult and restricted. Meanwhile, the entire process of providing information services revolves around fulfilling and satisfying the information demands of users, with information users being those who require information and hence utilize information services.

Access to information becomes the characteristic of a civilized and sane society as the new world order is propelled by knowledge. However, because of the differences in their socioeconomic position, there is a gap in the supply of information services to different persons in society. Given the wide range of backgrounds, information needs, mental states, and physical mobility among information users, it goes without saying that information service providers must be better able to accommodate the different needs of all types of information users. It's also worth noting that information requirements aren't static; they might change depending on time, circumstances, and disasters and hardship, such as the COVID-19 pandemic. Some information users are homogeneous, while others are highly diverse; some are highly educated, while others are semiliterate or illiterate. Some information users are city dwellers, while others are less-urban and rural settlers. Many are healthy, while only a few are mentally or physically impaired.

An increasing number of people are leaving with some sort of vision impairment or blindness, and their information needs are not being met in society. There is evidence that visually impaired people are stigmatized and at a disadvantage when it comes to access to information resources, particularly during the COVID-19 pandemic. Some visually impaired people are confined to

wheelchairs, while others have limited mobility, necessitating the use of specialized technology such as audio recordings, Braille, and screen reader software to meet their information requirements.

The focus of this research will be on the information behavior of visually impaired people in Lagos State, where Nigeria's first incidence of COVID-19 was discovered (NCDC, 2020). The information seeking behavior of a visually impaired person in the era of the COVID-19 pandemic is an emerging trend that must be addressed in a timely manner because the disabilities that come with being visually impaired make their information needs unique, and these information needs must be met just like those of other users who are able-bodied.

II. COVID-19 Pandemic and the First Case Index in Lagos, Nigeria and Government Response

COVID-19 was first discovered in the midst of a respiratory ailment outbreak in Wuhan, Hubei Province, China. On December 31, 2019, the World Health Organization (WHO) received reports of the sickness. On March 11th, 2020, a global health emergency was announced and a global pandemic was declared based on a critical analysis of the outbreak and how quickly the virus moved across borders and territories (Centers for Disease Control and Prevention, 2020; Ramzy & McNeil, 2020; Zhu, Zhang, Wang, Li, Yang & Song, 2020). The Federal Government of Nigeria quickly establishes a multi-sectorial coronavirus preparedness group, known as the Presidential Task Force on COVID-19 (PTF COVID-19), which includes the Federal Ministry of Health, the Nigeria Center for Disease Control (NCDC), the Nigerian Institute of Medical Research, and other health-related sectors.

Meanwhile, the first case of COVID-19 was reported in Nigeria on February 27, 2020 in Lagos State. The index patient is a foreigner working as an expatriate in Nigeria who travels to Italy and returns to Nigeria during the pandemic. Nigerian nationals with a history of travel to foreign countries, as well as individuals, who have had contact with previously confirmed cases, were added to the index. As a result, the Nigerian government stepped up efforts to control and contain the virus's spread, forming a national quick reaction team to conduct contact tracing and surveillance at entry points, focusing on visitors and citizens entering the country. Science and research, coordination, collaboration, surveillance, and solidarity across many sectors, international funders, and collaborations with corporate sectors and individuals have all aided the government's response.

As of month end of December 2021, amidst the fourth wave of the coronavirus, Lagos State has registered over 72,000 confirmed cases of COVID-19. In December 2021, the optimism rate was 6%, up from 0.1 percent in November 2021. As a result, the Lagos State Government has set a goal of vaccinating 30% of the population by December 25th, 2021, as part of the Count Me In Campaign.

Information Services during COVID-19 Pandemic

Because the COVID-19 protocol and directive encourage social distance and prevent physical contact, contactless services had to be imposed as a matter of necessity. Information service providers all over the world had no choice than to keep a few physical services and move the majority of their services to online settings via web-based information services. The pandemic is life-threatening, and it has resulted in a situation in which physical access to the collection is restricted. Library and information science workers play a critical role in informing and educating the COVID-19 pandemic community about new developments, advances, and discoveries. Being a part of vital frontline workers explains why a means to keep information services running indefinitely was sought. A renewed mission for digital literacy was reborn on the occasion of the COVID-19 worldwide pandemic. The epidemic demonstrates the necessity for digital and virtual information sources and services. Going digital aligns with the information package, but going virtual pinpoints the distribution and communication medium.

On the positive side of the pandemic, users were frequently provided with actionable instructions and information such as where to seek help in an emergency, information about test centers and isolation centers, and where to get palliative and other support programs, resulting in a new vision of services that foster active relationships and constant communication. Facebook, Twitter, Google meetings, webinars, Zoom conference sessions, WhatsApp chat, blog entries, and other social networking sites are used to disseminate information and communicate with users.

III. Information Behaviour of Visually Impaired Person

Visual disability is having a binocular vision disorder or a narrow vision that cannot be restricted through drugs, surgery, or other treatments that hinder them from engaging in activities that ordinarily people with clear vision do with ease without assistance whatsoever. Individuals with poor eyesight and blur vision are included in this category (Wang & Yu, 2017). People with disabilities are neglected minority in society who are underrepresented due to the uniqueness of their disability, and their information requirements are not fully met, even when they hunger and crave it. People with visual difficulties, on the other hand, confront numerous societal challenges, including inequities, isolation, discrimination, stigmatization, educational backwardness, and limited work possibilities. However, a visually impaired person, like everyone else, requires information for a variety of reasons, including general knowledge development, specific reading for examination and study, current awareness, information about blind health and welfare programs, and so on.

Visually challenged persons spend the most of their time at home, with little mobility. Despite this, their information requirements are similar to those of persons who have good vision. Visually impaired people's information demands are more focused on real-life issues and opportunities. The degree of impairment, degree of freedom, aids and support from friends and family, and awareness of information sources and information providers all influence a visually impaired person's information behavior. A visually impaired person's information search method and query formulation are influenced by the lack of visual clues

(Sahib, Tombros & Stockman, 2012). The information demands and behavior of visually impaired people are stabilized by the life situations they are exposed to.

Meanwhile, the majority of visually impaired people get their knowledge from family, friends, neighbors, and acquaintances, as well as radio and television shows. They go to the library and now the internet when they require sophisticated and detailed information, but they are at a disadvantage because they can't read via computer and phone screens without assistive devices and software. Because proper provision to accommodate their special needs has yet to be put in place, and where they are available, the pandemic situation has distanced them from using the library due to the nature and pattern of library development in third world and less-developed countries, most visually impaired barely use the library. Visually impaired people's information behavior is influenced by their confinement and limited world lifestyle; however, information technology is helping to break the confinement.

The visually handicapped live in an isolated, narrow world created by deliberate and imposed social alienation, and as a result, they have a strong sense of intimate community and rely heavily on it for information. They are a diverse group of people with varying information requirements. Their narrow world perspective determines what information is needed, what is important, what to believe and what not to believe, and how to act on that knowledge. Visually impaired people sort information in libraries and other information-gathering institutions on a rare, incidental, and last-resort basis.

IV. Information Services Designed for the Visually Impaired in Lagos State

Lagos is Nigeria's largest city and Africa's most populous, with a population of around 23.5 million people, including persons who have some sort of visual impairment. The Nigerian Society for the Blind Vocational Training Centre at Oshodi in Lagos, Nigeria, has a particular library for the visually impaired named Inlaks Library that caters mostly to the blind. Another is the Anglo-Nigerian Welfare Association for the Blind, which is based in Lagos and publishes Braille literature. In 2010, a non-governmental organization named the Soroptimist International of Eko established a Braille center as part of the library building expansion at the University of Lagos Main Library in Akoka (Zaid, 2017).

Visual impairment has had a long-term negative impact on people's capacity to carry out typical day-to-day tasks. As a result, the visually handicapped have been left out of some benefits that should be available to everyone due to their social exclusion in society's developmental plans. The internet of things and digital library services, which were the hallmark of library services during and after the COVID-19 epidemic, are one such benefit. Information services have grown in a way that makes it difficult for visually impaired people to use them. The visually impaired can be productive and contribute to national development with special education and rehabilitation, which is why it is critical to make information resources available to them in a format that meets their specific information demands.

Due to their incapacity to read via their eyes without the use of specific eye help equipment, the visually impaired face difficulties in their search for information. As more and more information is delivered over the internet, particularly in light of the COVID-19 global pandemic, universal design must be applied to information services, which means that information services must be able to meet the varying and diverse information needs of all users, taking into account the fact that users may have learning, speech, hearing, or visual impairment.

Various types of assistive technology are available to help visually impaired people access information; however, the nature and severity of the fuzzy vision or blindness must be considered. There is computer software and applications that have been designated. Magnifiers, Braille materials, Braille keyboards, audiobooks, book talk, voice output devices, and adaptable equipment are all examples of assistive visual technologies that make information more accessible. The older generation of visually impaired people relied on braille, a recorder, and an audio player, whereas the current age relied on smartphones and computers to listen to audiobooks and recordings. To listen to text on the screen, screen reader software is utilized. Some people have only lately connected to the internet and are now participating in online activities. For the blind, the digital revolution has offered freedom, information accessibility, and social inclusion.

V. Conclusion

The deadly COVID-19 virus is still wreaking havoc around the globe. Unfortunately, we have observed the virus's unrestricted global spread. Information services appear to have been hampered. We need to think about dynamic, inventive approaches to improve information access, taking a cue from the pandemic's experience. Digital services allow for a larger number of users to be engaged at once, as well as a wider range of material. The functional capacity of human sensory organs plays a big role in information seeking. A human's natural method of acquiring information is through sight. Similarly, information resources for visually impaired people can only be useful if they are both readable and audible.

VI. Recommendations

The following recommendations are made in light of the COVID-19 pandemic, which is growing gaps in information access for visually impaired people:

1. The essential information infrastructure and facilities should be bought and built in order to provide superior information services that satisfy the needs of visually impaired people.
2. Broadcast media, networked sources, and organizational sources should all be made available to visually impaired people.
3. The government, information providers, and other stakeholders should reconsider their roles through policy design and action to ensure that underserved populations, such as the visually impaired, have unfettered access to information.

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Information Seeking Anxiety and use of Electronic Resources Among Postgraduate Students in the University of Ilorin, Kwara State, Nigeria

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ABSTRACT

Academic libraries house a vast array of electronic resources for research purposes. However, Post-Graduate students oftentimes may experience anxiety in their information seeking tasks. This study investigated information anxiety and use of electronic resources among post-graduate students in the University of Ilorin, Kwara State, Nigeria. 150 post-graduate students were selected from Five Faculties using convenience sampling technique. A survey research design was adopted using a validated questionnaire to collect data. Data was analyzed using descriptive and inferential statistics. Findings revealed that the post-graduate students of the University of Ilorin utilize e-resources immensely. However, some challenges were faced in the use of e-resources such as erratic power supply, poor network connectivity and lack of adequate knowledge to access e-resources among others. Furthermore, results revealed a high level of information seeking anxiety, however no significant difference was found in the information seeking anxiety between males and females. Demographic characteristics such as gender and age did not influence post-graduate students' information seeking anxiety, while program of study had the strongest contribution to their information seeking anxiety. In conclusion, recommendations were made towards improving the use of e-resources among the post-graduate students; and also suggesting ways of managing information seeking anxiety experienced among students.

Keywords: Information seeking anxiety, E-resources, Academic libraries, information searching, Post-graduate students.

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I. Introduction

The digital age has contributed to the vast use of electronic resources in Higher Institutions of learning for teaching, learning and research. Most of these electronic resources are found in Academic libraries in various Institutions across the globe, apart from the enormous internet resources. Electronic resources can therefore be referred to as information materials in electronic form which include electronic books, electronic journals, electronic newspapers as well as internet resources (Sharma, 2009). It also includes databases, magazines, archives. theses. conference reports, government papers, scripts and monographs in electronic form (Edem & Egbe, 2016). These resources are often utilized by students and lecturers, perhaps, because it poses less stress when compared to accessing library resources.

Over the years, academic institutions have benefitted from the use of electronic resources due to several advantages it has over print resources. These benefits include: availability at any time of the day, quick accessibility, hyperlinks to other resources, ease in storage and dissemination, flexibility, ease in uploading, and search options among others (Tekale & Dalee, 2012). However, there are constraints in the use of electronic resources in an academic environment as identified in the literature such as lack of ICT skills, non-availability of desired electronic resources, lack of time due to tight schedule, lack of publicity on the contents available, irrelevance of contents of electronic and inadequate training among others (Amusa & Atinmo, 2016).

Asides, Information Seeking Anxiety (ISA) is also another major constraint that can hinder the use of

electronic resources among students. This may be due to their inability to locate the right and relevant information sources that would meet their research needs, thereby heightening their anxiety levels. Information seeking anxiety can be defined "as a feeling of abundant data or inability to interpret them properly" (Aghaei, Soleymani, & Rizi). According to Wilson (1999), "anxiety is fundamental, ubiquitous and persistent characteristics in the information search process". Therefore, it can manifest during the information seeking process, and it comes in the form of ill-feelings such as frustration, fear, heart palpitation, restlessness among others. Abusin and Zainah (2010) pinpointed that students oftentimes feel sad and depressed if they are not successful in their information search.

Very few researchers have examined information seeking anxiety among students in Nigerian Institutions. There are more of these researches from countries outside Nigeria, along with other variants such as internet anxiety, library anxiety, computer anxiety among others. Findings from these studies have revealed both positive and negative results among students; and it has also shown significant and non-significant differences along gender, disciplines, and faculties among others (Aghaei, Soleymani and Rizi, 2017; Ojo 2016; Naveed & Ameen, 2016). However, the results of some of these studies cannot be extrapolated to the Nigerian environment, hence there is an urgent need to investigate information seeking anxiety and use of electronic resources among research students in a Nigerian institution.

Research students at the Masters and PhD levels, are often involved in diverse information seeking tasks due to the need to sought for relevant information materials to satisfy their research needs. In their bid to satisfy their information needs, they experience ISA. ISA is a major problem for students, and can have negative effect on their ability to seek relevant information in their choice of career (Khadivi, 2006). Also, students especially those in developing countries oftentimes experience information seeking anxiety relating to the use of electronic resources in the library due to several barriers such as lack of searching skills, non-availability of materials, inadequate computers, lack of connectivity, low speed, lack of electricity, and difficulty in accessing electronic resources among others. Due to these constraints that are peculiar to developing countries, it is therefore expedient to investigate information seeking anxiety and use of electronic resources among post-graduate students within an academic environment.

In the light of the above, this study intends to investigate information seeking anxiety and use of electronic resources among Postgraduate students in the University of Ilorin, Ilorin. Kwara State, Nigeria.

II. Objectives of the Study

1. To find out the frequency of use of electronic resources among Postgraduate students in the University of Ilorin, Kwara State, Nigeria.
2. To find out the level of information seeking anxiety among Postgraduate students in the University of Ilorin, Kwara State, Nigeria.
3. To determine whether there is a significant difference in information seeking anxiety levels between male and female postgraduate students in the University of Ilorin, Kwara State, Nigeria.
4. To determine the joint influence of gender, age and program of study on information seeking anxiety of post-graduate students in the university of Ilorin, Kwara State, Nigeria.
5. To determine the relative contribution of gender, age and program of study on information seeking anxiety among post-graduate students in University of Ilorin, Kwara State.
6. To identify the challenges hindering the use of electronic resources of post graduate students in University of Ilorin, Kwara State.

III. Research Questions

The research questions are:

1. What are the ERS used by undergraduates in Adeleke University?
2. What are the purposes of using ERS by undergraduates in Adeleke University?
3. What is the frequency of using ERS to obtain academic information among undergraduates in Adeleke University?
4. Do non-finalist and finalist undergraduates differ in terms of their frequency levels in using ERS to obtain academic information in Adeleke University?
5. Do males and females differ in terms of their frequency levels in using ERS to obtain academic information in Adeleke University?
6. Is there a difference in frequency levels of using ERS to obtain academic information across the academic faculties in Adeleke University?
7. Is there a difference in frequency levels of using ERS to obtain academic information across the age groups in Adeleke University?

Research Questions

The following research questions raised for this study are listed below:

1. What is the frequency of use of electronic resources among Post graduate students in University of Ilorin, Kwara State, Nigeria?
2. What is the level of information seeking anxiety among Post graduate students in University of Ilorin, Kwara State, Nigeria?
3. What is the relative contribution of gender, age and program of study on information seeking anxiety among post-graduate students in University of Ilorin, Kwara State, Nigeria?
4. What are the challenges hindering the use of electronic resources of post graduate students in University of Ilorin, Kwara State, Nigeria?

Research Hypothesis

The null hypothesis listed below was tested at 95 % (0.05) level of confidence:

1. Ho1: There will be no significant difference in information seeking anxiety levels between male and female post graduate students in the University of Ilorin, Kwara State, Nigeria.
2. Ho2: Gender, age and program of study do not jointly influence information seeking anxiety of post-graduate students in the University of Ilorin, Kwara State, Nigeria.
3. Ho3: Gender, age and program of study do not contribute relatively to information seeking anxiety of post-graduate students in University of Ilorin, Kwara State, Nigeria.

IV. Review of Literature

Use of Electronic Resources among Students in Higher Institutions of Learning

Quite a number of researchers have examined the use of electronic resources among students in Nigeria and Countries outside Nigeria in terms of frequency of use, types of electronic resources accessed by students, benefits and challenges faced in the use of these resources. For instance, Owolabi, Idowu, Okocha and Ogundare (2016) investigated the utilization of electronic resources by undergraduate students in the Faculty of Education and Social Sciences in the University of Ibadan. Findings revealed the availability of electronic resources such as internet services, email services, online databases, electronic databases and Cybercafés. However, challenges faced in the use of these resources were identified such as inadequate power supply. Poor network internet connectivity and limited access to computer terminal. In the same vein, Okon and Lawal (2012) examined use of electronic resources by graduate students of the department of Educational Technology and Library Science, University of Uyo. Findings revealed that majority of the respondents accessed electronic resources mainly from the internet and Cybercafés. However, in terms of frequency of usage, there was no difference between male and female post graduate in the department of Educational Technology and Library Science.

Electronic Resources are tools that are beneficial to both students and lecturers alike. It provides accurate and timely information, it helps in the collaborative efforts with other researchers within and outside Nigeria (Ukpebor, 2012). In terms of challenges in the use of electronic resources, Okiki (2012) pinpointed that computer illiteracy, technophobia, erratic power supply, dislike in reading from a screen are hindrances to the effective utilization of electronic resources among students. Asides, low bandwidth and unclear institutional policy also hinders the use of electronic resources (Mammo & Ngulube, 2015) and lack of assistance from library staff (Khan, 2016). Another barrier to effective utilization of electronic resources is information seeking anxiety as identified in the literature (Naveed & Ameen, 2016; Khadivi, 2006). There is dearth of studies in this area by Nigerian researchers. In view of this, this study will examine Information seeking anxiety and use of electronic resources among post-graduate students in the University of Ilorin, Kwara State, Nigeria.

Frequency of use of ERS by undergraduates

In Ghana, Ankrah and Acheampong (2017) reported that most undergraduates (representing 30.6%) used e-resources weekly. In spite of that, results showed that 21.5% of the students used university's e-resources on grounds that were distinct from provided possible answers. These answers included: for a specific period of time, once in a while, five times in a week, and just once for an assignment. In Tanzania, Ruzegea and Msonde (2021) reported that 53% of the researched undergraduates used online journals and e-books on a weekly basis.

In Nigeria - Adedokun and Fawole (2020) demonstrated that undergraduates did not use e-references, e-journals, and online databases frequently, rather e-mail and e-news were relatively frequently used than these academic resources. Ajibola (2019) also revealed that 34.7% of undergraduates used e-library services on frequent bases and 15.9% never used it. Besides, Alhassan and Macaulay (2015) mentioned that 32.3% of undergraduates made use of e-resources daily, 30% weekly, and 26.2% monthly. The survey also demonstrated that CD-ROM and OPAC were infrequently used by the respondents.

For undergraduates in private universities - Adeniran (2013) indicated that 73.2% of the undergraduates used the internet regularly. Despite the fact that e-journals and OPAC were expected to be constant strategic ERS to undergraduates' information seeking and use, very low percentages used e-journals and OPAC regularly. Equally, Quadri et al. (2014) reported that the daily, weekly and monthly frequency of utilisation of CD-ROM, OPAC and online databases by undergraduates of two private universities were very low. Worthy of note was the relatively high percentage of undergraduates that had never used OPAC. In Adeleke University, Ajayi et al. (2014) demonstrated that over two-third of the students utilised e-resources very often. They showed that close to one-fifth of the respondents rarely utilised e-resources while just fairly above one-tenth of the respondents never used e-resources.

Information Seeking Anxiety among Students in Higher Institutions of Learning

Information Seeking Anxiety can be caused by too little or too much information that occurs in a given information seeking task (Ojo, 2016). This can lead to an anxiety state for students, due to inability of students to cope with the large volume of information retrieved, or not able to meet their information needs. It can also be seen as a menace that is very common among students due to the inability to seek or find relevant information as the need arises. Anxiety is a natural feeling during the information seeking process which may appear in any of the six stages of research namely: task initiation, research subject selection, pre-focus exploration, focus formulation, information gathering and search closure (Kuhlthau. 1998)

Several studies in the literature have examined information seeking anxiety among students in countries outside Nigeria in varying dimensions. These studies examined ISA in terms of levels of occurrence among students, relationship between age, gender, faculty, discipline and information seeking anxiety; and barriers contributing to information seeking anxiety. However, positive and negative results have been reported in these areas.

Erfanmanesh (2012) examined the effects of gender, level of study and age on various dimensions of the information seeking anxiety construct among postgraduate students at a research intensive university in Kuala Lumpur, Malaysia. The 38-item Information Seeking Anxiety Scale was employed using stratified random sampling method. Gender, level of study and age were found to influence information seeking anxiety. Conversely, the interaction of gender and level of study on various dimensions of the information seeking anxiety construct was not statistically significant. This study has shown that demographic characteristics of students have an impact on their level of information seeking anxiety. In the same vein, Naveed and Ameen (2016) investigated levels of anxiety in information seeking task among post graduate students of the University of Punjab, Lahore. Result revealed that majority of the students experienced more than low anxiety in the information seeking process. It further revealed that there was no significant relationship between age, gender, faculty and ISA. On the other hand, it revealed a significant difference in anxiety scores based on program of study, stage of study and computer proficiency.

Ojo (2016) examined the influence of age and gender on information anxiety as well as information overload by undergraduates in University of Ibadan and Tai-Solarin University of Education in SouthWest Nigeria. 193 undergraduates selected from four faculties in both universities sampled serve as the sample size of this study. Findings of this study showed that both age and gender had no influence on information anxiety and information overload by undergraduates

Again, Aghaei, Soleymani and Rizi (2017) investigated information seeking anxiety among post graduate students of Isfahan University of Medical Sciences. Results revealed that topic selection contributed more to ISA among students. It further revealed that female students had higher ISA compared to male students.

Barriers Relating to Information Seeking Anxiety among Students in Higher Institutions of Learning

Erfanmanesh (2012) identified seven barriers associated with information seeking tasks of students in Institutions of learning. He developed and validated ISA scale comprising of seven barriers that made up the sub-scales of ISA scale. These barriers associated with information seeking activities can trigger and heighten ISA levels of students (Chowdhury & Gibb, 2009).

1. Barriers associated with library use which include library policies and procedures, services, furniture, temperature, lighting, library staff as well as library website and OPAC which contribute to students' feeling of anxiety during information seeking process in libraries.
2. Barriers associated with information resources include quality of information resources, relevance of information resources, novelty of information resources, familiarity with information resources and information resources ease of use.
3. Barriers associated with computers, the Internet and electronic resources. computers and the Internet for seeking information resources as well as using electronic resources.
4. Technological barriers include system malfunction, mechanical issues, computer errors, computer damages and slow downloading of pages and resources during the information seeking process in information systems.
5. Affective barriers are associated with negative feelings during the information seeking process.
6. Barriers associated with topic identification centers on determining search terms, selecting general and narrowing down the general topic to formulating a focused topic in the process of information seeking.
7. Finally, the seventh barrier of the Information Seeking Anxiety is associated with accessibility of information resources.
8. Five out of the seven barriers highlighted were examined in this study namely: barriers relating information resources barriers. Searching for information barrier, Computer and internet barrier, library barrier and topic identification barrier respectively.

V. Methodology

The methodology adopted was a survey research design using a structured and validated questionnaire to elicit responses from the respondents in the study locale. Descriptive and inferential statistics was used to analyze data such as frequency counts, percentages, and t-test. Statistical Package for Social Sciences (SPSS) version 17.0 was used to process and analyze data.

Sampling Technique and Sample Size

Random sampling technique using the balloting method was used in the selection of Five Faculties out of 15 in the University of Ilorin. A total of 30 post graduate students were selected from each of the five Faculties using convenience sampling, thereby making a total of 150. These Faculties are namely: Communication and Information Science (CIS), Arts, Management science, Sciences and Law respectively.

Instrument for Data Collection

A structured and validated questionnaire was used to collect data. The questionnaire was divided into five sections. Section A focused on the Bio data of respondents, Section B comprised of a checklist on the various types of e-resources along with their usage patterns; Section C comprised of items on challenges hindering the use of e-

resources, while Section D contained a 25 items scale Erfanmanesh (2012) developed and validated the ISA scale. However, the researcher adapted the ISA scale comprising of five sub-scales which are: Information Resources Barrier sub scale, Searching for Information Barrier sub scale, Computer/ Internet Barrier sub scale, Library Barrier sub scale and Topic Identification Barrier sub scale respectively.

Validity and Reliability of the Research Instrument

The face validity of the research instrument was accomplished after several corrections, and proofreading of the questionnaire items by two experts in the field of Library and Information Science. The instrument was said to have a high face validity by the experts. Content validity of the instrument was achieved by establishing the Cronbach Reliability scores of the adapted scale to determine the internal consistency of the questionnaire items showing that it measures what it purports to measure. The Cronbach Reliability score of the sub scales were moderately high as shown in Table 1 below:

TABLE I
SHOWING CRONBACH ALPHA RELIABILITY SCORES OF THE ADAPTED SCALES

S/N	Scale	Source	Number of Items	Cronbach Alpha Score
	Information Seeking Anxiety Scale Sub Scales:	Erfanmanesh (2012)	25	0.9
1	Information Resources Barrier sub-scale,	"	5	0.72
2	Searching for Information Barrier sub scale	"	5	0.60
3	Computer/Internet Barrier sub scale	"	5	0.82
4	Library Barrier sub scale	"	5	0.78
5	Topic Identification sub scale	"	5	0.85

Procedure for Data Collection

The researcher employed the services of two Research Assistants who visited the five Faculties. 150 copies of questionnaire were distributed to the post graduate students through their respective PG Coordinators in the selected faculties. Out of the 150 copies distributed, 125 were returned, found valid, and usable which gave a rate of return of 83%.

VI. Presentation of Results

The collected field data was analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 17.0. The results of the analyzed data are presented in the Tables below.

Demographic Attributes of Respondents

TABLE II
DEMOGRAPHIC ATTRIBUTES OF RESPONDENTS

Variables	Classification	Frequency	Percentage
Gender	Male	69	55,2
	Female	56	44,8
		125	100.0
Age	Below 25 years	1	8
	25-30 years	33	26.4
	31- 35 years	25	20.0
	36- 40 years	46	36.8
	41- 45 years	8	6.4
	46-50 years	4	3.2
	51-55 years	4	3.2
	56-60 years	2	1.6
	61 years and Above	2	1.6
		125	100.0
Level of Education	PhD	38	30.4
	Masters	87	69.6
		125	100.0

Table 3 revealed the demographic attributes of respondents in the study area. In terms of gender, Males constitute 69(55.2%), while Females are 56(44.8%). This shows that majority of the respondents are male students. Majority 46(36.8%) of the students fall in the age category between 36-40 years. In terms of gender, Males constitute 48.3% while female respondents are 51.7% respectively. In terms of program of study, 38(30.4%) were PhD students, while 87(69.6%) were Masters students.

Analyses of Research Questions

What is the frequency of use of electronic resources among Post graduate students in University of Ilorin, Kwara State?

TABLE III
FREQUENCY OF USE OF ELECTRONIC RESOURCES AMONG POSTGRADUATE STUDENTS IN THE UNIVERSITY OF ILORIN, KWARA STATE

	Types of Electronic Resources	**Very Often F(%)**	**Often F (%)**	**Occasi-onally F (%)**	**Rarely F (%)**	**Mean** $\bar{x}$	**Std. Dev**
1	Internet/ Websites	84 (67.2)	31 (24.8)	10 (8.0)	-	3.59	.636
2	E-journals	35 (28.0)	63 (50.4)	21 (16.8)	6 (4.8)	3.02	.803
3	E-newspaper,	36 (28.8)	45 (36.0)	36 (28.8)	6 (4.8)	2.90	.883
4	E-books	31 (24,8)	55 (44.0)	29 (23.2)	10 (8.0)	2.86	.886
5	E-magazines	32 (25.6)	44 (35.2)	36 (28.8)	11 (8.8)	2.79	.934
6	Web Search Tools	42 (33.6)	35 (28.0)	22 (17.6)	25 (20.0)	2.76	1.129
7	E-images	31 (24.8)	26 (20.8)	52 (41.6)	15 (12.0)	2.59	.9I6
8	Online Public Access Catalogue (OPAC)	13 (10.4)	53 (42.4)	41 (32.8)	16 (12.8)	2.51	.853
9	E-audio	20 (16.6)	37 (29.6)	48 (38.4)	20 (16.0)	2.46	.946
10	E- databases,	14 (11.2)	42 (33.6)	47 (37.6)	18 (14.4)	2.43	.883
11	E-theses	18 (14.4)	34 (27.2)	49 (39.2)	23 (18.4)	2.38	.951
12	E-pictures/ photographs	20 (16.0)	23 (18.4)	48 (38.4)	32 (25.6)	2.25	1.021
13	E-reports	3 (2.4)	43 (34.4)	46 (36.8)	28 (22.4)	2.18	.816
14	E-newsletter	36 (28.8)	45 (36.0)	36 (28.8)	6 (4.8)	2.16	.847
15	CD-ROM/ DVD	13 (10.4)	24 (19.2)	41 (32.8)	42 (33.6)	2.07	.994
16	E-conference proceedings,	9 (7.2)	28 (22.4)	46 (36.8)	42 (33.6)	2.03	.924
17	E-manuscripts	4 (3.2)	29 (23.2)	52 (41.6)	37 (29.6)	2.00	.823
18	E-subject guide	7 (5.6)	21 (16.8)	54 (37.6)	61 (48.8)	1.95	.857
19	E-maps	4 (3.2)	15 (12.0)	41 (32.8)	60 (48.0)	1.69	.818
20	E-exhibitions	4 (3.2)	11 (8.8)	47 (37.6)	61 (48.8)	1.66	.777

Table 3 shows the frequency of use of electronic resources by post graduate students on a four-point scale. The electronic resources which had the highest usage was the internet with a mean score of ($\bar{x}$=3.59), followed by e-journals ($\bar{x}$=3.02), while the electronic resource which had the least usage was e-exhibitions which a mean score of ($\bar{x}$=1.66). This result shows that post graduate students used electronic resources considerably for their research work. However, electronic resources such as e-subject guides ($\bar{x}$=1.95) and e-maps ($\bar{x}$=1.66) were among the resources with the least means, which shows that post graduate students were not very familiar with those resources. This result depicts that the post-graduate students utilize e-resources in varying degrees as reflected in Table 3 above.

(ii) What is the level of information seeking anxiety among Post graduate students in University of Ilorin, Kwara State?

TABLE IV
LEVEL OF INFORMATION SEEKING ANXIETY AMONG POST GRADUATE STUDENTS IN UNIVERSITY OF ILORIN, ILORIN KWARA STATE?

S/N	Information Resources Barrier	SA	A	D	SD	Mean $\bar{x}$	Std. Dev.
1	I feel anxious when I find very few relevant information resources during the information seeking process.	40 (32.0)	61 (18.8)	23 (18.4)	-	3.14	.702
2	I feel anxious when the what is retrieved during the information seeking process is obsolete..	27 (21.6)	78 (62.4)	18 (14.4)	2 (1.6)	3.04	.653
3	I feel anxious when the quality of information retrieved are unreliable.	32 (17.6)	79 (63.2)	22 (17.6)	2 (1.6)	2.97	.647
4	Making judgement on the relevance of the retrieved information makes me anxious.	18 (14.4)	74 (59.2)	30 (24.0)	3 (2.4)	2.86	.680
4	I feel anxious when I find too many unfamiliar information during the information seeking process.	25 (20.0)	60 (48.0)	37 (29.6)	3 (2.4)	2.86	.759
5	Group Mean = 2.97						
	Searching for Information Barrier						
6	I am worried about not being able to find the necessary information during information seeking process.	32 (25.6)	80 (64.0)	8 (6.4)	4 (3.2)	3.13	.662
7	I feel worried when my search terms do not bring about my desired information needs.	28 (22.4)	84 (67.2)	10 (8.0)	3 (2.4)	3.10	.628
8	I feel anxious when I need information related to my research.	37 (29.6)	58 (46.4)	22 (17.6)	8 (6.4)	2.99	.857
9	When seeking for information, I usually experience negative feelings like anxiety and frustration.	8 (6.4)	55 (44.0)	54 (43.2)	8 (6.4)	2.50	.714
10	I feel embarrassed in the library because I don't know how to find information resources	10 (8.0)	39 (31.2)	66 (52.8)	10 (8.0)	2.39	.750
	Group Mean=2.82						
	Computer/Internet Barrier						
11	I feel overwhelmed when I use the Internet for seeking information resources.	8 (6.4)	66 (52.8)	44 (35.2)	7 (5.6)	2.60	.696
12	I am uncertain about how to complete the information seeking process	11 (8.8)	42 (33.6)	62 (49.6)	9 (7.2)	2.44	.758
13	My Internet skills are not adequate for success in information seeking.	7 (5.6)	50 (40.0)	48 (38.4)	20 (16.0)	2.35	.816
14	I don't feel comfortable using online resources when seeking information resources.	14 (11.2)	34 (27.2)	55 (44.0)	22 (17.6)	2.32	.894
15	When I try to use computers for seeking information resources, I feel frustrated.	6 (4.8)	36 (28.8)	62 (49.6)	21 (16.8)	2.22	.779
	Group Mean=2.39						
	Library Barrier						
16	I feel uncomfortable asking for help from the library staff when seeking for information resources in the library.	19 (15.2)	42 (33.6)	53 (42.4)	11 (8.8)	2.55	.856
17	I don't have enough skill to access the e-resources in the library.	12 (9.6)	48 (38.4)	52 (41.6)	13 (10.4)	2.47	.809
18	I feel uncomfortable sitting in the library and seeking for information.	6 (4.8)	60 (48.0)	35 (28.0)	23 (18.4)	2.40	.844
19	Librarian and library staff don't have time to help me when searching information resources.	10 (8.6)	35 (28.0)	67 (53.6)	13 (10.4)	2.34	.772
20	I am not comfortable using library services for seeking information resources.	13 (10.4)	31 (24.8)	62 (49.6)	19 (15.2)	2.30	.854
	Group Mean=2.41						
	Topic Identification Barrier						
21	Selecting a general topic is a difficult part of information seeking process.	13 (10.4)	77 (61.6)	28 (22.4)	7 (5.6)	2.77	.709
22	I feel anxious when selecting a general topic for my research	16 (2.8)	53 (42.4)	45 (36.0)	11 (8.8)	2.59	.824
23	Exploring information on a general topic to finding a focus make me anxious.	8 (6.4)	63 (50.4)	46 (36.8)	8 (6.4)	2.57	.711
24	Gathering information related to my specific topic make me anxious.	12 (9.6)	57 (45.6)	43 (34.4)	13 (10.4)	2.54	.808
25	I am not sure how to start searching information resources.	6 (4.8)	29 (23.2)	62 (49.6)	28 (22.4)	2.10	.801
	Group Mean=2.51						
	Grand Mean=2.62						

The result on Table 4 was interpreted based on a four point Likert scale type ranging from very low to very high as follows: 1-1.49= (Very Low), 1.5-2.49= (Low), 2.5-3.49= (High), 3.5-4= (Very High). Table 4 shows varying levels of information seeking anxiety among post graduate students in the study locale in terms of barriers in use of information resources, searching for information, use of computer/internet, library usage and topic identification respectively.

In the area of information resources barrier, the statement "I feel anxious when I find very few relevant information resources during the information seeking process" had the highest mean ($\bar{x}$=3.14), followed by "I feel anxious when what is retrieved during the information seeking process is obsolete" ($\bar{x}$=3.02), while the statements "making judgement on the relevance of the retrieved information makes me anxious", and "I feel anxious when I find too many unfamiliar information during the information seeking process" had the least mean ($\bar{x}$=2.86). The group mean for information resources barrier ($\bar{x}$=2.97) implies that the respondents showed a very high level of anxiety in accessing information resources.

In the area of searching for information barrier, the statement "I am worried about not being able to find the necessary information during information seeking process" had the highest mean ($\bar{x}$=3.13), followed by "I feel worried when my search terms do not bring about my desired information needs" ($\bar{x}$=3.10), while the statement "I feel embarrassed in the library because I don't know how to find information resources" had the least mean score ($\bar{x}$=2.39). The group mean score of ($\bar{x}$=2.82) on a four-point scale shows the respondents showed a high level of anxiety in searching for information.

In addition, in terms of computer/internet barriers, the statement "I feel overwhelmed when I use the Internet for seeking information resources" had the highest mean score of ($\bar{x}$=2.60), followed by "I am uncertain about how to complete the information seeking process" ($\bar{x}$=2.44). The statement "when I try to use computers for seeking information resources, I feel frustrated" had the least mean score ($\bar{x}$=2.22) ¬. The group mean score of ($\bar{x}$=2.39) on a four-point scale shows low or minimal anxiety in the use of computers and internet. In the area of library barrier, the statement "I feel uncomfortable asking for help from the library staff when seeking for information resources in the library" had the highest mean score of ($\bar{x}$=2.55), followed by "I don't have enough skill to access the e-resources in the library" ($\bar{x}$=2.47), while the statement "I am not comfortable using library services for seeking information resources" had the least mean score ($\bar{x}$=2.30) The group mean of ($\bar{x}$=2.41) on a 4 point Likert scale type depicts that post graduate students show low level of anxiety in the use of the library.

Lastly, in terms of topic identification barrier, the statement "selecting a general topic is a difficult part of information seeking process" had the highest mean score of ($\bar{x}$=2.77), followed by "I feel anxious when selecting a general topic for my research" ($\bar{x}$=2.59), while the statement "I am not sure how to start searching information resources" had the least mean score ($\bar{x}$=2.10). The group mean ($\bar{x}$=2.51) on a 4 point Likert scale type show a high level of anxiety due to topic identification barrier was exhibited by post-graduate students

On the whole, the grand mean score ($\bar{x}$=2.62) on the information seeking anxiety scale shows that post-graduate students exhibited high level of anxiety in the use of electronic resources. The highest anxiety was experienced by students in the area information resources barrier, in terms of evaluating the retrieved materials for quality, obsolesce and relevance.

Testing of Hypothesis

(iii) Hypothesis 1: There will be no significant difference in information seeking anxiety levels between male and female post-graduate students in University of Ilorin, Kwara State.

TABLE V
INDEPENDENT T-TEST TABLE SHOWING NO SIGNIFICANT DIFFERENCE IN INFORMATION SEEKING ANXIETY IN THE USE OF ELECTRONIC RESOURCES BETWEEN MALE AND FEMALE POST GRADUATE STUDENTS IN THE UNIVERSITY OF ILORIN

Gender	*N*	*F*	*T*	*DF*	*Mean Difference*	*SD*	*Sig (2-tailed)*
Males	*67*	*.057*	*1.205*	*119*	*66.64*	*9.87*	*.231 P>.05*
Females	*54*				*64.43*	*10.29*	

The third objective hypothesized no significant difference in information seeking anxiety levels between male and female post graduate students in the University of Ilorin.

Table 5 shows the independent t-test analysis showing no significant difference in the information seeking anxiety levels between male and female post graduate students. (M=66.64, SD=9.87) (F=64.43, SD=10.29, t (119) =1.205, p= .231). Therefore, P value is greater than .05 showing no significant difference in the information seeking anxiety levels between male and female post graduate students. The null hypothesis was therefore accepted.

(iv) Hypothesis 2: Gender, Age and Program of study do not jointly influence information seeking Anxiety of Post-Graduate Students in University of Ilorin, Kwara State, Nigeria

Hypothesis 2 revealed the relationship among the three independent variables (Gender, Age and Program of Study) and dependent variable (information seeking anxiety). To test this hypothesis, multiple regression analysis was used.

TABLE VI
REGRESSION ANALYSIS OF GENDER, AGE AND PROGRAM OF STUDY ON INFORMATION SEEKING ANXIETY AMONG POST- GRADUATE STUDENTS IN UNIVERSITY OF ILORIN, KWARA STATE, NIGERIA

Model	*DF*	*R*	*AdjR2*	*F*	*Sig*
Regression	*3*	*.418*	*.154*	*8.259*	*.000*
Residual	*117*				*p<.05*
Total	*120*				

Result of regression analysis as shown in Table 6 reveals a positive and significant relationship among the three independent variables (gender, age and program of study) and information seeking anxiety of post-graduate students (R=.418, P<.05). The R-square value of .154 implies that 15.4% of the total variance of information seeking anxiety of post-graduate students was accounted for by these three factors. The remaining 74.6% is due to other external factors Therefore, the null hypothesis was rejected.

(v) Hypothesis3: Gender, age and program of study do not contribute relatively to information seeking anxiety of post-graduate students in University of Ilorin, Kwara State.

TABLE VII
RELATIVE CONTRIBUTION OF GENDER, AGE AND PROGRAM OF STUDY TO INFORMATION SEEKING ANXIETY OF POST-GRADUATE STUDENTS IN UNIVERSITY OF ILORIN, KWARA STATE.

Model	B	Beta	AdiustedR2	T	Sig
(Constant)	51.927			9.772	.000
Gender	-2.888	-.143	.154	-1.697	.092
Age	.463	.070	.154	-716	.075
Program of study	9.720	.435	.154	4.464	.000

Table 7 shows the relative contribution of each of the independent variables to information seeking anxiety. Results revealed the relative contribution of each of the independent variables: Gender (β=-.143, t=-1.697, P>.05), Age (β=.070, t=-716, P>.05), Program of study (β=.435, t=4.464, P<.05). This result implies that program of study makes the strongest contribution in explaining information seeking anxiety; while gender and age made no significant contribution to information seeking anxiety. On the whole, this result has shown that students' program of study, whether Ph.D or Masters level contribute to information seeking anxiety. This means that post-graduate students exhibit information anxiety in their search for relevant and quality information for their research work.

(vi) What are the challenges hindering the use of electronic resources of post graduate students in University of Ilorin, Kwara State?

TABLE VIII
CHALLENGES HINDERING THE USE OF ELECTRONIC RESOURCES OF POST GRADUATE STUDENTS IN UNIVERSITY OF ILORIN, KWARA STATE

S/N	Challenges Hindering Use of Electronic Resources	SA F(%)	A F(%)	D F(%)	SD F(%)	Mean	Std. Dev.
1	Inadequate power supply	56 (44.8)	54 (43.2)	11 (8.8)	2 (1.6)	3.33	.709
2	Poor network/internet connectivity	51 (40.8)	63 (50.4)	6 (4.8)	5 (4.0)	3.28	.736
3	Limited access to computer terminals in the library.	43 (34.4)	59 (47.2)	18 (4.4)	3 (2.4)	3.15	.758
4	It makes my data subscription to finish up quickly.	34 (27.2)	56 (44.8)	25 (20.0)	10 (8.0)	2.91	.889
5	There is too much information retrieved that I can cope with.	21 (16.8)	54 (43.2)	42 (33.6)	8 (6.4)	2.70	.823
6	Uncooperative attitude of library staff to facilitate easy access	17 (13.6)	41 (35.2)	55 (41.0)	9 (7.2)	2.55	.818
7	I do not have adequate skills to search for e-resources in the library	12 (9.6)	45 (36.0)	45 (36.0)	22 (17.6)	2.38	.889
8	Using electronic resources often distracts me from doing my other work	11 (8.8)	41 (32.5)	54 (43.2)	19 (15.2)	2.35	.845
9	It is time consuming and wastes a lot of my time	6 (4.8)	39 (31.2)	62 (49.6)	18 (14.4)	2.26	.764
10	lack of knowledge to effectively utilize the resources	4 (3.2)	39 (31.2)	56 (44.8)	23 (18.4)	2.20	.778

Table 8 revealed the challenges experienced by post graduate students in the study locale in the use of electronic resources. The three most frequently experienced challenges by the students were: Inadequate power supply ($\bar{x}$=3.33), Poor network/internet connectivity ($\bar{x}$=3.28) and limited access to computer terminals in the library ($\bar{x}$=3.15) respectively. On the other hand, the least experienced challenge was lack of knowledge to effectively utilize the resources ($\bar{x}$=2.20). Each of the items on challenges posed by the use of e-resources had means above ($\bar{x}$=2.00) which depicts that post-graduate students were confronted with one challenge or the other in the use of e-resources.

VIII. Discussion of Findings

The study investigated information seeking anxiety and use of electronic resources among post graduate students in University of Ilorin, Kwara State, Nigeria. The findings of this study will be discussed in line with the objectives earlier stated and the extant literature.

The first objective of this study was to determine the frequency of use of electronic resources among post graduate students in the University of Ilorin, Kwara State, Nigeria. Findings revealed that post graduate used electronic resources The electronic resources which had the highest usage was the internet with a mean score of ($\bar{x}$=3.59), followed by e-journals ($\bar{x}$=3.02), while the electronic resource which had the least usage was e-exhibitions which a mean score of ($\bar{x}$=1.66). On the whole, this result shows that post graduate students used electronic resources extensively for their research work. However, other electronic resources such as e-subject guides ($\bar{x}$=1.95) and e-maps ($\bar{x}$=1.66) were minimally utilized. The result of this study supports the findings of previous studies on the use of e-resources among students (Owolabi, Idowu, Okocha & Ogundare, 2016; Okon & Lawal, 2012).

The second objective of this study was to find out the level of information seeking anxiety among Post graduate students in University of Ilorin, Kwara State, Nigeria. Findings revealed a moderately high level of information seeking anxiety among postgraduate students in the study locale with a grand mean score of ($\bar{x}$=2.62). Post graduate students showed varying levels of anxiety in their information seeking in the following areas based on their mean scores: Information resources barrier ($\bar{x}$=2.97), searching for information barriers($\bar{x}$=2.82), topic identification barrier($\bar{x}$=2.51), library barrier($\bar{x}$=2.41), computer/internet barrier($\bar{x}$=2.39). This finding is in tandem with Naveed and Ameen (2016) who reported a moderately high level of anxiety among post graduate students in Punjab, India.

The third objective hypothesized that there will be no significant difference in the information seeking anxiety levels between male and female postgraduate students. Findings revealed no significant difference in their information seeking anxiety level between males (M=66.64, SD=9.87) and females (F=64.43, SD=10.29, t (119) =1.205, p= .231). Therefore, P value is greater than .05 showing no significant difference in the information seeking anxiety levels. Hence, the null hypothesis was accepted. The result of this study negates the findings of Aghaei, Soleymani and Rizi, (2017) who reported a significant difference in ISA between male and female postgraduate students in Isfahan University of Medical Sciences.

The fourth objective hypothesized that gender, age and program of study will not jointly influence information seeking anxiety of post-graduate students in University of Ilorin, Kwara State. Findings revealed a positive and significant relationship between the three independent variables (gender, age and program of study and information seeking anxiety (R=.418, P<.05). The findings of this study supports Erfanmanesh (2012) who found that demographic characteristics such as gender, age and level of study influenced information seeking anxiety of post graduate students in Kuala Lumpur University, Malaysia. Therefore, the null hypothesis was rejected.

The fifth objective hypothesized that gender, age and program of study would not relatively contribute to information seeking anxiety of post-graduate students in University of Ilorin, Kwara State. Findings revealed that program of study had the strongest contribution to information seeking anxiety. This finding supports Naveed and Ameen (2016) who found a significant difference in anxiety scores based on program of study and stage of study. This shows that students' program of study whether Ph.D or Masters program heightens their information seeking anxiety as a result of the need to have relevant information materials for research purposes. Also gender and age did not contribute significantly to information seeking anxiety of post-graduate students. This finding affirms Ojo (2016) who found that age and gender did not influence information seeking anxiety.

The sixth objective was to determine the challenges faced by students in sourcing for electronic resources. Challenges mostly faced by the post graduate students include inadequate power supply, Poor network/internet connectivity, limited access to computer terminals in the library and lack of knowledge to effectively use the resources among others. This result supports previous findings in the literature on challenges faced by students in the use of e-resources in developing countries (Amusa & Atinmo, 2016; Mammo & Ngulube, 2015 & Okiki, 2012).

IX. Conclusions and Recommendations

This study has shown that electronic resources are well utilized by post-graduate students of the University of Ilorin regardless of the challenges posed in their bid to utilizing these resources. Again, students exhibited moderately high levels of anxiety in their information seeking tasks. Gender differences were not found in the information seeking anxiety levels of male and female post-graduate students. In addition, gender, age and program of study jointly influenced information seeking anxiety among the post-graduate students. However, in terms of relative contribution, gender and age did not contribute to ISA levels; while program of study contributed significantly and positively to ISA levels of the postgraduate students in University of Ilorin.

In the light of the above, the following recommendations are hereby made towards improving the utilization of e-resources; and equally combating the anxiety levels of post-graduate students:

1. Orientation programmes should be organized by academic libraries to train post-graduate students on effective ways of searching e-resources. This

will boost their confidence in evaluating e-resources for quality, currency and timeliness.

2. Libraries should generate alternative sources of power that will allow students to search e-resources 24/7 without being hindered by power failure.
3. Libraries should provide help desk services to post-graduate students to facilitate easy searching and retrieval of e-resources. By this, information seeking anxiety will be better managed.
4. Libraries should make available computer terminals for easy access to e-resources on the internet.
5. Library management should provide in-house training for staff on ways of handling information request of students without being a threat to them. By this moral support, information seeking anxiety levels of students can be easily surmounted.

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Combating the Menace of Fake News and Hoaxes in Nigeria for National Security: Intervention of the Information Professionals

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ABSTRACT

Misinformation and disinformation, popularly known as 'fake news' have assumed a disturbing dimension in recent times. Its damaging implications cut across every fiber of a people's communal life; from politics to religion, from business to social life. Perhaps, the most pronounced area of concern over fake news, particularly in Nigeria is national security, which unarguably is, the greatest challenge of the country at the moment. National security is a sine qua non for economic development and the total wellbeing of a nation. This paper therefore adopted a conceptual framework to basically examine the implications of the menace of fake news for national security. Effort was made to x-ray the conceptual overview and historical evolution of fake news, the strategies for curbing fake news as a way of promoting national security and consequently national economic development. Tips on how to identify fake news were equally suggested. The paper submitted that, fake news is fueling electoral violence, ethno-religious conflicts, leadership mistrust, jungle justice, among others. Consequently, the paper recommends that, efforts must be made by all relevant stakeholders to ensure that Nigerians are sensitize to understand the dangers posed by fake news as it threatens not only the peace and security, but the very corporate existence of the country.

Keywords: News, National Security, Insecurity, Information Professionals.

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I. Introduction

National security has become a serious issue of concern in Nigeria because there is high level of insecurity in the Land. Even with the Global Peace Index (GPI) 2019 report which states that, the average level of global peacefulness has improved very slightly in the 2019, more than ever before, Security challenges in Nigeria have continued to threaten the peace and progress of the Nigerian State. No time has the country ever encountered such enormous security threats that pose great danger to its very existence as a sovereign nation like the present time. There is literarily no part of the country that is immune to the devastating effects of insecurity. The activities of the deadly Boko Haram especially in the North-East, banditry, terrorism, insurgency, farmers/herdsmen clashes are daily occurrences across Northern Nigeria while in the South, kidnapping and armed robbery is everywhere. According to the Global Peace Index (2019) which measures the relative position of nations' and regions' peacefulness, Nigeria is one of the least peaceful places on earth. The Global Peace Index (GPI) which measures peacefulness across three domains; safety and security, ongoing conflict, and militarization ranked Nigeria 148 out of 163 countries in the world. In Sub-Saharan Africa, Nigeria seats among the top five least peaceful countries in the region alongside, the Democratic Republic of the Congo, Central African Republic, Somalia, and South Sudan. This state of acknowledged insecurity in Nigeria has continued to

impact negatively on every sector of our national life especially the economy. (Addendum I refers.)

Several factors such as absence of institutional capacity, disconnection between the people and government, the failure of security agencies in term of sharing information, ethno-religious/tribal conflicts among others have been identified as being responsible for the state of insecurity in Nigeria. However, one seemingly silent factor that has emerged as the greatest threat to security in Nigeria is the phenomenon of fake news.

Fake news is a fabricated information that mimics media content deliberately created and circulated with the intent to deceive. It is a medium through which social vices like hate speech is circulated to fuel ethno-religious crises, political tension, tribal sentiment, character assassination and corporate deformation. The primary aim of promoters and mongers of fake news is to instigate acts capable of causing disunity among people. It was hate speech and fake news that contributed largely to the genocide that ravaged Rwanda in 1994. Like a wide fire, the damaging implications of fake news to national security is indeed unquantifiable. Unfortunately, more than ever before, the media for spreading fake news are available, accessible and affordable. With the emergence of information and communication technologies, particularly the social media, fake news is created at will and disseminated with great ease. This situation portends great danger to national security.

Given the obvious recent ugly developments resulting from fake news across many countries of the world, it is perhaps little wonder that "fake news" has become a major preoccupation for international organizations, policy-makers, the media and media actors, civil society, the academia, and libraries in particular as the established custodians of authentic, reliable and verifiable information. But what really is 'fake news'? How did it come about? What implications does it have for national security? And how can it be curtailed with the view to promoting national security? Providing plausible answers to these questions by the information professionals is the focus of this paper.

II. Fake News: a Conceptual Explanation

The phrase "fake news" is made up of two simple words; 'fake' – meaning, something not genuine, but meant to be taken as genuine; and 'news'- meaning, information about current event. Therefore, one can literarily say that, fake news is information/news that is not genuine which is presented as, and is expected to be believed as being genuine. However, this definition may seem too simplistic and narrow, so we explore available literature for the opinions of other scholars from various backgrounds on the concept of fake news. According to McGonagle (2017), fake news is information that has been deliberately fabricated and disseminated with the intention to deceive and mislead others into believing falsehoods or doubting verifiable facts. In this regard, to the information professional, fake news and hoaxes is disinformation that is presented as, or is likely to be perceived as news. A type of yellow journalism or propaganda that consists of deliberate disinformation or hoaxes spread via traditional media or online social media.

In the same vein, Alawode, Olorede and Azeez (2018) view fake news as news articles that are intentionally and verifiably false and could mislead readers. The authors explained that, fake news includes false information that can be verified as such, created with dishonest intention to mislead readers.

So far, the core deducible elements of fake news are the 'falsefulness' of news content and the intent to deceive or mislead. Therefore, a false content that is created in error and circulated without the intention of misleading the consumers may be dismissible since no human system is immune to mistakes. It is against this background that Claire Wardle cited in Ogbette, Idam, Kareem and Ogbette (2019), identifies seven but discussed six types of fake news;

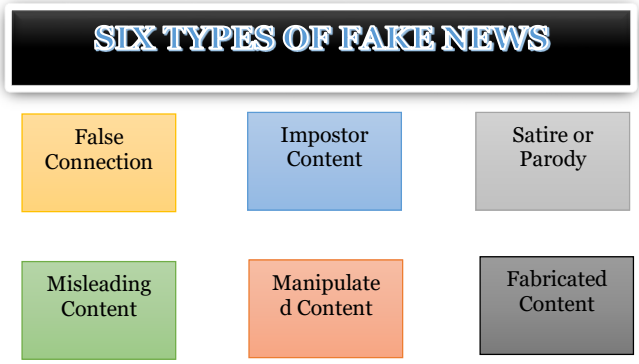

Fig.1. Different Types of Fake News

- Satire or Parody - no intention to cause harm, but has potential to fool
- False Connection - when headlines, visuals or captions do not support the content
- Misleading Content - misleading use of information to frame an issue or an individual
- Imposter Content - when genuine sources are impersonated with false and made-up sources
- Manipulated Content – when genuine information or imagery is manipulated to deceive, as with doctored photo
- Fabricated Content – when news content is 100% false, designed to deceive and do harm.

From the foregoing, it is clear that fake news takes different forms, from the harmless to the harmful. This understanding is needful in discussing 'fake news' as a societal vice. Therefore, we define fake news as deliberately manipulated or fabricated information or news content carefully disseminated with the intent of causing anxiety, uproar, incitement and harm at either individual or communal scale. It was in the fall of 2016 during the presidential elections in the United States of America that fake news began to dominate news headlines and fuel public discourse. But how did it all began?

III. A Brief About Fake News

Information fabrication otherwise known as 'fake news'

is not new. Misinformation, disinformation and propaganda have been features of human communication, but never before, has there been a technology to so effectively disseminate it. In 1450, the invention of a movable printing press by a German blacksmith, Johann Gutenberg dramatically facilitated the production and dissemination of news – the fake and the authentic alike. Accordingly, Standage (2017) believes that "fake news has been known since the earliest days of printing. In the 16th and 17th centuries, printers would crank out pamphlets, or news books, offering detailed accounts of monstrous beasts or unusual occurrences" with the motive of attracting patronage and readership. According to Posetti and Mattews (2018), "with the emergence of radio and television, satirical news evolved. Fake news and hoaxes have been in existence and have been trending even before the advent of the Internet. Fake news in the information world can be referred to as fictitious articles created and spread by rumor mongers to deliberately deceive readers knowingly or unknowingly. Unfortunately, the social media and other fake news outlets publish and circulate fake news to increase readership and sales of their commodities to generate revenue for economic gains and benefits. Their acclaimed benefit in many cases is a disadvantage to the society.

Finally, the arrival of the Internet in the late 20th century, followed by social media in the 21st century unimaginably escalated the dangers of misinformation, disinformation, propaganda and hoaxes". In Nigeria, fake news – be it intentional or unintentional is equally not new. For instance, in November 1989, the Nigerian Television Authority (NTA) announced the death of the first Governor General and President of Nigeria, Dr Nnamdi Azikwe. By the next morning, the news was on the front pages of most of the country's newspapers. It took two days before Dr. Nnamdi Azikwe cleared the air about the state of his health and informed the world that he was still alive and the false claim was relatively contained. Thirty year later, rumors circulated that General Mohammadu Buhari had died during one of his lengthy absences from Nigeria in 2017 on medical grounds and that he had been replaced by a clone called Jubril from Sudan. The supposed death of General Mohammadu Buhari in contrast spread like wildfire on Twitter, Facebook, WhatsApp and so many other social media platforms so much so that he had to address the claim at a news conference (News wires, 2019).

Indeed, both errors and fraudulent contents now go viral through peer-to-peer distribution, while news satire is regularly misunderstood and re-shared as straight news by unwitting social media users. Hence, we now live in a world with computational propaganda, state-sponsored 'sock-puppet networks', troll armies, and technology that can mimic legitimate news websites and seamlessly manipulate audio and video to create synthetic representations of any number of sources (Posetti & Mattews, 2018).

The spread of fake news on the Internet is further necessitated by the internet's ever-growing and connected nature and the preference for speed over accuracy and impact. Because internet content providers and distributors are in zero-sum, winner-takes-all battle for attention and patronage, they do all within their reach to boost traffic. Unlike the print media that exercise due diligence before reporting any news, the online media are usually overwhelmed by the frenzy of the opportunities of the new technology so much so that (Adeleke, 2016) alleges that, many journalists would rather publish first and verify later. This scenario is what is fuelling the spread of fake news in Nigeria and the world over with its accompanying negative security implications.

IV. Implications of Fake News to National Security

It is no longer news that, Nigeria is presently facing diverse and grievous security challenges. According to Oderinu, Zubair and Bakare (2019), weak security system, porous borders, persuasive material, inequalities and unfairness, unemployment/poverty, corruption and ethno-religious conflicts and so on has been advanced as the causes of these insecurity in Nigeria. Additionally, Salami, Adeyemo and Olawoyin (2018) summarize the causative factors of insecurity in Nigeria to include; absence of institutional capacity resulting in government failure; disconnection between the people and government; weak and poorly funded military establishment, and non-prosecution of perpetrators of violence in Nigeria. As a result of all these, the country has continued to witness a surge in banditry, terrorism, armed robbery, insurgency, kidnapping, militancy, farmers/herdsmen clashes among others.

National security is the decision -making process concerned with the identification of potential and actual threats, and the mobilization of resources in frame that properly ensures the safety and stability of the nation state, while simultaneously enhancing the promotion of national development. Security could be tagged as development, without it, the nation cannot develop economically, socially, scientifically, and technologically. The dynamics of our society has since altered the configuration of security to now include consideration for societally generated crises such as terrorism, riots, demonstrations, secret cult-related criminal acts, drug trafficking, inter and intra-ethnic strife, religious intolerance, armed robberies, kidnapping, advance fee fraud and a host of others that threaten lives and property, and indeed the peace and tranquility in the society (Oloyede & Esimokha, 2018). At the moment, nothing seems to threaten the peace and tranquility of the Nigeria State like the menace of fake news because it has emerged as the propeller to the forces that engender insecurity. This position was acknowledged by the Minister of Information Layi Mohammed (2018, quote news) who submitted that fake news threatens the peace, security and corporate existence of Nigeria, describing it as a time bomb waiting to explode.

The security challenges nations contend with are inextricably linked with their history, culture, social structure and economic conditions (Oloyede & Esimokha, 2018). The implications of fake news traverse almost all the social vices associated with the Nigerian society to fuel one form of crises or the other ranging from electoral

disruptions/violence, ethno/religious conflicts, economic instability, leadership mistrust, jungle justice, character assassination among others. How does fake news fuel these vices and insecurity in Nigeria?

V. Electoral Violence

Election is an indispensable element of a genuine and meaningful democratic process. It promotes competitive politics, guarantees political participation and entrenches rule of law. However, over the years, elections in Nigeria have been marred by disruptions and violence leading to the loss of many lives and properties. The unfortunate thing about some of the violence is that they were instigated by news that were never real. McGonagle, (2017) believes that, unlike other types of information, news plays a particular role in democratic societies; it is a key source of accurate information about political and social affairs, which informs public opinion and deliberative processes. If news is 'fake', it misinforms the public and democratic debate is polluted at the very source thereby leading to unpopularity of electoral victories with the attendant potential of rejection and revolt by the people.

Most of the panics and anxieties that characterize elections in Nigeria are generated and transmitted by peddlers of fake stories and rumor mongers who have no incentive to be honest. Using the instrumentality of the social media, they fabricate false insightful materials about political parties, political actors, and electoral body to cause tension in the country. In some cases, they go the extent of concocting and spreading fake election results which are not authenticated by the electoral umpire, thereby fueling widespread violence when the original results go contrary to the already circulated fake ones.

The negative impact of fake news on electoral processes is not peculiar to Nigeria. According to McGonagle (2017), fake news is often blamed for having a disruptive impact on the outcomes of elections and referenda and for skewing democratic public debates, with the 2016 US Presidential elections and Brexit referendum often cited as examples. Indeed, fake news has been flagged for fuelling propaganda, hate speech and electoral violence.

VI. Ethno/Religious Conflicts

Ethno/religious conflicts are unarguably the greatest source of violence in Nigeria. There are about 250 ethnic groups speaking over 500 different languages across the length and breadth of Nigeria. Greater number of Nigerians owe their allegiance first to their tribe/ethnic group, followed by their religion with very little interest in the entity called Nigeria. The ethno/religious fabric of the Nigerian system is so delicate that it is at the centre of every widespread violence in country.

According to News Wires (2019), manufactured lies in the guise of news endangers the delicate ethno-religious fabric of Nigeria. Fabrication of stories inciting the Country's largely Muslim north against the predominantly Christian south, is one of the traditional fault lines often used by proponents of restructuring the current federal system. The menace is threatening the peaceful co-existence of Nigeria and this should be a matter of great concern.

There is plethora of fake stories circulated through the social media with the ultimate mission of inciting fear, anxiety, suspicion, disunity across ethnic groups in Nigeria. A recent statement credited to Alhaji Gidado Siddiki, the leader of the Miyetti Allah Group, with a bold headline South East will boil any moment from now because of their stubbornness where he was alleged to have said that, "since they (the south easterners) are claiming to be stubborn, and had refused to give them their lands in peace, it will be taken by force and entire south east will be raided and taken over by the herdsmen (Siddiki, 2019). Expectedly, the news turned out to be what Claire Wardle described as "False Connection" (when headlines or captions do not support the content). Similarly, a certain story about the Fulanis disguising to attack people in some parts of Osun State is still trending on various WhatsApp platforms at present. The statement reads;

"Alert! Alert!! Alert!!!: good day, please pass this message to everyone in Osogbo and its environs. … from 7pm every day, their gate should be well locked. The Fulanis now dress in Yoruba outfits with dangerous weapons in their hands (with the) plans to come in and kill. If there is a knock on the gate from 7pm adult should attend to the person. Please don't open and don't talk. Let the person talk first. Tell your children also. Sent as received" (ASUP Ede Politics & Social WhatsApp Platform).

Another WhatsApp platform, trended this excerpt;

General T. Y. Danjuma (a former military General of Nigeria) has stated unambiguously that President Buhari is the direct founder and sponsor of Miyetti Allah and had concluded plans to provide safe havens for all West African Fulanis in the entire SOUTH and MIDDLE BELT (part of Nigeria). He made it clear that war had already been declared, going by spate of relentless killings, lamenting that the helpless victims are predominantly Christians.

The retired General warned that, Buhari has used Tinubu to divide south-west and that plans are underway to overrun Yoruba kingdom and make them subordinate to Hausa-Fulani Oligarchy.

…(there is) information that Imo State shall be the hotbed because of its central location and once it is captured, the entire SE/SS (South East and South South) is gone. And that Imo governorship election shall be used to ignite the Holocaust" (Random Reflections WhatsApp platform)

Similar fabrications abound on Facebook, Twitter, WhatsApp, Instagram and other social media platform, in some cases, even in the print media. To credit such fallacious statements to a former General like T. Y. Danjuma is not only ridiculous but dubious. The 2019 governorship election in Imo State had come and gone, and there was no holocaust in neither Imo nor any part of the entire Southern Nigeria. The devastating implications of circulating such fake news is that it causes panic and is capable of triggering violence across ethnic and religious divides thereby endangering national security.

VII. Leadership/Public Mistrust

Fake news is also used as instrument for gaining political advantage especially during electioneering. In this circumstance, political actors and their supporters peddle all manners of propaganda and fake stories to smear and dint the public image of their opponents. In order words, they engage in carefully planned and systematic character assassination to diminish public perception of individuals perceived as obstacles. Where this 'unholy project' is successfully executed, it could turn the people against their leaders and may result to widespread violence. A good example of this scenario can be drawn from the incidence of January 2012 when the Federal Government of Nigeria under the leadership of Dr. Goodluck Ebele Jonathan of the Peoples' Democratic Party (PDP) announced the removal of fuel subsidy which led to the some hike in the prices of petroleum products. The opposition party responded almost immediately by mobilizing Nigerians against the then Government, claiming that no such thing as fuel subsidy existed in Nigeria; that it was a ploy by the PDP led Government to loot the treasury of the Nation. What ensued was a massive revolt, demonstrations and crisis that crippled economic activities in the country for days; and a subsequent loss of a re-election bid by Dr. Ebele Jonathan in 2015.

Following the electoral victory of the opposition the All Progressive Party (APC), most Nigerians were shocked when the President Buhari led administration announced a hike in the prices of petroleum products citing subsidy as the reason. Although, the opposition had achieved their main motive of winning the 2015 presidential election, the January 2012 crisis with its attendant implications on the nation's economy, loss of lives and properties and character assassination would have been avoided if not for propaganda and peddling of fake news. A recurrent claim against the incumbent President Muhammad Buhari who is a moslem from the north, is that he has what some people call "Islamization and Fulanization' agenda to extend Sharia law across the country, and to establish Fulanis as land owners across the nook and cranny of Nigeria. Some of these stories are capable of igniting distrust in the President by the citizens of the country. Standage (2017) believes that, 'the flowering of fabricated stories corrodes trust in the media in general, and makes it easier for unscrupulous politicians to peddle half-truths' which is always detrimental to the overall welfare of the people.

VIII. Jungle Justice

Security is a comprehensive protective system put in place to ensure that lives and properties of citizens are safe and secured. In recent times, the phenomena called jungle justice has been on the rise, resulting to the unnecessary loss of lives of citizens in very uncanny ways. It is a form of public extrajudicial killings, where an alleged criminal is publicly humiliated, beaten or summarily executed by a crowd. The spread of fake news is obviously one of the fueling factors contributing to the rising cases of jungle justice. Ogbette et al (2019) reported that a dozen people were killed in India just because of fake news of hoax messages. The victims were lynched after they were falsely accused of child abduction based on fake news circulated via WhatsApp platforms. Such cases abound in Nigeria where people are victimized for unverified allegations by mischief makers spread through the social media.

Indeed, the implications of fake news for national security are diverse and damaging. In recognizing the dangerous potentials of fake news, the United Nations (UN) Rapporteur on Freedom of Opinion and Expression, the Organization for Security and Co-operation in Europe (OSCE) Representative on Freedom of Expression, and African Commission on Human and Peoples' Right (ACHPR) Representative on Freedom of Expression and Access to Information, in a joint declaration of 'Freedom of Expression and Fake News, Disinformation and Propaganda' emphasized that, disinformation and propaganda may harm individual reputations and privacy, or incite to violence, discrimination and hostility against identifiable groups in society (International Specialized Mandate on Freedom of Expression, 2017). A recent report released by the BBC revealed that fake news was responsible for the escalation of farmers and herdsmens' crisis in most parts of the country.

In Nigeria and everywhere around the world, the negative impacts of fake news is growing so much so that some scholars fear that, the phenomenon may be at the foundation of the next world war. The issues surrounding fake news became a major preoccupation of the United Nations (UN) in the early days of the organization with the onset of the cold war. The problem was framed in terms of the threats posed to friendly relations between peoples and states by the systematic diffusion of deliberately false or distorted reports. (McGonagle, 2017) Back in 2013, the World Economic Forum's Global Risk Report warned that misinformation could spark "digital wildfires" in our hyper-connected world.

Unarguably, fake news is a social phenomenon that is prominently promoting insecurity in Nigeria. Therefore, any sincere effort by the information professionals at tackling insecurity in the country must include strategies for curbing the menace of fake news comprehensively. In this regard, this paper proceeds to discuss some strategies for curbing fake news in Nigeria.

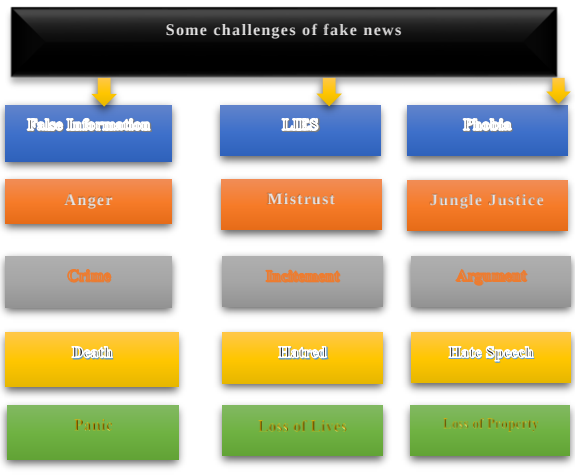

Fig. 2. Some challenges of fake news

IX. Strategies for Curbing Fake News in Nigeria

Fake news is harmful to our community, it makes the world less informed, erodes public trust (Mosseri, 2017) and threatens national security. Therefore, all relevant stakeholders – telecommunication companies, the media, librarians and other information professionals as well as teachers have a responsibility in addressing the menace of fake news. From the telecommunication perspective, it is believed that, most fake news is financially motivated; and one of the most effective approaches to fighting it, is by removing the economic incentives for traffickers of misinformation who make money by masquerading as legitimate news publishers and posting hoaxes that get people to visit their sites (Mosseri, 2017). Additionally, telecommunications companies should build new products to identify and limit the spread of fake news on their plat forms.

Also, relevant stakeholders should be supported in developing participatory and transparent initiatives for creating a better understanding of the impact of disinformation and propaganda on democracy, freedom of expression, journalism and civic space, as well as appropriate responses to these phenomena. Government must as well find a way to support its core traditional media for acceptability over social media. Nigeria in particular must ensure that its national newspapers and television stations are sustainable to practice quality journalism that will be acceptable and preferable to the people (Okogba, 2018). The need to rebuild trust in the traditional media is born out of the fact that political encroachment is having very negative impacts on most media houses in Nigeria, making most Nigerians to believe that every piece of news is either out rightly fake or fake with a touch of real.

Furthermore, the International Specialized Mandate on Freedom of Expression and/or Media (2017) recommends that measures should be taken to promote media and digital literacy as part of regular school curriculum and by engaging with civil society and other stakeholders to raise awareness about the issue of fake news.

Finally, librarians as traditional information providers are at the very centre of all information businesses. They have significant role to play in curbing the fake news. According to Denise (2018), libraries have a long history of working to strengthen the information literacy skills of their patrons, and one can easily view the fake news phenomena as just the most recent iteration. The bigger landscape of fake news reveals a complicated issue that resonates the indisputable importance of critical and evaluative skills. In this regard, the intrusion of fake news has provided libraries and librarians with a challenging but unique opportunity to engage their user communities on a broad discussion on the subject of critical and analytical thinking as part of their information seeking behaviour in the current information environment. The emphasis must therefore continue to lay on promoting information literacy skills among user communities.

X. Tips on How to Identify Fake News

Separating fact from false can be really tasking. But getting the truth is a worthy course no matter what it costs. Here are some tips on how to identify fake news:

1. Consider the Source of the Information: click away from the story to investigate the site, its mission and its contact information
2. Read beyond the Headlines: most headlines are usually sensational in order to attract people's attention. Read beyond the headlines to get the details of the news.
3. Check the Author: do a quick check on the author to ascertain his/her credibility
4. Investigate the Article: if you are unsure about a news article, do some quick investigations. First check the date to ensure that it is current. Most fake news and hoaxes are just old stories been presented as new events.
5. Develop a Critical and Evaluative Mindset: fake news are usually sensationalistic. Go beyond the sensations and ask critical mental questions about the ultimate reason behind the story. Does this story sound truthful?
6. Examine the Evidence: credible new stories usually include sufficient facts and figures from credible sources. Therefore, critically examine the evidence to determine that something actually happened, or if the facts have been twisted to back up a particular point of view.
7. Look out for Fake Images
8. Using modern editing software, people now create fake images that look real to support their fake stories. You can use the Google Reverse Image Search to check if an image has been altered or used in the wrong context. Equally, Artificial Intelligence Technologies can be employed.
9. Search for Other Sources
10. As a general rule, always have at least two reputable sources for a story before you do anything with such story. Ensure you find other source(s) using search engines to confirm the story.
11. When in doubt, ask the professionals
12. You can visit fact-checking websites like FactCheck.org, International Fact-Checking Network (IFCN), PoltiFact.com, Snopes.com, among others to verify your facts.
13. Stay Away from Unverifiable News
14. As much as possible, information professionals should stay away from any news that you cannot verify its authenticity. Do not share it.

XI. Conclusion

If Nigeria must be progressive in the path of economic development, the challenges of insecurity must be reasonably curtailed. As it has been established in this paper, the menace of fake news is contributing to the escalation of the security woes of the country. It is fueling hatred, ethno-religious conflicts, political violence,

leadership mistrust, economic instability, inter-tribal anxiety, character assassination, and ultimately posing serious threats to national development. The spread of fake news has been given impetus by the emergence and dominance of information and communications technologies especially the social media within the present information environment of the 21st century. Indeed, the trend of fake news and hoaxes may be impossible to eradicate, but its negative implications can be reduced or managed if all stakeholders take committed responsibility in doing all that need to be done.

XII. Recommendations

In addition to the already suggested strategies for curbing the negative implications of fake news in national security, the following are recommended:

1. Librarians and other information professionals must carefully peruse, select, store, process, and disseminate information only from verifiable sources.
2. The media regulating agencies should insist on media professionalism from media houses and professionals in order to avoid using them as instruments for the spread of propaganda especially by the elite/political class.
3. The Federal Government through its agencies like the Ministry of Information and the National Orientation Agency (NOA) should intensify campaigns against fake news in Nigeria, particularly as it concerns national security. Jingles and quote news must constantly be employed to play down the trend of fake news and hoaxes.

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Institutional Repository Activities in Kenneth Dike Library, University of Ibadan, Nigeria

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ABSTRACT

There is a glaring divide between institutional literature and the user community. Institutional Repository (IR) deals with bridging the gap between institutions' ever growing educational and research output, and the users of the materials for teaching/learning, research, decision making and societal advancement. According to literature, the pace of adoption of IR has been slow and quit uneven especially in the developing world with very few universities adopting IR in Nigeria. In the light of the innumerable benefits of institutional repository, Kenneth Dike Library has joined university libraries all over the world in the adoption of institutional repository. The paper examined the institutional repository of Kenneth Dike Library, University of Ibadan (UI) which is a Premier university in Nigeria. The study adopted survey method. Interview instrument was used for the study. The basic information about UI institutional repository development and management procedures were obtained through a face-to-face interview with some of the library's systems staff that are knowledgeable on the university's IR. The study identified the procedural activities in the IR development at Kenneth Dike Library (KDL), which include strategic planning of the project by UI library management, seeking for and obtaining the university management's approval, the adoption of in-house approach to digitization and management of IRs, and the continual digitization processes. Finally the study indicated some problems and solutions in the management of University of Ibadan IR project which could be of help to those institutions that are yet to establish IRs.

Keywords: Institutional Repositories; Digitization; Kenneth Dike Library; University of Ibadan; Nigeria.

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I. Introduction

Nigeria has more universities than any country in Sub-Saharan Africa, with a total of 152 universities (NUC, 2018). These universities function as a focal point for academic research in the country, making the volume of research output originating from academic institutions and addressing local problems in Nigeria to be very high. Egwunyenga (2008) has attributed this to the fact that research is made compulsory for both lecturers and students either by job description or by prescribed academic program of study. Despite the increasing scholarly output, the visibility and impact of institutional research in Nigeria is still very low due to scholarly communication, like in other developing countries in Africa is mainly print based which has low visibility (Utulu and Bolarinwa, 2009). This has resulted in limited access to scholarly publications, as the cost of journals subscription is quite high coupled with inadequate funding of university libraries.

The emergence of Open Access Institutional Repository is a way of bridging the gap between institutional scholarly literature and access by the user community. Crow (2002) described institutional repositories as, "digital collections capturing and preserving the intellectual output of a single or multi-university community". That means that Institutional repository has a way of reducing the cost of scholarly publications and increasing the visibility and access of scholarly research output of the institutions by

hosting them in the institution's professional societies, or third-party provider's website. Crow continued that IRs provide a compelling response to two strategic issues facing academic institutions: they provide a central component in reforming scholarly communication by stimulating innovation in a disaggregated publishing structure; and they serve as tangible indicators of an institutions quality, thus increasing its visibility, prestige, and public value. An institutional repository can also be defined by the purpose that it serves, which is the capturing, collection, management and dissemination of the 'intellectual output of a single or multi-university community' (Markey, Rieh, Jean, Kim and Yakel, 2007).

Rieh (2007) reported that: "an IR provides access to those collections that no one would ever know that they exist. Another library staff member sounded even more excited in claiming that an institutional repository allows serendipitous discovery across disciplines that was not possible with print materials. It enables students to get their work around and beyond the boundaries of themselves and their professors. Rosenblum (2008) explained that an IR is a resource or a system that facilitates the capture, storage, preservation, and dissemination of an institution's intellectual outputs in an electronic form. Such outputs vary from one institution to the other, but often capture theses and dissertations, while others capture published papers, unpublished preprints, working papers, conference presentations, datasets, teaching materials, etc. Most institutional repositories include other grey literature which is usually difficult by their nature to access by researchers. IR therefore complements and boosts the library resources and services. Institutional repositories facilitate the development of universities' intellectual property policies; encourage faculty and administration perspective on such issues.

Lynch (2003) described a university-based IR as: a set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members. It is most essentially an organisational commitment to the stewardship of these digital materials, including long-term preservation where appropriate, as well as organisation. Furthermore, Westell (2006) on his part said, "The institutional repository can provide excellent examples of initiatives that speak directly to research and scholarship. It can as well provide a rich set of data to illustrate the breadth and depth of research being carried out at the institution." Hence, Institutional repositories can greatly facilitate enhanced access to traditional scholarly content by empowering faculty to effectively use the new dissemination capabilities offered by the network.

Considering the enormous benefits of IR, institutions all over the world are embracing IR as a means of disseminating and preserving their intellectual output. OpenDOAR (2014) reported that at present, there are more than 3,370 open access institutional repositories listed in the directory of OA journals, DOAJ (www.doaj.org) maintained at the Lund University. The proportion of the repositories by continents is as follows: Europe – 1194 (46.1%); North America –527 (20.3%); Asia – 454 (17.5%); South America – 231 (8.9%); Africa – 95 (3.7%); Australia – 59 (2.3%); Caribbean – 15 (0.6%). As can be seen, Africa is lagging behind in the establishment of IRs.

II. Nigerian Universities and Institutional Repository

The OpenDOAR, (2014) reported a dismay record of adoption of IRs in Nigeria. Out of 95 open access institutional repositories in Africa, Nigeria has only 8 (7.9%) while South Africa has 28 (31.5%). The universities that are at various levels in their IR projects in Nigeria are: Ahmadu Bello University; Covenant University, Ota; Federal University of Technology, Akure; University of Ibadan, University of Jos; and University of Nigeria, Nsukka.

Recognising the significance of a new mode of access to data, academic libraries in Nigeria have taken the responsibility to automate their system. Funding organizations such as the Federal Ministry of Education in Nigeria has introduced the Virtual Library Project, which draws assets collectively electronically, connecting all the instructional libraries in Nigeria together, with the center at the National Universities Commission (Federal Ministry of Education 2000). The libraries that participated emerged as access factors to the universal information resources.

The international workshop held at Ahmadu Bello University Zaria in 2008, on open access repositories, in which Nigerian universities and research libraries were admonished to organise their scholarly output into institutional repositories with an intention to make their research works available both nationally and internationally through open access. This is in view of the numerous advantages open access offers. For instance, open access resources have carried out vital roles in scholar communities, particularly faculty members, who for their instructions had depended on information in library and information science; they have now extremely benefitted from open access resources. As readers, they used it as information source without the limitation of time, budget, and it does not require a journey to the library. Publishing in form of electronic, open access resources are predisposed to be quicker and accessibility is much less complicated than conventional materials; its users tend to get updated information covering broad subject areas, of course, including the focal area of Library and Information Science. Findings show that some of the faculty members used open access resources as teaching medium for conducting their lectures. It has been noted that the most frequently used journals are OAJ: 'Free Fulltext', 'D-Lib Magazine', and 'DOAJ (Directory of OAJ)' (40.3%, 15.9%, and 15.3%, respectively) (Tonta, 2008).

Bozimo (2008) and Okojie (2008) supported the call for open access through institutional repositories. Okojie opined that the paradigm would possibly make Nigerian researchers and librarians, gain advantage, leapfrog and become part of the global network of researchers. This is in consideration that whether through a consortium or through exclusive subscription, academic libraries acquire

and disseminate electronic portals and databases. The Consortium of Nigerian University Libraries (NULIB) has subscribed to EBSCOhost. The internet portals include Access to Global Online Research in Agriculture (AGORA), Health Internetwork Access to Research Initiatives (HINARI), Online Access to Research in the Environment (OARE), Database of African Theses and Dissertation (DATAD), and many offline databases such as MEDLINE. These are worldwide information sources which may be accessed through academic library gateways.

In Nigerian academic establishments, a leading position in digitising and supplying universal access has been demonstrated by University of Jos library. The National Universities Commission (2007) advocated that academic libraries must offer access to both print and digital resources in order to serve their clients better, to boast the visibility of their institutions, and as a measure of prestige. Anunobi and Okoye (2011) stated that "for Kashim Ibrahim library, Unesco's sponsorship of the heads of six University librarians to a workshop on the use of the Greenstone open source software, sparked the library's initial interest in digitization". They added that the digitisation of theses and dissertations at the libraries of Jos and the Obafemi Awolowo Universities, organized by the AAU-DATAD, provided a model for ABU to start the digitization of its post-graduate theses and dissertations. That means that training and bold/successful steps of some libraries will serve as important form of motivation for other libraries towards the establishment of IRs.

Preliminary findings revealed that there are only five universities with functioning open access IRs in Nigeria. They are Ahmadu Bello University, Zaria; Covenant University, Ota; Federal University of Technology, Akure; University of Jos; and University of Nigeria, Nsukka. There are a few other universities in Nigeria which might be at various stages in the establishment of IR. For instance, University of Ibadan, Federal University of Technology, Akure and Federal University, Oye-Ekiti have adopted Institutional Repositories but at various stages. It could be seen that the establishment of IR in Nigerian universities is relatively new, and at the developmental stage. The adoption rate is very low. There are few previous studies on IRs in universities in Nigeria (Christian, 2008; Nwokedi, 2011) and none of the studies has actually addressed the institutional repository activities at Kenneth Dike Library University of Ibadan, Nigeria which is the premier university in Nigeria.

III. Objectives

The main objective of the study is to examine the institutional repository activities at Kenneth Dike Library, University of Ibadan, Nigeria.

The specific objectives are to find out:

1. The procedures used in the development of institutional repository at Kenneth Dike Library, University of Ibadan, Nigeria.
2. The digitization processes in the development of institutional repository at Kenneth Dike Library, University of Ibadan, Nigeria and
3. The problems encountered, and solutions put in place by the institutional repository managers of the project.

Research Questions

1. What are the the procedures used in the development of institutional repository at Kenneth Dike Library, University of Ibadan, Nigeria?
2. What are the the digitization processes in the development of institutional repository at Kenneth Dike Library, University of Ibadan, Nigeria?
3. What are the problems encountered and solutions put in place by the institutional repository managers of Kenneth Dike Library IR project?

IV. Research Methodology

The study adopted survey method. Interview instrument was used for the work with observation. The researcher organized interview sections with the librarian and those who are in charge of the Institutional repository project at UI. The basic information about University of Ibadan IR development and procedures were obtained through a face-to-face interview with some library's systems personnel who are knowledgeable on the university's IR. They included the systems unit librarian, digitization Librarian and those involved in the digitization of materials in the library. A total of five library staff were interviewed. Questions were directed at the selected library staff. The questions sought information on identifying and determining the activities involved, the processes and procedures in the management of the IR as well as human resources /material implications necessary for the successful implementation and smooth running of the system.

V. Results

Background Information of Kenneth Dike Library's Ir

This section deals with the profile of the library in study. Such background knowledge include the year of establishment of the Kenneth Dike Library, University of Ibadan the total collection size, time the institution started IR amongst others.

TABLE I
BACKGROUND INFORMATION OF KENNETH DIKE LIBRARY

Year of establishment	1948
Total collection size	Over 1,000,000
Time IR started	2014
Time ended (backlog)	On going
Number of staff	5
Number of computers	14
Number of scanners	12
Digital Camera	1

Table 1 indicates that Kenneth Dike Library started in 1948, with the establishment of University of Ibadan, the premier University in Nigeria. The collection size is well over one million. The finding revealed that U.I. institutional repository started in 2014. The staff strength used for the project consist of two library professionals and three IT staff, forming a team of five staff for the repository management. Presently, there are 14 computers, 12 scanners and one TIV Book Driver Professional Digital

camera. The staff is still battling with the digitization of the backlog of thesis and other grey materials in the library while faculty members are bringing in their post prints.

Research Question 1: What are the procedures used in the development of institutional repository at Kenneth Dike Library, University of Ibadan, Nigeria?

The activities involved in UI IR as narrated by the head of the section, is represented on Fig. 1.

Strategic planning by the management of UI library

Seeking for and getting the universities' management approval

Deployment of in-house approach to digitization/efficient vendors for the project

Selection of materials for digitization based on certain criteria,

Employment of a set of highly specialized skilled personnel

Purchase of good and efficient computer systems/server and internet connectivity

The adaptation of Macromedia fireworks software

Staff trainings to keep up with trends in the maintenance of IR

Awareness programmes.

From the flow chart, the procedural activities in the IR development at UI are grouped into stages. The starting stage was strategic planning of the project by UI library management, and getting the universities' management approval. This is followed by the decision on the approach to be adopted in the IR project, and eventual adoption of in-house approach to the digitization and management of IR system. This stage was preceded by good and efficient vendor deployment to ensure quality and the selection of the materials for digitization based on certain criteria.

Next was the recruitment of a set of highly specialised skilled personnel accompanied with appropriate trainings to manage the institutional repositories, and the procurement of equipment /software for the digitization process. This was coupled with the configuration of a good and efficient computer systems/server and internet connectivity. Finally, Awareness programmes were conducted to facilitate the use of the repository by the academics, students and other UI community members.

Research Question 2: What are the the digitization processes in the development of institutional repository at Kenneth Dike Library, University of Ibadan, Nigeria?

Tables 2 and 3 present the Digitization requirements and processes at Kenneth Dike Library as reported by the head digitization Section of the library.

TABLE II
DIGITIZATION EQUIPMENT, FORMAT OF DIGITIZED MATERIALS AND STANDARDS ON DIGITIZATION PRESERVATION

Equipment for digitization	Format of digitized materials	Standards on digitization preservation
Scanner	The Digital image formats used is colour	Digital documents generation (word processing)
Desktop Computer	File format is PDF	Database management
Digital Camera	Compression methods used are ZIP and WAR	Electronic format
Printer	File size obtained for compression-Mbytes	Imaging software (Photoshop and Fireworks)
CD-Rom	Average compression rate by image types- olour	Web development language
UPS		Web site development software
Wireless AP		Library management software.
Outdoor Radio		
Projector		

Table 2 presents the equipment used for digitization in KDL, the format of digitised materials and the standards on digitisation preservation. The equipment used for digitization in KDL are: twelve (12) Scanners, fourteen (14) Desktop computers, one (1) TIV Book Driver Professional Digital camera, Printer, CD-Rom, UPS, Wireless AP, Outdoor Radio, Projector. Digital image format used is coloured; File format is PDF, Compression methods used are ZIP and WAR. Again the File size obtained for compression is Mbytes, while the average compression rate by image is also coloured. As for the standards on digitisation preservation, KDL makes use of Digital documents generation, Database management, Imaging software, Audio recording software, Web development language, Web site development software and Library management software.

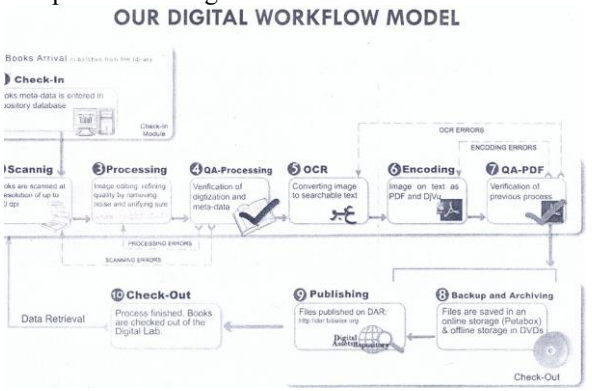
TABLE III
WORK PROCESS / PROCEDURE IN THE DIGITISATION OF MATERIALS FOR IR IN KDL, UNIVERSITIES IN NIGERIA

Stages	Work procedure
Stage 1	Materials are moved to the digitisation chamber
Stage 2	Materials are scanned
Stage 3	Image editing
Stage 4	Generation of metadata
Stage 5	Converting image to searchable text
Stage 6	Converting to PDF
Stage 7	Verification of the previous processes
Stage 8	Storage: a. online- (Potabox) b. offline- Terabyte Storage Disk (TSD)
Stage 9	Materials are checked out of the chamber

Table 3 shows the work procedure in the digitization of materials for IR in KDL

The starting point in the process of digitization is the movement of materials to the digitisation chamber, where they are organized, scanned and edited. This stage is proceeded by the generation of metadata for each item and the conversion of image to searchable text and PDF. Furthermore, the previous processes are verified, before the materials' storage/ checking out are done. There are two types of storage systems: online storage ((Potabox)) and offline storage in Terabyte Storage Disk.

The Digital Workflow model for Kenneth Dike Library IR is represented in figure 2.



Research Question 3: What are the problems encountered in IR project and solutions put in place by the institutional repository managers for the IR project?

TABLE IV
PROBLEMS AND SOLUTIONS IN UNIVERSITY OF IBADAN IR PROJECT

Problems in UI IR project	Solutions
Academics/researchers are not fully yielded to submiting their works to IR	Awareness and advocacy through emails, universities bulletin and face to face interaction.
Inadequate professionals and technical staff	Not yet achieved
Copyright issues	Only open access publications are made open on the IR, while others are only forwarded to authors on request
Inadequate facilities and Power supply	Provision of a backup generator
Poor funding	TedFund intervention
Non written digitization policy	Not yet achieved
Preservation issues	Preservation is in terabytes
Issues in the submitted publications (Sometimes missing pages of some submitted works and faint duplicate copies)	Emails are sent to concerned persons

From the responses by the IR manager at UI during the interview session, there were various problems encountered in the development and sustenance of IR project in UI. The problems as highlighted in table 3 are as follow: academics/researchers are not fully yielded to submitting their works to IR; inadequate professionals and technical staff to manage the IR; Copyright issues; inadequate facilities and power supply occasioned by poor funding, and the non-existence of written IR policy. Finally there were some issues with preservation, as well as in the submitted publications for digitisation. For instance some of the copies of materials submitted for digitization were not in good state for scanning.

Though KDL institutional repository managers are still battling with a few of the problems in the management of the IR, some means of solution have been attained. Such measures used to tackle the problems include: Awareness and advocacy programes on IR through emails, universities bulletin and face to face interaction with the lecturers. There is the provision of a backup generator to augment power supply. Again only open access publications are made open to users on the website. TetFund intervention in the procurement of facilities for IR, and the constant communication with authors where there is need to straighten issues with their publications.

VI. Discussions

The establishment of institutional repositories in universities in Nigeria is relatively new, and at the developmental stage. The University of Ibadan institutional repository started in 2014, with the repository section consisting of a team of competent staff: both professional and paraprofessionals. The staff of the section have appropriate ICT competence. The IR section is also furnished with appropriate facilities and equipment for the efficient running of the system. The equipment used in UI library for the digitization processes include: desktops, scanners, digital cameras, printers and server. Again the software options for IR were considered and Macromedia fireworks software was deployment due to the fact that it is an open source software, cheap, flexible, and easy to maintain.

The procedural activities in the IR development at UI are: strategic planning of the project by UI library management, management approval, deployment of in-house approach to the digitisation and management of IRs and the continual digitization processes. According to the respondents, in-house approach is more sustainable than using contractors, as it eliminates communication gaps that usually emerges between the vendors and IR managers, as well as enhances efficiency and low maintenance cost.

The starting point in the process of digitization is the movement of materials to the digitisation chamber, where they are organized, scanned and edited. The selection of the materials for digitization was made based on certain criteria such as:

- The historical value of the material
- The academic importance of the intellectual property

- The need to preserve the intellectual property of the university
- The need to save space
- Cultural values of the intellectual property and
- The need for increased access to the intellectual property

Editing of the scanned materials is necessary to ensured that they are preserved in good state. This stage is preceded by the generation of metadata for each item and the conversion of image to searchable text and PDF. Furthermore, the previous processes are verified, before the materials' storage or checking out are done. Though there are many besetting hindrances to the full development of the University of Ibadan IR, the challenges are being tackled and overcome.

Firstly, academics/researchers are not fully yielded to submitting their works to IR. This problem is being tackled with awareness and advocacy through emails, universities bulletin and face to face interaction with the faculty members on the need and benefits of IR.

Next is the issue of inadequate professionals and technical staff to manage the IR. Though the staff strength is still low, appropriate trainings are usually organized to enhance their professional and technical capacities respectively.

As regards the issues of Copyright, only open access publications are made open on the IR, while others are forwarded to authors on request. University of Ibadan IR is also hindered by inadequate facilities and power supply occasioned by poor funding. However, the TedFund intervention project has been very supportive in the procurement of some infrastructure for the sustenance of the system.

Another impediment to the efficiency of the system is the non existence of written policy, which spells out the submission process, IR content, data type, and preservation etc. Though there are guiding principles, but are not formally documented.

Finally there are preservation issues, as well as in the submitted publications (sometimes): It was reported that there were times, authors submit works with some missing pages and faint duplicate copies. To resolve this problem, preservation is done in terabytes, while authors are communicated on the issues with their works through the use of email, for ratification.

Conclusion

The deadly COVID-19 virus is still wreaking havoc around the globe. Unfortunately, we have observed the virus's unrestricted global spread. Information services appear to have been hampered. We need to think about dynamic, inventive approaches to improve information access, taking a cue from the pandemic's experience. Digital services allow for a larger number of users to be engaged at once, as well as a wider range of material. The functional capacity of human sensory organs plays a big role in information seeking. A human's natural method of acquiring information is through sight. Similarly, information resources for visually impaired people can only be useful if they are both readable and audible.

VII. Conclusion

The institutional repository at the University of Ibadan is still at the inception stage but making a tremendous progress. The repository is accessible to users and working efficiently and effectively. There is need for a written IR policy to be put in place, coupled with more awareness programmes in order to sensitize the university community on IR so as to ensure optimal support and contributions by the stakeholders.

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Demographic Factors and Electronic Resources/Services Use: Evidence from Adeleke University

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ABSTRACT

Information behaviour studies indicate that undergraduates tend to use e-resources/services (ERS) as information sources. This study examines the influence of demographic factors on ERS use among undergraduates of Adeleke University in Nigeria. A field survey methodology was used for the study and 352 undergraduates from six academic faculties served as the respondents. Data were collected by the use of a questionnaire. The findings revealed that undergraduates used varying levels of ten categories of ERS predominantly for academic purposes. The results indicated by non-parametric tests demonstrated that the frequency levels of ERS use for academic information by undergraduates had no significant difference with student's status (finalist and non-finalist) and gender. But, a statistical difference existed between frequency levels of ERS use for academic information, and age group and academic faculty. The study concluded that disciplinary-oriented ERS must be provided for undergraduates to address faculty information needs for disciplinary research.

Keywords: Adeleke University, Demographic factors, Electronic resources/services, Electronic resources/services utilisation, Undergraduates, Nigeria.

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I. Introduction

Electronic resources/services (hereinafter ERS) heralded digital library technology where information becomes unhindered breaking the conventional brick-and-mortar and person-to-person information provision for various clientele undertakings. The implication is seen in many information behaviour studies pointing to undergraduates using more of e-resources as information sources creating diverse electronic information services in obtaining information for academic activities (Adeyalo & Ogunniyi, 2020; Howlader & Islam, 2019; Okoh & Ijiekhuamhen, 2014; Oyadeyi, 2014; Tilahun & Natarajan, 2016). However, despite ERS ground-breaking features, they have often been generalised in terms of utilisation by undergraduates engaging them for academic activities leaving library and information professionals with an information-source-delivery dilemma.

Many local and foreign studies in this well researched field have been carried out, but the results have been limited and defined by the factors of age, gender, academic semesters, ERS types, purposes, disciplines, institutions and so on. Conceivably, in Nigeria and many parts of the world where private and public universities are increasing by the day, another variability factor sets in – private and public undergraduates' difference that may assuredly account for ERS needs and utilisation among these groups. For instance, studies on undergraduates' information seeking behaviour have associated some of these information-delivery factors to providing solutions to information problems such as lack of awareness of library resources/services, dearth of information literacy instruction in universities, and the absence of well-planned information systems aimed at providing ERS if well understood (Ferdows & Ahmed, 2015; Joo & Choi, 2015).

This study maintains that well-planned information systems poised to provide the right ERS will reliably revolve around demographic factors towards addressing timely and specific undergraduates' information needs. Not

surprising, Howlader & Islam (2019) emphasised that for university libraries to remain relevant to undergraduates, and be effective information service providers; broader understanding of the information behaviour of undergraduates in terms of the utilisation of ERS becomes a necessity. Understanding this standpoint may better equip the management of institutions, academic libraries, library and information professionals and other service providers to help offer appropriate and needed ERS to undergraduates. The present study adopts a survey research strategy to clarify the influence of demographic factors on the utilisation of ERS by undergraduates of Adeleke University (a private-owned university in a developing country – Nigeria) towards sufficiently providing for their specific ERS requirements to satisfy deep-seated information needs that have not been covered by earlier studies.

II. Statement of the Problem

Before this research, so many previous studies in Nigeria and different parts of the world had descriptively talked about ERS exploitation by undergraduates, superficially explaining answers to questions on ERS types, purposes, awareness, frequency of use, opportunities, satisfaction, and challenges, and many of them are institutionally oriented (Adedokun & Fawole, 2018; Ajibola, 2019; Ankrah & Acheampong, 2017; Girakaduwa, 2019; Madondo et al., 2017; Salman et al., 2020; Quadri et al., 2014; Ruzegea & Msonde, 2021). The closest study to the present study is Ruzegea & Msonde (2021), but it examined the predicting factors (gender, age, experience, information literacy, education level) for effective e-resources usage of both medical undergraduates and postgraduates. Ajayi et al. (2014) also looked at variables defining e-resources in relation to reading culture without separating Adeleke University undergraduates and postgraduates (the study institution). The question to ask is that are these earlier studies sufficient to address ERS use by undergraduates of different faculties of a private university with accompanying demographic variations? Obviously, more studies are needed to bridge these research gaps.

It is pertinent to highlight that in our days of shrinking academic library budget, available library funds must be judiciously spent to address distinctive concerns and not general issues as previous studies have identified. Subjects beyond ERS types, purposes, and frequency of use (though also determined in this study) must be investigated. Olatokun (2009) mentioned that even with individuals being able to use ICTs (like ERS) - there are socio-demographic (individual) dissimilarities in using technologies such as ERS in the direction of gender, age, etc. Hence, specifics on undergraduates with the statistical determination of significance of frequency levels in using ERS vis-à-vis academic level, age, gender and student's status must be determined. Apparently, these findings will help in the concentrated efforts of library and information professionals and universities' managements (in terms of funds prudence) towards sufficient information-need provision for undergraduates. Therefore, the study aimed at providing answers to the research questions in the following section.

III. Research Questions

The research questions are:

1. What are the ERS used by undergraduates in Adeleke University?
2. What are the purposes of using ERS by undergraduates in Adeleke University?
3. What is the frequency of using ERS to obtain academic information among undergraduates in Adeleke University?
4. Do non-finalist and finalist undergraduates differ in terms of their frequency levels in using ERS to obtain academic information in Adeleke University?
5. Do males and females differ in terms of their frequency levels in using ERS to obtain academic information in Adeleke University?
6. Is there a difference in frequency levels of using ERS to obtain academic information across the academic faculties in Adeleke University?
7. Is there a difference in frequency levels of using ERS to obtain academic information across the age groups in Adeleke University?

IV. Literature Review

Use of ERS by undergraduates

Beyond the boundary of Nigeria, Madondo et al. (2017) sought to evaluate the use of e-resources (databases) by undergraduates at Africa University in Zimbabwe. The usage percentage of Emerald was 30% of the respondents, Ebrary (25%), and Taylor and Francis (20%). Databases such as JSTOR and EBSCO all recorded much lower usage. Apart from these e-databases, undergraduates also used the digital library (AUDil) [containing the institutional repository], Google, and Wikipedia. Girakaduwa (2019) generally identified the ERS used by respondents who were majorly undergraduates of a government university in Sri Lanka. The ERS included library website and OPAC (both tied at 60.9% usage by the respondents), followed by downloading of past examination papers (57.8 %), repository and e-journal (46%), e-mail services (39.1%), databases (34.9 %) and Facebook chatting service (28.4%). Ndinoshiho (2010) studied the use of e-services by nursing undergraduates of a Namibian university and discovered that the majority of the students made the maximum use of the internet. The OPAC was reasonably used while e-databases were significantly under-exploited.

Adeniran (2013) revealed of undergraduates in a Nigerian private university that they used the internet, which was the foremost frequently used e-resource by 73.2% of the respondents. This was followed by e-journals (5.7%), OPAC (3.3%), and CD-ROM (2.4%). Despite e-journal, OPAC and CD-ROM being indicated as regularly used, they were poorly used from the study statistics.

Similarly, in a study on the utilisation of library e-resources in selected private universities in Nigeria, Quadri et al. (2014) reported that internet use was high (over 60% of the respondents). E-journals were used in the range of half of the respondents. Other utilised e-resources included online databases, e-books, OPAC and CD-ROM, and they were poorly used. Likewise, Salman et al. (2020) considered another Nigerian private university and found that internet, e-journals, e-databases, and e-books were consistently used as e-resources by undergraduates. However, there was low usage of OPAC, e-dictionaries and CD-ROM. Ajayi et al. (2014) identified that the e-resources that were well utilised by the students included e-news, e-journal and e-book while those that were not well utilised comprised CD-ROM, databases and e-reference.

For public state universities in Nigeria - Toyo (2017) discovered that 100% of undergraduates made use of websites and internet. Other e-resources that were highly used included e-discussions (99.2%), e-news (98.3%), e-magazines (94.2%), e-journals (91.7%), CD-ROM (82.6%) and e-books (79.3%). However, online databases recorded relatively low use (56.2%) when compared to other e-resources, and e-data archives were also poorly used by 24% of the respondents. Correspondingly, Alegbeleye et al. (2019) revealed that the most used e-resources by undergraduates were internet search engines. In another study, Ajibola (2019) examined the e-library services use of undergraduates. The survey pointed that 52% of the respondents frequently consulted the internet services provided by the e-library of the university. E-books were used by 20.8% of the undergraduates while e-journals were used by only 2.7%.

For federal universities - Adedokun and Fawole (2018) showed that the majority of their study undergraduates (86%) used e-mail. This was followed by e-news (85%), e-books (80%), CD-ROM (72%), e-journals (67%), and e-references (61%). The least used was online databases by 57% of the respondents. Daramola (2016) indicated that out of the nine e-resources utilised by undergraduates, over 90.0% of the respondents utilised e-journals (the highest). This was followed by e-mail (84.4%), e-newspapers (63.9%), and e-books (62.2%). Those that were poorly used included e-magazines (27.8%), e-bibliographic databases (16.7%), e-manuscripts (13.6%), e-data archives (6.67%) and e-thesis (5.5%). Comparably, Bankole et al. (2015) found that undergraduates utilised nine different categories of e-resources. The majority (92.4%) used internet search engines, followed by e-lecture notes (73.5%) and e-books (41.8%). The e-resources that were poorly used included e-databases, e-newspapers, e-journals, e-theses and e-dissertations, e-conference proceedings, and Nigerian Universities Commission Virtual Library.

Alhassan and Macaulay (2015) studied the e-resources use of undergraduates of two public universities in Nigeria – one is controlled by the state government and the other regulated by the federal government. The e-resources that were practically used by the undergraduates of these two institutions included: internet services (47.7%), e-books (43.8%), email services (41.5%), e-journals (23.8%) and online databases (20.8%).

Frequency of use of ERS by undergraduates

In Ghana, Ankrah and Acheampong (2017) reported that most undergraduates (representing 30.6%) used e-resources weekly. In spite of that, results showed that 21.5% of the students used university's e-resources on grounds that were distinct from provided possible answers. These answers included: for a specific period of time, once in a while, five times in a week, and just once for an assignment. In Tanzania, Ruzegea and Msonde (2021) reported that 53% of the researched undergraduates used online journals and e-books on a weekly basis.

In Nigeria - Adedokun and Fawole (2020) demonstrated that undergraduates did not use e-references, e-journals, and online databases frequently, rather e-mail and e-news were relatively frequently used than these academic resources. Ajibola (2019) also revealed that 34.7% of undergraduates used e-library services on frequent bases and 15.9% never used it. Besides, Alhassan and Macaulay (2015) mentioned that 32.3% of undergraduates made use of e-resources daily, 30% weekly, and 26.2% monthly. The survey also demonstrated that CD-ROM and OPAC were infrequently used by the respondents.

For undergraduates in private universities - Adeniran (2013) indicated that 73.2% of the undergraduates used the internet regularly. Despite the fact that e-journals and OPAC were expected to be constant strategic ERS to undergraduates' information seeking and use, very low percentages used e-journals and OPAC regularly. Equally, Quadri et al. (2014) reported that the daily, weekly and monthly frequency of utilisation of CD-ROM, OPAC and online databases by undergraduates of two private universities were very low. Worthy of note was the relatively high percentage of undergraduates that had never used OPAC. In Adeleke University, Ajayi et al. (2014) demonstrated that over two-third of the students utilised e-resources very often. They showed that close to one-fifth of the respondents rarely utilised e-resources while just fairly above one-tenth of the respondents never used e-resources.

Purposes of using ERS by undergraduates

Outside Nigeria - Girakaduwa (2019) reported that two-third of the respondents in his study who were undergraduates used e-resources for the purposes of: awareness (62.7%), enhancing subject knowledge (56.9%), preparing for examination (44%), research (34.9%), writing assignment (30.7%), and improving lecture notes (28.7%). Comparably, Ndinoshiho (2010) revealed that nursing undergraduates used e-information resources for a variety of purposes including obtaining academic information and current awareness. Additionally, Howlader and Islam (2019) revealed that undergraduates in Bangladesh used library information resources/services to seek academic information. In an Indian university, academic and learning purposes were also emphasized as information behaviour that undergraduates exhibited as

they sought, assessed, selected and used information (Singh et al., 2015).

In Nigerian public universities - Adeyalo and Ogunniyi (2020) stated that undergraduates majorly used e-resources to attend to academic development, knowledge updating and preparing for examinations. In a similar way, Alhassan and Macaulay (2015) showed that most undergraduates (94.6%) used e-resources to source information for project writing, followed by academic purposes/course work (87.7%) and personal purposes and research purposes (each indicated by 75.4% of the respondents). Other purposes were: assignments (73.9%), communicating with friends and colleagues (88.5%), and online application/registration (63.9%). Daramola (2016) showed that class assignments and access of e-mail (both tied at 82.2%), were the first purposes why students consulted e-resources. These were followed by leisure (55.6%), news/information (32.2%) and research purposes (31.1%). Similarly, Alegbeleye et al. (2019) discovered that undergraduates mostly used e-resources for completing class assignments. Sahabi et al. (2020) mentioned research/writing project as the topmost reason for undergraduates' use of e-resources. Omosekejimi et al. (2015) showed that 100% of undergraduates agreed to using e-resources to acquire information for assignment and also for e-mail purpose. However, 98% of the respondents used e-resources for research purposes. Further, 94% used e-resources for news acquisition and 91% indicated complementing classroom teachings/lectures. In using e-library services, Ajibola (2019) uncovered that over a quarter of the undergraduates (27.7%) employed it in sourcing current resources for assignments/continuous assessment/examination and to read mails while 17.3% used it to search for research project materials. Other purposes included: preparing notes for course work and browsing the internet for increased knowledge in an area of study (10.7%), and seminars and/or term papers presentation (9.7%). Likewise, Bankole et al. (2015) reported that the majority of undergraduates (72.4%) used e-resources to complete class assignments, followed by 60.6% that used them to obtain course related information/study materials. Others purposes were: updating knowledge/keeping abreast of latest development (43.5%), research purposes (38.4%), leisure (15.3%), and entertainment (8.8%). As regards Adedokun and Fawole (2018), they discovered that students used e-resources for different purposes in the following ascending order: collaboration and communication, staying informed, classwork/assignment and project/research.

In Nigerian private universities - Adeniran (2013) identified that undergraduates used e-resources for the following purposes in decreasing order: for assignment, research, current awareness, news, and e-mail with each of use for assignment and research having one-fifth of the responses. Identically, Quadri et al. (2014) reported that the foremost purpose for the use of e-resources by undergraduates of two private universities was assignment while the least was seminar.

Socio-demographic factors as determinants of information resources use

Agboola and Bamigboye (2011) explored undergraduates' academic level of study and use of library information resources by studying a state university and two federal universities in Southwestern part of Nigeria. The results showed that there was no significant relationship between students' level of study and library information resources use in the two federal universities while there was significant relationship between students' level of study and library information resources use in the state university. It was confirmed for the state university that the use of library information resources by the respondents increased as they go higher in academic level.

Ama-Abasi and Undie (2021) studied students' demographic variables as determinants of the utilisation of information resources among undergraduates of universities in South-South Nigeria. The study did not specify the information resources that were used by the undergraduates. However, in relation to demographic variables, the study found that gender and age did not significantly influence undergraduates' utilisation of information resources, but revealed that academic level of students significantly influenced the utilisation of library information resources. The result revealed that first year students and third year students utilised library information resources than final year students.

Baro and Endouware (2011) descriptively demonstrated that male medical undergraduates used online e-resources to retrieve materials on medical literature more than their female counterparts. Ruzegea and Msonde (2021) examined the predicting factors affecting the usage of e-resources by medical undergraduates and postgraduates. The factors included gender, age, experience, information literacy, and education level. The study found that gender and age influenced the use of e-resources while individual experiences, information literacy competence and education level were predictors of e-resources usage among students.

V. Methodology

The study was conducted in the Southwestern region of Nigeria, specifically Adeleke University, located in Ede, a town in Osun State, Nigeria. The university was selected in view of proximity, fund availability and the existence of basic academic faculties.

Data used for the study were mainly primary and were obtained from the undergraduates using a questionnaire during the 2020/2021 academic season. The study was carried out approximately a month towards the end of the second semester. This was done to ensure that the first year students had spent up to six months and acclimatised with the ERS in the university library. Many contemporary studies in Nigeria and many parts of the world as reviewed previously from the available literature consider the internet as an ERS. However, the researchers see the internet as a conveyer of ERS and not necessarily one, since it will store diverse functional ERS and will also enable users to access them even remotely (Anyim, 2018;

Ekere et al., 2016; Onwuchekwa & Jegede, 2011). This perspective aided the grouping of ERS in the study.

The sampling methods used for the study were stratified sampling and purposive sampling. The statistics on total population were obtained from the university admissions office and faculty officers of the different faculties at Adeleke University (Table 1). The university evidently comprised six faculties – Faculty of Business and Social Sciences (hereinafter FBSS), Faculty of Science (hereinafter FOS), Faculty of Art (hereinafter FOA), Faculty of Basic Medical Sciences (hereinafter FBMS), Faculty of Engineering (hereinafter FOE), and Faculty of Law (hereinafter FOL). These represented six undergraduate subgroups that are expected to make use of the university library's ERS. Ten percent of the number of students in each faculty was taken as representative samples (Table 2). The 10% criterion states that sample sizes should be no more than 10% of the population (Lindstrom, 2010; Singh & Masuku, 2014). The total of these samples constituted the final sample size. Purposive sampling was used to ensure that the final sample size was attained allowing for all intended respondents to be covered.

For the research instrument - questionnaire, it was developed using information from various studies. It was administered by the researchers with the assistance of six research assistants at the library and at different points in the six different faculties. Two experts with extensive working experience in ERS evaluated a draft of the questionnaire to determine whether it measured the intended variables. The suggestions received were integrated into the questionnaire. After the modification of the questionnaire, it was pilot tested on thirty undergraduates (five from each faculty) who were not part of the study. It was found that the research instrument was too long to easily complete, and the language used was difficult for students to understand. The researchers amended the questionnaire and simplified the language accordingly. The final version of the questionnaire was administered on 352 undergraduates. Respondents were requested to complete the questionnaire and to make them available after one week. The collection process of the questionnaire was facilitated by the assistance of library personnel (who were also initially used to confirm ERS types), class representatives and also with the researchers and research assistants collecting from the students' hostels. Though, some students submitted within a day. Eventually, 341 copies of the questionnaire were valid for analysis – a response rate of 96.9%.

During the process of conducting this research, respondents were asked to participate in this research on a voluntary basis. The information provided by the respondents was kept secured and confidential. The respondents signed the consent forms before the commencement of the study and their names remained anonymous making certain ethical adherence. Data on demographic characteristics, usage of basic ERS that the university library provided, purposes of using ERS, and frequency of using ERS by undergraduates were collected and analysed. In a bid to analyse non-finalist and finalist undergraduates' difference in frequency levels in using ERS to obtain academic information, the level of study data were regrouped. Part of the fourth year respondents and all the fifth year respondents fell into the finalist group. The collected data were analysed with the aid of SPSS version 15. A number of tools and tests were used for this study. The cross-tabulation tool was used to investigate relationships within the data that might not be readily noticeable when analysing total survey responses. Descriptive statistics were also engaged to get the frequency and percentage of the questions asked. As a final point, non-parametric tests - Mann-Whitney U-test and Kruskal-Wallis H-test were performed to examine the undergraduates' demographic factors and frequency levels of using ERS to obtain academic information. Non-parametric tests were carried out due to the ordinal nature of the data obtained through Likert-type scale.

TABLE I.
STUDY POPULATION

Faculties	No of Students
FBSS	732
FOS	749
FOA	185
FBMS	769
FOE	38
FOL	4
Total	695

TABLE II.
SAMPLE SIZE

Faculties	No of Students
FBSS	73
FOS	75
FOA	19
FBMS	77
FOE	38
FOL	70
Total	352

*Sample size derived from the total of 10% of the population of each faculty

VI. Results

Respondents' demographics

The respondents were asked questions related to their gender, age, level of study, and faculty. The results showed that of the 341 respondents, the majority - 178 (52.2%) were female (Table 3). Table 3 also shows that 88.6% (the majority) of the respondents were between 18 and 25 years of age. Data on the level of study of the respondents indicated that 39.3% (the majority) were in year two (Table 3). Table 3 also indicates that the majority of the surveyed undergraduates were in FBMS (22%).

TABLE III.
RESPONDENTS BY DEMOGRAPHIC CHARACTERISTICS

	F	%
Gender		
Male	163	47.8
Female	178	52.2
Total	341	100.0
Age		
18 – 25	302	88.6
26 – 30	27	7.9
31 – 35	12	3.5
Total	341	100.0
Level of study		
100	23	6.7
200	134	39.3
300	33	9.7
400	75	22.0
500	76	22.3
Total	341	100.0
Faculty		
FBSS	71	20.8
FOS	74	21.7
FBMS	75	22.0
FOL	66	19.4
FOA	19	5.6
FOE	36	10.6
Total	341	100.0

ERS usage by undergraduates

Respondents were asked about the ERS that they used in the last three months for their student activities. The essence of the three-month benchmark is to ensure the currency of the results obtained in the study. Multiple responses were allowed. The majority (167; 49.0%) indicated that they used e-books. The least used ERS was interlibrary loan (13; 3.8%). Table 4 illustrates the responses on the ERS used by the undergraduates. Table 4 shows that ERS were without exception poorly used.

The researchers also tried to find out whether there was any relationship between the demographic factors (gender, age, level of study, faculty) and use of different ERS by undergraduates. The results are presented in Table 5.

The study found that there was a statistically reliable significant difference between the use of e-journals by the respondents and demographic factors - gender ($\chi2$ = 11.972, sig = .001*), age ($\chi2$ = 36.188, sig =.000*), level of study ($\chi2$ = 102.072, sig =.000*), and faculty ($\chi2$ = 38.084, sig =.000*) [Table 5].

The study found that there was a statistically reliable significant difference between the use of e-books by the respondents and demographic factors - gender ($\chi2$ = 5.358, sig =.021*), level of study ($\chi2$ = 42.258, sig =.000*), and faculty ($\chi2$ = 13.644, sig =.018*) [Table 5].

The study found that there was a statistically reliable significant difference between the use of e-dictionaries/e-encyclopaedias by the respondents and demographic factors - age ($\chi2$ = 7.904, sig =.019*), level of study ($\chi2$ = 36.330, sig =.000*), and faculty ($\chi2$ = 23.539, sig =.000*) [Table 5].

The study found that there was a statistically reliable significant difference between the use of official publications by the respondents and demographic factors - age ($\chi2$ = 8.885, sig =.012*), and level of study ($\chi2$ = 17.368, sig =.002*) [Table 5].

The study found that there was a statistically reliable significant difference between the use of online newspapers by the respondents and demographic factors - age ($\chi2$ = 29.608, sig =.000*), and level of study ($\chi2$ = 30.755, sig =.000*) [Table 5].

The study found that there was a statistically reliable significant difference between the use of referencing sources by the respondents and demographic factors - level of study ($\chi2$ = 27.025, sig =.000*) and faculty ($\chi2$ = 25.407, sig =.000*) [Table 5].

The study found that there was a statistically reliable significant difference between the use of virtual/digital library by the respondents and demographic factor - faculty ($\chi2$ = 12.176, sig =.032*) [Table 5].

The study found that there was a statistically reliable significant difference between the use of interlibrary loan by the respondents and demographic factor - age ($\chi2$ = 10.444, sig =.005*) [Table 5].

The study found that there was a statistically reliable significant difference between the use of virtual meetings/trainings by the respondents and demographic factors - gender ($\chi2$ = 4.041, sig =.044*), age ($\chi2$ = 32.491, sig =.000*), and level of study ($\chi2$ = 29.497, sig =.000*) [Table 5].

TABLE IV.
ERS USED BY UNDERGRADUATES

ERS	F	%
E-journals		
E-books		
E-dictionaries/e-encyclopaedias		
Official publications		
Online newspapers		
Referencing resources		
Video, image & sound resources		
Virtual/Digital Library		
Interlibrary loan		
Virtual meetings/trainings		

*multiple responses received

TABLE V.
ERS USED BY UNDERGRADUATES AND DEMOGRAPHIC FACTORS

ERS	$\chi2$ & Sig (Gender)	$\chi2$ & Sig (Age)	$\chi2$ & Sig (Level)	$\chi2$ & Sig (Faculty)
EJ	11.972,001*	36.188,000*	102.072,000*	38.084,000*
EB	5.358, .021*	5.516, 063	42.258,000*	13.644,018*
EDE	.000, 1.000	7.904, 019*	36.330,000*	23.539,000*
OP	.007, .934	8.885, 012*	17.368,002*	8.672,123
ON	3.365, .067	29.608,000*	30.755,000*	8.477,132
RS	.000, 1.000	3.243,198	27.025,000*	25.407,000*
VISR	1.989, .158	2.914,233	2.633,621	7.832,166
VDL	.883, .347	1.433,488	4.313,365	12.176,032*
IL	.163, .686	10.444,005*	4.193,380	8.087,152
VMT	4.041, .044*	32.491,000*	29.497,000*	3.900,564

Note: *significant difference (at the 0.05 alpha level), e-journals=EJ, e-books=EB, e-dictionaries/e-encyclopaedias=EDE, official publications=OP, online newspapers=ON, referencing sources=RS,

video, image and sound resources=VISR, virtual/digital library=VDL, interlibrary loan=IL, virtual meetings/trainings=VMT

Purposes of using ERS

The study further sought to find out the purposes why undergraduates used ERS. The purposes of updating knowledge and attending to class work were tied in the 1st place (341; 100%). The least purposes were attending seminars, conferences and workshops (162; 47.5%). Table 6 presents the purposes of using ERS.

TABLE VI.
PURPOSES OF USING ERS

Purposes	F	%
For updating knowledge	341	100.0
For attending to class work	341	100.0
For research	169	49.6
For attending seminars, conferences & workshops	162	47.5

*multiple responses received

Frequency of using ERS to obtain academic information

Since 100% of the respondents stated that they used ERS for updating knowledge and attending to class work (academic-oriented purposes), the study sought to find out the frequency with which the respondents used ERS to obtain academic information. In detail, Table 7 shows the frequency of using ERS to obtain academic information on a five-point Likert scale ranging from 'never' to 'always'. The highest number of respondents ticked often (112; 32.8%) and the least was never (27; 7.9%).

TABLE VII.
FREQUENCY OF USING ERS TO OBTAIN ACADEMIC INFORMATION

Frequency	F	%
Never	27	7.9
Rarel	34	10.0
Sometimes	91	26.7
Often	112	32.8
Always	77	22.6
Total	341	100.0

Non-finalist and finalist undergraduates difference in frequency levels in using ERS to obtain academic information

The summary of the non-finalist and finalist undergraduates' difference in frequency levels in using ERS to obtain academic information is presented in Table 8. The Mann-Whitney U-test found that the non-finalist respondents' (Mdn = 4) self-reported frequency levels in using ERS to obtain academic information were higher than the finalist respondents (Mdn = 3). The Mann-Whitney U-test also revealed no significant difference in the frequency levels of the use of ERS by non-finalists and finalists (p= .33). An effect size statistics (r) was determined. This was done using the statistical formula, r = z / square root of N where N = total number of cases to calculate an approximate value. Since z =.974 and N = 341; therefore the r value was .05. This is considered a very small effect size using Cohen (1988) criteria of .1=small effect, .3=medium effect, .5=large effect.

TABLE VIII.
ABRIDGED MANN-WHITNEY U-TEST FOR STUDENT LEVEL AND FREQUENCY OF USING ERS

	Student's level	N	Mean Rank	Mdn	Z	Sig.	V
Frequency of using ERS	Non-finalist	248	174.07	4	-.974	.330	10770
	Finalist	93	162.08	3			
	Total	341					

*student level-frequency of using ERS is statistically significant at p < 0.05.

Gender difference in frequency levels in using ERS to obtain academic information

The summary of the undergraduates' gender difference in frequency levels in using ERS to obtain academic information is presented in Table 9. The Mann-Whitney U-test found that the male respondents' (Mdn = 4) self-reported frequency levels in using ERS to obtain academic information were higher than the female respondents (Mdn = 3). The Mann-Whitney test also revealed no significant difference in the frequency levels of males and females (p= .26). An effect size statistics (r) was determined. The value of r was .06. With the use of Cohen (1988) criteria, it is considered a very small effect size.

TABLE IX.
ABRIDGED MANN-WHITNEY U-TEST FOR GENDER AND FREQUENCY OF USING ERS

	Gender	N	Mean Rank	Mdn	Z	Sig.	V
Frequency of using ERS	Male	163	177.06	4	-1.124	.261	13520
	Female	178	165.46	3			
	Total	341					

*gender-frequency of using ERS is statistically significant at p < 0.05.

Difference in frequency levels across the age levels

The Kruskal-Wallis H-test provided evidence of a difference between undergraduates' use of ERS for academic information across the different age groups. The significance level is .00, which is less than the alpha level of .05, therefore, the self-reported results in Table 10 suggest that there is a difference in frequency levels of ERS use across the different age groups (18-25, 26-30, and 31-35). An inspection of the mean ranks for the groups suggests that the older group (31-35) had the highest frequency of use of ERS, with the younger group reporting the lowest. Further, the older age group (31-35) recorded a higher median score of 5 than the other two age groups, which both recorded median values of 4.

Kruskal-Wallis H-test also revealed that there is a difference between at least one pair of groups formed on the basis of students' age group. Post hoc tests were carried out between the three pairs of groups. A statistically significant difference was found only between the students of age groups 18-25 and 31-35 (Mdn = 4 and 5

respectively). No differences were found between the other pairs of groups.

TABLE X.
ABRIDGED KRUSKAL-WALLIS H-TEST FOR DIFFERENCE IN FREQUENCY LEVEL OF ERS USAGE ACROSS AGE LEVELS

	Age Group	Mean Rank	Mdn	$\chi 2$	df	Sig.
Frequency of using ERS	18-25	163.82	4[b]	18.689	2	.00*
	26-30	207.20	4	3		
	31-35	270.33	5[b]			

*age levels-frequency of using ERS is statistically significant at $p < 0.05$, N=341

Note: b-b indicates between which two groups significant difference was found.

Difference in frequency levels across the academic faculties

The Kruskal-Wallis test provided evidence of a difference between undergraduates' use of ERS for academic information across the different academic faculties. Since the significance level is .03, which is less than the alpha level of .05, the self-reported results in Table 11 suggest that there is a difference in frequency levels of ERS usage across the different academic faculties. An inspection of the mean ranks for the faculties suggests that FOA had the highest frequency of use of ERS, with the other faculties reporting lower mean ranks. Further, FOA recorded a higher median score of 4 than the other five academic faculties, which all recorded median values of 3.

Kruskal-Wallis H-test revealed that there is a difference between at least one pair of groups formed on the basis of students' academic faculties. Post hoc tests were carried out between the fifteen pairs of groups. A statistically significant difference was found only between the FBSS and FOA students (Mdn = 3 and 4 respectively). No differences were found between the other pairs of groups.

TABLE XI.
ABRIDGED KRUSKAL-WALLIS H-TEST FOR DIFFERENCE IN FREQUENCY LEVEL OF ERS USAGE ACROSS ACADEMIC FACULTIES

	Academic faculties	Mean Rank	Mdn	$\chi 2$	df	Sig.
Frequency of using ERS	FBSS	147.73	3[b]	12.635	5	.03*
	FOS	172.99	3			
	FBMS	158.04	3			
	FOL	197.29	3			
	FOA	200.61	4[b]			
	FOE	175.99	3			

*academic faculties-frequency of using ERS is statistically significant at $p < 0.05$, N=341

Note: b-b indicates between which two groups significant difference was found.

VII. Discussion

The current study examines the self-reported responses of Adeleke University undergraduates on the influence of demographic factors on utilization of ERS for academic information. Other descriptive and preliminary results were obtained from the survey apart from the inferential statistics that was carried out to explain the demographic factors' influence on ERS utilisation. The descriptive and statistical inferences generated a copious set of results, which are limited by the size of the sample from the different faculties. It is unmistakable from the results that the undergraduates chiefly needed ERS for academic pursuits which are revealed in the foremost purposes for using ERS – updating knowledge and attending to classwork. This result is in agreement with previous Nigerian studies for both private and public universities (Adedokun & Fawole, 2018; Adeniran, 2013; Adeyalo & Ogunniyi, 2020; Ajibola, 2019; Alegbeleye et al., 2019; Alhassan & Macaulay, 2015; Bankole et al., 2015; Daramola, 2016; Omosekejimi et al., 2015; Sahabi et al., 2020; Quadri et al., 2014), and earlier foreign studies (Howlader & Islam, 2019; Ndinoshiho, 2010; Singh et al., 2015). All these studies affirmed students using various ERS for diverse academic purposes. This is not surprising as undergraduates are expected to pursue academic activities in both private and public universities.

The Adeleke University undergraduates use varying kinds of ERS, and at different levels. This is in line with the majority of the earlier studies covered in the literature review. However, the ERS are poorly used by the students with e-books being the most used by 49% of the respondents (Table 4). In support of this assertion from the present study, just 22.6% of the respondents attested to using ERS in obtaining academic information always (Table 7). This is rather contradictory considering the manner that 100% of the students affirmed using ERS for updating knowledge and attending to class work. Nevertheless, past studies corroborate the fact of poor usage of ERS by undergraduates (Adedokun & Fawole, 2018; Adeniran, 2013; Ajayi et al., 2014; Ankrah & Acheampong, 2017; Ajibola, 2019; Alhassan & Macaulay, 2017; Quadri et al., 2014). This observation can be linked to contemporary studies that have cited several drawbacks preventing ERS use such as undergraduates not visiting the library due to dissatisfaction with services, lack of assistance from library personnel, unawareness of ERS, poor information skills and competencies, irregular electricity supply and poor internet speed (Adedokun & Fawole, 2018; Ajayi et al., 2014; Alhassan & Macaulay, 2015; Ankrah & Acheampong, 2017; Ferdows & Ahmed, 2015; Howlader & Islam, 2019).

On the use of different ERS by undergraduates which is an important indicator of how these resources could be provided by the university library, the study showed varying significant relationship for the demographic factors. Regarding gender, the use of ERS is significant with respect to e-journals, e-books, and virtual meetings/trainings. These results are to some extent not in line with: Ama-Abasi and Undie (2021) that generalised that there was no significant influence of gender on undergraduates' utilisation of information resources (both print and e-resources); and Ruzegea and Msonde (2021) that generalised that gender didn't have any influence on the use of e-resources by both undergraduates and postgraduates. Our study brings up those ERS that are without bearing to gender and they include e-dictionaries/e-encyclopaedias, official publications, online

newspapers, referencing sources, video, image and sound resources, virtual/digital library, and interlibrary loan. This may not be unexpected as many undergraduates irrespective of the gender will always consult these mentioned ERS. With further analysis using Mann-Whitney U-test (Table 9), no statistically significant difference is found between how ERS is used by undergraduates to get academic information based on gender. A very small effect size is also reported. This means that the difference between gender and the use of ERS for academic information is negligible, even if a statistically significant difference exists. In large part, this study also contradicts Baro and Endouware (2011) that descriptively demonstrated that male undergraduates used online e-resources more than their female colleagues. Hence, ERS should commonly be provided to both male and female students without disposition to gender.

The use of certain ERS for academic information (such as e-dictionaries/e-encyclopaedias, official publications, online newspapers, interlibrary loans, and virtual meetings/trainings) is significant with respect to age. Our study, on one hand, to a large extent negates Ama-Abasi and Undie (2021), which generally found that age doesn't significantly influence undergraduates' utilisation of information resources. On the other hand, it partly supports Ruzegea and Msonde (2021), which showed that age influenced the use of e-resources by undergraduates. In our study, the ERS use with no connection to age is e-books; reference sources; video, image and sound resources; and virtual/digital library. A further analysis using Kruskal-Wallis H-test reveals that when age groups compare with ERS use for academic information; mean scores increase from the lower age group to the higher one. This implies that the higher the age group (the older the undergraduates), the more they will use ERS for academic information. With median comparison, statistically significant difference was found only between the age groups 18-25 and 31-35 (Table 10). This shows two extreme age groups in the study. This result might not be unconnected to Hatlevik et al. (2018), which demonstrates that with increasing age of undergraduates comes accumulative knowledge (improved information acquisition skills and self-efficacy) dependably enhancing students' use of ERS for academic information.

Further analysis using Mann-Whitney U-test shows that no statistical significant difference is found between frequency levels of the use of ERS for academic information and students' academic levels (Table 8). This study is partly similar to Agboola and Bamigboye (2011) that indicated no significant relationship between undergraduates' level of study and library information resources use in two federal universities, but found a significant relationship in a state university. Our study is also dissimilar from Ruzegea and Msonde (2021) who generally found educational level to be a predictor of e-resources usage among students. Further, this study negates Agboola and Bamigboye (2011) who found that the use of library information resources among undergraduates increased as they go higher in academic level. All these universities are actually public universities, and with the current study focusing on private university undergraduates, no significant relationship is found between ERS use for academic information and level of study. This result is not unconnected to students of different academic levels using ERS to seek for academic information in pursuit of academic activities as revealed in this study and the reviewed literature. Any success minded students, as most undergraduates are expected to be should exhibit this quality of information appetency notwithstanding the level of study.

Regarding academic faculties, the study found that ERS use for academic information that is significant includes the use of e-journals, e-books, e-dictionaries/e-encyclopaedias, referencing sources, and virtual meetings/trainings. This result is not surprising because undergraduates of different faculties, and understandably of different departments are expected to disciplinarily incline towards certain ERS. All the revealed statistically significant ERS are predictably discipline-tailored. A further analysis using Kruskal-Wallis H-test reveals that statistical significant difference is found only between the undergraduates of FBSS and FOA. This implies that the ERS needs of the undergraduates in these two faculties should be appropriately catered for particularly in terms of disciplinary focus. However, this result contradicts Collins and Stone (2014) and Jara et al. (2017) who revealed that undergraduates in the humanities and arts compared to other faculty students had the bottommost average number of using digital resources to attend to academic activities.

VIII. Conclusions and Recommendations

It is unequivocal those students at undergraduate levels utilize ERS and that they predominantly require ERS for their academic pursuits. For instance, undergraduates utilise varying kinds of ERS, at different levels as revealed in the ten categories of ERS itemised, and the foremost purposes for using ERS (updating knowledge and attending to classwork), which are academic related. However, the underutilisation of these ERS by the undergraduates shows that there should be a conscious institutional initiative by the institution's management and the library to encourage ERS utilisation. Is there any benefit derived from unused ERS in the library? The answer is NO. Marketing and/or public relations programmes aimed at promoting and sensitising ERS utilisation must be put in place.

The nonexistence of statistically significant difference between how ERS is used by undergraduates to get academic information based on gender shows that ERS should commonly be provided to both male and female students without disposition to gender. The study also indicates that the higher the age group (the older the undergraduates), the more they will use ERS for academic information. Besides, with median comparison, a statistically significant difference was found between the farthest age groups 18-25 and 31-35, this simply means that students of lower age group should be determinedly trained for them to know the value of academic information acquisition through ERS. The popular saying 'catch them

young' should come into play here, where undergraduates are trained from their early years in the university, especially as they are freshly admitted. This is expected to help in the design of workable information systems that will not only encourage the students to use ERS for academic purposes but also for research and for attending seminars, conferences, and workshops.

The use of ERS for academic information by the undergraduates of this private university shows no significant relationship with the level of study. It is a positive pointer. Students at different levels of study should be further assisted and inspired by way of calculated library programmes and outreach targeted at providing ERS remarkably in the form of e-books and e-journals tailored in the direction of course outline to boost academic performance. With respect to the relationship of ERS use for academic information and academic faculty, all the statistically revealed ERS use are unsurprisingly disciplinarily inclined. Hence, disciplinary-oriented ERS must be provided for undergraduates to address faculty information needs for disciplinary research. However, undergraduates in FBSS and FOA must be exceptionally provided for since further statistical test of significance dwell on ERS use by these two academic faculties.

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