

Assessment of Information Services Provision for Disability Users in University Libraries in Northwest Nigeria Based on IFLA Checklist and Guidelines

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Abstract

The study assessed information services provision for disability users in university libraries in Northwest Nigeria based on the International Federation of Library Associations and Institutions (IFLA) checklist guidelines. One research question and one hypothesis guided the study. Descriptive survey design was used. 19 universities in the Northwest of Nigeria formed the population of the study. However, data was returned from 17 university libraries. Census was adopted. The study used questionnaire, the instrument was validated by three experts and the reliability of the instrument was established using Kuder-Richardson 20 with coefficient of 0.91, Simple percentages were used. The study revealed that there was few information services provided for disability users in the university libraries under study based on the IFLA checklist guidelines. It was recommended that the university libraries should try as much as possible to provide all the services in the IFLA checklist standards to improve patronage.

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Background to the Study

A library is a social institution that houses a collection of resources in a variety of formats that are organized by information professionals or other experts to provide convenient physical, digital, bibliographic, or intellectual access. In essence, the library provides targeted services and programs with the mission of educating, informing, or entertaining a wide range of audiences with the goal of stimulating individual learning (American Library Association ALA, 2019). University, public, special, school, and private libraries are among the numerous types of libraries. The sort of library that is founded is determined by the types of people that the library is intended to serve (ALA, 2021). The focus of this study will be on university libraries

University libraries are libraries that are found in every university. It has three complementary functions such as to provide reading material, collections, and curriculum support to staff and students. To assist teachers and students in gaining advanced knowledge in their specialized fields. To share the most recent findings in the area of expertise and research (Ali, 2021). Similarly, Marugan (2013) posits that a library that supports universities is called a university library. This library supports the school's curriculum as well as the professors and students' research at the institution, which are two complementary functions. Additionally, according to San Jose State University Library (2018), the primary goal of any academic library is to support teaching, learning, and research by giving its users access to relevant information. However, Onoyeyan (2019); Chaputula and Mapulanga (2017) states that the university library's information services provisions are frequently not provided in sufficient quantity for disability users. Similarly, Iroeze, Chima-James, Agim and Opara (2018) study concluded that the provision of information services for disability users is less than expected. Hence, this study assessed information services provision for disability users in university libraries using IFLA Checklist as a standard.

Assessment

Assessment of the library's contributions to the university's mission, goals, and strategies is crucial. According to Mikitish, Kitz and Connaway (2018) an assessment looks at how library resources and services affect users and how they are perceived by users, this information aids in strategic planning and discussion about resource acquisition and improvement for further development of the situation that is being assessed. According to Nugent (2013), classification of the library's resources and services according to their value is accomplished through assessment, which is the act or instance of passing judgment on something. Hence, this study assessed information services provision for disability users in university libraries using IFLA Checklist as standard.

Library Information Services

Library information services provision focuses on procedures and operations of maintaining, developing, and supporting library collections and services behind the scenes, such as acquisition, cataloguing, classification, inter-library loan, document delivery, and serial systems. (Mayega, 2008). When visiting the library, disability users

require extra care. The library staff should be well-versed in a variety of disabilities and how to best serve users with them. Disability users should have access to all areas of the library. With clear signs and a floor plan posted near the entry, the space should be logically organized. Near the entrance, service desks should be located. Wheelchairs should be allowed to maneuver freely throughout the library. If the library has more than one level, there should be a wheelchair lift or a ramp. There should be no thresholds, and all doors should be equipped with an automatic opener. Shelves should ideally be reachable from a wheelchair. Wheelchair users should have access to a specific number of tables and computer workstations. Disability users should have access to at least one toilet for convenience in using library materials (IFLA, 2005).

Disability Users

The word "special" is used to describe variations from the ordinary. The term "special" and "disability" are sometimes used interchangeably, according to Crisp (2002), who further states that a person who has a physical or intellectual issue is considered to be exceptional. When a person's handicap prevents him from performing certain tasks in the same manner as most people, that person is said to be disabled or special. For instance, a person with glaucoma is unique because he or she does not have a full field of vision like most individuals do (Bashir, Fatima, Malik, Younus, and Ali, 2017). Hence this study assessed information services provision for disability users in university libraries using International Federation of Library Association and Institution (IFLA Checklist) as a standard.

International Federation of Library Associations and Institutions (IFLA Checklist)

The International Federation of Library Associations and Institutions (IFLA) is a global organization that advocates for libraries worldwide and supports the interests of the profession. The National Library of the Netherlands in The Hague is home to the International Federation of Library Associations (IFLA), which was established in Scotland in 1927. The World Library and Information Congress is hosted by the International Federation of Library Associations (IFLA) every two years in order to promote universal and equitable access to knowledge, concepts, and creative works for social, educational, cultural, democratic, and economic development. The IFLA Journal is one of the periodicals that is published by the organization (IFLA, 2021). The IFLA Standing Committee of Libraries Serving Disadvantaged Persons developed the IFLA Checklist for Libraries Serving Disadvantaged People in 2005. (LSDP). All types of libraries (academic, public, school, and special) can utilize the IFLA CHECKLIST as a useful standard to assess the existing state of accessibility of disability users to information services. Therefore, this study used IFLA Checklist as a standard to assessed information services provision for disability users in university libraries in Northwest area of Nigeria.

Area of the Study

Northwest Nigeria is the area of this study. There are seven states in northwest Nigeria: Kaduna, Jigawa, Kano, Katsina, Sokoto, Kebbi, and Zamfara. Geographically, the zone is

almost entirely within the tropical West Sudanian savanna ecoregion and has boundaries with Niger republic, Northeast and North central zones of Nigeria. Basically, the Hausa people, who speak one of Nigeria's top three languages, are found in this area. But in addition to the Hausas, a number of other minor groups, including the Bajju, Fulani, Jabba, and various more ethnic groups as native settlers, make up the population. The people of the Northwest do a variety of jobs, including farming, trading, and government job (Quadri (2021)). The people's great esteem for high-quality education, which is reflected in the creation of numerous colleges and university libraries, is a factor in the selection of the Northwest for this study. This makes it necessary for this study to assess the information services offered to special users in university libraries in Northwest Nigeria using the International Federation of Library Association and Institution CHECKLIST as a standard in order to ascertain whether the university libraries are meeting the minimum requirements and guidelines established by IFLA.

Research Questions and Hypotheses

The study raised a research question and a research hypothesis below

1. What information services are provided for disability users in federal and state university libraries in Northwest Nigeria based on the IFLA Checklist standard?
2. There is no significant difference between state and federal university libraries in the provision of information services for disability users in Northwest Nigeria based on the IFLA Checklist standard.?

Literature Review

In line with library information services for disability users, the following literatures were reviewed: Smadi (2022) carried out a study to examine the level of satisfaction of students with disabilities with library and information services in Saudi universities. Four research questions guided the study. Descriptive survey approach was used. The study used purposive sampling techniques. The study sample consisted of (35) university students with disabilities registered for the academic year 2019/2020 in Imam Muhammad bin Saud Islamic University. A questionnaire was used to collect the data of the study. 15 experts specialized validate the instrument. To verify the reliability of the study instrument, the instrument was applied to a sample from outside the study sample (35) students, the reliability coefficient was (0.89), an appropriate and high value for the research. The study adopted the frequencies, means, and percentages statistical method in analyzing the data from the field study. The results showed a number of information services and special environmental facilities available within the university central library, the frequencies, and percentages of their use by students with disabilities. They were ordered according to the students' responses: book borrowing service, book return service, audiobooks, large print, and Braille book services. Also, the physical environmental facilities of the library from the point of view of students with disabilities were the availability of a personal and designated place to study such as computer spaces and chairs suitable for students' needs. The signs (directions) related to disability in the library and their compatibility with the needs of students with disabilities and the availability of tools and technologies to meet their needs in the library without the help of others were rated poor.

Ilemobola and Unegbu (2021) examined the use of library services and user satisfaction of the physically challenged students in Federal Universities in South-West Nigeria. 3 research objectives guided the study. The study adopted survey research design. The study population comprise of 302 physically challenge undergraduate students in the six university libraries understudy. A total of 302 copies of self-structured and validated questionnaires were administered but 252 copies were retrieved making a total response rate of 82.8%. The study was analyzed using frequency count and simple percentage. Based on the study, it was revealed that the physically challenged students are aware of various services rendered in the university library. Advisory service and Consultancy service are the most used services. Photocopying and lending of library materials is also used by the physically challenged students, followed by the use of joystick. The major problems facing the physically challenged students in the use of library services are current awareness service, inadequacy of relevant materials, problem of entering the library because of stair cases, lack of current books and journals. The study recommended that there is need for Federal University Libraries to lay more emphasis on current awareness services. Adequate survey of user's satisfaction should be carried out frequently to determine the value of services and the area that needs improvement.

Nazim, M. (2021) conducted a study to assess the convenience and accessibility of library services to users with disabilities at Aligarth Muslim University India. Four research objectives guided the study. Survey research design was adopted for the study. The study utilized both qualitative and quantitative method. Questionnaires and interview were used as instrument for data collection. IFLA checklist was apply to investigate the scenario. A total of 90 students with disabilities get registered for the library membership for the academic year 2017-2018 counted as the population of the study. Since the total population was less than 100, all 90 students with disabilities were requested to participate in the study voluntarily, however, only 35 students were agreed to participate in the study. A total of 35 questionnaires were distributed and 33 questionnaires comprising 94% were returned. The data was analyzed using MS-Excel software to obtained the desire results that further discussed following a method of inferential statistics technique. The study found that users with disabilities face numerous obstacles when using library services due to unavailability of library materials in convenient formats, lack of assistance from the trained library staff and lack of adequate training to users. The study concludes with the recommendations to implementing guidelines of IFLA and UNESCO regarding access to library services for users with disabilities.

Ambali, Usman and Adesina (2018) examined an assessment of the resources and services provision for the disabled library users in University of Ilorin and Federal College of Education (Special) Oyo. To conduct the investigation, six research questions guided the study. The study uses the qualitative research methodology. All impaired library users at Federal College of Education (Special) Oyo and the University of Ilorin made up the study's population. The sample for this study was chosen using the purposive sampling method. This study used three different data collection methods, including questionnaires, observation, and interviews. Data were analyzed using

frequency and percentages. The study's result revealed that the deaf make up 126 percent of the population, followed by the dumb at 84 percent. Federal College of Education (Special) Oyo and the University of Ilorin, on the other hand, offer the lowest. The study recommends adequate provision for mentally challenge users, provision of ramp, braille, braille computer, braille services, braille computer services and adequate awareness of all services provided.

Iroeze, Chima-James, Agim and Opara (2018) carried out a study on ascertaining the availability and utilization of information resources and services in the special education centre libraries in South-East, Nigeria. Six research questions were posed to guide the study, while two hypotheses were formulated and tested at 0.05 level of significance. The study adopted survey research design, and used observational checklist and rating scale as data collection instruments. The population of the study was 850 and the sample size for the study was 430 comprising five special education staff and 425 special education pupils/ students. The sampling technique employed was multistage sampling technique involving cluster, proportionate and simple random sampling techniques. Cronbach Alpha technique was used to ascertain reliability coefficient of .85. Frequency count, standard deviation and mean score were used to address the research questions while the hypotheses were tested using t-test of difference. The study revealed that the available information services for the blind and partially sighted is significantly less than expected, the available information services for the deaf and hard of hearing is also significantly less than expected. The study concluded that the provision of information resources and services is less than expected. Also, the available information resources and services are not fully utilized by the physically challenged groups studied for any significant impact in learning. It was recommended that, there should be provision of information services like: on-sight support; guided tours; facilities, etc.

Onsinyo (2018) conducted a study to find out challenges that persons with disabilities in university libraries in Meru County faced in accessing library and information services and to present practical solutions that were appropriate to the situation. The survey's descriptive design was used by the researcher. Four (4) university libraries in Meru County were the focus of the investigation. The study population included all professionally educated librarians from the chosen universities and all library users who had disabilities, with a preference for those who were blind, deaf, or had mobility issues. Using a purposive sampling technique, a sample of fifty-five (55) people was chosen, including 31 librarians, 6 visually impaired library patrons, 16 mobility-impaired patrons, and 2 hard-of-hearing patrons. Utilizing questionnaires and an interview schedule, data was gathered. Using descriptive statistics, data were evaluated both quantitatively and qualitatively. Percentages, frequency tables, bar graphs, and pie charts were used to display the data. Evidence from the study strongly suggested that structural deficiencies, untrained employees, and a lack of internally developed policy frameworks were major factors in the provision of library and information services to students with disabilities in the four libraries. The report offers the research community numerous suggestions for their consideration, including decision-makers at the library, personnel at the different library divisions, and students with disabilities themselves.

Methods

Statement of the Problems

The provision of library services to special users is a critical part of information services. Wei, Lirong, Chunmin, and Yuanyuan (cited in Onoyeyan 2019), argue that university libraries, as knowledge dissemination hubs, should take on the role of knowledge services, offering a platform for an equitable distribution of information services in diverse forms. However, Ezeabasili and Umeji (2021) states that even while librarians in academic libraries are becoming more and more aware of the necessity of providing excellent library services to all students, library services to disability users are still neglected in Nigeria. Therefore, using the IFLA Checklist as a standard, this study determines if university libraries in Northwest Nigeria fulfill the recommended minimum requirements and guidelines for information service provision to disability users

Research Design

Descriptive survey research design was used in this study. The descriptive research design is seen to be the most suitable for this study since it will accurately describe the current situation and its findings can be taken as a representative sample of the total population under consideration.

Population of the Study

Nineteen (19) university librarians from ten federal universities and nine state universities in Northwest Nigeria made up the study's population, however, data were returned from 17 university libraries.

Sampling Technique

Census was used because the population was manageable.

Data Collection Technique

Questionnaire was used as an instrument for data collection. The questionnaire was developed from IFLA Checklist as a standards and guidelines, and it contains a total of 33 items. Three experts from Faculty of Education Nnamdi Azikiwe University Awka validated the instrument. Kuder-Richardson method was used to determine the internal consistency of the items. This method was chosen because the questions are two items score, it only requires two answers: yes or no, available or not available

Method of Data Analysis

Simple percentage was used to analyzed the data collected.

Result

Table 1: Presents university librarian questionnaire responses on the information services provided for disability users in federal and state university libraries in Northwest Nigeria based on IFLA Checklist standard using percentages.

Information Services	Federal				State				
	Yes		No		Yes		No		
	N	%	N	%	N	%	N	%	
Are university library staff knowledgeable about the different types of disabilities?	5	55.6	4	44.4	5	62.5	3	37.5	
Are university library staff know how to best serve users with disabilities?	5	55.6	4	44.4	2	25.0	6	75.0	
Do disability users have access to all areas of the library?	3	33.3	6	66.7	5	62.5	3	37.5	
Are there clear signs and a floor plan posted near the library entry?	5	55.6	4	44.4	3	37.5	5	62.5	
Are service desk located near the library entrance?	7	77.8	2	22.2	7	87.5	1	12.5	C
Are wheel chairs allowed to man euver freely throughout the library?	3	33.3	6	66.7	5	62.5	3	37.5	
Does university library have awheel chair lift or aramp?	1	11.1	8	88.9	4	50.0	4	50.0	
Are all library doors equipped with an automatic opener?	0	0.0	9	100.0	0	0.0	8	100.0	
Are library shelves reachable from wheelchair	4	44.4	5	55.6	1	12.5	7	87.5	
Do wheelchair users have access to a specific number of tables?	5	55.6	4	44.4	7	87.5	1	12.5	C
Do wheelchair user have access to computer work stations?	5	55.6	4	44.4	5	62.5	3	37.5	NC
Do special users have access to at least one toilet?	5	55.6	4	44.4	6	75.0	2	25.0	NC
Are there clear sign with pictogram indicating the location of the toilet?	6	66.7	3	33.3	5	62.5	3	37.5	NC
Are the toilet door wide enough for a wheelchair to enter and sufficient space for wheelchair to turn around?	6	66.7	3	33.3	3	37.5	5	62.5	NC
Are the toilet room wide enough for a wheelchair to pull up next to the toilet seat?	4	44.4	5	55.6	3	37.5	5	62.5	NC
Do the university library provide toilet with handles and flushing lever reachable for persons in wheelchairs?	4	44.4	5	55.6	2	25.0	6	75.0	NC
Are there provision of wash basin,mirror at the appropriate height?	2	22.2	7	77.8	3	37.5	5	62.5	NC
Are there services that include clear and easy-to-read signs with pictograms	3	33.3	6	66.7	1	12.5	7	87.5	
Are shelves reachable from a wheelchair?	3	33.3%	6	66.7	2	25.0	6	75.0	
Are there reading and computer tables of varying heights and chairs with study arm rests available throughout the library?	6	66.7	3	33.3	2	25.0	6	75.0	
Are there unobstructed aisles between book cases in the university library?	4	44.4	5	55.6	5	62.5	3	37.5	
Are the fire alarm visible and audible	8	88.9	1	11.1	6	75.0	2	25.0	C

Are the alarm button reachable to person in wheelchairs?	3	33.3	6	66.7	1	12.5	7	87.5	NC
Are there staffs in the university library trained to assist patrons in case of emergency?	3	33.3	6	66.7	2	25.0	6	75.0	NC
In the circulation section of university library are there adjustable circulation desk	3	33.3	6	66.7	1	12.5	7	87.5	NC
Are there induction loop system for hearing impaired persons?	1	11.1	8	88.9	0	0.0%	8	100.0	NC
Are there reference section desk of the university library an adjustable desk?	4	44.4	5	55.6	1	12.5	7	87.5	NC
Are there queue system services in the waiting area of the library?	4	44.4	5	55.6	6	75.0	2	25.0	NC
Are there chairs suitable for special patrons at the reference section of the library?	4	44.4%	5	55.6	3	37.5	5	62.5	NC
Are there home delivery service to special users who are notable to come to the library?	4	44.4	5	55.6	0	0.0%	8	100.0	NC
Are there outreach services to special users in institutions and care facilities?	3	33.3	6	66.7	0	0.0	8	100.0	NC
Are there reading services for patrons with reading difficulties (e.g shorttext,letters,instructions,articles on tape or C.D) or scanning texts to make them accessible on a computer with screen reader?	4	44.4	5	55.6	0	0.0	8	100.0	NC
Are there regularly scheduled consultations for person with reading disabilities?	2	22.2	7	77.8	1	12.5	7	87.5	NC

* C- 'Compliance' while NC- 'Non Compliance' to the IFLA Checklist Standard.

Table 1 shows that the federal university complied with only two (6.1%) of the 33 items of information services as stipulated by the IFLA standard which include; service desk located near the library entrance with 77.8% and the fire alarm visible and audible with 88.9%; while the state university complied with 3 (9.1%) of the 33 items which include; service desk located near the library entrance with 87.5%, fire alarm visible and audible with 75.0% and wheelchair for users have access to a specific number of tables with 87.5%. This implies that both federal and state university libraries did not comply with IFLA standard on the provision of information services.

Table 2: Chi-square Analysis on the Provision of Information Services for Disability Users by Federal and State Universities Libraries in Northwest Nigeria Based on IFLA checklist standard is presented in Table 2.

Information Services	Federal				State				Df	X ²	p-value
	Yes		No		Yes		No				
	N	%	N	%	N	%	N	%			
Are university library staff knowledgeable about the different types of disabilities?	5	55.6	4	44.4	5	62.5	3	37.5	1	0.08	.772
Are university library staff know how to best serve users with disabilities?	5	55.6	4	44.4	2	25.0	6	75.0	1	1.63	.201
Do disability users have access to all areas of the library?	3	33.3	6	66.7	5	62.5	3	37.5	1	1.45	.229
Are there clear signs and a floor plan posted near the library entry?	5	55.6	4	44.4	3	37.5	5	62.5	1	0.55	.457
Are service desk located near the library entrance?	7	77.8	2	22.2	7	87.5	1	12.5	1	0.28	.600
Are wheel chairs allowed to maneuver freely throughout the library?	3	33.3	6	66.7	5	62.5	3	37.5	1	1.45	.229
Does university library have awheel chair lift or ramp?	1	11.1	8	88.9	4	50.0	4	50.0	1	3.09	.079
Are all library doors equipped with an automatic opener?	-	-	9	100.0	-	-	8	100.0	1	-	.*
Are library shelves reachable from wheelchair	4	44.4	5	55.6	1	12.5	7	87.5	1	2.08	.149
Do wheelchair users have access to a specific number of tables?	5	55.6	4	44.4	7	87.5	1	12.5	1	2.08	.149
Do wheelchair user have access to computer work stations?	5	55.6	4	44.4	5	62.5	3	37.5	1	0.08	.772
Do special users have access to at least one toilet?	5	55.6	4	44.4	6	75.0	2	25.0	1	0.70	.402
Are there clear sign with pictogram indicating the location of the toilet?	6	66.7	3	33.3	5	62.5	3	37.5	1	0.03	.858
Are the toilet door wide enough for a wheelchair to enter and sufficient space for wheelchair to turn around?	6	66.7	3	33.3	3	37.5	5	62.5	1	1.45	.226
Are the toilet room wide enough for a wheelchair to pull up next to the toilet seat?	4	44.4	5	55.6	3	37.5	5	62.5	1	0.08	.772
Do the university library provide toilet with handles and flushing lever reachable for persons in wheelchairs?	4	44.4	5	55.6	2	25.0	6	75.0	1	0.70	.402
Are there provision of wash basin,mirror at the appropriate height?	2	22.2	7	77.8	3	37.5	5	62.5	1	0.48	.490
Are there services that include clear and easy-to-read signs with pictograms	3	33.3	6	66.7	1	12.5	7	87.5	1	1.02	.312
Are shelves reachable from a wheelchair?	3	33.3	6	66.7	2	25.0	6	75.0	1	0.14	.707
Are there reading and computer tables of varying heights and chairs with study arm rests available throughout the library?	6	66.7	3	33.3	2	25.0	6	75.0	1	2.95	.086
Are there unobstructed aisles between book cases in the university library?	4	44.4	5	55.6	5	62.5	3	37.5	1	0.55	.457
Are the fire alarm visible and audible	8	88.9	1	11.1	6	75.0	2	25.0	1	0.56	.453
Are the alarm button reachable to person in wheelchairs?	3	33.3	6	66.7	1	12.5	7	87.5	1	1.02	.312
Are there staffs in the university library trained to assist patrons in case of emergency?	3	33.3	6	66.7	2	25.0	6	75.0	1	0.14	.707
In the circulation section of university library are there adjustable circulation desk	3	33.3	6	66.7	1	12.5	7	87.5	1	1.02	.312
Are there induction loop system for hearing impaired persons?	1	11.1	8	88.9	-	-	8	100.0	1	0.94	.331
Are there reference section desk of the university library an adjustable desk?	4	44.4	5	55.6	1	12.5	7	87.5	1	2.08	.149
Are there queue system services in the waiting area of the library?	4	44.4	5	55.6	6	75.0	2	25.0	1	1.63	.201

Are there chairs suitable for special patrons at the reference section of the library?	4	44.4	5	55.6	3	37.5	5	62.5	1	0.08	.772
Are there home delivery service to special users who are notable to come to the library?	4	44.4	5	55.6	-	-	8	100.0	1	4.65	.031
Are there home delivery service to special users who are notable to come to the library?	4	44.4	5	55.6	-	-	8	100.0	1	4.65	.031
Are there outreach services to special users in institutions and care facilities?	3	33.3	6	66.7	-	-	8	100.0	1	3.24	.072
Are there reading services for patrons with reading difficulties (e.g short text, letters, instructions, articles on tape or C.D) or scanning texts to make them accessible on a computer with screen reader?	4	44.4	5	55.6	-	-	8	100.0	1	4.65	.031
Are there regularly scheduled consultations for person with reading disabilities?	2	22.2	7	77.8	1	12.5	7	87.5	1	0.28	.600

The results displayed in Table 2 shows that there was no significant difference between federal and state university libraries in the provision of information services for disability users in Northwest Nigeria based on the IFLA checklist standard, X^2 (df = 1) for 31 out of the 33 items ranges between 0.08 and 3.24, p-values >0.05. Therefore, the null hypothesis was not rejected.

Discussion

Information Services Provided to Disability Users in University Libraries

The study showed that both federal and state university libraries in northwest Nigeria did not comply with IFLA standard on the provision of information services. The study revealed that university libraries used for this study did not provide majority of the information services for disability users as stipulated by the IFLA checklist standard. This indicates that out of the 33 information services that the IFLA checklist recommends should be provided for disability users, federal universities only provide 2 items while the state universities only provide 3 items, service desk located near the library entrance and visible and audible fire alarm are the 2 items that are found common in services provision between the federal and state university libraries in northwest Nigeria. This reflect poor compliance of federal and state university library to IFLA checklist standard in provision of information services to disability users.

The findings of this study agree with the study carried out by Iroeze, Chima-James, Agim and Opara (2018), who revealed that the available information services for the blind and partially sighted are significantly less than expected, and the available information services for the deaf and hard of hearing are also significantly less than expected. The Iroeze, Chima-James, Agim and Opara study agrees with the present study because both studies were carried out in Nigeria. The result of the study, however, differs from the findings of Ilemobola and Unegbu (2021), who reported that most of the university libraries provide a variety of information services, such as advisory services, consulting services, photocopying services, and lending of library materials. The findings of the present study may, however, differ from those of Ilemobola and Unegbu because the present study is based on the IFLA checklist standard.

Conclusion and Recommendation

From the result it can be concluded that the university libraries in Northwest Nigeria do not make use of IFLA checklist standard in setting up libraries for disability users. The university libraries should try as much as possible to provide all the services for disability users that were mentioned in IFLA checklist standards to improve patronage and provide services for all

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