

University Libraries and Distance Education in Nigeria.

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Abstract

Purpose – This paper discusses the crucial roles libraries must play for Distance Education (DE) to thrive in Nigeria.

Design/Methodology/Approach-A literature-based opinion paper which examines the several efforts made by the Nigerian Government in the promotion of Distance Education. The roles that university libraries must play to foster Distance Education in Nigeria are discussed. Challenges faced by libraries in providing services to meet this mode of pedagogical instruction are highlighted and opportunities for the future are clearly examined.

Findings-The role of libraries in DE has steadily been on the decline in Nigeria because of the lack of involvement of libraries and librarians in the planning of DE programmes.

Practical Implications-University Libraries are the 'hub' on which scholarship revolves in any institution of learning. They are the interface between the faculty and students. For Distance Education to thrive in any institution the library must be critically involved particularly in the provision of comprehensive, customized information and instructional support for the programme. This paper therefore recommends that Nigeria must increase investment in Distance Education and in University libraries which are the drivers of Distance Education. Librarians must retool, reskill, re-professionalize in order to be more proactive in serving distance learners. Serious investment in infrastructural development with regard to Information Communications Technology will promote the services of university Libraries for Distance Education.

Originality/value-Emerging roles for librarians in Distance Education are succinctly discussed.

Keywords- Distance Education, Correspondence study, Information services, Virtual Libraries, Libraries, and Librarians.

Paper Type- View point

Introduction

The twenty first century has brought with it a lot of changes, particularly with regard to information and education. The resultant effect of information explosion is an unprecedented thirst for knowledge. People who lacked the opportunity in the past to have some kind of formal education are presently thirsting so much for it. Because of this trend, many nations are moving from the exclusive system or mode of privileged access to more inclusive educational mode which in fact supports both the Millennium Development Goals (MDGs) and UNESCO goals of education for all by the twenty-first century.

Nigeria, over the last decades has been witnessing exponential population growth. The effect of this spiraling growth on the education system has been enormous. This consequently has exerted much strain on the physical facilities, availability of trained teachers and provision of curricular materials by many universities in Nigeria. As a result of these inadequacies, coupled with lack of teachers in the face of exponential student population, distance education has therefore, offered a way out of this quagmire. Furthermore, to finance the nation's aggregate demand for education, particularly with a view to meeting the millennium development goal of education for all, is colossal and would normally over stretch any country's budget. In fact, very few countries

can meet their educational demands through the formal face-to-face system of education.

Distance education therefore, suggests an educational approach designed to reach learners beyond the bounds of classroom. This is a kind of learning pedagogy which helps students to qualify without attending formal classes in person and without face-to-face contact with teachers no matter where or when the students want to study.

An overview of distance education points back to 1887 when Nigerians enrolled for the first time in the University of London matriculation examinations as external students. Ostensibly, from the above discussion many Nigeria's early educated elites were products of the British correspondence Distance Education System. According to Aderinoye and Ojokhete (2004) the absence of domestic higher institution in Nigeria, before 1948 when the premier university in Nigeria was founded, necessitated that the nation's first students either trained abroad or learnt through the distance education modality, graduating to become valuable facilitators in establishing Nigeria's first schools and higher education institutions.

Since then the educational system has grown steadily particularly tertiary education so much so that within the last decade the university system has been under pressure to increase productivity and to bring about instructional strategies which will accommodate changes and educational reforms. This has placed enormous challenges not only for faculty but for librarians as well. Librarians will need re-skilling and retooling to be able to function within the changing distance education environment. In addition, learning in the twenty first century has a marked difference from learning in previous decades. In this millennium, learning is considered more learner-centred, more self-directed, more resource-based and a life-long process than in previous decades. This undoubtedly, calls for continuous access and use of information and learning resources. There is therefore, the need for libraries to provide comprehensive, customized information and instructional support, for both on- and-off campus learners. Radar (1998) quoted in Argentati (1999) corroborating this view explained that librarians have a unique position in becoming partners with faculty, in building

curriculum and achieving resource-based learning for distance education students.

This article therefore, aims at critically investigating the various roles libraries in Nigeria can play in distance education, the challenges faced in achieving these roles and the way forward.

Purpose of the study.

The broad purpose of the study is to investigate the role of academic libraries in Nigeria in distance education. Specifically this article seeks to:

- Examine the status of distance education in Nigeria
- The problems and challenges encountered by Nigerian university libraries in meeting the needs of distance learners.

The many strategies by which the services of Nigerian university libraries can be enhanced to adequately meet the needs of distance learners.

Review of Related Literature

Several works have been written on Distance Education by scholars. Some are theoretical works while others are empirical studies conducted by researchers. For instance Wikipedia (2009) identified four critical features of distance education as:

- The separation of the teacher and the learner in time or place or in both time and place ;
- The influence of an education institution necessary for institutional support and accreditation of programs ;
- the use of technical media this involves a plethora of media course ware such as Print, radio, television broadcast, video and audio cassettes, computers and telecommunication; and
- The provision of two way communications allowing for interaction between learners and tutors either synchronously or asynchronously.

However; Aitchison (1999) not quite agreeing with distance education argued that there is something unsettling about a form of education (Distance Education) in which interpersonal communication and face-to-face interaction in the learning group was eliminated. To him these are cultural imperatives for education. The University of Nigeria, Nsukka corroborates this view and always insists that students are as a matter of imperative, exposed to imbibe the academic culture of the Ivory Tower, and in

order that distance learners do not miss out on this very crucial aspect of education they are made to live in and take their examinations at least once in the university before graduation.

Scholars in Africa have made their various contributions to the involvement of libraries in Distance Education. Kavulya (2004) examined efforts made by Kenyan university libraries to meet the information needs of the distance education students in their respective institutions. His emphasis was on the methods of providing library services for distance learners in the University of Nairobi, University of Kenyatta and the African Virtual University. Kavulya observed a variety of techniques employed to provide library services to distance learners which include the access to campus print collections and electronic resources such as CD-ROMs and Internet-based resources. There is also an effort as in the case of the African Virtual University to provide electronic journal access from remote locations through user identification arrangement. However, he observed that these methods are not altogether effective as a certain level of ambivalence exists among the planners of these programmes with regards to the role of library services in distance education. His article concludes that there is room for improvement through adequate planning, financing and especially through collaboration between information personnel and

those who design and implement distance education programmes in Kenya.

Mabawonku (2004) studied the use of library and Information resources by distance learning students of three Nigerian universities - Universities of Lagos, Ibadan and Ilorin. The researcher selected students at the 300, 400, and 500 levels for the study and made the following findings:

- ❖ The universities had course materials and texts published by the Distance Learning Centres, which were supplied to students on registration ;
- ❖ Audiovisuals and IT were hardly used by the teachers therefore negating the concept of distance education as it applies to other countries ;
- ❖ The major shortcoming of the distance learning programmes in the three universities was inadequate use of library resources for information and self-development by the students;
- ❖ The importance of libraries and information materials was downplayed ;
- ❖ There were no infrastructures, facilities and institutional frameworks or policies to justify the term ‘distance learning’ as conceived and practiced all over the world, and
- ❖ Majority of the students received no library use instructions.

Author	Conceptualization
Saddiqui (2004)	This author sees Distance Education as a mode of study that involves educational activities when there is a separation between teaching and learning. This separation may actually be a result of distance, time, or other barriers such as finance which would necessitate that the student would combine education with work
Wikipedia (2009)	Defines Distance Education as a field that focuses on the pedagogy, technology and instructional systems design that aim to deliver education to students who are not physically on site
Sacchanand,(1998)	Examined various opportunities Distance Education creates for learners thus: <ul style="list-style-type: none"> • It provides opportunities to acquire or update skills and knowledge in areas increasingly in demand. • It creates access to education and meets the needs of learners who are already in the workforce • It emphasizes freedom from classroom limitations in location and time. Distance Education is flexible with variable times and locations, whether at work or at home. Time to learn is expanded to fit individual needs • Offers an opportunity for people who live and work in remote areas and have no way of improving and continuing their education • It creates opportunities for people with families and work commitments that are unable to further their studies at conventional universities.
Kavulya (2004)	This author has further categorized Distance Learning courses into two broad groups- the ‘self contained course’ where by students study from prepackaged materials and are not expected to read or consult sources beyond materials supplied to them and the ‘expandable package’ where study is done using packaged materials but wider reading is recommended for certain sections of the course. Stephen and Urwin (1997) quoted in Kavulya (2004) have justified the rationale for the pre- packaged materials mainly on the grounds of equity. This arises from the fact that some students in rural areas do not have ready access to libraries and Internet and should not be disadvantaged by this fact. Since DE is learner-centered, the learner ultimately makes the choice of place, time and pace of learning. This therefore, makes the expandable packages the more prevalent mode and necessitates the sustained use of a library.

The study concludes by recommending that universities need to make provision for students to access library and information resources.

Conceptual Clarifications

There is a need to clarify common concepts/terms in Distance Education in order to have a proper perspective of this topic. An examination of several definitions by authors runs thus:

Table 1: Conceptual Definitions of Distance Education.

From the foregoing it is evident that the bottom line of the varied definitions of these scholars is the massification of education. This is the concept of moving education from an elitist pursuit to a mass system.

Several terms are used interchangeably with Distance Education and need to be properly

Table 2: Conceptual Clarifications of the Different Learning Modes in DE

Distance Learning	Distance Learning has been used in the United States as a global term for the use of electronic technologies in distance education
Distance teaching	This indicates the process of course development by which a distance institution prepares learning materials for students. These materials are prepared and given to candidates on registration
Correspondence study	This has a long history in the education of children and adults at a distance. It does not possess the didactic potentials of 21 st century learning mode of computer based technologies. It resides with the old and former method of Distance Education of the forties in Nigeria such as the British Correspondence Distance Education which benefited the nation’s first graduates.
External Study	This is a term mostly used in Australia. It describes well the ethos of distance education as found in Australian universities and colleges of advanced education—a form of education that is ‘external to’ but not ‘separated from’ the faculty staff of the institution. The same staff would have two groups of students, one on-campus, the other external and they prepare both groups for the same examinations and awards.
Independent Study	The major proponent of ‘independent study’ in the area of education was Charles A Wedemeyer of the university of Wisconsin at Madison. This term is used for distance education at a higher education level particularly in the United States where the term originated.
Home Study	This term was primarily used in the United States for further education at a distance. Particularly technical and vocational oriented institutions but not for higher education such as universities and university –oriented colleges.

Culled out of Keegan (1996)

The library has a critical role to play in supporting which ever mode of study is involved. The library remains the **interface** between the faculty and distance education. The library must provide the necessary expertise to

conceptualized. These are Distance Learning, Distance Teaching, Correspondence Study, Home Study; External Study and Independent Study. Scholars have variously examined this concept from different points of view. This undoubtedly, makes the concept generally ubiquitous. However, the underlying factor is that worldwide, the objective is the massification of education as already mentioned, even though as will be delineated very soon not all terms are synonymous. However, whatever term used the mode of instruction is divided into the synchronous and the Asynchronous modes. Wikipedia (2009) distinguished the synchronous mode as a mode of online delivery where all participants are ‘present’ at the same time. While Asynchronous is the mode of delivery where participants are given courseware which they are expected to study on their own and students are not required to be together at the same time.

ensure the integration of library resources into the courseware and also developing course-specific materials. The DE students are also provided with a tailor-made resources both online and offline to ensure the success of DE.

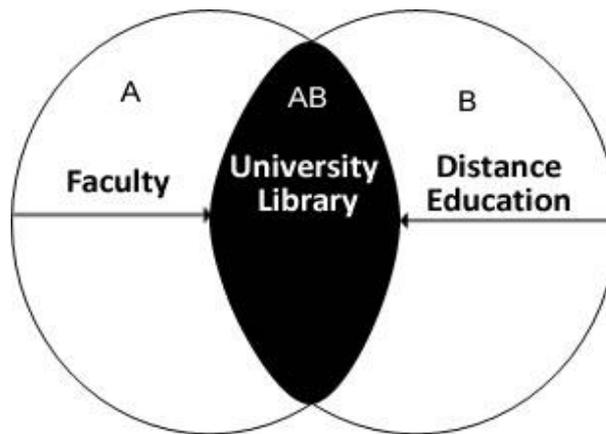


Figure 1: A Conceptual Model of the relationship between the University Library, Faculty, and Distance Education.

The Interplay between the Faculty (A) and Distance Education (B)

The Faculty organizes Distance Education programmes for universities in Nigeria – building curricula and enforcing curricula implementation. Distance education courses are mainly taught by members of the faculty. The Modules for course instruction regardless of the mode be it synchronous or asynchronous as mentioned earlier are prepared by the faculty. The relationship between the Distance Learners and the Faculty is based purely on knowledge transfer and instructional delivery. The students on the other hand are expected to digest the knowledge transferred to them and ultimately write and pass examinations conducted for proper credentialing.

The Interface between the University Library (AB) and the Faculty (A)

Faculty which is a generic word for teaching staff are charged with a two pronged mandate- To transmit existing knowledge and to create new knowledge through research. Ostensibly these functions are predicated on the use of the library. No doubt, the University Library of any institution is often the ‘hub’ of all academic activities. There is this adage that the university is as good as its library. This shows the critical role that universities play in promoting teaching and research. The Faculty can hardly function without current resources via print and non-print media. These come in the form of learned journals, books, conference/seminar materials, theses, dissertations, projects, archival materials and grey literature which are both in print and non-print copies. These resources are used for

teaching, curriculum building and implementation for Distance Education.

The Interface between the University Library (AB) and Distance Education (B)

The University Library has a tremendous role to play in Distance Education. The University Library supplies all the resources needed for the DE programme to students. The University Library acquires, catalogues and circulates materials for DE to students. In addition the students are provided with reference resources which for some universities are accessed on-line, when once a student is registered. Digitized theses are also made available online through the library website. Most DE programmes can hardly be effective without the involvement of the University Library. The University library therefore is the interface between the DE learners and the Faculty as functions of both are predicated on the support of the library.

In Nigeria the National Policy in Education (NPE) is explicit on what it refers to as Distance Learning. It describes this as a system which encompasses education for all, education for life-long learning, adult education, mass education, self-learning education, personalized learning, part-time studies etc. The Revised National Policy on Education (2004:45) has further stipulated the objectives of Distance Education in Nigeria as follows:

- To provide access to quality education and equity in educational opportunity for those who otherwise would have been denied

- Meet special needs of employers by mounting special certificate courses for their employees at their workplace
- Encourage Internationalization especially of tertiary education curricular
- Ameliorate the effect of internal and external brain drain in tertiary

institutions by utilizing Nigerian experts as teachers regardless of their location of place of work.

Furthermore in Nigeria, DE is expected to be equivalent in structure and status with those courses offered by face-to-face mode of instruction and also regulated by government.

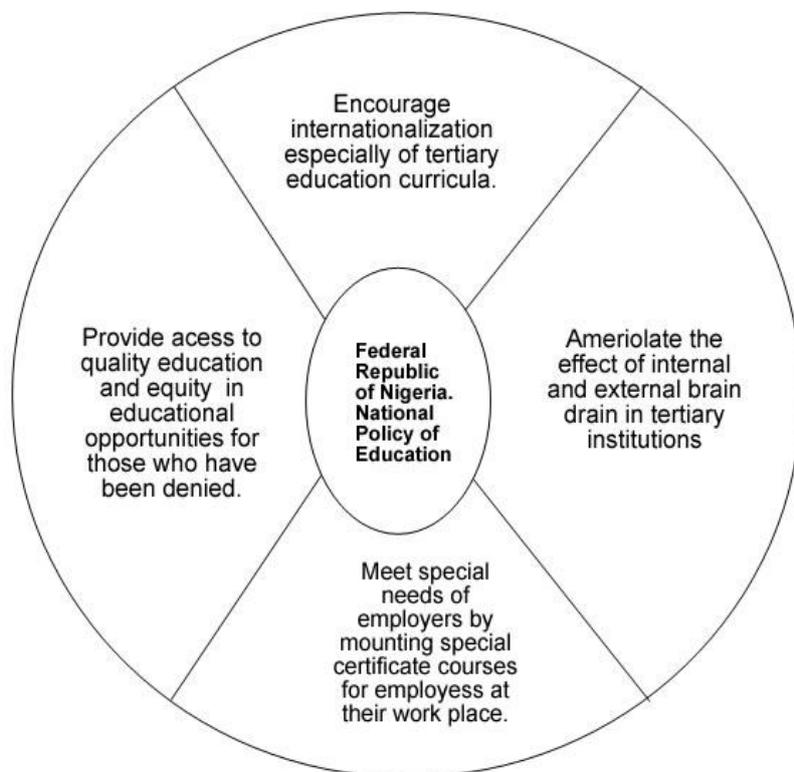


Figure 2: Objectives of Distance Education as delineated by the revised National Policy on Education.

Libraries Role in Promoting Distance Education in Nigeria

The characteristics of distance learners are remarkably different from their campus counterparts. They are generally mature learners, employed and have family responsibilities. They have higher motivation and are usually willing to take responsibility for their education. Their goals are usually more clear-cut than their campus counterparts. In addition their learning is often self-directed and they are mostly independent learners. This presupposes that their need for library resources is usually more dire and more critical, since work is combined with study. Time therefore is of the greatest essence

to them. Their learning is usually broad-based creating the need to broaden their academic scope and horizon. Libraries should be an integral part of any successful DE programme by providing services both to the distance learners and the faculty. The role of libraries as key actors in the provision of unhindered access to essential resources for DE is aptly delineated by the International Federation of Library Institutions and Associations (IFLA). According to IFLA librarians have the imperative to serve geographically based clients and clients linked only by technology IFLA (2003). Akimmidu (2006) insists that the library in doing so contributes effectively to the development and maintenance of intellectual freedom. It is

germane at this point to critically examine the various ways university libraries can promote distance education in Nigeria.

The library's pivotal role in education nay distance education puts it in a critical position with regard to the provision of direct, immediate, delivery of resources targeted for Distance Education learners. The role of the library can be delineated thus

User-friendly Service

- Libraries should work at reliable, available user-friendly efficient service delivery through automated and print Selective Dissemination of Information (SDI), Current Content and Table of Content services. This the libraries must send to the mail boxes of the students concerned or posted online to the library's website from time to time.

User education

This is very critical, because most of these adult learners lack information literacy skills and also have inadequate knowledge and experience in library research, electronic information resources and technology in general. Some also reside in remote areas and are not conversant with new technologies. User education could be conducted on line through an online forum or offline during every contact with the university.

Research Consultation

It is also expected that in-depth research consultations, individualized instructions be made at the reference desk or on-line through Frequently Asked Questions (FAQ) or Ask a librarian. Librarians can often act as consultants to certain disciplines. The library research consultant offers professional advice and provides resources for the DE students in the discipline he/she consults.

Use of print and non-print resources

Wide use of print and non-print resources such as brochures, tutorial sessions, pamphlets, students manuals, video tapes, radio and television programmes should be housed in university libraries for easy access to the learners .Electronic resources should also be posted online for students. electronic resources such as EBSCO HOST, HINARI, AGORA, JSTOR online catalogues and many others related to various disciplines should be organized in such a way to benefit students.

CD-ROM Use

- Crucial information about library use and information searching skill should be given to users via CD-ROMs on request. In addition certain e-journals, indexes, Abstracts, dictionaries examination papers can be burnt in a CD-ROM and given the students.

A distance learner liaison officer/staff

He/she is a liaison between the faculty and the library thereby fostering the integration of library information into course materials which is critical for the success of any DE programme.

Development of library Website

- Libraries should also develop websites that incorporate all their activities and services rendered. The website should also be designed to also meet the needs of DE learners.

Digital Libraries

- Libraries should work at creating a digital library consisting of e-journals, e-books, online archives and past theses which will help facilitate research for DE students.

Activities by the various sections of the library in promoting Distance Education are hereby encapsulated in the diagram below.

Table 3: Library Support to Distance Education.

Library Functions	DE Support
Acquisition	Acquisition of resources both print and non-print materials for Distance education.
Catalogue section	Cataloguing of printed sources and provision of Online Public Access Catalogue (OPAC) for DE.
Circulation section	Circulation of books and reservation of resources for DE.
Reference section	Provision of electronic resources, reference sources indexes and abstracted information online. Answering ready reference queries.
Serials section	Provision of on-line journals, current awareness Selective Dissemination of Information (SDI) and Journals table of content services to DE.
Special collections	Provision of digitized theses, Government sources, Gray literature and Archival materials to DE.

Challenges of University Libraries In Providing support to Distance Education.

University libraries have faced several challenges in providing support for Distance Education in Nigeria. These include but are not limited to these factors:

Lack of Specialist Training

There is a dearth of trained capacities designated in libraries for distance education. This is as a result of manpower deficit experienced in libraries. Understaffing of Nigerian libraries has made it difficult to designate staff to this specialized area of librarianship

Lack of collaboration between distance education planners and libraries.

Most planners of DE hardly solicit the co-operation of the library during the planning stages of DE. Libraries do not make an input during this stage, this in itself makes it difficult for libraries to render adequate services to Distance learners. Libraries should be an integral part of the planning of any successful DE programme

Lack of IT personnel

There is a dearth of IT capacity in most libraries in Nigeria. This undoubtedly trammels the dissemination of information via the world wide web. Getting properly trained IT personnel in the libraries to help drive the DE

programme is still a challenge to most universities in Nigeria. In addition, because of the pauperization of the universities Oversea training has become a forgotten reality creating a serious lack of IT personnel in most libraries in Nigeria.

Resource inadequacy

Lack of adequate library resources for the regular traditional students and therefore resources usually are not able to stretch to off campus distance learners. The nature of DE suggests that librarians should help to expedite access of resources to students, however this is hardly the case as resources are often grossly inadequate.

Limitation of Funds

Lack of funds to fully acquire most of the resources needed to run an effective distance education programme is the reality in many libraries in Nigeria. Funds have been steadily on the decline within the last couple of years as a result, acquisition of current resources has been a major challenge to most Nigerian libraries. Distance Education should actually be given separate funding but this is hardly the case. Libraries have had to squeeze resources between the two learning modes.

Policy issues

Lack of institutional policies to guide the provision of information for this category of learners has often been a challenge. No clear-cut policy or guideline for serving this group of learners has been laid down by most universities in Nigeria.

Limited Print Resources

Because of lack of adequate print resources for distance education, Internet technology would have offered a way out however, Internet penetration in Nigeria has been abysmal with many universities having very limited bandwidth making the server very slow. This is frustrating both for learners and library staff.

Conclusion and Recommendations

Distance Education has played a tremendous role in the education of the Nigeria citizenry. It has moved education from the exclusive system or mode of privileged access to a more inclusive mode helping both learners and organizations alike. Distance education because of its flexibility fits around the learners work and

family commitments. For organizations, time for training, particularly out of the station training for workers is drastically reduced and employees convert knowledge acquired into competence which in aggregate terms yields greater productivity. In spite of its importance many problems over the years have been impinging on its effectiveness in Nigeria. The following recommendations are proffered with a view to improving this learning pedagogue in Nigeria.

- University libraries should have an organized relationship/collaboration with some public libraries in order to provide access to distance learners of their institutions in key areas in Nigeria. The collaboration should be in the area of creating access to resources, interlibrary loan and cooperation and in teaching information literacy to DE students which is one of the major roles of public libraries.
- Library use instruction programme should be organized for distance learners either on-line or during face-to-face contact. The host university can also organize at least one contact with the university before graduation. This period would enable libraries organize library use instruction for the learners. This is necessary since the quality of their degrees can be questionable without library experience or exposure. Access to libraries is essential for superior academic skills and for lifelong learning.
- Libraries can also occasionally package crucial information or Selective Dissemination of Information (SDI) to learners in different centers according to their academic disciplines.
- There is a need for an institutional policy, clearly delineating the services to be provided by libraries and placing libraries at the 'hub' of all academic pursuits be it traditional or distance education. This will encourage budgetary allocation to the DE programme.
- Internet technology should be emphasized for distance learning as it is far reaching and would disseminate information regardless of time and place of residence of learners. It will also help libraries with inadequate print based service.
- High cost of Internet services has hampered its use by the less privileged

distance learners. Federal government should address this issue and work at reducing Internet cost, as a way of increasing Internet penetration in Nigeria.

- To initiate academic professional specialization in, library services for Distance Education, school of Library and Information Science must include courses in this area of specialization in their curriculum.
- Library should participate in the development of Distance Education curriculum to ensure that appropriate library resources and services are available

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Copyright Law and Intellectual Property Abuses in Nigeria: Impact on Creativity and Academic Output

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Abstract

Purpose: To inculcate into the general public the need to reject intellectual property abuses by being law-abiding and by helping to implement copyright laws.

Design/Methodology/Approach: A literature-based opinion paper which looks at the copyright system and intellectual property abuses by examining their meanings, causes of abuses, libraries and copyright system, impact of their interplay on creativity and academic output, and recommendations on how to help copyright triumph over abuses.

Findings: Proper awareness of copyright implications on the part of copyright owners, abusers, and the public has been noticed to be at the root of intellectual property abuses. Paucity and inadequate training of copyright personnel also exist.

Practical Implications: Proper administration of copyright law is the surest way of enhancing intellectual and scholarly growth and development. Public must rise to the challenges imposed by abuses in order to let copyright prevail.

Originally/value: Much of the sub-topics were culled from many avid writers in the fields of legal studies, library and information sciences.

Key Words: copyright, intellectual property abuses, property law, reprography.

Paper Type: View point.

Introduction

The joy and hopes to have attractive remunerations from one's intellectual works is at the back of producers who ceaselessly, tirelessly and sleeplessly continue to produce and perfect their works. Many times, this attraction and hopes are spoilt by the treacherous acts of some individuals who are eager to reap where they never sowed. In this case these individuals abuse the intellectual properties of their producers or creators. These abuses appear in many forms like plagiarism and piracy. While plagiarism has to do with actions of taking someone's ideas, works, words, etc. to be one's own without admitting to have done that, piracy manifests itself in the illegal reproduction of copyright works like paintings, books, architectural drawings, films, photographs computer software's etc, for commercial purposes. These two commonest abuses not only make the creators suffer financial losses, loss of reputation and social displacement but also dampen creativity. They also deprive a nation of its income, cause unemployment, laziness, and scare local and foreign investors. They are canker worms that are capable of milking a country to death. In realization of these great undoing of intellectual property abuses, nations

have risen up to fight them by creating copyright law. Copyright laws are laws passed by a country in order to guarantee and protect the interest of a creator of work to do or to authorize the doing of certain things in relation to the work. This is to barricade others from pirating and, or plagiarizing peoples works. Copyright laws are weapons designed to flush out intellectual property abuses.

Abuses have taken a greater dimension due to the emergence and proliferation of sophisticated information and communication technologies (ICTs) capable of allowing one to stay in his room and secretly reproduce thousands of copyright works in a split second. Plagiarizing another's work is also very prevalent today considering world constriction and information globalization. The dangers being imposed by these clandestine abuses of intellect and initiatives are fraught with problems. Hence, Okoroji was quoted by Ephraim, Afebende and Nkebem (1997) as lamenting thus;

What started as a personal problem of musicians has become a big problem for writers and book publishers a problem for motor spare parts manufacturers (counterfeiting) has become a national problem.

You had the option of buying an original work or what was termed *Aba* or *Onitsha made*”-nickname for pirated works.

With this backdrop, the need for this paper emerges thus: to examine the conceptualizations of copyright system, impact of their interplay on creativity and academic output, and recommendations on how to help copyright triumph over abuses.

Copyright has its humble beginning in the Nigerian culture and English legal settings (Ekpo, 1997). The cultural traditions of Nigerian society strongly support the recognition and acknowledgement of those who laid the foundation and opened the way in all human endeavours. Hence, dancers and singers normally chronicle and trace their development to their masters who trained and empowered them to dance and sing their songs. In the same way, the modern copyright system originated

from England in 1709 (Ekpo1997). This act was repealed many times before it got to Nigeria in 1970. In Nigeria, the Act had several amendments before settling in 1988. Nigeria made it to be in line with Nigerian style of life, and created the Nigerian copyright commission (NCC) for effective copyright enforcement.

Conceptual Definitions

Ever since 1992, copyright has become a household word among Nigerians. As a legal concept, it has assumed a prominent position in national and international circles. Yet, it may sound incredible to state that its actual meaning portends a high degree of enigma to many average Nigerians including those in academics and those who even have copyright protections (Ekpo, 1997). This therefore, underscores the need to follow Aristotle’s dictum that the beginning of every intelligent discussion should start with the definition of terms.

Wikipedia (2009)	Defines copyright as unauthorized use of copyright materials in a manner that violate one of copyright owner’s exclusive rights, such as the right to reproduce or perform the copyright work, or to make derivative works that build upon it.
Eze (2004)	This author stated it is an intellectual property protection given to the originator the exclusive right to the use of his literacy, dramatic musical or artistic work.
NCC (1997)	Conceptualizes copyright as a legal device that provides the creator of a work of art or literature, or a work that conveys information or ideas, the right to control how the work is used. The Nigerian copyright protection grants authors a bundle of intangible exclusive rights over his works. The rights include Reproductive right, ie the right make copies of a protected work Distribution rights ie the right to sell or otherwise distribute copies to the public. Right to create adaptations or derivative work-the right to prepare new works based on protected work Performance and display rights-the right to perform a protected work such as a stage play, or display a work in public.
Prytherch (1990)	Copyright is a procedure whereby the originator of a piece of intellectual property (book, article, piece of music, etc) receive due recompense for the inventiveness or imagination expended. It protects publications issued by a person from piracy, plagiarism and undue reprography.

From the foregoing, all the definitions so far examined talk of the granting of exclusive right to the individual creators of literary or artistic works. Copyright is, therefore, a right in law conferred on authors and owners of works who

shed hot sweat and burned midnight oil to arrive or move the society higher.

Causes of Copyright Abuses

Reports and studies all over the world shown that the problems of intellectual property abuses

is indeed global and ravaging the various classes of copyright works, (Nigerian Copyright Commission, 2008). This scenario rears its ugly head everywhere, often completely jeopardizing the livelihoods of creators and those working in the creative industries.

The causes of intellectual property abuses has been traced to economic reasons, such as, high demand, and cost of original products, unavailability of original products and financial gains. This could be further justified considering the high level of unemployment, high poverty rate, e.t.c in the country. The dearth of knowledge about copyright abuses. Many right owners as well as users of creative works do not know their rights and obligation under the copyright laws. Thus, many Nigerian writers, publishers and artist spare no time to follow the circulation and commercial use of their works in public domain (Nnabuife, 2008).

Libraries and Copyright System

The Nigerian copyright Law (decree 47of 1988) section 5 (1) (h) empowers educational and non-profit making organizations like libraries to copy any work for the purpose of teaching and learning. However, these copied works must be destroyed at the expiration of the exercise. Section 5 (1) (2) also call it an infringement of copyright if more than three copies of any work is made by libraries for any purpose. This section talks of “fair use” and “fair dealing” and empowers libraries to reproduce copyright work with due discretion work and caution.

This is because of the scarcity of the teaching and learning material and because of libraries’ extensive involvement in teaching, learning and research. Libraries must not hide under the given concessions to defraud creators of their social and economic benefits. For they have areas where they are bound by copyright laws.

Afebede (1991) summarize the areas where libraries are caught up by copyright laws thus:

1. Library services to users such as photocopying if not carried out within the copyright regulation and cooperative acquisition can result in loss of income to owners.
2. Libraries resources sharing such as exchange of journals, books for other material if these substitute actual subscription by libraries for them can

result in loss of income to owners thus violating copyright.

3. Libraries violate copyright by dubbing video sound and audio cassettes, record pre-recorded films and records programmers off air film radio and TV broadcast without permission of the copyright owners.
4. They also record, duplicate, exchange and sell lectures presented in seminars and workshops or symposia without taking permission from the organizers of the workshop or speakers responsible for works presented on such occasions.

In spite of the Afebede’s summarization of areas where libraries could be found infringing on copyright laws, libraries received great concession. As such, libraries are expended to reciprocate this gesture not only by abiding by the copyright stipulations (1988) but by helping to implement copyright against abuses. This the libraries can do by:

1. Making copyright laws an aspect of lecture during the orientation programme of fresh students. This will enable them to imbibe and appreciate the socio-economic and moral implications of copyright abuses.
2. Helping to display copyright warnings not only in the main libraries but also in faculty and departmental libraries. The consequences of the violations must also be pasted and handbills distributed from time to time. This will enable all the abusers to know what they are getting into.
3. Supporting, the organization of “National creativity Day” where creative minds could assemble, rub minds, showcase their creative works and extol creativity.
4. Helping to organize symposia, seminars, workshops and copyright summit for public awareness of copyright and its impacts.
5. Helping to conduct special copyright training for law enforcement agencies like the Nigeria police, Nigerian custom services as well as law court judges.

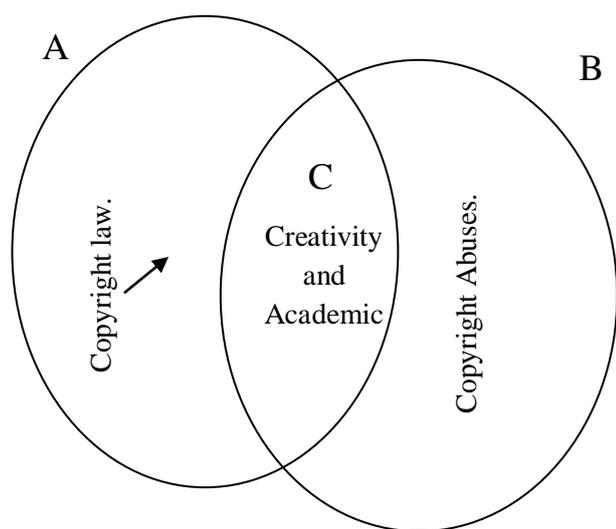
These enlightenment activities from libraries are vital considering the fact that to whom much is given, much is expected. Moreover, the abusers, copyright owners and the general public need to be educated for many foul the copyright laws out

of ignorance. The activities will create an enabling environment for creativity and academic excellence to thrive and meet the many challenges of the copyright system.

Impact of Copyright and Copyright Abuses on Creativity and Academic Output.

It is necessary here to consider what impact they and copyright abuses could have on creativity and academic output of the people. Copyright and abuses are two sides of a coin. Each has effect on creativity and academics output depending on which one is gaining an upper hand. The copyright laws and intellectual property abuses are great enemies, each

competing for supremacy and dominance. The interplay of the two determines to a great extent the academic and creative output of a community. If abuses dominate, academic and creative development will suffer while they will soar highly if copyright laws are will enforced. Copyright is interested in maintaining that an author must be encouraged to eat from the fruit of his sweat. Intellectual property abuses are not mindful of who suffered to author the work but interested in the ability to edge out others without regards to legal stipulations. Whichever rules the other has greater control over output. See the diagram below:



A and B, each struggle to have control over C

Figure 1: A Conceptual Model of the relationship between the copyright laws, property abuses, and creativity and academic output.

The impact of the two are hereby examined.

Encouragement: If the, NCC which is a commission designed to administer copyright laws becomes efficient, it will encourage authors/creators to have greater interest and excel. The encouragement received as a result of successful administration of copyright brings intellectual capacity building. But where the abuses triumph, the originators will be discouraged and their creative desire would sag and be stifled.

Financial Gains: Creators/originators of copyright works spend all the resources within their reach on their work in order to have financial gains accruing from them. Copyright law helps them attain objective but abuses deny them of these important remunerations. The abusers neither pay duty tax nor royalties. They make staggering profit at the producers. In

consonance with this, Coommasie (1997) stated that it not right for a person to burn the midnight oil and produce a work while others reap the financial benefits of it.

Social Reputation: For the works of the writers to be reproduced, they have to give out authority or permission. This and more increase their social standing. Abuses infuse or engender loss of reputation and social displacement local creativity and academic output is frustrated and annihilated by intellectual property abuses.

Scares Foreign and Local Investors: The essence of copyright law is to enable creativity to thrive and being in investment. Copyright law stands for justice over property rights. When there is not stealing of peoples academic and creative works, industrialists invest more of their profits while property abuses scare foreign and local investors. This reduces not only individual but also national gross domestic product (GDD).

Development of Cultural Heritage: Copyright laws creates serious desire on the part of researchers and academicians who interestingly made into local cultural heritage. When properly administered copyright aids research since their will be a congenial atmosphere for creators of works to gain from the fruits of their endeavours.

Creation of Environment: Since copyright advocates and fits for justice and enthronement of right to property, it creates an enabling environment for research, investment, learning and creativity to grow. With copyright abuses, many sharp brains go into depreciation as people get dispirited and refuse to use their brain for academic and creative output.

If the copyright gets well administered and over runs intellectual property abuses, academic and creative minds will be spurred into greater activity and academic excellence. But whereby the reverse becomes the case, the output gets extinguished as interest, joy readiness to strive, and dexterity are thrown overboard.

It is in recognition of the evil effect of property abuses that NCC (2008) cited President Obasanjo as stating thus:

The damaging effects of piracy are visible all around us; the waning zeal for creativity; the dearth of well-researched textbooks and reading material in the education sector; the diminishing of the artistic and literary quality of our stage performance; and the increasing colourless and uninspiring products in the visual arts. Expectedly, investors are wary, and the young generation is not encouraged to pursue careers in the arts and entertainment industry. We are all confronted by an attack on our culture and future as a people. We are faced with the reality of a declining economic resource and a source of pride as a nation.

Suggestion

The following suggestions have been made as a veritable tool for combating the abuses:

1. There is need for the creation of awareness through campaign to enlighten the general public on the law and administration of copyright. This can be done by organizing seminars and

workshops on copyright for the benefit of the masses.

2. A specialized training should be organized biannually for law enforcement agencies such as the Nigeria police, Nigerian Customs Service, etc.
3. Formulation of a viable economic policy on the copyright law and administration.

Conclusion

A lot of positive inputs have been made by the government in trapping abuses of intellectual property. This is done through the formation of strategic Action Against Piracy (STRAP), reproduction rights society of Nigeria (REPRONIG) and other agencies charged with fighting the menace in their various capacities. But the high rate of increase in the abuses shows that there is need for more inputs in the fight against intellectual property abuses so as to enthrone an enabling environment for creativity to thrive, to re-invigorate the copyright industry and make it core attractive to existing and prospective investors in the industry for overall national growth.

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Extent of Library Resources Provision in University Libraries in North Central Zone of Nigeria

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Abstract

Purpose: *The aim of this paper tried to determine the extent of library resources provision in university library in North Central of Nigeria.*

Design/Methodology/Approach: *The research design employed in this study was descriptive survey. The population of this study consisted of Ninety Nine librarians and twenty five library officers in university of libraries in this zone. Questionnaire was the main instrument used for this study. Data collected were analyzed using mean (\bar{x}) and standard deviation (SD).*

Findings: *The results of the study showed that library resources were provided to a small extent ($\bar{x}=2.43$) in university libraries. It was found that only infrastructural resources were provided to a large extent($\bar{x}=2.61$).*

Originality/Value: *The originality of this paper lies on the proposal made by the researcher provision of library resources to university libraries in the North Central Zone of Nigeria*

Keywords: *Library resources, information sources, infrastructural resources, human resources, financial resources, university libraries, Nigeria.*

Paper Type: *Research paper*

Introduction

University libraries play critical roles in the fulfillment of the universities' objectives, particularly with respect to teaching, learning and research, which they are uniquely placed to enhance. As repositories of knowledge, university libraries hold rich collections of books, journals and other varieties of information resources in both print and electronic forms, as well as other types of library resources for the benefits of the universities' heterogeneous stakeholders, including students, lecturers and other staff. Unfortunately, the state of library resources in Nigeria, and the North Central Zone in particular, appears to be precarious, a situation which hampers the historic role of university libraries and if left unattended to could become deleterious to the fulfillment of universities' core functions and products.

The library's role in a university includes the task of ensuring the library personnel, carefully trained for their functions and guided by the universities' programmes, select varieties of

information resources from the vast array of sources in the world including publishers, agents and authors. These librarians' duties also extend to acquiring and organizing the materials selected to ensure that every information resource in stock, as well as the records relating to it, is properly placed in a systematic location so that the universities' students, lecturers and other staff can find it quickly and conveniently, when needed. Moreover, the library personnel preserve the information resources through various ways, such as binding and proper storage. This, coupled with the use of adequate security measures adopted to reduce harmful behaviors, like theft and mutilation of information resources, helps to increase the life-spans of the information resources and access to them by larger numbers of users.

The provision of suitable spaces for reading and study as obtainable nowhere else within the university set up is yet another invaluable library support to universities. Others include lending of library resources to users for Utilisation outside the university library; reprographic services; bindery services; lamination of documents, and

subscription to appropriate databases. In fact, the university library selects and subscribes to key databases, a task beyond the competence and economic scope of individual users. It makes them available, providing appropriate guidance as to their usage. Through linkages with other libraries near and far, the university library engages in cooperative acquisition of vital information resources, thus saving cost and enhancing its financial ability to purchase more with the funds available. It creates networks with such libraries for mutual exploitation of their resources. This provides access to a greater range of information resources for users of the member libraries than would be the case otherwise. What is more, the whole purpose of the university libraries' activities which is to make knowledge available is in tandem with the universities' role of disseminating the outcomes of their research. The university library collects the parent university's research outputs, as it does information resources from other sources, organizes them and, through its ICT resources makes them available to the entire university community and the wider world. This also enhances visibility for the university and its researchers in the international community (Okebukola, 2003). The unique role of the university library places it in such an important position in the university that a university is said to be judged by the quality of its library (University Grant Committee, 1921; Agboola, 2000). That is, library resources are the framework upon which library services are formed, regulated and used. Thus, library resources are the means by which the university library enhances the university's core functions of learning, teaching and research and are therefore extremely important to the effective provision of library services. In fact, without library resources it would be very difficult if not impossible for any library to provide library services. Library resources include information resources, infrastructural resources, financial resources and different categories of human resources, all of which are indispensable to the effective provision of library services in a university. This underscores the imperative for effective provision of library resources in every university, a task which enables the university library deliver effective services to its users. The provision of library resources is thus a primary responsibility of university libraries. However, this onerous task calls for proper management by

the university library as the degree to which an organization succeeds depends on how well it is managed (Griffins, 1999).

Despite the importance of library resources to the provision of effective library services in universities, it is observed that their quality and quantity leave much to be desired, a situation which negates the universities' mandate on teaching, learning and research, among others (Nigeria, 2004). The collections of books and journals are small, largely obsolete and dilapidated, and unfit for teaching, research and study (Bozimo, 1993). Obsolete information resources logically give rise to obsolete lecture notes, thus undermining the quality of teaching and learning. This culminates in half-baked products, including the graduates (UNESCO, 1999; Whitmire, 2003). Combined with inadequacies associated with library buildings and equipment, and shortage of staff. This worrisome situation is frustrating, hence the urgent need for the provision of robust services that should justify the existence and cost of the university libraries.

Purpose of the study

The main purpose of this study was to determine the extent of library resource provision in universities in the North Central Zone of Nigeria. Specifically, this study sought to find out:

1. The extent of provision of information resources in universities in the university libraries.
2. The extent of provision of infrastructural resources in the university libraries.
3. The extent of provision of financial resources in the university libraries.
4. The extent of provision of human resources in the university libraries.

Literature Review

Library resources are the means by which the university library enhances the university's core functions of learning, instruction and research. Library resources include information resources (in print, electronic and other formats), infrastructural resources, financial resources and different categories of human resources, all of which are indispensable to the effective provision of library services in a university. Library resources are the framework upon which library services are formed, regulated and used. The quality and quantity of library resources of a

library largely determines the scope and adequacy of the library service available.

Information resources are books, journals, and other resources in both print and electronic versions as well as non- book resources. Print and electronic versions of books, journals and other formats of information resources make up the library holdings. The other formats of library information resources include non- book materials such as maps, pictures, manuscripts, and *realia*. Library services are based upon the information and other library resources available and so the quality and quantity of library services are always a reflection of the quality and quantity of the totality of library resources in place. This is why all the staffing, infrastructure and funding of every university library are usually directed at achieving balanced collections that meet the divergent needs of the target user communities.

Ejiko's (1980) study pointed to the fact that imported information resources, especially from Europe, dominate the collections of Nigerian libraries to the detriment of locally produced information resources. The foreign- sourced information materials cost much more to acquire due to the high exchange rate involved. This dismal picture was further extended by Bozimo's (1993) study of academic and post-graduate students in Nigeria which revealed an overwhelming majority of academics in Nigerian universities had urgent need for library materials which were not immediately available and academics found library materials unsuitable for research and much more unsuitable for teaching. Several other studies like those by Raseroka (1999) and Ifidon (1990) focused on the problems of material resources in African (including Nigerian) university libraries and revealed depressing situations with regards to books, journals and other formats of documents. In the same vein, Agboola's (2000) review of the state of Nigerian university libraries revealed, among others, a near- absence of growth in quality and quantity of library collections, including ICT resources, as confirmed by Sani and Tiamiyu (2005) who assessed the status of automated information systems and services in Nigerian universities in the mid-2002. They found the automated information systems and services to be grossly inadequate. Similarly, Choudhury (2003) identified lack of appropriate resources required for research and development in digital libraries as one of the reasons why

developing countries, including Nigeria, were lagging behind in digital library research and development. Ogunsola and Okusoga's (2006) study of the state of facilities in the educational systems of developing countries found that libraries were in a deplorable state, which accounted for the poor quality of the universities' graduates as evident in the graduates' falling competencies.

Infrastructural resources are the physical facilities, such as library buildings, furniture, computer hardware and other types of equipment. Library buildings provide spaces for reading, offices, workshops, shelving, furniture, and other requirements (Ifidon, 1999). They also provide security and protection from bad weather, mutilation and theft of the library equipment and information resources. Library furniture, shelves and accessories, as well as various Information and Communication Technology (ICT) tools and devices used in the library are part of library infrastructural resources, which serve various strategic purposes in the provision of library services. Other infrastructural resources include high capacity electronic power generators that complement the sources of power, such as the Power Holding Company of Nigeria. Electricity is essential to the functionality of air conditioning and heating devices, which help to maintain conducive temperatures in library offices, workshops and reading areas. Moreover, it is also an obvious fact that adequate supply of electricity is indispensable to the proper lighting of the library rooms and premises, especially at night, and for effective utilization of ICT tools and devices. Despite the importance of infrastructural resources to library effectiveness, there is research evidence from Ifidon (1990), Raseroka (1999) and Agboola (2000), among many others, pointing to low infrastructural resources in libraries. Ifidon (1990) through a survey identified the problems of material resources, especially infrastructural resources, in university libraries in tropical Africa, with particular reference to Nigeria, where university library buildings were constructed without regard to standards. In her own study, Raseroka (1999) reported the inadequate situation of the material resources in African (including Nigerian) university libraries in which library buildings are the most heavily used facilities on any university campus without corresponding plans by the universities

for libraries to accommodate increases in student intakes, and approval for increased reading space takes long to secure and equipping the library is usually shelved by university hierarchy in budgetary planning. In the same vein, Agboola's (2000) reiterated the unsatisfactory situation relating to library infrastructural resources in Nigeria which had persisted despite the fact that there had been quantitative growth in the number of university libraries since 1948.

Financial resources is a library resource which includes the library's budget and different sources of funds which accrue to the library and are used to pay for various costs such as those related to personnel, collections, equipment and services. Fund is the means by which the university library pays the cost of different activities (Rosenberg, 2001), including staff wages and personal emoluments; book purchases; journals subscriptions; purchase and maintenance of equipment; purchase of non-book materials; supplies; general overhead costs such as electricity and water bills; outsourcing, leasing and revenue generation; maintenance of buildings, and construction of new buildings. Understandably, several studies, like those by Ifidon (1990); Akintunde, (2006); Ochogwu, (2007), and Sharma, (2009) which furnish concerns about the low states of libraries particularly in terms of the unsatisfactory quality and quantity of their library resources, usually identify funding problems as the principal cause of the unsatisfactory situation. The rationale is that a library's funds can determine the scope and grade of its physical facilities, books and journals, and staff.

Human resources are the staff. Human resources is a library resource critical for the functionality of any university library which is geared toward effective provision of services to users. Obviously, well trained and competent members of staff are assets to any library. For, library service is always an end product of the chain of functions carried out by different categories of library staff variously trained for the functions. Edwards (1975 identified three categories of staff in the university library, each of which performs various specific functions that complement the functions of the others. The three categories of staff are: professionals (librarians), sub-professionals and non-professionals. In every university system, it is

the library staff who ensure the optimal combination of the university library's infrastructural, information and financial resources in order to achieve optimal provision of library services. According to Ifidon (1999), the most essential ingredients of staffing include: recruitment, training, career prospects and evaluation.

Methodology

The research design employed in this study was descriptive survey. The population consisted of all the ninety- nine librarians and all the twenty-five chief and assistant chief library officers in the university libraries in all the six state and four federal- owned universities in the North Central Zone of Nigeria. The major instrument for data collection was questionnaire.

The instrument consisted of two main sections, beginning with section A used to provide the needed demographic data. Section B dealt with the extent of provision of library resources evaluation activities in the university libraries respectively. It had 46 items clustered under the four types of library resources, namely, information resources, infrastructural resources, financial resources and human resources. Each item in section B was designed to elicit responses that indicate the extent of library resources provided.

The instrument was subjected to face validity. Two senior lecturers in library and information science and an expert in educational measurement carried out the face validation. The expert and senior lecturers were specifically requested to validate the instrument in terms of the relevance and adequacy of content and clarity of the statements. The experts vetted the items of the instrument in the light of the study's purpose, constructs and hypotheses. This is to ensure that each instrument is capable of collecting complete, precise and accurate information.

The Cronbach Alpha method was used to determine the internal consistency of the items of the instrument. The instrument showed an overall correlation of 0.93, which is a near perfect correlation. Furthermore, the following correlations for groups of items testing different categories of constructs were as follows: extent of information resources provided in the libraries= 0.77; extent of infrastructural resources provided in the libraries = 0.94; extent of financial resources provided in the libraries =

0.72 and extent of human resources provided in the libraries = 0.62.

The researcher and some research assistants specially trained for the purpose distributed the questionnaire to all the librarians, chief library officers and assistant chief library officers in each of the universities under study. A total of

124 copies of the questionnaire were distributed. Out of this number, 120 copies were returned but only 100 copies were correctly filled by the respondents. This gave a response rate of 80.6%. Mean and Standard Deviation were used to answer the research questions posed in the study.

Results

Table 1: Mean ratings of responses on extent of information resources provided in the library

S/No	Information resources	\bar{x}	SD	Decision
1	Printed book	3.39	.719	LE
2	Printed journals	3.09	.800	LE
3	Government documents	2.69	.920	LE
4	Confer./Seminar/Workshop	2.44	.957	SE
5	Research projects	2.71	1.012	LE
6	Maps	2.06	1.061	SE
7	Pictures	1.88	.979	SE
8	Manuscripts	1.84	1.011	SE
9	Electronic documents	2.35	.946	SE
10	Real objects (Realia)	1.84	.983	SE
	Over all	2.43	.581	SE

VLE- Very Large Extent; LE- Large Extent; SE- Small Extent, VSE- Very Small Extent, SD-Standard Deviation, \bar{x} = Mean

Table 2: Mean analysis of responses on extent of provision of Infrastructural resources

S/No	Infrastructural resources	\bar{x}	SD	Decision
11	Spaces for shelving	3.03	.986	LE
12	Reading rooms	3.13	.893	LE
13	Spaces for storage	2.72	.922	LE
14	Space for exhibition	2.17	1.032	SE
15	Toilets	2.93	2.062	LE
16	Office spaces	2.81	.908	SE
17	Reading tables	3.09	.788	SE
18	Reading chairs	2.99	.948	SE
20	Office furniture	2.84	.873	LE
21	Computer systems	2.66	.955	LE
22	Computer accessories	2.45	.986	SE
23	Other ICT equipment	2.42	.965	SE
24	Library shelves	2.83	.898	LE
25	Photocopying machines	2.32	1.053	SE
26	Lamination machines	1.78	.985	SE
27	Scanners	1.94	.993	SE
28	Standby generator	2.44	.985	SE
29	Bindery equipment	2.37	.857	SE
	Over all	2.61	.523	LE

VLE- Very Large Extent; LE- Large Extent; SE- Small Extent, VSE- Very Small Extent, SD-Standard Deviation, \bar{x} = Mean

Table 3: Mean analysis of responses on extent of provision of financial resources

S/No	Financial Resources	\bar{x}	SD	Decision
30	Book vote	2.64	.908	LE
31	Funds for subscription to journals	2.50	.978	LE
32	Funds for subscription to databases	2.31	.940	SE
33	Funds for purchase and maintenance of library equipment	2.34	.925	SE
34	Staff salaries and allowances	2.64	.938	LE
35	Staff training and development	2.29	.975	SE
36	Funding support from donors	2.08	1.04	SE
37	Internally generated revenue	2.06	.965	SE
	Over all	2.36	.636	SE

VLE- Very Large Extent; LE- Large Extent; SE- Small Extent, VSE- Very Small Extent, SD-Standard Deviation, \bar{x} = Mean

Table 4: Mean analysis of responses on extent of provision of human resources

S/No	Human resources	\bar{x}	SD	Decision
38	Trained librarians	2.54	.901	LE
39	Staff of library officer cadre	2.58	.773	LE
40	Staff of library assistant cadre	2.60	.840	LE
41	Staff below rank of library assistant	2.47	.888	SE
42	Professional staff other than librarians	2.12	.900	SE
43	Messengers and clerical staff	2.17	.977	SE
44	Security personnel	2.30	.977	SE
45	Cleaners	2.17	1.014	SE
46	Gardeners	1.95	.975	SE
47	Plumbers	1.83	.895	SE
	Over all	2.27	.615	SE

VLE- Very Large Extent; LE- Large Extent; SE- Small Extent, VSE- Very Small Extent, SD-Standard Deviation, \bar{x} = Mean

Table 1 above shows the mean rating of the respondents on the extent of information resources provided in the University Libraries. The results of the data analysis reveal that specific information resources that were provided to a large extent in the University Libraries are printed books (\bar{x} =3.39), printed journals (\bar{x} =3.09), government documents (\bar{x} =2.69) and research reports (\bar{x} =2.71). Table 2 shows the extent of infrastructural resources provided in the university libraries in the zone. The specific infrastructural resources that were provided to a large extent are shelving space (\bar{x} =3.03) reading rooms (\bar{x} =3.13), storage space (\bar{x} =2.72) and toilets (\bar{x} =2.93). The extent of provision of financial and human resources in the university libraries were displayed in Tables 3 and 4 respectively. Furthermore, the financial resources provided to a large extent are book vote (\bar{x} =2.64) and funds for journal subscription (\bar{x} =2.50). The human resources that were provided include trained Librarians (\bar{x} =2.54), Library officers' Cadre (\bar{x} =2.58) and Library Assistants' Cadre (\bar{x} =2.60).

The results also show that only the infrastructural resources were provided to a large extent (\bar{x} =2.61), while the rest of the library resources, namely, information resources (\bar{x} =2.43) financial resources (\bar{x} =2.36) and human resources (\bar{x} =2.27) were provided to a small extent in the University Libraries. The conclusion to be drawn from these findings is that the specific resources that the University Libraries provided were not adequate. Overall, library resources were provided to a small extent (\bar{x} =2.42) in the University Libraries.

Discussion

Generally, library resources were provided to a large extent by the University Libraries. However, this does not imply that the groups of library resources identified in this study were all provided. Of all the resources covered in this study, only infrastructural resources are provided to a large extent. Other library resource variables of information resources, financial resources and human resources were provided to a small extent by the University Libraries.

The results of this study on the library resource provision are not surprising. The reason is that University Libraries in developed economies are under serious financial pressure to provide resources not only to users but also for the purpose of enhancing their capacities and capabilities. Funding has remained a perennial problem to University Libraries in Nigeria. This has resulted in poorly developed collections, inadequate infrastructural facilities and poor capacity building (Ochogwu , 2007; Sharma, 2009).

The results of this study are in agreement with the findings of Bozimo (1993) that an overwhelming majority of academics in Nigerian Universities had urgent need for library materials which were not immediately available. Similarly, Choudhury (2003) in his study identified lack of appropriate resources required for research and development in digital research as one of the reasons why developing countries, including Nigeria were lagging behind in digital research and development. The results of the study, however, were in disagreement with Ifidon (1990) who through a survey identified the problems of material resources especially infrastructural resources in University Libraries in tropical Africa, with particular reference to Nigeria, where University Library buildings were constructed without regard to standards. The reason for this disagreement can be explained from the period that distinguished both studies. The former was carried out in 1990 about twelve years before the time of the present study; it is obvious that during this period new developments must have taken place in the University Library system in Nigeria. A remarkable development is the ETF intervention in library development where funds are allocated especially for the purchase of books, journals, and infrastructural (including ICT) facilities by the beneficiary libraries.

Conclusion and Recommendation

Infrastructural resources were found to carried out to a large extent in the university libraries. This result is not surprising because efforts in many universities in Nigeria are geared towards the development physical infrastructures which include also ICT infrastructure. This also means that less attention is paid to other library resources. The belief or thinking is that with ICT infrastructure in place, other resources can naturally follow. This is not true because lack of planning, organization and evaluation of these

resources will definitely affect their provision by libraries. As it was found in this study, information resources, human resources and financial resources were provided to a little event in the university libraries studied.

What these findings therefore suggest is that university librarians should strategically manage their libraries for better results in the areas of resources allocation, development and provision. More efforts should be devoted to information, infrastructural, human resources and financial planning so as to enhance both the capacity and capability of the university libraries in North Central Zone of Nigeria. It is recommended that there should be a strong partnership between the teaching faculty and the university library so that resources that are provided are the ones needed by both staff and students and that university librarians should also show serious commitments to enhancing the resource-base of their university libraries by making available free online databases or resources to both staff and students.

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