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Information resources availability, Staff Quality and Information Services Delivery by Libraries in French-Based Institutions in Lagos and Oyo States, Nigeria

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Information services delivery is the core activity and aim of any library most especially special libraries. A special library is a library maintained by corporation, association, government agency or any other group. It can also be defined as a specialised or departmental collection within a library for the organisation and dissemination of information and primarily offering services to a specialised clientele through the use of varied media and methods (Madu and Adeniran, 2005). Imeremba (2004) opined that a special library exists to serve a specialised body of users within a definite subject field. Special libraries do not exist for their own sake but are established as part of a larger organisation in order to obtain and exploit specialised information for the private use of the organisation that provides its financial support.

Special libraries, as custodians and disseminators of subject specific information, have a very important role to play within the knowledge society that has recently emerged. The value of timely, accurate and relevant information has increasingly been acknowledged as providing a leading edge in the modern competitive world. Special libraries have thus been equipped to support their parent organisations by providing the information required to ensure the survival and continued existence of their parent bodies. Mostert (2009) asserts that special libraries serve a very specific clientele, in most cases a very small group of users with very specific requirements, and have highly specialised collections concentrating on a specific subject, field or format. Staff complements are in most cases very small but highly specialised in terms of subject specific knowledge and library expertise (Bauer 2003; Lefebvre, 1996; Poll, 2007). Poll (2007) distinguishes between special libraries serving only their parent organisations, and those that are open to both the parent organisation's staff and the general public.

Special libraries according to Shumaker (2011), is a library that provides specialised information resources on a particular subject, serves a specialised and limited clientele. He further stressed that special library also exist within academic institutions, such as law school libraries and medical school libraries. Special libraries focus on specific users and deal with specialised kinds of information. At times librarians in special libraries are specialists due to the nature of their job. They must be conversant in the library's field so as to be able to function as expected. Consequently, some of them may acquire degrees in the field their library specialises. For example, in the Nigeria French Language Village, it is a prerequisite

requirement that any candidate applying for the post of a librarian must be a French graduate or possess an equivalent qualification, and then a masters degree in library and information science.

A typical special library resources/collections include periodicals, book/monographs, reference materials, abstracts/indexes, pamphlets, chippings, patents, reports, maps, trade literature, audio visual, multi-media resources and other ICT components. Their services will include Selective Dissemination of Information (SDI), current literature search, indexing and abstracting, publishing, translating, bibliographic services, document supply, exchange of information etc. (Dirisu, 2002) Special libraries exist mainly to cater for the information needs of specialised clientele, and to ensure that library services are given within the framework of users' needs and in keeping with the aims and objective of that library.

It is pertinent therefore, that special libraries facilitate information resources to meet the information needs of their clientele. On the objectives of special libraries, Chisenga, (2006) observes that: The central purpose of libraries is to provide a service: access to information, and modern information and communication technologies, especially computers. Information networks and software applications are making it possible for libraries to provide a variety of library and information services to their clients. p2

Service delivery in special libraries (especially language libraries) is fundamental to the quality of basic skills of reading, writing, listening and communication. The mission of all types of libraries is to improve society by facilitating knowledge creation in their communities (Lankes, 2011). This means that the main objective of special libraries (especially language libraries) is to ensure that the knowledge of members of their communities is improved through effective and efficient provision of information services delivery and resources in the library.

The role of the special library is very closely related to its institutional activities, and is therefore mainly focused on making knowledge and expertise available to further the institution's goals. The service delivery of these libraries is based on the following:

A collection that is tailored to suit the needs of the clientele, collections and services that consider current needs more than possible future needs, the speed and accuracy of reference services, proactive delivery of relevant information to users, customised user services (personal profiles, alerting services, selective dissemination of information), efficient background services and cost-efficiency of services (Poll 2007).

Collections within these institutions aim to serve the specific information needs of the organisations that they serve, in order to increase the productivity and efficiency of the parent organisation. This customisation is achieved by reducing the time employees spend on data searching, and by providing information that can facilitate improved decision-making.

The concept of information services, according to Kumar (1982), is the provision of information on demand which indicates that a user who makes a specific request will be provided answer to his query on demand. It is also the provision of information in anticipation which hopes to keep the users well informed and up to date in their field of specialisation and in related subjects. He further emphasised that, the information aspects of the library is not that of propaganda, but that of generating, collecting, synthesising and disseminating up-to-date, accurate, unbiased and relevant information available in a variety of formats, which can be stored and retrieved whenever needed.

Information services in special libraries are the various ways and means by which information professionals provide, organise, store, retrieve and disseminate information to researchers and or users generally. The variety of information services offered by any library depends to a great extent on the quality and experience of the librarians. It is in relation to this analysis that Aju and Ape (2011) noted that a library is concerned with the acquisition, processing, storage, retrieval and dissemination of recorded information for the purpose of reading, study and consultation. Conventionally, information services include bibliography compilation, indexing, abstracting, selective dissemination of information and current awareness service which make it possible for researchers to access required information without delay from the printed information resources. With the availability of ICT in libraries, the above-mentioned services are provided with relative ease through the Internet facilities. That is why it becomes mandatory for all libraries especially special libraries to combine the provision of both conventional and modern information resources so as to meet today's information demand of the researchers.

Since the 1990s, French diplomatic engagement has tried to move beyond its *pré carré* (turf) of former colonies to reach out to emerging African powers, whose strategic and economic potential is attractive to French diplomats and business alike. The Ministry of Foreign Affairs has identified four priority countries in Africa, none of them francophone: South Africa, Nigeria, Angola and Ethiopia. French aid has followed the same 'going out' pattern: whereas it was originally focused on former French colonies, it has been expanded to

non-francophone Africa since the designation in 1998 of a Zone de solidarité prioritaire on which aid should be focused, including South Africa, Nigeria, Ghana, Ethiopia and Kenya.

For France, which has enshrined regional languages in its Constitution, the promotion of French is part of a wider policy in support of linguistic pluralism. France's commitments in United Nations Educational, Scientific and Cultural Organization (UNESCO) and in the European institutions, and its international cooperation actions, are inspired by this policy, which supports, amongst others, the development of African languages (MAEE, 2012). France has developed a political dialogue with South Africa on Africa, building on the relationship between presidents Sarkozy and Zuma, and it has also collaborated closely with Nigeria during the Côte d'Ivoire post-election crisis. This has not been paralleled by a comparable shift in development assistance, however, in 2009 some 76 per cent of commitments by the Agence Française de Développement in sub-Saharan Africa were allocated to 14 mostly low-income francophone states.

According to the Ministry of Foreign and European Affairs in 2012, major changes in the world are a source of new challenges, but are also of benefit to the French language. Globalization is an opportunity for linguistic communities to become self-aware and to assert themselves, as shown by the remarkable development of the International Organisation of La Francophonie, which now counts 75 member States and governments. The arrival of a new, multipolar world, under the influence of emerging countries, is shaping a new cultural and linguistic pluralism. The Internet revolution provides a global platform for expression, creation and sharing for major languages like French, the third language on Wikipedia and Facebook.

African growth should bring the number of French-speakers in the world to more than half a billion by 2050. The Arab Spring, in which French-speaking countries play a critical role, has put French at the heart of history in the making. Yet all these changes will only have the expected effect if we are capable of seizing the opportunities that are available to us. This is why the Ministry of Foreign and European Affairs has made promoting the French language a priority. This explains the reason why the French government and Francophone institutions/organisations established French based institutions such as the Nigeria French Language Village (NFLV), Alliance Française Foundation (AF), Institut Français de Recherche en Afrique (IFRA), Agency for French education abroad (AEFE) etc in Nigeria and other Anglophone African countries.

French based institutions in Nigeria are language educational institutions established to ensure and enhance a natural and pragmatic learning of French with the assistance of services

provided by the libraries attached to these institutions through the numerous information resources available in them. Among these institutions situated in Lagos and Oyo States are: the Nigeria French Language Village (NFLV), Badagry Lagos State, Institut Francais de Recherche en Afrique (IFRA), University of Ibadan, Ibadan Oyo State and Alliance Francaise (AF), Lagos and Oyo States.

The Nigeria French Language Village is an inter-university centre for French Language studies, located along the Lagos-Seme highway, in the coastal and historical city of Badagry. The Village is located in Ajara-Badagry and indeed is 15 kilometres to Seme, the border town between the Federal Republic of Nigeria and Benin Republic. The proximity of the Village to Benin Republic is an added advantage as it offers the Village the much-needed human contacts with the francophone culture and the French Language. The Nigeria French Language Village came into existence in 1992. It was established as a result of the economic recession of the 1980s in Nigeria, which made it more difficult for the country to send students of French in our universities and colleges of education to francophone countries for the mandatory French Language Immersion (year abroad) Programme. On January 6, 1992 the Nigeria French Language Village received its pioneer batch of undergraduate students.

The government of Nigeria provides funds for infrastructural and library development, as well as staff recruitment and payment of staff salaries. The Village as it is usually called, has been designed as a centre to replicate the realities of a francophone environment from both linguistic and socio-cultural perspectives. The strategy is to create an ambiance akin to that of the French speaking countries where Nigerian students used to have their year abroad programme. In 1992, the Village came under the ambit of the National Universities Commission (NUC) and got linked to the Nigerian University System. Ever since this centre has lived up to its bidding as a strategic government institution, in the articulation of policy-directives in areas where the French language is an indispensable component.

The French Village library is one of the best equipped francophone libraries in the sub-region. It prides itself as specialised francophone library. Thus, students, lecturers and even researchers from institutions of higher learning in Nigeria consult the Village library for their academic and research work. The library is divided into circulation unit, technical unit and audio-visual unit. The library is equipped with 21,000 books, 920 pedagogical audio and video cassettes and cds and over 500 volumes of magazines. The existence of the library and its resources are *sine qua non* to effective information service delivery in the French language immersion programme. As done in other tertiary institutions' libraries, it acquires and organises

its resources that could easily be retrieved to aid learning and research. The Nigeria French Village Library acquires information resources written in French language so as to aid teaching, learning and research.

The IFRA-Nigeria is a non-for-profit Institute set up to promote research in the social sciences and the humanities, as well as enhance collaborative work between scholars in France and West Africa. It was established in 1990, the Institute is operating from the University of Ibadan (Institute of African Studies) in order to achieve the following goals: promote research in the social sciences and the humanities; enhance collaborative work between scholars in France and West Africa; subsidising research programme; granting research allowances to academics and scholars; publishing research results; holding workshops, seminars and symposia.

The IFRA library is located on the ground floor of the Institute of African studies, University of Ibadan, next to IFRA-Nigeria general office. It opens from 9.00 am to 4.00 pm every working day. The main goal of the library is to enhance scientific research by providing researchers with adequate reference materials in the Social Sciences and the Humanities. To achieve this goal, the library collection includes 4300 books including 127 new books acquired in 2011. About 25% of the books are in French. It maintains a computerised database (CDS/ISIS, a software package, developed by UNESCO). A new inventory was prepared in 2011 and a new system of classification (library of congress classification scheme) adopted for easy retrieval of library materials. Researchers are advised to acquaint themselves with this scheme in order to be able to locate books on the shelves. The IFRA-Nigeria library is open to graduate students and faculty members only.

The Alliance Française centres in Nigeria provide a wide range of services, in addition to the teaching of French Language, the organisation of cultural events and the provision of resources about France and the French speaking community. The Alliance Française network in Nigeria works in collaboration with various French and Nigerian partners, capable of providing services that meet learners' needs. Alliance Française offers French classes based on the latest language teaching methods, i.e. the communicative approach and the action-oriented perspective. These methods which make the learner the centre piece of the learning process are aimed at enabling the learner to acquire communication skills faster by means of active readiness to use the language in all circumstances of everyday life. Learning is progressive, from the beginner's level to the advanced level. At each stage, a suitable textbook, along with

an exercise and audio visual resource book on CD or DVD, enables the learners to work in the classroom and to also train at any time, at home or elsewhere.

Every Alliance Française centre has a resource centre which has all the documents needed for learning outside the classroom. In the media libraries in all centres, there is a whole range of sub-titled documentaries and fiction movies, books which are read, documents on current issues, exciting on-line resources, and so on. With these resources, the teachers can recommend additional activities, such as: listening exercises supported with written documents (books which are read); easy-to-read books in French, suitable for the students' level; showing of fiction movies with English and French sub-titles. In addition, learners are also provided with the textbooks needed to prepare for their examinations (TEF, DELF-DALF, TCF) which they can sit for within the premises of Alliance Française.

The resource centres at Alliance Française are open to their members. They can borrow fiction movies or documentaries, which are often yet to be released in Nigeria, novels, cartoons, French and Francophone magazines and newspapers. Every member who has a card can borrow all these, free of charge. In some places, the media libraries at Alliance Française are the only source of French cultural products. They make it possible for the French speaking and French loving audience to acquire general knowledge, to have fun and to discover the treasures of French creative writing. For the attainment of the objectives of the French based institutions and for proper and adequate instructions the place of the library is paramount and libraries attached to these institutions are special libraries because of the nature of their collections which differentiate them from other forms of libraries. They also have special users; people concerned with the study and promotion of French language and culture. For effective rendering of services by any special library the available information resources and quality of staff is paramount.

Information resources refer to print and electronic materials that could be sourced and accessed manually or electronically by users. Adequate and appropriate information resources provide opportunities for individuals to get the access which has depended on the availability of emerging technologies as means for creating, storing, and distributing, retrieving, and using information resources the existing literature, such as (Udoudoh,2009 and Popoola, 2008) suggest that the library is central to the provision of relevant information resources and services for adequate support of teaching, learning and research in any academic environment. Popoola and Haliso (2009) define information resources as those information-bearing materials that are in both printed and electronic formats, such as textbooks, journals, indexes, abstracts,

newspapers and magazines, reports, CD-ROM databases, the Internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms and so on. These information materials are the raw materials that libraries acquire, catalogue, stock, and make available to their patrons.

According to Hanif, Zabed and Nasir (1997), a good library should be well equipped with books and periodicals in all subjects to advance study and research. Information resources constitute a range of materials and equipment gathered by the library in order to meet the information needs of both intended and anticipated users. Aliyu (2006) corroborated this view when the author argued that information resources are made up of a variety of materials which information could be stored, retrieved and disseminated for use. Specifically, information resources include such things as books, journals, newspapers, magazines, dictionaries, encyclopaedias, theses; dissertations, technical report and all related materials in print format and Information and Communication Technology (ICT) and related electronic gadgets which store or provide information worldwide without any serious geographical barrier capable of satisfying the diverse information needs of researchers.

Armstrong (2005) asserts that understanding availability of information resources requires the academic to have the ability to identify what resources are available, for exploitation, where they are available, how to access them, the merits of individual resource, type and when it is appropriate to use them. This may have great implication for academics research activities. According to Igbo (2008) it is necessary for one to decide where to look, what clues to search for and what to accept especially now that we are faced with staggering quality of information.

Studies that dwell on availability, accessibility and use of information resources have received considerable attention from researchers. Stevenson (1997) therefore defined availability of information resources as being able to be obtained and use. These information resources could be in form of books, periodicals, abstracts, indexes, reference materials, audio-visuals, information technologies (IT), and databases. Uhegbu (2001) affirmed that, without available information, accessibility will be difficult and its utilisation impaired. Availability of relevant language information resources affects how frequently users and instructors use them.

Hawkins (1995) defines staff to mean the people employed by an organisation as the case may be, not only for administrative work but cut across other technical services that an organisation may provide for clientele. They coordinate the entire system to achieve organisational objectives (Ajala, 2003). Conceptually, staff quality means different things to

different people. Although the concept is rarely used in contemporary human resource literature, its implication in everyday usage connotes the idea of efficiency and effectiveness of employees to achieve results in a given context. In this study, however, staff quality is conceived as the skills (information literacy skills and communication skills), education (academic and professional qualifications), training, competences acquired by library personnel applied in the performance of their functions and recruitment cum selection process.

Competence has been defined variously as adequacy of qualification, habitual and judicious use of communication, knowledge, technical skills, emotions, attitudes and values etc (Fernandez et al. 2012; Garside and Nhemachena, 2013). However, within the context of this study, competence is understood as the measure of the individual's knowledge and skills acquired through education and other job related trainings, and the individual's experiences gained in years of work (i.e staff development). According to Ballantyne, Lebel and Rugard (2002), staff development is the process by which individuals, groups, or organisations, institutions and society develop abilities (individually and collectively), to perform functions, solve problems, set and achieve objectives. This involves acquiring skill and knowledge, Mabawonku (2001) posits that staff development enables one to be aware of new possibilities and empowered by gaining new skills upgrading their old skills. The status quo of staff development is aimed at addressing the weaknesses of workers in order to be able to carry out their expected functions efficiently.

Competency affects a major part of one's job as it correlates with the level and quality of performance on the job and should bear a direct and enabling relationship to jobs. Competency can be measured against well-accepted standards. A library cannot endure without competent staff even if it possesses superb technology, collections and facilities (Malhan and Rao, 2006). Competent staff is essential to service excellence in any organisation; library and information centres are no exceptions, since the aim of all types of libraries is to satisfy users' needs and expectations. Competent and suitable staff in libraries is essential towards meeting the changing information needs of users in the Digital Age. This is even more important in special/research institutions (Warraich and Ameen, 2011).

Work competency may be defined as underlying attribute, mental ability and specialised skills which a trained worker brings to bear on his job for optimal performance and delivery. The Internet has resulted in the increased independence of the user from an intermediary, threatening the existence of librarians as the custodians of information. In order to turn this into an opportunity, library personnel in special libraries need to reinvent their roles

as filters of data. New skills, such as the ability to do web authoring, mapping and navigation of the digital information landscape, the ability to handle dynamic resources, and contributing towards knowledge management within the parent organisation should be obtained (Wittwer, 2001).

The Digital Age has transformed how information is acquired, processed, accessed, retrieved and stored in the library. The library is now a part of a complex and dynamic informational educational and recreational infrastructure that is still evolving on a daily basis. Technological advancements and their utilisation in libraries and information centres have changed the information management skills of professional librarians. Library personnel are expected to be competent in the emerging areas like automation, database creation, retrieval techniques, multimedia applications, networking, design and development of library website. Major professional competencies required for information professionals relate to the practitioner's knowledge of information resources, access, technology management and ability to use this knowledge as a basis for providing the optimum quality information service.

In the provision of information services for users of libraries in French based institutions who are now taking French as a second language, the effective service delivery between library personnel and students may not be simply achieved. Only library personnel who have good information literacy skill and cognate knowledge in the field as products of academic and professional training would be able to effectively attend to the information needs of users. Furthermore, most of the students coming into the library have background with academic libraries which makes it a bit difficult for them to explore collections of these special libraries. That is, they may not have the knowledge, skills, experience, persistence, learning style, self-concept and self-confidence (Jiao and Onwuebguzie, 2002) to fully utilise the library information services. They may perceive the library differently and may have different needs and expectations of information services in the library. Conversely, with the work experience of the library personnel who have been dealing in such experiences, could easily identify the perceptions and expectations of users of the information services and proffer solution by providing library instruction service as part of their service delivery functions.

Communication has become an important skill, with special librarians having to move both the information and themselves outside physical boundaries by means of technology and through the development of informal information networks within their parent organisations. Library personnel have to be able to determine what projects their clients are involved in, and to connect the client proactively to relevant information (Muller 2007). The library personnel,

therefore, need to create awareness amongst end-users of the range of information available and the quickest and easiest way to access the required information. This means that the role of trainer must be assumed – training end-users in best practices in Internet searching, and/or exposing them to other relevant information tools or products. Library personnel in special libraries should thus not only gain traditional skills, but also new skills that deal with IT - techniques or IT-knowledge (Wittwer, 2001).

Recruitment is the process of identifying and attracting a group of potential candidates from within and outside the organisation for employment. External candidates have an advantage because sometimes they bring skills that may not be available in the organisations' workforce (Tyson, 2000). Usually recruitment precedes selection. It paves way for selection procedure by producing a small number of candidates who appear to be able to perform the required tasks of a job from the onset. According to Cloete (1997), recruitment is about making sure that qualified people are available to meet the employment needs of government. Ineffective recruitment precludes any chance for effective candidate selection because when recruitment falls short, selection must proceed with a pool of poorly qualified candidates. Cloete (1997) further states that the task of recruitment is to generate a sufficient pool of applicants to ensure that there are enough people available with the necessary skills and requirements to fill positions as they arise. The purpose of recruitment is to help the employing organisation not to waste a lot of time and money on people whose qualifications do not match the requirements of the job shown, (Armstrong, 2006). It helps to get the applicants who are likely suitable to fill the job vacancy.

Indeed institutions and organisations are mere objects and are in themselves useless without people who will ensure the realisation of the objectives for which they were established. The people are the employees who work in these organisations and special libraries as organisations are not exception. In the library, personnel, information materials, users and building/environment are the components that interact to make up the system. In recent times, a new component information technology has been added, this has revolutionised and changed information dissemination pattern and of all these components, personnel are the principal and most important resources. They coordinate the entire system to achieve organisational objectives Ajala (2003). In the light of this development occasioned by the information age, the information role that special libraries are expected to play in their parent institutions can only be realised by having adequate number of qualified employees and a sound training programme towards ensuring well trained personnel.

Without the availability of the requisite staff, it is impossible to achieve a functional provision of library and information services to Nigerians. For this reason, it is imperative for schools of library and information science in the country to train information professionals who would appreciate the challenges facing Nigerians as clients in an information society, and to produce sufficient quantities of qualified information professionals that will be proactive and rise to the current challenges of providing library and information services to Nigerians. (Ochogwu, 2009). Therefore, special libraries must see to the training and education of its staff for effective and efficient service delivery to members of its community.

Webb, Gannon-Leary and Bent (2007) posit that staff development is very important in boosting research activities. How well staff is developed determine what he can offer, this implies that once a staff feels appreciated and challenged through training opportunities he feels satisfied towards his job and perform better. Therefore, the special library should equip her staff so that they can be challenged to function optimally in order to make library itself become an excellent service centre. Akpokurerie (2006) opines that competent library staff in various aspects of library operations or services ensure the achievement of library objectives, which have to do with bibliographic, reference, and research activities.

Moreover, the rising demand in information generation, access and dissemination; the technological discovery of the modern time has changed the libraries functions and procedures beyond the old system of operation. It has brought more challenges to the library staff, more so, users' needs for information increase due to the state of the arts in libraries. From the foregoing, it is clear that service delivery is an important and essential aspect of the library, however, this important aspect could be influenced by factors such as availability of information resources and staff quality. Thus, there is the need to investigate the influence of information resources availability and staff quality on information services delivery by libraries of French based educational institutions in Lagos and Oyo States, Nigeria.

1.2 Statement of the problem

A special library is established to provide information resources and services which are of direct relevance to the interest and activities of the parent institution. Hence, special libraries provide services that are tailored towards the specific needs of their parent organisations. The preoccupation of librarianship is effective service delivery as resources are acquired and processed to be used and not just as collection building centre like a bookshop since some of the resources available could not be easily assessed as they seemed not to have been properly

organised. In these language institutions, the role of the library cannot be over-emphasised in the accomplishment of the mission and vision of the parent institutions.

For special libraries to carry out their functions efficiently they need to make available relevant and current information resources. They can also achieve this by ensuring that they employ staff with high quality in order to ensure that suitable information services are provided to meet the information needs of users and the overall objectives of their parent institutions.

However, poor information services delivery has been observed in special libraries especially in French-based institutions' libraries in Lagos and Oyo States, Nigeria. This might not be unconnected with the quality of staff in these libraries. Libraries with pool of qualified and competent staff in terms of academic and professional qualification, appropriate skills and resourcefulness will obviously provide effective information services to its users with the available information resources and facilities in the libraries. In spite of the information glut and introduction of technology in libraries, staff in these libraries still concentrate on acquisition and processing of information resources as a matter of routine, with little or no regard to use. This is as a result of lack of professional qualification and appropriate skills of the library personnel.

Another factor that may be responsible for poor service delivery in special libraries especially French-based institutions' libraries in Lagos and Oyo States, Nigeria is availability of information resources. Information Resources Availability is explained as being able to obtain and use. (Stevenson, 1997). Current and new information resources are lacking in these libraries as there are no current journals, magazines, newspapers etc. Lack of information resources may actually jeopardise the efforts of library personnel in these libraries.

Moreover, personal observation has shown that some of the staff in libraries of the French-based institutions possess inadequate professional education and skills to enable innovativeness and creativity in their service delivery. It appears that many of the staff in these institutions are clerks who do not possess the knowledge, skills and competences to help library users. Furthermore, personal interactions with some of the library personnel revealed that certain factors are responsible for the kind of services provided by them. Without empirical investigation, it might be difficult or inappropriate to determine the extent to which the factors like information resources availability and staff quality influenced service delivery in the libraries. Therefore, the study investigates information resources availability and staff quality as predictors of service delivery by some French-based institutions in Lagos and Oyo States, Nigeria.

1.3 Objectives of the study

The main objective of the study is to investigate the influence of information resources availability and staff quality on information services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria.

The specific objectives are to:

- i. identify the types of services delivered by staff in libraries of French-based institutions in Lagos and Oyo States, Nigeria;
- ii. determine the level of service delivery by the libraries of French based institutions in Lagos and Oyo States, Nigeria;
- iii. identify the types of information resources available in libraries of French-based institutions in Lagos and Oyo States, Nigeria;
- iv. determine the level of information resources availability in libraries of French-based institutions in Lagos and Oyo States, Nigeria;
- v. ascertain staff quality in libraries of French-based institutions in Lagos and Oyo States, Nigeria in terms of professional education and training, ICT skills and resourcefulness;
- vi. find out the relationship between information resources availability and information services delivery in the libraries of French-based institutions in Lagos and Oyo States, Nigeria;
- vii. examine the relationship between staff quality and information services delivery in the libraries of French-based institutions in Lagos and Oyo States, Nigeria; and
- viii. identify the challenges of information services delivery by libraries of French-based institutions in Lagos and Oyo States, Nigeria.

1.4 Research questions

The following research questions were answered in the study:

1. What are the types of services delivered by staff in libraries of French-based institutions in Lagos and Oyo States, Nigeria?
2. What is the level of service delivery by the libraries of French-based institutions in Lagos and Oyo States, Nigeria?
3. What are the types of information resources available to users in libraries of French-based institutions in Lagos and Oyo States, Nigeria?

4. What is the level of availability of information resources in libraries of French-based institutions in Lagos and Oyo States, Nigeria?
5. What is the staff quality in libraries of French-based institutions in Lagos and Oyo States, Nigeria in terms of professional education and training, ICT skills and resourcefulness?
6. What are the challenges of information services delivery by libraries of French-based institutions in Lagos and Oyo States, Nigeria?

1.5 Hypotheses

The following null hypotheses were tested in the study at 0.05 level of significance:

1. There is no significant relationship between information resources availability and information services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria.
2. There is no significant relationship between staff quality and information services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria.

1.6 Scope of the study

This study covered staff and library users in libraries of the French-based institutions in Lagos and Oyo States. The staff are the entire library personnel in the selected French-based institutions and library users are those registered library clientele who have used not less than three months in these institutions.

The institutions selected for the study are all educational institutions and they include Nigeria French Language Village (NFLV), Badagry, Lagos State, Institut Français de Recherche en Afrique (IFRA), University of Ibadan, Ibadan Oyo State and Alliance Française (Ikeja, Lagos State and Ibadan, Oyo State).

The study focused on information resources availability (i.e the types of resources such as books, journals, audio-visual collections and the level of availability of these resources) and staff quality (in terms of staff qualification, skills and work experience) as factors affecting effective information services delivery in libraries (like selective dissemination of information,

current literature search, translation services, bibliographic services, document delivery, inter-library loan, circulation services and photocopying) of French-based institutions in Lagos and Oyo States.

Other variables capable of influencing information services delivery by special libraries are excluded from this study. In addition, the study established the relationships existing among information resources availability, staff quality and information services delivery in libraries of French-based institutions in Lagos and Oyo States.

1.7 Significance of the study

The study will be significant in the sense that users will have access to needed information resources and quality information service thereby increasing the confidence of users in the services of such libraries. The findings of the study will also expose users to different information services available in special libraries especially libraries in French-based institutions.

The study is expected to call the attention of the library management to the meaningful impact the library could make on its immediate community and the society at large through its services if competent staff are being employed and right materials are made available for users. Through the findings of the study, the library management will be encouraged to send staff on workshops and seminars organised by professional bodies (NLA, LRCN) on theme and sub-themes covering new trends in the field of librarianship. Knowledge and experiences gained at such workshop and seminars will improve the skills of staff in rendering quality and efficient information services thereby promoting the good image of the library. The study will also encourage the library management delve into areas where the library has not fully optimise its potentials in effective service delivery.

The study will motivate library personnel to acquire cognate knowledge and improve upon their competencies by attending conferences, seminars and workshop because they constitute the human resources of the library that determine effectiveness in service delivery. The findings of the study will make library personnel to improve on the quality of service they provide to users and be versatile and resourceful in the discharge of their duties.

The findings of the study will assist management of French-based institutions to map out strategies to improve service delivery by its libraries. This could lead to a paradigm shift in the type of information resources available, quality of staff and services delivery in libraries of French-based institutions. The study will encourage management of French based institutions

on timely approval of library budget as this will improve the library services thereby attracting more people to enrol in these institutions translating into achievements for them while return on investment made in the library will rise and become steady.

The findings of the study will advance the frontiers of knowledge in the field of librarianship by applying the knowledge acquired in proffering solution to the problems identified in various institutions such as the one with libraries of French-based institutions in Lagos and Oyo States, Nigeria.

1.8 Operational definition of terms

For the purpose of this study, the following terms are operationally defined:

French-based institutions: These are government approved institutions other than primary and secondary schools where the French culture and language are being taught.

French-based institution libraries: These are special language libraries or resource centres attached to these institutions to cater for the information needs of users and the parent institutions.

Information resources: These constitute a range of materials and equipment gathered by the library in order to meet the information needs of both intended and anticipated users.

Information resources availability: This means the various information resources at users' disposal in the library.

Information services: This refers to the productive activities or services provided by library personnel such as circulation services, reference services, translation services, audio-visual

services, current awareness services, inter-library loan, library orientation, reprographic services, current literature search and bibliographic services geared towards achieving the library mission and vision.

Information services delivery: This refers to the actual provision of information services to library users in effective and efficient manner in terms of staff quality handling available information resources and providing the services to satisfy information needs of users.

Staff: This term refers to library personnel working in French-based institutions.

Staff quality: This refers to the skills, competences, knowledge and qualifications acquired by the library personnel working in libraries of French-based institutions. This includes Information Communication Technology literacy skills, training, academic/professional qualifications and recruitment/selection process.

Users: These are library users who are duly registered and have had considerable experience with library use and have spent not less than three months in the institution.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Literature review in research is meant to throw light on the background to the study, helps to further define the problem the researcher is trying to solve. It provides an empirical basis for a subsequent development of hypotheses and research efforts, identifying and ensuring that areas already covered by investigators are not repeated and would have been justified.

This chapter has reviewed literature related to the study. The review has been made under the following sub-headings:

2.2 Information services of special libraries

2.3 Information resources in special libraries

- 2.4 Information resources availability and service delivery in special libraries
- 2.5 Staff quality and services delivery in special libraries
- 2.6 Challenges of information services delivery in special libraries
- 2.7 Theoretical framework
- 2.8 Conceptual model
- 2.9 Appraisal of the literature reviewed

2.2 Information services of special libraries

Information is the result of processing, manipulating and organising data in a way that adds to the knowledge of the receiver. Information, which is a catalyst for change has become as important as life itself. Information is the increase in knowledge obtained by the recipient by matching proper data elements to the variables of a problem (Ochai, 2007). Information, being awareness on a given situation or phenomenon which propels one into action must be valid and usable. If valid but not usable it is (outdated or obsolete). If usable but not valid it is (gossip or grapevine). Thus, Harrods (1997) has defined information service as

“means a service provided by, or for, a special library which draws attention to information possessed in the library or information department in anticipation of demand, this is done by providing a reference and information desk, preparation and circulation of news sheets and documented results of literature surveys, preparation of bibliographies, reading lists, indexes and abstracts, particulars of articles in current periodicals, creation of database through documentation of information which are anticipated would be of interest to potential users of the services”.

Information services in libraries are the various ways and means by which information professionals provide, organise, store, retrieve and disseminate information to researchers and or users generally. The variety of information services offered by any library depends to a great extent on the quality and experience of the librarians. It is in relation to this analysis that Aju and Ape (2011) noted that a library is concerned with the acquisitions, processing, storage, retrieval and dissemination of recorded information for the purpose of reading, study and consultation. Conventionally, information services include bibliography compilation, indexing, abstracting, selective dissemination of information, current awareness service etc which makes it possible for researchers to access required information without delay from the printed information resources. With the availability of ICT in libraries, the above mentioned services are provided with relative ease through the internet facilities. That is why it becomes mandatory for all types of library to combine the provision of both conventional and modern information resources so as to meet today’s information demand of the researchers.

According to Nwakaohu (1999) ‘ Information service sets out to identify, provide the use of documents or piece of information which could best help the user in his study, teaching or research’. An information service may have to devise the appropriate package through which information is to be passed on. The requirement is usually for speedy and reasonably accurate information. Information service delivery in any type of library and information centre of whatever description and size requires careful planning, implementation, adequate financial support, highly trained staff, etc. in order to ensure lasting success and sustenance. A good information service attain short-lived success because of ill-articulated strategies. Planning, implementation and evaluation is of great importance to us in the process of information acquisition, storage, retrieval, dissemination so as to get information at the right time to the desired clientele which include the general public, students, young adults and specialists/stakeholders in tertiary/research/language institutions especially in French based institutions.

No information service can function effectively without an organised collection of books, Audio-visual and related materials, and that is where the Libraries and Information Centres becomes relevant as an indispensable institution in information gathering, storage, retrieval and dissemination. Information service in Libraries and Information Centres should aim at satisfying the information needs of all potential users and where necessary, be able to give the unsatisfied readers appropriate referral services to other established institutions where such information could be obtained.

Library as an information centre provides varying information services to the clienteles. These information services render by special libraries are geared towards achieving a specific goal; which is to fulfil the overall mission and vision of the parent institutions. However, in the bid to achieve this mission and vision, the library provides certain basic information services and these are listed by Nwalo (2012) as follows:

- I. **Acquisition:** Acquisition is concerned with community analysis, book selection, ordering and all the activities in the effort to bring in information resources to file library, the processing of the newly acquired resources and keeping all necessary records. The strength of every library lies in the quantity and quality of its collection and how much access it is able to provide to resources in other libraries and information networks. The acquisition function in libraries, therefore, is considered as fundamental.

- II. **Cataloguing and Classification:** cataloguing and classification ensure that the library materials are systematically organised to enhance accessibility and retrieval. The services result in the creation of the library catalogue to aid information retrieval.
- III. **Serials services:** serials are publications issued in successive parts, at regular or irregular intervals and intended to be continued indefinitely (Osborne, 1984). Serials include journals, news magazines, newspapers, bulletins, reports and other periodicals. Serial services have to do with management of serials, right from the acquisition to processing, organisation, display, storage and dissemination.
- IV. **Circulation services:** circulation services are concerned with the services rendered to library users to permit them either use materials in-house or borrow them for use outside the library.
- V. **Reference services:** reference services refer to services of the library in assisting library users find answers to their information problems usually posed in form of questions. The reference department of the library has special reference materials designed to provide answers to all possible information problems. The department also provides user education and general information literacy education to empower users to make the best use of the library and its information resources.

In their contribution on reference service, Onifade and Sowole (2011), asserted that the responsibilities of the library are far beyond gathering and organising books and journals to include an active role in disseminating information. They posited further that a very certain way it does this, is through effective reference and information service. Reference and information service is a major component of general library service, which helps users find the information they require, access it, and use it to meet their information needs. In line with this, Wittaker (1977) cited in Onifade and Sowole (2011) opines that reference service is the most essential service a library provides. Han and Goulding (2003) state that; reference service is not a recent phenomenon in any library, but can be traced back to, at least, 1876; Reference service, according to Kumar (2003) helps to establish contact between a user and the right document at the right time, thereby saving the time of the user.

Tolle (2001) confirms in his study that many users do not know where to begin their search and most users who walk into libraries have little or no idea of how to use the online catalogue or perform searches in a database. It is, therefore, necessary for reference librarians to spend extra time with users to guide them through the search process. Avery (2001) agrees

that librarians must examine what people need and determine what will provide the best reference and information service.

Lessick (2000) and Palmer (1999), cited in Onifade and Sowole (2011) report that user enquires at the reference desk are declining. Reference and information services have been changing rapidly as a result of changes in Information and communication technology and user demand for increase access. Librarians have been considering how to adjust services to the new environment (Han and Goulding 2003).

However, Edison (2000) opines that reference librarian's specialist training and subject skills will help improve information service delivery hence, mediate user information needs. Osunnilu (2003) notes that poor reference service will create a poor image for the library. Kresh (2001) states that an explosion of information and the popularity of the Internet and commercial search engines have opened the way for new demands and expectation from users.

In their own contribution, Devarajan and Pulikuthiel (2011) opine that information services provided by library can be broadly categorised into two; namely: anticipatory services and responsive services. The anticipatory services, they posit, aim at keeping the users abreast with the current developments in their fields of interest. These anticipatory services include documentation service, Current Awareness Services (CAS), Selective Dissemination of Information Services (SDI), user education, information literacy programme, etc. while the responsive services refer to services provided on demand or based on the specific request of the users; and they include reference service, referral service, bibliographic service, collection development service, acquisition and ordering services, technical service, serials service, readers services, circulation service, lending services, inter- library loan and document delivery, provision of seating and study facilities.

Library orientation and instruction: Nuhu (1999) quoting Muoglim (1986) viewed user instruction as a process of making library patrons to learn how to make effective and efficient use of the library resources through the acquisition of skills in identification, location, retrieval and exploitation of information. The reference librarians through user instruction acquaint the clientele of the resources in the reference section of academic library and the uses of those resources. Edeka (2000) affirmed that the objective of giving user instruction is to help the user to make the best use of the overall library resources. Edeka further stressed that a carefully planned and executed user instruction programme greatly ensure the realisation of this objective. The specific aims of the programme include:

- i. To develop readers' awareness of the overall information resources available to them in their own and other libraries.
- ii. To developed skills required in making advanced studies.
- iii. To create positive attitude to information searching that will stimulate the user to make use of the resources available at different libraries.

Abstracting and indexing services: Indexing enable users to locate the books that are available in the subject areas they need. Abstracting services produce the summaries of the contents of reading materials in the library thereby serving as time savers for the library users. Akanya (2006) quoting Jack (1985) revealed that another facility for reference and information services include copying by means of photographic or photocopying equipment. These facilities will reduce mutilation of books and theft to the barest minimum in the reference sections of academic libraries.

Another reference service is *Selective Dissemination of Information (SDI)* which Madu (2010) sees as user package reference service mainly for researcher. In some places it is likened to current awareness services because of its objective of keeping researchers aware of current developments in their areas of specialisation. It could also take the form of providing the researchers with table of contents of journal that has just arrived or recently published article or citation on pre-determined topics relevant to the target users. This is an important reference service by academic librarian in the reference section in meeting the information needs of academic staff, students and researchers. Bibliographic services provide the list of publications that are related to each other. The librarian in a reference section of an academic library compiles bibliographies on all subjects for the verification of the correctness and completeness of the information about publications. These services are to assist users to identify and locate materials relevant to their work.

Computer/Online Services: Mole (2004) asserts that, contemporary technology has in the last couple of decades played a major role in the use of reference materials. The availability of information in electronic form, specifically through online services and CD-ROM, has presented new opportunities and challenges for users of reference sources and services. Agu (2006) toeing the same line, observed that utilisation of online search services provide opportunities for expansion of traditional academic reference services. The advent of this technology has opened more doors for libraries especially academic reference services to provide information in and outside the library. Irrespective of time, space and distance, any

academic library that fails in this responsibility will make the users to resort to utilisation of these resources outside the library environment.

Display service: Citing Amah (1989), Suleiman (1999) states that every library should be able to display its new books, document and serial materials on racks at the beginning of every month. Display racks are usually stationed at a strategic position within the reference section of academic libraries for users' view. In consonance with this view, Edeka (2000) opines that, display helps to "sell" library services to users. The physical location of the library if arrived from point of view of convenience to user is perhaps the best way of drawing attention to the library services. He further stressed that; a display is the technique of collecting and arranging the information resources (books, serials, articles, theses, photographs, diagrams etc) on central theme in a prominent place for a short time in order to attract the attention and arouse the interest of users in the topic presented. This is necessary because the academic reference section owes the user to provide up-to-date accurate and relevant information for academic excellence, hence this service must be sustained.

Inter-library lending services: Harrods' Librarian Glossary describes inter-library lending as "schemes where by users of one library or information system may request their services to borrow from other library system materials not held in their own library system. Edeka (2000) observes that in 1971, Ibadan and Ile-Ife entered into cooperative arrangement; the objective was to enable the young universities in Benin City to expose itself to the relatively rich information resources at the University of Ibadan. However, with technological development, inter-lending services among reference librarians in academic library are made easy, because request can be processed electronically and it is faster when both borrowing and lending libraries belong to the same electronic utility. The essence of engaging in inter-library services among academic reference librarians is to enrich its collections and provide improved and qualitative services to users.

Saunders (2009) opines that information literacy is a central tenet of academic librarianship, however, technological advancements coupled with drastic changes in users' information needs and expectations are having a great impact on this service, leading practitioners to wonder how programmes may evolve. Mallaiah and Yadapadithaya (2009) opine that the usefulness of service institutions like libraries is measured by the services rendered by them to the users and this in turn depends on the personnel who are responsible for the efficient and effective delivery of the services.

Simmonds and Andaleeb (2001) posited that, providing quality services in academic libraries is now a major issue among academic librarians; they see the library more in terms of the provision of and access to service quality than as just a physical place. Technology and automation have also changed the way people perceive libraries. As a result, the role of libraries and librarians is also changing. Librarians themselves have been re-evaluating their role as reflected in many discussions and papers. They emphasise the provision of good library service as more important to the user than the mere physical library building.

The University of Illinois' administration haven understood the need for improve information service delivery, through the University Librarian and Dean of Libraries, in 2007 charged a small group representative of library administration, faculty, and staff to solicit and review proposals related to the improvement of services to library users and the establishment of new service programme designed to meet the evolving needs of the faculty, staff, and students at Illinois (University of Illinois, 2013). This point to the fact that there is a dare need for assessment of the quality of information service delivery of libraries, and most critical, vis-à-vis the staff quality of such library in order to ascertain the actualisation of the vision of the library. Critical therefore, to any evaluation, according to (Bommer and Chorba, 1984) is the availability of measures of performance by which the output can be assessed according to some stated criterion, hence, for library service activities, three types of effectiveness measures are essential and these include:

- i. Performance measures- the extent to which actual services to actual users are effective;
- ii. Impact measures- the extent to which potential use is actualised;
- iii. Availability measures- the extent to which potential services are actually provided.

Bommer and Chorba (1984) posited further that evaluation (assessment) is a matter of quality control and the important questions to posed are therefore:

- i. What services should the system be performing?
- ii. Is the system performing all the services it should be performing?
- iii. Is the system performing any services it should not be performing?
- iv. Is it performing the services as efficiently as possible?
- v. If not, what are the causes and what can be done to remedy the problem?

In his study of effective library information service delivery strategies (Popoola, 2007) identified nine strategic plans to be adopted and they include:

Definition of the vision and mission statement, setting of goals and objectives, community survey analysis, management style, sufficient budgeting provision,

marketing management technique, information packaging, recruitment of highly skilled and knowledgeable personnel and acquisition of appropriate technology.

However, of equal importance in the provision of effective information service delivery is the staff quality, which is capable of being used to shape attitudes and competencies for effective service delivery.

2.3 Information resources in special libraries

The role of the library is strategic and pivotal for the success and growth of the enterprise (Umenwa, Agbo and Onyekwodiri, 2016). Abels, Gogdil and Zach (2002) stated that whatever be the future, the services of information provision will continue to be an essential instrument of human welfare. According to Abimbade (2014) information resources are in five categories: people; materials; equipment and tools; settings; and activities. The people include: teachers, counselors, tutors, colleagues, librarians and guardians. The materials include: printed books, maps, charts, and so on. The equipment and tools include: overhead projector, slide projector, audio-visual materials and so on. The settings include: library building, library auditorium, laboratory and so on. The activities include: programmed instruction, simulation, gaming, field-trip, group interaction and so on. Abimbade (2014) further stressed that some of these resources are developed and used in teaching and learning as a result they are mostly referred to as information resource by design.

Nowadays libraries have evolved from print materials to electronic information materials and services in the form of CD-ROMs, e-books, e-databases, electronic journals, electronic current awareness service and information subject gateways, accessed through the internet Gakibayo and Okello-obura (2013). The print information resources include journals, textbooks, magazines, newspapers and reference materials, the non-print include CD-ROM, audio-visual materials microfilms, micro fiches, databases and online resources. These resources are to support class works, assignments, research works by providing relevant information resources and services for effective and efficient achievement of academic pursuit. Like other types of libraries, the following information resources can also be found in special libraries. These include textbooks, journals, magazines, newspaper, reference materials, CD-ROM, audio-visual materials, databases, online resources and many others.

A textbook is a manual of instruction in any branch of study; these textbooks are produced according to the demands of educational institutions. A textbook is an edition of a book specifically intended for the use of students enrolled in a course of study or in preparing

for an examination on a subject or in an academic discipline, as distinct from the trade edition of the same title, Reitz (2002). Most textbooks are only published in printed format usually they consist the majority of special libraries' collection.

A journal is a publication issued at stated intervals, such as academic journals (including language journals). It is a serious, scholarly publication that is peer-reviewed. Aina (2004) defined a journal as a medium for communicating research findings by scholars. It reports the latest development in the field, which is usually produced by a specialist society or an association. A journal is a periodical devoted to disseminating original research and commentary on current developments within a specific discipline, sub-discipline, or field of study (example: Journal of French Language Studies), usually published in quarterly, bimonthly, or monthly issues sold by subscription.

Journal articles are usually written by the person (or persons) who conducted the research. Longer than most magazine articles, they almost always include a bibliography or list of works cited at the end. In journals in the sciences and social sciences, an abstract usually precedes the text of the article, summarising its content. Most scholarly journals are peer-reviewed. Scholars often use a current content service to keep abreast of the journal literature in their fields of interest and specialisation (Reitz, 2002). Journals are basically used for researches but can also be consulted by other library users which make it relevant and inevitable information resources in a library.

Magazines are publications, usually periodical publications, that are printed or electronically published (the online versions are called online magazines). They are generally published on a regular schedule and contain a variety of content. They are financed by advertising, by a purchase price, by prepaid subscriptions, or a combination of the three. At its root, the word magazine refers to a collection or storage location. In the case of written publication, it is a collection of written articles and this explains why magazine publications share the word root with gunpowder magazines, artillery magazines, firearms magazines which is in various languages not limited to English.

Reitz (2002) defined a magazine as a popular interest periodical usually containing articles on a variety of topics, written by various authors in a non-scholarly style. Most magazines are heavily illustrated, contain advertising, and are printed on glossy paper. Articles are usually short (less than five pages long), frequently unsigned, and do not include a bibliography or list of references for further reading. Most magazines are issued monthly or weekly. Aina (2004) noted that magazines generally contain written articles, photographs and

advertisement. They can be popular magazines that deal with sports, travels, fashion, etc. they are usually popular publications. Magazines are good for reading and entertainment; they also provide information on topical issues. Magazines are useful information resources but it is unfortunate that most libraries do not acquire these resources into its collection regularly.

Newspapers, like magazines and journals are periodicals but newspapers are published daily. Newspaper is a serial publication, usually printed on newsprint and issued daily, on certain days of the week, or weekly, containing news, editorial comment, regular columns, and letters to the editor, etc., (Reitz, 2002). It is a serial publication containing news, other informative articles, and a newspaper is usually printed on relatively inexpensive, low-grade paper such as newsprint. Newspapers are typically published daily or weekly, news magazines are also published weekly but they have magazine format. General-interest newspapers typically news articles and feature articles on national and international news as well as local news. The news includes political events and personalities, business and finance, crime, severe weather, and natural disasters; health and medicine, science, and technology; sports and entertainment, society, food and cooking, clothing and home fashion, and the arts.

Reference materials are useful in answering questions. According to Reitz (2002) reference materials are any publication used by a reference librarian to provide authoritative information in response to a reference question, including but not limited to reference books, catalogue records, printed indexes and abstracting services, and online bibliographic databases. For this reason, they are often held by libraries as resources which are either non-circulating or circulated under strict limitations.

Aina (2004) viewed reference materials as documents that contain miscellaneous information on any topic – be it an event or individual. They are not meant to be read from cover to cover, rather are expected to be consulted as and when necessary in order to supply information desired by a user of the library. They include the following; Almanacs, which contains specific facts, statistical data, tables of comparative information, and organised list of basic reference information. Atlases, contain an organised group of physical, political, road, and/or thematic maps. Bibliographies contain one or more list of resources and materials sharing some common attribute such as location, publishing date, subject, etc. Dictionaries contain words of a given language and other information such as origins, pronunciations and definitions. Directories contain an organised list of people and/or organisations of some type, each entries carry information such as addresses, phone numbers, email address, etc.

Encyclopaedias contain an alphabetically organised listing of a broad range of subjects with basic information for each entry (Reitz, 2002).

CD-ROM means Compact Disc Read-Only Memory. A CD-ROM is a CD that can be read by a computer with an optical drive. The ROM part of the term means the data on the disc is read-only, or cannot be altered or erased, because of this feature and their large capacity; CD-ROMs are a great media format for retail software. Each disc has the capacity to store 650 megabytes of data, the equivalent of 250,000-300,000 pages of text or approximately 1,000 books of average length. CD-ROMs can be used to store sound tracks, still or moving images, and computer files, as well as text. In libraries, CD-ROMs are used primarily as a storage medium for bibliographic databases and full text resources, mostly dictionaries, encyclopaedias and other reference works (Reitz, 2002).

Audio-visual materials combine sound and visual images, for example, a motion-picture or video-recording with a sound track, or a slide presentation synchronised with audiotape in a medium. Audio-visual materials are not in print format, it includes cassettes, CDs, DVDs, videotape, etc., (Reitz, 2002). Audio-visual resources on disc, film, magnetic tape, and digital formats require intervening machinery to access the information that is; all audio-visual materials need another electronic medium for it to access.

A database is a large, regularly updated file of digitised information (bibliographic references, abstracts, full-text documents, directory entries, images, statistics, etc.); related to a specific subject or field, consisting of records of uniform format organised for ease and speed of search and retrieval, and managed with the aid of database management system (DBMS) software, Reitz (2002) Content is created by the database producer which usually publishes a print version and leases the content to a database vendor (example: EBSCO, JSTOR, EMERALD, ARTFL etc.) that provides electronic access to the data after it has been converted to machine-readable form, usually on CD-ROM or online via the Internet using proprietary search software. Most databases used in libraries are catalogues, periodical indexes, abstracting services, and full-text reference resources leased annually under licensing agreements that limit access to registered borrowers and library personnel.

2.4 Information resources availability and services delivery in special libraries

Information society is currently undergoing drastic change in terms of information collections and services. In an information society, it is the right of individuals to get access to information in pursuits of higher quality of life. Information resources refer to print and

electronic materials that could be sourced and accessed manually or electronically by users. Adequate and appropriate information resources provide opportunities for individuals to get the access which has depended on the availability of emerging technologies as means for creating, storing, and distributing, retrieving, and using information resources the existing literature, such as (Udoudoh,2009 and Popoola, 2008) suggest that the library is central to the provision of relevant information resources and services for adequate support of teaching, learning and research in any academic environment.

Information resources constitute a range of materials and equipment gathered by the library in order to meet the information needs of both intended and anticipated users. Aliyu (2006) corroborate this view when the author argued that information resources are made up of a variety of materials which information could be stored, retrieved and disseminated for use. Specifically, information resources include such things as books, journals, theses; dissertations, technical report and all related materials in print format and Information and Communication Technology (ICT) and related electronic gadgets which store or provide information worldwide without any serious geographical barrier capable of satisfying the diverse information needs of researchers.

According to Elikahmenor as quoted by (Olumide, 2007). Information technology is defines as the acquisition processing, storage and dissemination of information by means of computer, office machine and telecommunications. Computer provides the processing storage and retrieval facilities for the transfer of data and information. Properly use of (ICT) will help the growth and development of libraries in different directions especially in nursing schools where library resources are costly. Information technology allows easy integration of various activities in the library for the benefit of users. It eliminates duplication of effort within a library and between libraries in a network. It eliminates some uninteresting and repetitive work. It also helps to increase the range of services offered. Information technology ultimately may save and /or generate income and it increases efficiently and effectiveness.

Omekwu (2005) pointed out that information technology can be effectively used to integrate the apparently complex systems into coordinated functional and effective network. Agba (2004) opines that it is not an exaggeration to say that information technology availability and its effectiveness may facilitate its use. His reason is that a user friendly types of information technology available increases effectively use.

Popoola, and Haliso, (2009) define information resources as those information-bearing materials that are in both printed and electronic formats, such as textbooks, journals, indexes,

abstracts, newspapers and magazines, reports, CD-ROM databases, the Internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms and so on. These information materials are the raw materials that libraries acquire, catalogue, stock, and make available to their patrons. According to Hanif, Zabed, and Nasir, (1997) a good library should be well equipped with books and periodicals in all subjects to advance study and research. The duty of a university library is to collect, organise and disseminate information to academics, research scholars and students, and support the generation of new knowledge.

The up-to-datedness of contents in courses, the continuous academic growth and competence of academic staff members and the quality of learning environment depend on how effective the academic library is in identifying and connecting information on current developments in various subject fields with the academic community. Hanif, *et.al* (1997) claims that:

In order to satisfy the diverse information needs and interests of the academic community, the library collection must be adequate in terms of quantity, quality and currency. The collection must also be accessible to the community. The provision of quality information will invariably have positive impact on the learning environment; on the contrary, if the quality of the information provided leaves much to be desired, the result would be worse.

Hanif, *et.al* (1997) reports that there was inadequacy of recent publications and current journals. Besides, the information needs of the academics were not adequately met by the existing library resources in most academic libraries. Ray, and Day, (1998) observe that traditional library and informational services (LIS) can no longer adequately meet academic needs, because of the cost of printed materials, the ever-increasing number of academic publications, and changes in learning and teaching methods. As a result of these limitations and owing to rapidly developing technology, academics must utilise electronic information resources effectively.

It is common knowledge that the availability of online information, improved Internet connectivity and changes in scholarly publishing techniques have all contributed to more information being available to more researchers. Availability of information resources means ensuring their presence in the libraries for immediate use (Aguolu and Aguolu, 2002). However, Aguolu, and Aguolu, (2002), assert that resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but one may not be able to retrieve or have access to them. One may identify citations in indexes, but may not have access to the sources containing the relevant articles. The more accessible information

sources are, the more likely they are to be used. Users tend to use information sources that require the least effort to access. Availability of an information source does not necessarily imply its accessibility, because the source may be available but access to them may be prevented for one reason or the other.

Aguolu and Aguolu (2002) argue that availability should be viewed from both national and instructional levels. They attribute the lack of availability of information sources to the steady proliferation of universities: federal, state, and private, along with increases in students and faculty, and the diversification of courses and academic and research programmes, without adequate information sources to meet the actual and information needs. They identify obstacles to the development of adequate information sources. Dike (1992) conducted research on the scarcity of books in Nigeria and the threat to academic excellence. She was able to establish that non-availability of information sources has led faculty and students not to use library services.

Buckland (1975) analyses frustrations felt by users who fail to find the information sources they want in the library. He outlines four relationships between the user and availability or resources, which are:

1. The greater the popularity, the lower the immediate availability.
2. The longer the loan period, the lower the immediate availability, the shorter the loan period, the higher the immediate availability.
3. The greater the popularity, the shorter the loan period has to be and the less the popularity, the longer the loan period can be.
4. Increasing the number of copies available, like shortening the length of loan periods, increases the immediate availability.

Ajayi and Akinniyi (2004) found frustration among information seekers due to the non-availability of sources. Oyediran-Tidings (2004) studied information needs of library users at the Yaba College of Technology, Lagos, and observed low use of the library by the students, which was attributed to the expressed unavailability of desired information resources. Akinlade (2000) observes that the expectations of people are high when sourcing and retrieving information, hence frustration too is high when expectations are not met. She suggested that for a library to satisfy the needs of users, both human and material resources must be available.

The focus of a library is always to serve its patron to give them resources that definitely take them to the level of excellence. But do students always view their library as the only source for needed information where every facility is provided or do they feel the need for their library

to change adapt more modern technologies so they could be more effective and help them excel in their studies Shrestha, (2008). Students, lecturers and researchers in academic institutions rely on libraries to provide the information they need in support of teaching, learning, research and knowledge dissemination, which is a fundamental reason for the libraries' existence.

A study by Marama and Ogunrombi (1996) confirms high non-availability of library and information science (LIS) collections in most Nigerian university libraries, which had a negative effect on the use of information sources in the libraries studied. The librarians cannot conduct quality research and get published, and library students cannot even use library services. The authors recommended that at least 5 percent of the book budget be set aside for LIS information sources. The study, though limited to LIS, can be generalised to other subject areas. Unomah (1987) conducted a study at the former Bendel State University to determine the non-availability rate in the library and to find out its causes. The survey revealed a non-availability rate of 34 percent. One effect on the use of library service was that 300 users (71.4%) gave up and went away frustrated. On acquisition performance, the survey showed that the library acquired only a little more than half the items requested. A similar study by Okiy (2000) showed a non-availability rate of only 7.5%. Iyoro (2004) found that availability of serials at the University of Ibadan was 94 percent, with 242 of 256 respondents agreeing that serial publications are available and readily accessible.

Ajayi and Akinniyi (2004) found frustration among information seekers due to the non-availability of sources. Aina (1985) analysed the availability of periodical titles used in Nigerian libraries, finding that only 67 (11.5%) of the 578 periodical titles studied were not available in any of the major libraries, and confirming a high availability rate. Oyediran-Tidings (2004) studied information needs of library users at the Yaba College of Technology, Lagos, and observed low use of the library by the students, which was attributed to the expressed non-availability of desired information resources. The paper suggests seeking user input for the acquisition process and policy. Adeoye and Popoola (2011) highlighted the effectiveness, availability, accessibility and use of library and information resources in their study. They explained that, for effective learning process, learners must have access to necessary information materials and resources. These resources might be in tangible (i.e., printed resources) and intangible (i.e., electronic resources) format. They express that librarian is responsible for providing the right information to the right person at the right time.

Library users also need all kinds of information services through the availability of various kinds of information resources made available to them in the library. The type of

information resources provided in the library should be current so that the library collection will be useful in meeting the information needs of the clientele. The understanding of the information resources used by the clientele will help the library to acquire regular and up-to-date information resources needed by these users.

2.5 Staff quality and services delivery

Training is a process of acquiring knowledge, skills and attitudes that are necessary for employee effectiveness and efficiency towards achieving organisational goals and objectives. Staff training is important because it enhances efficiency and productivity. Yesufu cited in Ajidahun (2007) also agrees that training of personnel enhances productivity. According to him, education and training are generally indicated as the most important direct means of upgrading the human intellect and skills for productive employment. Effective service delivery, which is enhanced by training, is not only limited to the library; the librarians and other staff of the library can also become more efficient.

Training programmes should also be directed towards improving efficiency and job performance, Ojiambo and Stoner cited in Ajidahun (2007). Other advantages of training include reduction in cost, reduced turnover, human resources reserve, faster decision, continuity of effort, improvement in employee morale, availability for future personnel needs of the organisation, improvement in health and safety, reduced supervision, personal growth and organisational stability, Silver and Chandan cited in Ajidahuin (2007).

There are several training methods that can be employed in libraries: on-the-job training, In-house lecture/demonstration, Job rotation, Vestible training, and Programme instruction, Computer-Assisted Instruction (CAI), Internship, Apprenticeship, Audio-visual method, Role playing, Business games and case studies are some of the different training methods that can be employed, Keeling and Kallus cited in Onifade (2001). Although there are several training methods that can be employed in libraries, the methods that should be adopted by libraries in French based institutions should be the methods that will achieve the best results in terms of cost- effectiveness and sustainability. Some of these training methods include on-the-job training, in-house lecture/demonstration, Orientation and Computer-Assisted Instruction (CAI) and job rotation are particularly useful training methods for both old and new employees. While on- the -job training enables both new and old staff acquire the necessary skills and attitudes, orientation programmes are designed to acquaint staff with the activities of

the organisation and it is usually for new employees. In the information age, computer- assisted instruction programme has become necessary to enable staff adapt to changing technology.

According to Ozioko (2005), the basic building block of information technologies (IT) industries is the skilled and semi-skilled manpower with basic skills for operating computers, using elementary functions of standard software. It includes the ability to make use of computer networks, in particular the Internet and access the resources available through them. This requirement is true for libraries using these technological tools in their service delivery. Training programmes also need to be relevant to the needs of libraries. Programmes such as in-service and continuing education training programmes leading to award of certificate are also desirable. Staff training is a venture embarked upon by organisations in order to bring about acquisition of better skills and competencies on the part of employees and will ultimately lead to the overall effective performance of the organisation.

Traditional library tools were soon found to be incapable of coping with the management of large volumes of information materials that emanated from information explosion and global information management (Oyelude, in Madu, 2004). There was therefore need to introduce Information and Communication Technology (ICT) and ensure that the staff acquire the requisite ICT literacy skills. This was to help improve services to users and help the staff perform their functions more effectively. Information and communication technology refers to the technology that is used to process, store, disseminate and communicate information between people and organizations. According to Rodriguez and Wilson, (2000), ICTs refer to technologies people use to share, distribute, and gather information and to communicate through computers and computer networks/Internet; (including) e-mail - exchange of mails, text, graphic programmes, audio, video, Telnet, File Transfer Protocol (FTP), World Wide Web (WWW) etc.

The technologies can only work effectively if the human expertise is employed in which case the literacy skills of the staff. From the researcher's point of view, information and communication technology (ICT) is defined as the technologies that consist of the hardware, software networks and media (communication tools) for the collection, storage, processing, transmission, and presentation of information. The need for the staff of libraries in French based institutions to acquire ICT literacy skills for effective Information services delivery to their users is fundamental. It will enable them operate better in this era of digital libraries, electronic libraries and globalization occasioned by the use of Information and Communication Technology (ICT).

The introduction of ICTs and the acquisition of the ICT literacy skills will help to improve flexibility and responsiveness to change of library processes and reduce cost by automating routine tasks and other repetitive library jobs. According to Ikhemuemhe (2005), if librarians are to continue to make substantial contributions as information disseminators, they will have to understand and exploit ICT infrastructure and emerging technologies in delivering services to their clientele. In repositioning special libraries for effective information services delivery, the staff ICT literacy skills cannot be underestimated.

Sanchez and Heene (2005) define competence as the ability to perform an actual occupational role. It is therefore a particular kind of outcome which focuses on the ability to do something in a real context rather than mere possession of knowledge or skill. It also involves owning skills and being able to transfer the skills to many other situations. In other words it calls for flexibility and adaptability at work and aptitude for planning work and problem solving and for using those occupational skills needed to do the job. On the other hand competence is the capacity for continuous performance within specified ranges and contexts resulting from the integration of a number of capabilities.

Categories of staff needed in special libraries especially libraries in French based institutions include adequate and well trained librarians, information technologists, computer analysts, abstractors and indexers, library officers, library assistants, and other support staff like administrative staff. All these categories of personnel are necessary and they play a vital role in the realisation of the library's goals and objectives. Librarians who are the core professional staff, apart from conferences and workshops, need to have postgraduate training at the level of masters and PhD degrees so as to be properly equipped professionally. In the information age, the skills and competencies required of staff in libraries of French based institutions include information and communications technology (ICT) literacy skills, e-mail, networking, internet, cataloguing and classification techniques, communication, library safety and security using the new information technologies.

Oketunji in Okore (2005) also indicates that major competencies that librarians need include skills to learn and use the ever changing technologies, communication and interpersonal skills, ability to market the library services and management skills. Nwachukwu, Asiegbu and Igwesi (2010) also agrees that in addition to professional skills, the librarian of the future must be equipped with a wide range of personal and transferable skills in order to manage the changing environment which he works. They further stated that the contemporary librarian must change and adapt to the new electronic environment. Even though these skills

are necessary for the staff in libraries of French based institutions, they can only acquire these skills through training using appropriate training methods and programmes.

Academic qualification

The unique nature of special libraries and its pivotal position within the parent institutions demands that its core professional staff should have specific educational qualification and professional certifications. The emerging trend requires that professional librarians should possess educational qualifications equivalent to that of their counterparts considering that these librarians have been granted academic status. Hence, it is expected that the training and educational qualification of librarians should not only rub-off on their services to members of the organisations alone but more specifically, impact on the satisfaction derived by their patrons on service delivery. Professional librarians in special libraries are required to provide related information resources and services in support of the broad mission of their parent institutions, ascertaining patrons' perception and satisfaction. Most services by special libraries are delivered under the guidance and supervision of academic librarians who are the core administrative and professional staff.

Education and training programmes

Over the years, education and training programmes have been channels for knowledge communication and information delivery. They take the form of pre-service or in-service exercise (Loewenstein and Spletzer, 2000). Pre-service exercise refers to the professional education programmes in academic institutions while in-service exercise denotes the training provided to working people. Thus, pre-service training includes all class lectures, laboratory experiments, field practicals and other forms associated with formal education. The in-service programme takes the form of workshops, seminars, conferences, short course, etc. Generally, education and training programmes are delivered via face-to-face discussion or electronic communication methods such as video conferencing, online discussion forums and networking. The face-to-face discussion method has been regarded as an effective information delivery method when dealing with shy, illiterate or timid people (Herod, 2001; Marsapa and Narinb, 2009; Talbot, 1998). This group of people hardly express themselves correctly, especially in official settings and in formal language. As this is the case of most second language students in French based institutions in Nigeria, serving them with information effectively requires the ability to understand their expression and consequently communicate and discuss the feedback with them to ensure clarity of understanding.

Professional development

Continuing professional development is generally seen as the process by which professionals improve and broaden their knowledge and skills and also develop the personal qualities required in their professional practice. According to Marchington and Wilkinson (2006), continuing professional development is the conscious updating of professional knowledge and the improvement of professional competence throughout a person's working life. CPD, in the context of this work, is defined as the ongoing training and education that practicing librarians embark on with a view to maintain, develop or increase knowledge, acquire new technical skills necessary for creativity and innovativeness, and keep up to date with the rapid and numerous changes taking place in the information world. It results from the commitment to being professional and continuously seeking to improve oneself.

CPD according to Pharmaceutical Society of Ireland involves an ongoing cyclical process of continuous quality improvement which allows professionals to learn and develop to meet their own personal and professional needs and the needs of their patrons. It focuses on self-directed, ongoing, systematic and outcome-oriented approach to learning and professional development. A CPD system can either be voluntary, with activity undertaken as and when the professional demands it, or mandatory, where compliance is required by law or the professional registering bodies.

Chartered Institute of Personnel and Development emphasized that CPD should:

1. Be continuous and that professionals should always be looking for ways to improve performance
2. Be the responsibility of the individual learner to own and manage
3. Be driven by the learning needs and development of the individual
4. Be evaluative rather than descriptive of what has taken place
5. Be an essential component of professional and personal life, never an optional extra.

According to Institute of Hospitality, CPD enables a professional to:

6. Update knowledge and skills in existing and new areas of practice
7. Keep professional qualifications up-to-date
8. Raise one's profile through certification and networking, making oneself more marketable to future employers
9. Increase competence in a wider context benefiting both personal and professional roles
10. Demonstrate commitment to the profession
11. Gain greater job satisfaction
12. Obtain new and improved skills - making challenging tasks easier

Increase skills, knowledge and confidence in one's professional abilities

13. Have talents recognized by employers

The world in which all professionals practice is changing. In order for a professional to stay abreast of development within his or her field, continuing professional development is crucial. This is in consideration of the fact that global competition has never been more intense as is being witnessed presently. Clients are becoming more knowledgeable and more demanding. According to Ukachi (2012), library profession is now at a crossroad as traditional library services appear to be on the decline while new technology-based services are on the rise. Technology has continued to affect all aspects of our lives hence information and information sources which is the key product marketed by libraries, now come in different formats and are as well communicated via plethora of medium. These developments come with new opportunities: new clients, new markets, new areas of practice and new methods of working. The changes demand ever-evolving knowledge, skills and understanding, and an increasing demonstration of commitment to the provision of creative and innovative services. The ACRL Statement on Professional Development affirmed that professional development is essential for academic librarians to keep current with skills, knowledge, and competencies in rapidly changing times.

Obviously, all library professionals, regardless of departmental affiliation, face an imperative to upgrade their knowledge, improve their skills, and to adapt and broaden service models. Pan & Hovde (2010), emphasized that they have no other option if they wish to maintain a role both in the profession and, by extension, in the vitality of the library as an institution. Hurych (2011) submits that professional development is as an essential obligation when he states that education for the contemporary professional no longer ends with diploma, if it ever did. He reiterated that it has been recognized that continuing education strengthens not only knowledge and skills necessary for competent performance but also values and attitudes necessary for the service orientation of a profession.

Professional development benefits both the individual and the institution. For the individual, the ongoing process of acquiring new information and skills promotes job competencies for performance upgrades and promotion. Block & Kelly (2001) highlighted that on the psychological level, heightened competency may reduce job-related stress and increase interest thus, promoting job satisfaction. Chartered Institute of Personnel and Development enumerated the following as the benefits of CPD:

- i. Helps to build confidence and credibility as you can see your progression by tracking

your learning.

- ii. Enables you to earn more by showcasing your achievements.
- iii. A handy tool for appraisals.
- iv. Helps you to achieve your career goals by focusing on your training and development.
- v. Enables you to cope positively with change by constantly updating your skill set.
- vi. Be more productive and efficient by reflecting on your learning and highlighting gaps in your knowledge and experience.
- vii. Helps maximise staff potential by linking learning to actions and theory to practice.
- viii. Organisations link it to appraisals.

Information professionals must possess professional knowledge and be able to apply it effectively in the planning and implementation of library and information services. (Greer, Grover and Fowler, 2007). The professional knowledge required of information professionals includes: information psychology, sociology of information, information organisation management, and information engineering.

a. *Information psychology*. This refers to how individuals seek, acquire, organize, process, utilise and store information.

b. *Sociology of information*. This refers to how society and groups within society, create, produce, organise, disseminate, diffuse, preserve and discard information.

c. *Information organisation management*. This term concerns how to create and manage an organization designed to support and enhance the information transfer process.

d. *Information engineering*. This terminology refers to how to design databases of library collections, and other information systems customised to meet the needs of a user (Greer, Grover and Fowler, 2007) have drawn particular attention to information psychology, due to its value in the consideration of diagnosis as a basis for customisation of the provision of library and information services that will be relevant to the target information users.

Communication skill

The role of effective communication in any organisation cannot be over emphasised most especially in libraries and information centres. Libraries are established to achieve set goals and objectives. It is obviously clear that realising the objectives effectively predicated on effective and adequate communication of policies and procedures that will sustain the organisational efforts towards their goals. Communication as part of the managerial task is that which involves the symbolic manipulation of ideals in order to bridge the understanding

between one person and the other. This is done with the intention of reducing uncertainty about some referent, solve a particular problem, confirm or obtain support for a position, control situation in library and information centres or to respond to someone else's communication. Communication as a tool towards achieving individual and organisational goals and objectives facilitates the sharing of information, experience and knowledge, transmission of ideas, decisions, information, coordination and interpretations of activities. It helps to provide all categories of employees with unity of direction, a sense of shared expectations, feelings and attitudes that are essential ingredients for sustaining group effort and attainment of organisational goals and objectives (Itodo, 2007).

Communication plays an important role in carrying out various activities that are geared towards meeting the information needs of the users such as acquisition, cataloguing, classification and dissemination of information to various library users. For instance, to acquire information materials in special libraries, be it print or e-resources, there is need for communication with different departments in the organisation to know the materials that would best meet information needs of both the staff and the library clientele. Any librarian who thinks he can go ahead and acquire information materials without proper communication with the clientele would be far from being termed 21st century librarian.

The goal of the library is to make information accessible to the users. In the context of effective information service delivery – constant collecting, organizing, repackaging and communicating of relevant, timely, complete, reliable and accurate information – the term communication will be more effective than dissemination. Whereas communicating involves a two-way interactive process which allows feedback and follow-up, disseminating has to do with distributing or broadcasting information without follow-up and feedback. Library personnel must therefore equip themselves with appropriate communication skills for effective service delivery towards their clientele.

Recruitment and selection process

Recruitment can be described as those activities in HR management which are undertaken in order to attract sufficient job candidates who have the necessary potential, competencies, and traits to fill job needs and to assist the public service institution in achieving its objectives (Erasmus, Swanepoel, Schenk, Van der Westhuizen & Wessels 2005). According to Cloete (1997) recruitment is about making sure that qualified people are available to meet the employment needs of government. Ineffective recruitment precludes any chance for effective candidate selection because when recruitment falls short, selection must proceed with

a pool of poorly qualified candidates. Cloete (1997) further states that the task of recruitment is to generate a sufficient pool of applicants to ensure that there are enough people available with the necessary skills and requirements to fill positions as they arise.

Swanepoel, Erasmus, Van Wyk and Schenk (2003) define selection as the process of trying to determine which individuals will best match particular jobs in the organisational context, taking into account individual differences, the requirements of the job and the organisation's internal and external environments. On the other hand to Gerber, Nel and Van Dyk (1992) describe selection as comprises choosing from a number of candidates a person who, in the opinion of the selector, succeeds in meeting the required standards of performance.

Robert (2005) argues that selection is basically a task of prediction. It presupposes a screening and sorting procedure in the course of which the candidates with the least potential are separated from those with the most potential. Selection is a complex procedure that comprises the following: the collection of information, coding, interpretation retrieval, integration of information and decision- making. These procedures are very important and need to be followed so that the person who meets most of the requirements for the job is appointed. Robert (2005) further defines selection as involving the evaluation of candidates and development of systems, procedures and methods according to which sound selection can be made in order to ensure the addition of high quality personnel to the organisation concerned.

When an organisation designs an advertisement, it actually indicates to applicants that the selection process will be based on the kind of employee envisaged for the achievement of organisational goals. From the definitions above, selection can be defined as the process of choosing the best person for the job from a number of candidates, considering the requirements for the job.

Work Experience

While it seems obvious that work experience can play a part in ensuring quality service delivery by employee in an organisation, surprisingly little research has been devoted to precisely defining the work experience construct (see Quiñones, Ford, & Teachout, 1995; Tesluk & Jacobs, 1998 as notable exceptions), or considering the implications of different measurement options (see Burt, 2015 as a notable exception). Burt (2015) believes that this may be because the phrase or label work experience appears easy to understand. However, work experience is in fact a very multifaceted and dynamic construct; and it is imperative to fully comprehend what is meant by work experience (Burt, 2015; Quiñones, et al., 1995; Tesluk

& Jacobs, 1998). As such, this section provides an in-depth discussion of the work experience construct.

In an attempt to define and understand work experience, Burt (2015) suggests differentiating between being experienced, and experiencing something. This difference draws attention to frequency of interaction with something (e.g., a task, process, etc.) as being a crucial feature of work experience. For example, on a single occasion an employee can experience how a certain piece of machinery or an application software is operated or how a work group functions while performing a specific task (e.g. computer based cataloguing and classification). However, an employee cannot become an experienced operator of the machinery/application software, nor experienced in the work groups functioning qualities during this single occasion. Even if a ‘one off’ experience from the past is identical or similar to that which is now required in a new job, the employee is not experienced.

A further key aspect of work experience is similarity between the past and the present. That is, to be considered experienced, a new employee will have a history of engaging in the specific task or job (e.g., have repeatedly performed the task), and there will also be a considerable degree of similarity between past work and what is required in a new job. Similarity is described as the correspondence between the characteristics of the new job and the variability of experience from prior employment (Pinder & Schroeder, 1987).

Furthermore, the more similarity between the past and the present, the more likely the previous experience will translate to the new job. For example, an information science graduate applying for a new job may specify in the work history section of their CV that they have certain years of cumulative job tenure as information professional/librarian. However, the important questions to ask are: is the work environment of the new job similar to work environments worked in the past? And are the work tasks of the new job similar to the work tasks performed in the past? If an individual answers ‘no’ to both these questions, it would be incorrect to categorise the individual as an experienced information professional/librarian in regards to the new job.

A factor which will enhance the probability of similarity between the past and the present is variability in past activities. That is, the more varied an individual’s past work, the more likely some of those aspects of it will be similar to aspects of a new job. Consider again the example of the information professional/librarian. An individual might have worked in a school library for three years, serving the user community of both teachers and pupils. In this

example, variability is low and if the information professional/librarian was hired to work in a special or academic library, very little of their past work experience might have similarity to the aspects of the new job: the terrain would be completely different, the services different, the load characteristics different. On the other hand, had the information professional/librarian acquired more variability in his previous three years' experience, the likelihood of having experience in the work environment and work tasks of the new job would increase. Thus, variability increases the probability of similarity, and as such both aspects of work experience need to be considered.

Chi and Gursoy (2009) conducted a study which supports Connolly and McGing (2007) as it investigates the factors for successful placement services. The results found that internship requirements were important for successful career services. Students in America are required to complete a certain amount of work experience as part of their award before they can graduate. This finding suggests that some skills cannot be taught or learnt properly without being practised, which is a vital step towards a career. Connolly and McGing (2007) and Chi and Gursoy (2009) both suggest that a key part of education is a placement. Both authors' studies were in other countries which could suggest that practical skills and work experience are important world-wide when associated with the hospitality industry.

Research conducted in 1991 by Huyton evaluated the effectiveness and usefulness of industrial placements as part of a Hotel and Catering sandwich course. They sent questionnaires to students, industry companies, college lecturers and management. All participants felt placements are a vital part of any Hotel and Catering course. In general it was recommended that the length should be 12 months, and monitored. The industry itself however was unsure of what they expected from a college. This study although conducted in 1991 shows that placements have been in place for many years, and are often a choice within degree courses today. The reason for including this older study is that there is no current research on placements within the UK explaining that placements are an opportunity within courses. This appears to show a historic view that placements are valuable, and have been optional for many years.

In previous research by Raybould and Wilkins (2005) they investigated hospitality managers' expectations of graduates' skills, in comparison to students' perceptions of what managers value. The results state that the hospitality industry disregards students' formal qualifications because they lack experience, this is supported by Knight and Yorke (2004). The

skills that managers' rank most important are interpersonal, problem solving and self-management.

Harper, Brown and Irvine (2005) studied the performance and careers of hotel general managers with and without qualifications. Their findings suggest qualifications facilitate career moves and fast tracking to senior positions, as qualifications develop functional managerial skills. The study mentions the hospitality industry is demanding more operationally skilled managers therefore work placement periods would benefit students. An observation of these results is that qualifications are perhaps more relevant once you are in a senior position, but work experience is considered more important to gain the first job once graduated. Since 2005 the industry has changed which could affect whether these results are relevant today.

The final piece of literature by Littlejohn and Watson (2004) shows academics' perspectives on the development of managers in hospitality and tourism. The outcome of the event they attended was that work experience is often supplemented by continuing professional development and also that work experience should be of high quality. This perspective has been included because it shows that in 2004 they were recognising the need for work experience. The results of this research can also help library institutions enhance information professionals/librarians' future employability.

The main findings of literature reviewed by Quinones et al reveal that there are no studies specific to conference and banqueting however those conducted within the hospitality industry have some compatibility suggesting work experience plays a vital role in the employability skills a graduate gains (supported by Martin and McCabe (2007): Connolly and McGing (2007): Chi and Gursoy (2009): Huyton (1991)) however qualifications are also important (supported by Harper, Brown and Irvine (2005)).

The results of the meta-analyses by Quinones *et al* revealed that the relationship between work experience and job performance was positive regardless of the work experience measure used. The relationship was stronger when hard performance measures such as work samples were used as compared to soft performance measures such as supervisory ratings. The meta-analyses results also revealed some variation in the relationship between work experience and job performance as a function of measurement mode. The strongest relationship occurred between amount of experience and performance. Time and type measures showed the weakest relationships. Finally, variability in the relationship between experience and performance as a

function of level of specificity was found. Task level experience had the strongest relationship with performance where as organisational level showed the weakest.

These results are consistent with expectations and suggest that various measures of work experience capture different aspects of job-relevant experience. Amount and task-level measures are perhaps better measures of what individuals actually do on the job. Time based measures are likely to be poor indicators of actual experiences. Similarly, task level measures may capture more specific experiences than do job or organisational measures.

2.6 Challenges of information service delivery in special libraries

There are several challenges associated with the provision of library and information services in special libraries especially libraries in French based institutions in Lagos and Oyo States, Nigeria, which have to be met. These challenges include the following:

The Nature of Professional Practice: Three types of library and information practitioners have been identified in Nigeria: passive, reactive, and assertive/proactive.(Ochogwu, 2007).The passive library and information professionals are those professionals who concentrate on the acquisition and processing of information resources as a matter of routine, with little or no regard to use. Meeting the needs of the users is not their concern. Majority of the library and information practitioners in special libraries fall in this category of passive professionals. The reactive ones are the library and information professionals who only respond to queries. They are not concerned with potential users who do not ask questions. The third group, the proactive ones, is a small minority group which consists of those professionals who care to diagnose/analyse the needs of the information users/user groups, and customise their services to them. The tragedy for special libraries is that for as long as the proactive library and information professionals remain the small minority in this institutions, so long will library and information services continue to elude users, no matter the human and material resources invested into the provision of library and information services to users.

Lack of competency: Some library personnel in special libraries are not competent to take on the challenging role of the 21st century information service delivery. They are averse to technology and perceive the application of computers to library work as an aberration. This being the case, they are reluctant to embrace new technology. Tanawade (2011) asserts that many librarians lack confidence in the face of increasing information technology. This slows service delivery and retards productivity. Hayati and Jowkar (2008) opine that the most

problematic factors which slow down the adoption of information technologies stem from unfamiliarity of library personnel and users with computers and searching databases.

Lack of technology literacy: Some professional librarians lack the requisite technological literacy needed for library service in this information age. Technological literacy can be viewed as the ability to responsibly use appropriate technology to communicate, solve problems, access, manage, integrate, evaluate, design and create information to improve learning in all subject areas and acquire lifelong knowledge and skills in the 21st century. Edem (2008), states that the major challenge facing the 21st century library is not underfunding but the poor performance of librarians and information professionals in the developing countries as a result of poor ICT skills. Lack of basic skills in the use of information technology has become a clog to better library services. Anyira (2011) adds that librarians without a well developed ICT skill cannot render effective library services, thus, lack of skills among librarians constitute a major obstacle to service delivery in special libraries.

Poor internet connectivity: In a digital library, the internet plays a primary role in digital information but access to the internet in some special libraries is yet to be realised. The existing internet connections for most people are slow. Olabude (2007) states that there are many constraints that led to the poor internet development in Africa, one of this is the initial capital outlay to install internet facilities. This is because almost all the African countries are experiencing huge debts and foreign exchange required to purchase the facilities are lacking. Chigbu and Dim (2012) further asserts that there is no efficient telecommunication and power supply base to serve as spring board for the development of internet services in Africa. Where they are available, the expensive nature of the services is another huge factor.

Inadequate power supply: The Nigerian power situation is in deplorable condition. There is constant power outage which has frustrated effective provision of information services. Most libraries rely on alternative source of electricity such as power generating machines to function. However, these machines are fraught with problems of maintenance, high cost of diesel and petrol. The resultant effect has been the provision of epileptic services. According to Adepetun (2012), the pangs of power supply crisis in the country have found expression in the expenditure profile, as most organisations expend huge amount of money providing alternative power supply. These alternatives include generators, solar system, green technology, turbine gas among others. The library as an organisation is not divorced from this anomaly. Effective information service delivery cannot thrive in this type of scenario.

Poor funding: Money is the tendon that attaches special libraries to effective information service provision. Money is needed for the acquisition of information and communication technology equipment, for internet subscriptions, staff training, emolument and maintenance. The strength of a library lies in its information resources both print and online. Funds are needed to cater for a whole range of services in the library of the 21st century yet government subventions in the education sector are not adequate. Funding is essential to excellent library services. Funding is a fundamental requirement without which a library and information organisation cannot provide the requisite staff, information resources, infrastructure and overhead cost. Adequate funding is therefore an overriding imperative for any meaningful provision of library and information services. (Gwang, 2011). Suffice it to say that, scarcity of funds has always been a primary hindrance to several noble pursuits.

According to Kudu (2011), libraries are battling with hindrances of poor funding, inadequate trained personnel, inadequate and outdated reading materials, poor handling of users instruction services and lack of technology application in reference and information services. These hindrances have no doubt constituted a great challenge to special libraries in achieving their objectives. However, Olanloku (2003), Utor (2004), Igbo (2006) and Madu (2008) observed the following strategies for enhancing effective service delivery: provision of the state-of-the art library and information services, provision of an improved reference and information services, provision of adequate finance, training and retraining opportunities for reference staff, acquisition of current reference resources and the provision of compulsory users instruction services to all categories of the library among others. These strategies if adopted, the special libraries will achieve effective reference and information service delivery.

2.7 Theoretical framework

Competence is the ability to do something successfully or efficiently, library personnel could perform various library functions only if prerequisite skills and qualifications are possessed by them. For library personnel to provide effective information service, they must be ready and be willing to acquire relevant skills and competencies either on the job or from academic or professional institutions that provide such trainings. They should be able to believe in themselves and be ready to take up challenges brought by advancement in technology in the librarianship profession. The theory found suitable for the study is Self-Efficacy Theory.

2.7.1 Self-Efficacy Theory developed by Albert Bandura (1977)

Self-efficacy is the belief in one's own ability to successfully accomplish something. It is a theory by itself, as well as being a construct of Social Cognitive Theory. Self-Efficacy Theory tells us that people generally will only attempt things they believe they can accomplish and won't attempt things they believe they will fail. Makes sense—why would you try something you don't think you can do? However, people with a strong sense of efficacy believe they can accomplish even difficult tasks. They see these as challenges to be mastered, rather than threats to be avoided (Bandura, 1994).

Efficacious people set challenging goals and maintain strong commitment to them. In the face of impending failure, they increase and sustain their efforts to be successful. They approach difficult or threatening situations with confidence that they have control over them. Having this type of outlook reduces stress and lowers the risk of depression (Bandura, 1994). Conversely, people who doubt their ability to accomplish difficult tasks see these tasks as threats. They avoid them based on their own personal weaknesses or on the obstacles preventing them from being successful. They give up quickly in the face of difficulties or failure, and it doesn't take much for them to lose faith in their capabilities. An outlook like this increases stress and the risk of depression (Bandura, 1994).

The theory introduces the idea that the perception of efficacy is influenced by four factors: mastery experience, vicarious experience, verbal persuasion, and somatic and emotional state (Bandura, 1994, 1997; Pajares, 2002).

Mastery experience

We all have mastery experiences. These occur when we attempt to do something and are successful that is, we have mastered something. Mastery experiences are the most effective way to boost self-efficacy because people are more likely to believe they can do something new if it is similar to something they have already done well (Bandura, 1994). Providing opportunities for people to gain mastery is the reason why work-shops, training programs, internships, and clinical experiences are offered. These are ways people can become proficient at new skills and increase their self-efficacy. For example, training programs are one way of providing mastery experiences for people with disabilities who are entering the labour market (Strauser, 1995). Industrial training (IT) provides opportunities for LIS students to master different library skills, education and training also afford librarians and library personnel the chance to master the competencies needed for professional practice.

Vicarious experience

Another factor influencing perception of self-efficacy is vicarious experience, or the observation of the successes and failures of others (models) who are similar to one's self. Watching someone like yourself successfully accomplish something you would like to attempt increases self-efficacy. Conversely, observing someone like you fail detracts or threatens self-efficacy. The extent to which vicarious experiences affect self-efficacy is related to how much like yourself you think the model is (Bandura, 1994). The more one associates with the person being watched, the greater the influence on the belief that one's self can also accomplish the behaviour being observed. Not only do workshops and training sessions increase mastery, they can also provide vicarious experiences, as well. Watching others in a training session, a class, or during role playing can provide observational experiences that enhance self-efficacy, especially if the person performing or learning the behaviour is similar to the observer.

Verbal persuasion

The third factor affecting self-efficacy is verbal or social persuasion. When people are persuaded verbally that they can achieve or master a task, they are more likely to do the task. Having others verbally support attainment or mastery of a task goes a long way in supporting a person's belief in himself or herself.

Somatic and emotional states

The physical and emotional states that occur when someone contemplates doing something provide clues as to the likelihood of success or failure. Stress, anxiety, worry, and fear all negatively affect self-efficacy and can lead to a self-fulfilling prophecy of failure or inability to perform the feared tasks (Pajares, 2002). Stressful situations create emotional arousal, which in turn affects a person's perceived self-efficacy in coping with the situation (Bandura & Adams, 1977).

For effective service delivery in libraries and information centres, librarians and information professionals are expected to set goals and be committed to them to ensure that libraries and information services are rendered effectively and efficiently. Staff quality as discussed in this study is measured through academic qualification, professional development, training, ICT literacy skills etc. and it is only efficacious personnel will strive to possess what it entails to enhance their capabilities in the discharge of their duties.

Only passive and reactive library personnel will see technological advancement as threat and obstacle towards effective service delivery within the library system but the

proactive ones will take up the challenges as they believe that there is no harm in trial. They strive to equip themselves with new functional skills and improve upon their competencies through education, training and professional development in their discipline.

In this era of information age, any librarian who is afraid to embrace development by acquiring appropriate skills like ICT literacy skills, information literacy skills, computer skills etc in carrying out their various tasks is not worthy to remain in the noble profession of librarianship. Librarians who still believe in the use of traditional library tools in performing the various library operations such as acquisition, cataloguing and classification, indexing and abstracting etc have been overtaken by the tide of time with the advent and application of ICTs in the field of librarianship.

Ultimately, by explicating Bandura's theory of self-efficacy, this study encourages library and information institutions to consider and explicitly address their personnel's academic and professional efficacy beliefs (staff quality) as they strive to provide effective library and information services. Bandura (1997) made this very argument when he stated, the major goal of formal education should be to equip students with the intellectual tools, efficacy beliefs, and intrinsic interests needed to educate themselves in a variety of pursuits throughout their lifetime. As information technologies continue to revolutionise information provision and services, it seems likely that strong, resilient efficacy beliefs will become even more critical for individuals (information professionals), as they attempt to exercise control over their own education in progressively more independent, technology-mediated information age.

A self-efficacious librarian has the believe in his capabilities and he is convince that he has what it takes to accomplished a given task. This self-belief is the drive that makes library personnel to provide efficient information services to library users. Library personnel should be sent on training and be allowed to attend seminars and workshops so as to learn new skills and increase their self-efficacy and in turn apply the knowledge gain in carrying out the task of service provision to library users.

2.8 Conceptual model

The conceptual model of this study (Fig. 2.1) shows how the independent variables (information resources availability and staff quality) relate to the dependent variable (information services delivery).

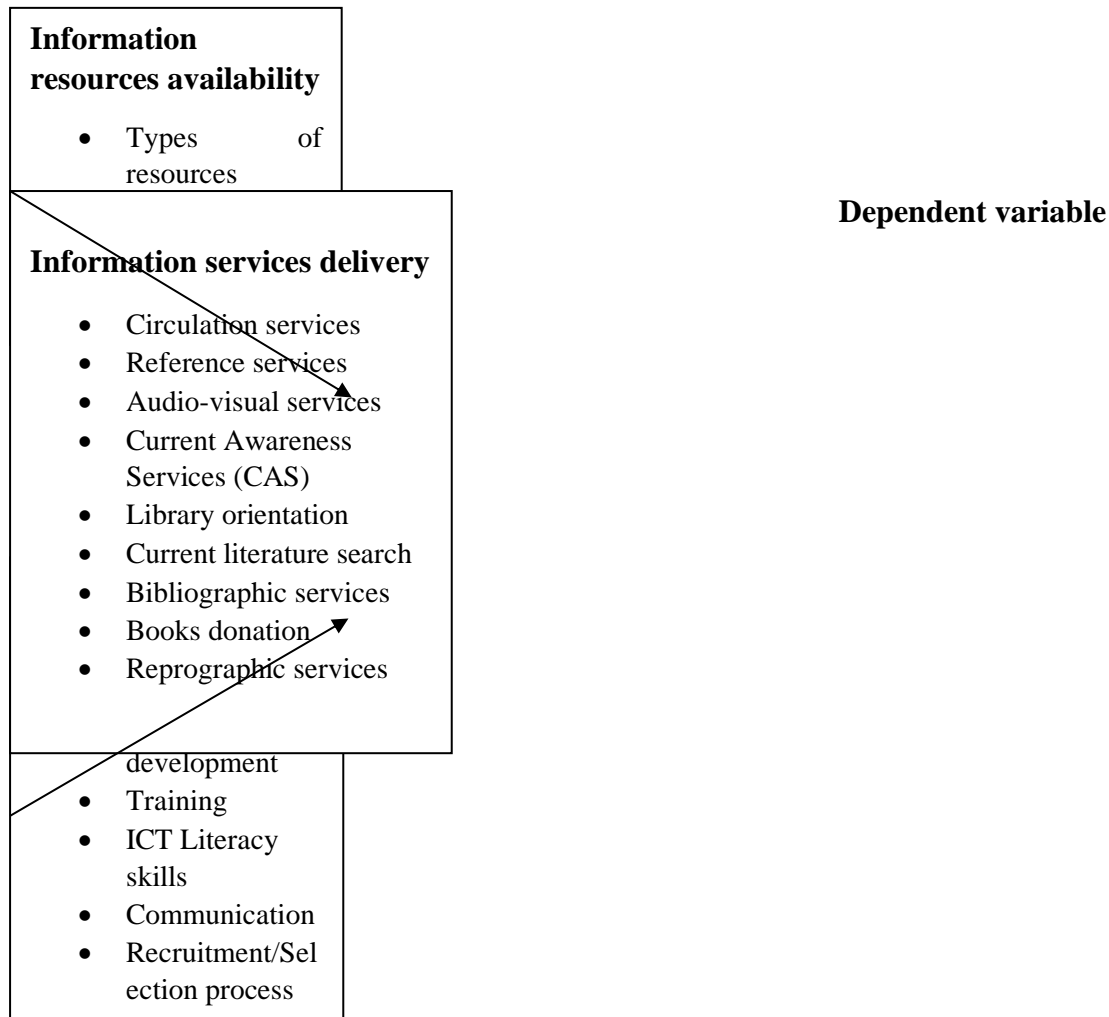


Figure 2.1: *Self-developed conceptual model by the researcher*

The conceptual model as shown in Fig. 2.1 revealed that there exist some relationships between some variables and information services delivery in libraries of French-based institutions. First, it showed that there is a relationship between information resources availability and information services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria. Secondly, it revealed that there is a relationship between staff quality and information services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria.

The model as shown in fig. 2.1 provides linkages and interactions between the independent and dependent variables in the study. These are information resources availability and staff quality as the independent variables and information services delivery as the dependent variable. Information resources availability (including types of resources available and level of availability), staff quality (including academic and professional qualification, work experience and skills) and information services delivery (including circulation services, reference services, translation services, audio-visual services, current awareness services, inter-library loan, library orientation, current literature search, bibliographic services and reprographic services).

2.9 Appraisal of the literature reviewed

Publications that have relevance to this study have been reviewed. The reviews were topical and focused on the following areas: information services delivered, information resources, information resources availability and service delivery, staff quality and service delivery and challenges of information services delivery in special libraries. Literature revealed that Information resources constitute a range of materials and equipment gathered by the library in order to meet the information needs of both intended and anticipated users.

Literature also reveals that the role of the library is strategic and pivotal for the success and growth of the parent institution. Availability and access to information is a basic fundamental right. It was asserted in literature that nothing then is important for mankind than to bring within reach all what can widen his horizon, enhance discoveries and literacy transformation and make the individual a more valuable member of the society.

Information resources are well organised and made available to library users through its human resources which is regarded as the stock in trade of every library irrespective of type. The human resources as reviewed in the literature referred to the library personnel. With the advancement in technology and information explosion, library personnel need to improve upon their skills through education and training, professional development, seminars and conferences, etc., and reveal their competencies in practical terms in various aspects of services delivery in the library.

Nevertheless, it is evident from the literature review that much work have been done on information services delivery. Conversely, research on information services delivery by special libraries is very scanty with none pointing directly to French-based institutions' libraries. Consequently, this study is of necessity in order to fill the gap that nothing has been

done in respect to information services delivery by special libraries especially French-based institutions' libraries, and serve as a pointer to future studies.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the method and procedure applied in achieving the objectives of the study. The study is on information resources availability, staff quality and information services delivery in libraries of French-based institutions in Lagos and Oyo States. This chapter discussed methodology under the following sub-headings:

3.1 Research design

3.2 Population of study

3.3 Sampling technique and sample size

3.4 Research instrument

3.5 Validity and reliability of the research instrument

3.6 Procedure for data collection

3.7 Method of data analysis

3.1 Research design

The study adopted the descriptive survey design of the correlational type. According to Nworgu (2006) descriptive survey design is a study that aims at collecting data on something and describing it in a systematic manner. On the other hand, Afolabi (1993), notes that survey research method involves gathering of data about a target population from a sample and generalising the findings obtained from analysis of the sample to entire population. The study which involves the information resources availability, staff quality and information service delivery by libraries in French-based institutions in Lagos and Oyo States, Nigeria lends itself to descriptive survey design of the correlation type as it seeks to determine the relationship between the dependent variable (information service delivery) and independent variables (information resources availability and staff quality).

3.2 Population of the study

All the library heads and personnel in the four institutions covered by the study as well as a total of 540 library users who are duly registered with the libraries of the institutions, that is, Nigeria French Language Village, Badagry, Lagos, Institut Français de Recherche en Afrique (IFRA), University of Ibadan, Oyo, Alliance Française, Lagos and Ibadan, Oyo States

served as the population for the study. Table 3.1 shows the population of Head of libraries and library users from the selected institutions.

Table 3.1 Population of library personnel and library users

S/N	Institution	Head of library	Library personnel	Library user
1.	Alliance Francaise-Ibadan	1	2	10
2.	Alliance Francaise-Yaba, Lagos	1	1	15
3.	Institute Francais de Recherche en Afrique-Ibadan	1	2	15
4.	Nigeria French Language Village-Lagos	1	6	500
	Total	4	11	540

Sources: NFLV: Library users' register, 2018.

IFRA, UI: Personal contact, 2018.

AF: Personal contact, 2018.

3.3 Sampling technique and sample size

The researcher adopted total enumeration technique since the population of both library personnel and library users are not too large. The library users who participated in the study are those that have spent, at least, three months within the selected institutions who are already registered with the library and are familiar with the library facilities and resources. The total number of respondents for the study is 540.

3.4 Research instrument

Two sets of structured questionnaire were used to generate data for the study. The questionnaire was constructed by the researcher based on the research questions earlier formulated to guide the study. The questionnaire was titled Information Services Delivery by French-based Institutions' Libraries Questionnaire (ISDFILQ). The questionnaire for staff was made up of 26 items divided into three sections while that of user was made up of 64 items divided into five sections.

Section A of both questionnaire was used to obtain background information of the respondents. Section B captured data on level of information services delivery by French-based institutions' libraries. Section C contained information on staff quality for staff questionnaire

while in users' questionnaire Section B captured data on level of information services delivery. Section C sought information resources available for service delivery. Section D obtained data on level of availability of information resources for service delivery and Section E contained items on challenges of information services delivery in French-based institutions' libraries.

3.5 Validity and reliability of the research instruments

In order to ascertain the face validity of the instrument, a copy of the questionnaire each was submitted to the project supervisor and two other experts in the Department of Library, Archival and Information Studies (LARIS), University of Ibadan who read through and made necessary corrections. The reliability of the questionnaire was ascertained through a pre-test that was carried out among library users at the departmental library of the Department of European Studies, University of Ibadan, who are not part of the actual study sample. This library was selected because it has similar feature with libraries of French-based institutions. The Cronbach's Alpha method was used to establish the reliability co-efficient of the sections B, C, D, E, F and G of the questionnaire.

The co-efficient alpha of the scales for each of the sections on the questionnaire was measured. The details of the results obtained on the sections are as follows: Section B – Information Services Provision ($\alpha = 0.93$); Section C –Level of Information Services Delivery ($\alpha = 0.93$); Section D –Information Resources Availability ($\alpha = 0.97$); Section E -Level of availability of information resources ($\alpha = 0.98$); Section F –Staff quality ($\alpha = 0.94$); and Section G –Challenges of Information Services Delivery ($\alpha = 0.91$).

3.6 Procedure for data collection

Copies of the questionnaire were administered to heads of libraries, library personnel and library users by the researcher through personal contact. Two trained research assistants were employed for the data collection. They were trained on questionnaire administration and retrieval skills.

3.7 Method of data analysis

Data collected was analysed using descriptive statistics, which include simple frequency count, percentages, mean and standard deviation for research questions appropriately. The null hypotheses were tested using Pearson's Product Moment Correlation Coefficient in Statistical Package for Social Sciences output format.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter consists of the results of the study. It is divided into six parts viz:

- 4.2 Questionnaire administration and response rate
- 4.3 Demographic profile of the respondents
- 4.4 Answers to the research questions
- 4.5 Testing the hypotheses
- 4.6 Discussion of findings

4.2 Questionnaire administration and response rate

This part presented the questionnaire administration and response rate by Head of libraries, library personnel, and users in French-based institutions in Lagos and Oyo States, Nigeria. Four (4) copies of the questionnaire were administered to the Head of libraries, and 100% were retrieved with useful responses. In the same vein, eleven (11) copies of the questionnaire designed for library personnel were administered and the whole 100% were retrieved with useful responses. In addition, five hundred and forty (540) copies of the questionnaire designed for library users were administered out of which five hundred and twenty-seven (527) giving a response rate of 97.6% were returned with useful responses. Majority of the respondents were from the Nigeria French Language Village-Lagos (Table 4.1).

Table 4.1: Questionnaire returns rate

S/N	Institution	Head of library	Library personnel	Library user	
				No administered	No returned
1.	Alliance Française-Ibadan	1	2	10	10
2.	Alliance Française-Yaba, Lagos	1	1	15	15
3.	Institute Français de Recherche en Afrique-Ibadan	1	2	15	15
4.	Nigeria French Language Village-Lagos	1	6	500	487
	Total	4	11	540	527(97.6%)

4.3 Demographic profile of the respondents

This part covered the information on demographic profile of the respondents presented in figures.

4.3.1 Demographic profile of the library personnel

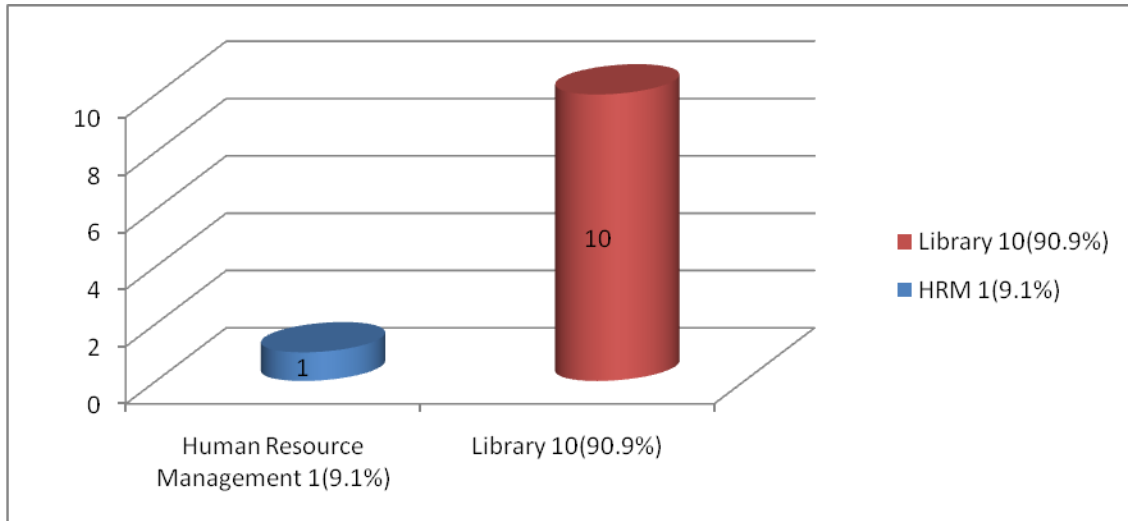


Figure 4.1: Distribution of library personnel by department

Majority of the library personnel 10(90.9%) were from the Library Department. Perhaps, the only staff that indicated Human Resource Management equally works to assist the library personnel (Fig. 4.1).

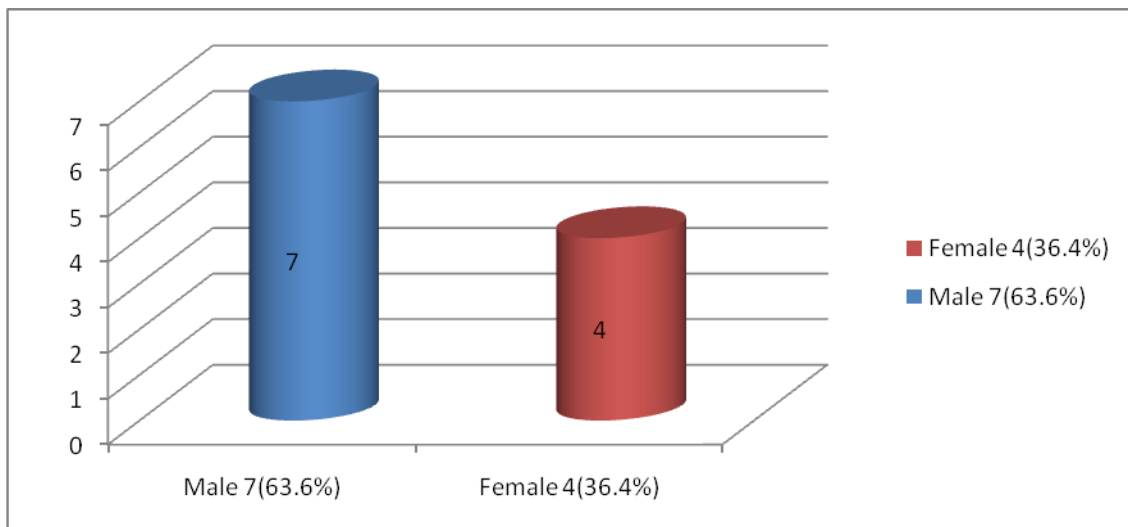


Figure 4.2: Distribution of library personnel by gender

Figure 4.2 shows that majority of the library personnel 7(63.6%) were males while 4(36.4%) were females.

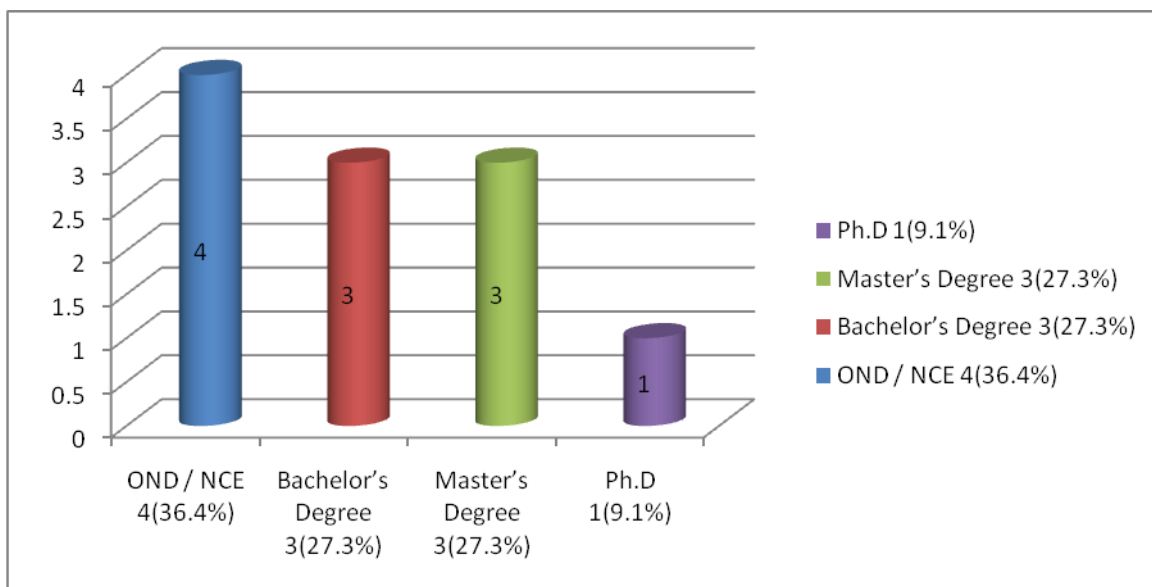


Figure 4.3: Distribution of library personnel by highest educational qualification

Results in Figure 4.3 show that 4(36.4%) library personnel had OND / NCE, 3(27.3%) Bachelor's Degree, 3(27.3%) Master's Degree, and 1(9.1%) Ph.D.

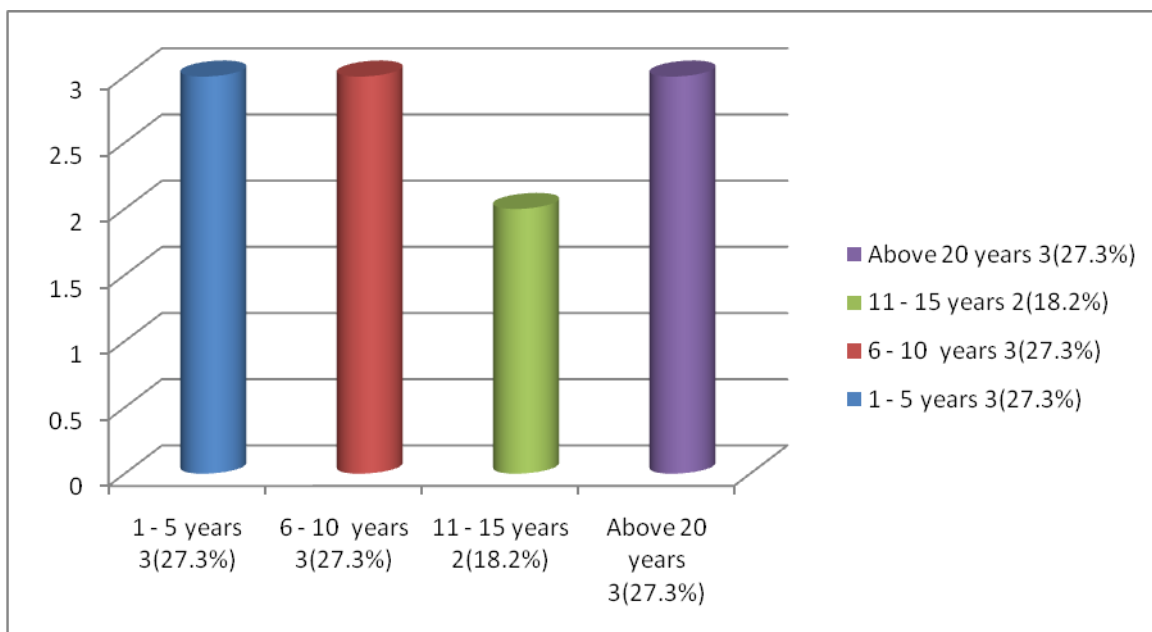


Figure 4.4: Distribution of library personnel by work experience

Three (3 or 27.3%) of the library personnel have been working for 6 – 10 years. In the same vein, 3(27.3%) indicated that they have been working for more than 20 years while

2(18.2%) affirmed that they have been working for 11 – 15 years (Fig. 4.4). This implies that majority of the library personnel were experienced workers.

4.3.2 Demographic profile of the library users

Table 4.2: Department / programme and duration of programme of the library users

Department / programme	Frequency	Percentage (%)
Diploma	63	12.0
FSP	87	16.5
FSP / Diploma	26	4.9
FSP / Module	25	4.7
International Relations	14	2.7
LIP	300	56.9
NCE Immersion	12	2.3
Duration of programme		
3 Months	236	44.8
4 Months	80	15.2
6 Months	20	3.8
7 Months	6	1.1
8 Months	9	1.7
9 Months	176	33.4
n = 527		

Table 4.2 shows that majority of the library users 300(56.9%) offer LIP programme, while 87(16.5%) offer FSP programme. Meanwhile, the duration of the programme range between 3 – 9 month. Most of the respondents 236(44.8%) indicated that the duration of their programme was 3 months, while 176(33.4%) indicated that they offer the programme for 9 months.

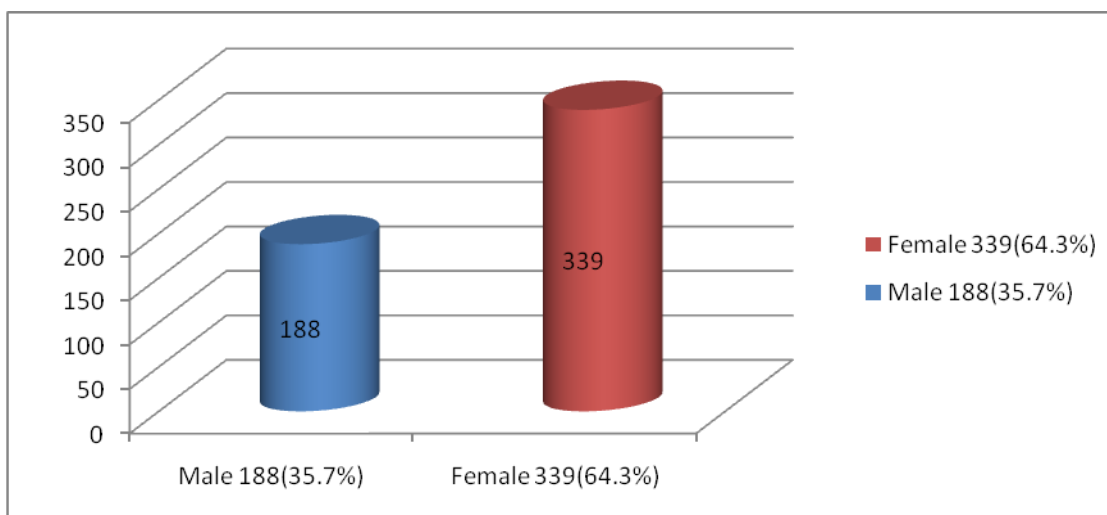


Figure 4.5: Distribution of library users by gender

Figure 4.5 shows that majority of the library users 339(64.3%) were females while 188(36.7%) were males.

4.4 Answers to research questions

Research question one: What are the types of services delivered by staff in libraries of French-based institutions in Lagos and Oyo States, Nigeria?

Information in Table 4.3 shows the librarians' response on types of services available in libraries of French-based institutions in Lagos and Oyo States.

Table 4.3: Librarians' responses on availability of library services

S/N	Types of Services	Available		Not Available		Mean	Std. Dev.
		F	%	F	%		
1.	Current Awareness Services	4	100.0	-	-	2.00	.000
2.	Reference Services	4	100.0	-	-	2.00	.000
3.	Bibliographic Services	4	100.0	-	-	2.00	.000
4.	Audio-visual Services	4	100.0	-	-	2.00	.000
5.	Inter-Library Loan	1	25.0	3	75.0	1.25	.500
6.	Translation Service	3	75.0	1	25.0	1.75	.500
7.	Library Orientation	4	100.0	-	-	2.00	.000
8.	Current Literature Search	2	50.0	2	50.0	1.50	.577

9.	Reprographic Services	2	50.0	2	50.0	1.50	.577
10.	Shelf-labelling	4	100.0	-	-	2.00	.000
11.	Newspaper Cutting	1	25.0	3	75.0	1.25	.500
12.	Reading workshop	1	25.0	3	75.0	1.25	.500
13.	Capacity Building Training / Donations	2	50.0	2	50.0	1.50	.577
n = 4							

The librarians across the four (4) institutions indicated that: Current Awareness Services (4 or 100.0%), Reference Services (4 or 100.0%), Bibliographic services (4 or 100.0%), Audio-visual services (4 or 100.0%), and Shelf-labeling (4 or 100.0%) are available. Meanwhile, 1(25.0%) of the Librarians, precisely at the Alliance Française-Yaba, Lagos, indicated that there is reading workshop as a service available in the library. Similarly, 2(50.0%) of the librarians (at the French Village, Lagos and IFRA, Ibadan) indicated that their library made Capacity Building Training / Donations to their users, staff and French Departments in various institutions. Based on the results in Table 4.3, it could be inferred that the services available in libraries of French-based institutions in Lagos and Oyo States, Nigeria are Current Awareness Services (CAS), reference services, bibliographic services, audio-visual services, translation services, and shelf-labeling.

Research question two: What is the level of services delivery by staff in libraries in French-based institutions in Lagos and Oyo States, Nigeria?

Information in Table 4.4 shows the staff responses on the level of services delivery in libraries in French-based institutions in Lagos and Oyo States.

Table 4.4: Level of services delivery by the library personnel

S/N	Types of Services	Very Low (%)	Low (%)	High (%)	Very High (%)	Mean	Std. Dev.
1.	Current Awareness Services	1(9.1)	1(9.1)	6(54.5)	3(27.3)	3.00	.894
2.	Reference Services	1(9.1)	1(9.1)	6(54.5)	3(27.3)	3.00	.894

3.	Bibliographic Services	1(9.1)	5(45.5)	4(36.4)	1(9.1)	2.45	.820
4.	Audio-visual Services	2(18.2)	3(27.3)	5(45.5)	1(9.1)	2.45	.934
5.	Library Orientation	2(18.2)	2(18.2)	4(36.4)	3(27.3)	2.73	.104
6.	Current Literature Search	1(9.1)	5(45.5)	1(9.1)	4(36.4)	2.73	.104
7.	Reprographic Services	1(9.1)	2(18.2)	6(54.5)	2(18.2)	2.82	.874
8.	Shelf labeling	1(9.1)	1(9.1)	2(18.2)	7(63.6)	3.36	.027
n = 11; Grand mean = 22.55							

Result in Table 4.4 show that majority of the library personnel indicated that shelf labelling, reference services, Current Awareness Services (CAS), reprographic services were highly delivered. In order to affirm the level of delivery of the library services, a test of norm was conducted. Results yielded the scale between 1 – 10 is low, 11 – 20 is moderate, while 21 – 32 is high. Since the overall mean for services delivery is 22.55 which falls within the scale 21 - 32, it could be inferred that the level of service delivery by staff in libraries of French-based institutions in Lagos and Oyo States, Nigeria is very high.

Table 4.5 shows users' responses on services delivery by libraries in French-based institutions in Lagos and Oyo States.

Table 4.5: Users response on the level of services delivery by library personnel

S/N	Library Services	Very Low (%)	Low (%)	High (%)	Very High (%)	Mean	Std. Dev.
1	Current Awareness Services	32(6.1)	59(11.2)	223(42.3)	213(40.4)	3.17	.855
2	Reference Services	72(13.7)	67(12.7)	359(68.1)	29(5.5)	2.65	.781
3	Bibliographic Services	43(8.2)	149(28.3)	269(51.0)	66(12.5)	2.68	.795
4	Audio-visual Services	87(16.5)	173(32.8)	179(34.0)	88(16.7)	2.51	.957

5	Library Orientation	57(10.8)	175(33.2)	136(25.8)	159(30.2)	2.75	1.004
6	Current Literature Search	28(5.3)	225(42.7)	220(41.7)	54(10.2)	2.57	.747
7	Reprographic Services	22(4.2)	212(40.2)	264(50.1)	29(5.5)	2.57	.663
8	Shelf-labelling	74(14.0)	44(8.3)	274(52.0)	135(25.6)	2.89	.944
n = 527; Grand mean = 21.80							

Majority of the library users indicated that there is provision of Current Awareness Services (CAS); shelf labelling; library orientation; bibliographic services; reference services, among others (Table 4.5). In order to determine the level of services delivery in the libraries of French-based institutions, a test of norm was carried out. Results show that the scale between 1 – 10 is low, 11 – 20 is moderate, while 21 – 32 is high. The overall mean for the services delivery as indicated by library users is 21.80 which fall between the scale 21 – 32. It could therefore be inferred that the level of services delivery by libraries in French-based institutions in Lagos and Oyo States, Nigeria as indicated by library users is very high.

Research question three: What are the types of information resources available to users in libraries of French-based institutions in Lagos and Oyo States, Nigeria?

Table 4.6 presents the users' responses on availability of information resources in libraries of French-based institutions in Lagos and Oyo States.

Table 4.6: Availability of library resources

S/N	Library resources	Not Available (%)	Not Readily Available (%)	Readily Available (%)	Very Readily Available (%)	Mean	Std. Dev.
1	Textbooks	14(2.7)	62(11.8)	190(36.1)	261(49.5)	3.32	.784
2	Encyclopaedias	34(6.5)	80(15.2)	303(57.5)	110(20.9)	2.93	.784
3	Journals	34(6.5)	117(22.2)	225(42.7)	151(28.7)	2.94	.874
4	Dictionaries	14(2.7)	46(8.7)	207(39.3)	260(49.3)	3.35	.751
5	Newspapers/Magazines	80(15.2)	28(5.3)	204(38.7)	215(40.8)	3.05	1.033
6	Almanacs	66(12.5)	101(19.2)	234(44.4)	126(23.9)	2.80	.945
7	Abstracts/Indexes	14(2.7)	253(48.0)	170(32.3)	90(17.1)	2.64	.792
8	Directories	52(9.9)	160(30.4)	207(39.3)	108(20.5)	2.70	.904
9	Manuals	82(15.6)	118(22.4)	180(34.2)	147(27.9)	2.74	1.030
10	Gazettes	115(21.8)	154(29.2)	210(39.8)	48(9.1)	2.36	.923
11	Bibliographies	50(9.5)	92(17.5)	230(43.6)	155(29.4)	2.93	.919

12	Reports	76(14.4)	145(27.5)	180(34.2)	126(23.9)	2.68	.994
13	Handbooks	64(12.1)	143(27.1)	122(23.1)	198(37.6)	2.86	1.056
14	Biographies	74(14.0)	155(29.4)	230(43.6)	68(12.9)	2.55	.887
15	Computers	213(40.4)	51(9.7)	132(25.0)	131(24.9)	2.34	1.239
16	CD-ROM Facilities	150(28.5)	165(31.3)	144(27.3)	68(12.9)	2.25	1.008
17	Internet resources	182(34.5)	175(33.2)	80(15.2)	90(17.1)	2.15	1.077
18	Audio-visual gadgets	166(31.5)	177(33.6)	136(25.8)	48(9.1)	2.13	.961
19	CD Player	130(24.7)	144(27.3)	159(30.2)	94(17.8)	2.41	1.046
20	Manual catalogue	126(23.9)	127(24.1)	232(44.0)	42(8.0)	2.36	.933
21	OPAC	132(25.0)	180(34.2)	107(20.3)	108(20.5)	2.36	1.070
22	Maps/Atlases	152(28.8)	84(15.9)	129(24.5)	162(30.7)	2.57	1.200
23	Pictorial books	65(12.3)	97(18.4)	122(23.1)	243(46.1)	3.03	1.068
n = 527							

Table 4.6 shows that majority of the respondents indicated that dictionaries, textbooks, newspapers/magazines, pictorial books, journals, bibliographies, encyclopaedias, handbooks, almanacs etc. were readily available. However, very few respondents that information resources like audio-visual gadgets, internet resources, CD-ROM facilities, computers were available.

Research question four: What is the level of availability of information resources for services in libraries of French-based institutions in Lagos and Oyo States, Nigeria?

Table 4.7 presents the users' responses on availability of information resources for services in libraries of French-based institutions in Lagos and Oyo States.

Table 4.7: Availability of information resources for services in libraries

S/N	Library resources	Very Low (%)	Low (%)	Fair (%)	High (%)	Mean	Std. Dev.
1	Textbooks	14(2.7)	28(5.3)	134(25.4)	351(66.6)	3.56	.716
2	Encyclopaedias	14(2.7)	90(17.1)	261(49.5)	162(30.7)	3.08	.761
3	Journals	34(6.5)	68(12.9)	227(43.1)	198(37.6)	3.12	.866
4	Dictionaries	34(6.5)	60(11.4)	110(20.9)	323(61.3)	3.37	.922
5	Newspapers/Magazines	34(6.5)	106(20.1)	106(20.1)	281(53.3)	3.20	.976
6	Almanacs	80(15.2)	108(20.5)	180(34.2)	159(30.2)	2.79	1.036
7	Abstracts/Indexes	100(19.0)	186(35.3)	144(27.3)	97(18.4)	2.45	.999
8	Directories	56(10.6)	108(20.5)	218(41.4)	145(27.5)	2.86	.942
9	Manuals	64(12.1)	168(31.9)	184(34.9)	111(21.1)	2.65	.945
10	Gazettes	79(15.0)	221(41.9)	134(25.4)	93(17.6)	2.46	.950
11	Bibliographies	68(12.9)	155(29.4)	193(36.6)	111(21.1)	2.66	.952
12	Reports	63(12.0)	144(27.3)	213(40.4)	107(20.3)	2.69	.928
13	Handbooks	88(16.7)	65(12.3)	216(41.0)	158(30.0)	2.84	1.034
14	Biographies	87(16.5)	145(27.5)	157(29.8)	138(26.2)	2.66	1.040
15	Computers	176(33.4)	154(29.2)	95(18.0)	102(19.4)	2.23	1.112

16	CD-ROM Facilities	218(41.4)	119(22.6)	134(25.4)	56(10.6)	2.05	1.045
17	Internet resources	184(34.9)	127(24.1)	96(18.2)	120(22.8)	2.29	1.167
18	Audio-visual gadgets	132(25.0)	185(35.1)	106(20.1)	104(19.7)	2.35	1.060
19	CD Player	100(19.0)	237(45.0)	96(18.2)	94(17.8)	2.35	.983
20	Manual catalogue	147(27.9)	128(24.3)	168(31.9)	84(15.9)	2.36	1.053
21	OPAC	107(20.3)	240(45.5)	92(17.5)	88(16.7)	2.31	.977
22	Maps/Atlases	69(13.1)	117(22.2)	173(32.8)	168(31.9)	2.83	1.019
23	Pictorial books	35(6.6)	103(19.5)	146(27.7)	243(46.1)	3.13	.952
n = 527; Grand mean = 62.29							

Majority of the library users as shown in Table 4.7 indicated that textbooks, dictionaries, newspapers/magazines, pictorial books, journals, encyclopaedias, directories etc. were available for services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria. Meanwhile, most of the respondents indicated that CD-ROM facilities, computers, internet resources, OPAC, audio-visual gadgets were available to a low extent. In order to affirm the level of availability of information resources for services in the libraries, a test of norm was computed. Results show that the scale between 1 – 30 is low, 31 – 60 is moderate, while 61 – 92 is high. The overall mean for information resources availability for services delivery is 62.29, and it falls within the scale 61 - 92. Therefore, it could be concluded that the level of information resources availability for services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria is high.

Research question five: What is the staff quality in libraries of French-based institutions in Lagos and Oyo States, Nigeria in terms of professional education and training, ICT skills and resourcefulness?

Table 4.8 presents information on staff quality in libraries of French-based institutions in Lagos and Oyo States in terms of professional education and training, ICT skills and resourcefulness.

Table 4.8: Staff quality in libraries of French-based institutions

S/N	Staff Quality	SD	D	A	SA	Mean	Std. Dev.
1.	I can use search engines to locate information from the web for users.	1(9.1)	1(9.1)	5(45.5)	4(36.4)	3.09	.944
2.	I retrieve information from the Internet to satisfy information needs of users.	1(9.1)	1(9.1)	8(72.7)	1(9.1)	2.82	.751
3.	I provide information services via social media like gmail, twitter, whatsapp, and library 2.0.	1(9.1)	4(36.4)	5(45.5)	1(9.1)	2.55	.820

4.	I instruct library users on the use of electronic database in the library.	3(27.3)	3(27.3)	4(36.4)	1(9.1)	2.27	.009
5.	I conduct online information search for user.	2(18.2)	4(36.4)	4(36.4)	1(9.1)	2.36	.924
6.	I organise webinars, teleconferencing and online training for library users.	2(18.2)	9(81.8)	-	-	1.82	.405
7.	I have effective communication skills.	1(9.1)	-	5(45.5)	5(45.5)	3.27	.905
8.	I employ SMS to alert users on new arrivals and upcoming events.	2(18.2)	4(36.4)	3(27.3)	2(18.2)	2.45	.036
9.	I use oral communication daily in the library.	1(9.1)		3(27.3)	7(63.6)	3.45	.934
10.	I use non-verbal communication method such as gesture, nodding, blinking of the eyes and touching often in the library.	3(27.3)	4(36.4)	2(18.2)	2(18.2)	2.27	.104
11.	I provide instruction and support for information users.	1(9.1)	1(9.1)	4(36.4)	5(45.5)	3.18	.982
12.	I have expert knowledge of information resources.	1(9.1)	1(9.1)	6(54.5)	3(27.3)	3.00	.894
13.	I have specialised subject knowledge.	1(9.1)	1(9.1)	5(45.5)	4(36.4)	3.09	.944
14.	I use appropriate information technology.	3(27.3)	1(9.1)	5(45.5)	2(18.2)	2.55	.128
15.	I create an environment of mutual respect and trust.	1(9.1)	1(9.1)	4(36.4)	5(45.5)	3.18	.982
16.	I aid users in selecting resources.	1(9.1)	-	4(36.4)	6(54.5)	3.36	.924
17.	I attend professional training frequently.	3(27.3)	1(9.1)	5(45.5)	2(18.2)	2.55	.128
18.	The knowledge from the training adds value to my service delivery.	1(9.1)	1(9.1)	5(45.5)	4(36.4)	3.09	.944
n = 11							

Majority of the library staff as shown in Table 4.8 indicated that they use oral communication daily in the library. Similarly, most of the staff indicated that they aid users in selecting resources. Majority of the staff also affirmed that they have effective communication skills. Most of the staff equally indicated that they provide instruction and support for information users. In the same vein, most of the staff indicated that they create an environment of mutual respect and trust. However, very few respondents indicated that they organise webinars, teleconferencing and online training for library users. Therefore, it could be inferred that the quality of the library staff manifest in their communication skills, information resources

selection skills, ICT skills especially the use of search engines to locate and retrieve web-based information resources, and knowledge from trainings and education.

Research question six: What are the challenges of information services delivery by libraries of French-based institutions in Lagos and Oyo States, Nigeria?

Table 4.9 presents information on challenges of information services delivery by libraries of French-based institutions in Lagos and Oyo States.

Table 4.9: User response on the challenges of information service delivery

S/N	Challenges	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev.
1	Lack of qualified and competent library personnel	138(26.2)	68(12.9)	146(27.7)	175(33.2)	2.68	1.187
2	Lack of Internet facilities	-	66(12.5)	258(49.0)	203(38.5)	3.26	.666
3	Epileptic power supply	20(3.8)	142(26.9)	208(39.5)	157(29.8)	2.95	.848
4	Delay in receiving requested materials	58(11.0)	226(42.9)	82(15.6)	161(30.6)	2.66	1.029
5	Lack of ICT devices and tools	18(3.4)	98(18.6)	211(40.0)	200(38.0)	3.13	.829
6	Staff negative attitude to work	114(21.6)	179(34.0)	97(18.4)	137(26.0)	2.49	1.098
7	Difficulty in getting information because of poor retrieval skills	107(20.3)	74(14.0)	187(35.5)	159(30.2)	2.76	1.094
8	Negative disposition of users towards library and information services	56(10.6)	140(26.6)	179(34.0)	152(28.8)	2.81	.972
9	Inability to get relevant materials	73(13.9)	144(27.3)	137(26.0)	173(32.8)	2.78	1.053
10	Lack of availability and accessibility of library and information resources	71(13.5)	98(18.6)	196(37.2)	162(30.7)	2.85	1.006
n = 527							

Most of the respondents indicated Lack of Internet facilities; Lack of ICT devices and tools; Epileptic power supply; Lack of availability and accessibility of library and information resources; Negative disposition of users towards library and information services, among others. Therefore, it could be inferred that the main challenges of information service delivery by libraries of French-based institutions in Lagos and Oyo States, Nigeria include: Lack of Internet facilities, Lack of ICT devices and tools, Epileptic power supply, Lack of availability and accessibility of library and information resources, Negative disposition of users towards library and information services, Inability to get relevant materials, and Difficulty in getting information because of poor retrieval skills.

4.5 Testing the hypotheses

The null hypotheses were tested at 0.05 level of significance and the results are hereby presented.

Ho1: There is no significant relationship between information resources availability and information services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria.

Table 4.10 presents information on relationship between information resources availability and information services delivery in libraries of French-based institutions in Lagos and Oyo States.

Table 4.10: Relationship between information resources availability and information services delivery

Variables	Mean	Std. Dev.	N	r	Sig. (p)	Remark
Resources availability	61.46	9.443	527	.490**	.000	Significant
Services delivery	21.80	2.670	527			

*. Correlation is significant at 0.05 level

Table 4.10 shows that a significant positive relationship exists between information resources availability and information services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria ($r = .490^{**}$; $df = 526$; $p < 0.05$). This suggests that adequate availability of information resources is a panacea to services delivery. Therefore, the null hypothesis 1 is rejected.

Ho2: There is no significant relationship between staff quality and information services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria.

Information on relationship between staff quality and information services delivery in libraries of French-based institutions in Lagos and Oyo States is presented in Table 4.11.

Table 4.11: Relationship between staff quality and information services delivery

Variables	Mean	Std. Dev.	N	r	Sig. (p)	Remark
Staff quality	50.36	11.775	11	.914**	.000	Significant
Services delivery	22.55	6.267	11			

*. Correlation is significant at 0.05level

The results in Table 4.11 show that there is significant positive relationship between staff quality and information service delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria ($r = .914^{**}$; $df = 10$; $p < 0.05$). This suggests that if the quality of library personnel is high, the users will enjoy the best services delivery in the libraries. Therefore, the null hypothesis 2 is rejected.

4.6 Discussion of findings

Findings reveal that the services available in libraries of French-based institutions in Lagos and Oyo States, Nigeria are Current Awareness Services (CAS), reference services, bibliographic services, audio-visual services, translation services, and shelf-labelling. This is in full support of Aju and Ape (2011) who noted that a library is concerned with the acquisitions, processing, storage, retrieval and dissemination of recorded information for the purpose of reading, study and consultation. Aju and Ape in 2011 therefore submitted that conventionally, information services in libraries include bibliography compilation, indexing, abstracting, selective dissemination of information, current awareness service etc which makes it possible for researchers to access required information without delay from the printed information resources.

It was found out that the main services delivered by staff in libraries of French-based institutions in Lagos and Oyo States, Nigeria include Shelf-labelling, Reference Services, Current Awareness Services, Library Orientation, Reprographic Services. Thus, the level of service delivery by staff in libraries of French-based institutions in Lagos and Oyo States, Nigeria is very high. This supports Devarajan and Pulikuthiel (2011) who were of the opinion that libraries deliver both anticipatory services and responsive services. Thus anticipatory services include documentation service, Current Awareness Services (CAS), Selective Dissemination of Information Services (SDI), user education, information literacy programme,

etc. while the responsive services refer to services provided on demand or based on the specific request of the users; and they include reference service, referral service, bibliographic service, collection development service, acquisition and ordering services, technical service, serials service, readers services, circulation service, lending services, inter- library loan and document delivery, provision of seating and study facilities.

Findings are that dictionaries, textbooks, newspapers/magazines, pictorial books, journals, bibliographies, encyclopaedias, handbooks, almanacs were readily available. This supports Gakibayo and Okello-obura (2013) who maintained that nowadays libraries have evolved from print materials to electronic information materials and services in the form of CD-ROMs, e-books, e-databases, electronic journals, electronic current awareness service and information subject gateways, accessed through the internet. Meanwhile, the print information resources include journals, textbooks, magazines, newspapers and reference materials, the non-print include CD-ROM, audio-visual materials microfilms, micro fiches, databases and online resources.

In the same vein, textbooks, dictionaries, newspapers/magazines, pictorial books, journals, encyclopaedias, directories were available for services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria. Hence, the level of information resources availability for services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria is high. This is in line with Popoola, and Haliso (2009) who had earlier submitted that information resources otherwise known as information-bearing materials that are in both printed and electronic formats, such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, the Internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms and so on are useful in information services provision. Popoola and Haliso stressed further that these information materials are the raw materials that libraries acquire, catalogue, stock, and make available to their patrons.

The results further show that the quality of the library staff manifest in their communication skills, information resources selection skills, ICT skills especially the use of search engines to locate and retrieve web-based information resources, and knowledge from trainings and education. This supports Ajidahun (2007) maintained that training of personnel enhances productivity. According to Ajidahun, education and training are generally indicated as the most important direct means of upgrading the human intellect and skills for productive employment. Effective service delivery, which is enhanced by training, is not only limited to

the library; the librarians and other staff of the library can also become more efficient. Perhaps, this is why Ikhemuemhe (2005) suggested that if librarians are to continue to make substantial contributions as information disseminators, they will have to understand and exploit ICT infrastructure and emerging technologies in delivering services to their clientele. In repositioning special libraries for effective information service delivery, the staff ICT literacy skills cannot be underestimated.

Findings also reveal that the main challenges of information service delivery by libraries of French-based institutions in Lagos and Oyo States, Nigeria include: Lack of Internet facilities, Lack of ICT devices and tools, Epileptic power supply, Lack of availability and accessibility of library and information resources, Negative disposition of users towards library and information services, Inability to get relevant materials, and Difficulty in getting information because of poor retrieval skills. This is in support of the submissions of Armstrong (2005), Popoola and Haliso (2009), and Gakibayo and Okello-obura (2013) that challenges to the use of library and its resources could be linked to epileptic power supply, lack of availability and accessibility of library and information resources, poor information literacy skills, negative attitude of users towards library and information services, poor communication skills, poor ICT literacy skills, and so on.

The results of the findings reveal that a significant positive relationship exists between information resources availability and information service delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria. This supports Popoola (2008) who submitted that library is central to the provision of relevant information resources and services for adequate support of teaching, learning and research in any academic environment.

In addition, the study revealed that there is significant positive relationship between staff quality and information service delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria. This justifies the position of University of Illinois (2013) who stressed that there is a dare need for assessment of the quality of information service delivery of libraries, and most critical, vis-à-vis the staff quality of such library in order to ascertain the actualisation of the vision of the library.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the following:

5.2 Summary of findings

5.3 Conclusion

5.4 Recommendations

5.5 Suggestion for further studies

5.2 Summary of findings

The summary of the major findings of the study is hereby made:

1. The services available in libraries of French-based institutions in Lagos and Oyo States, Nigeria are Current Awareness Services (CAS), reference services, bibliographic services, audio-visual services, translation services, and shelf-labelling.
2. The main services delivered by staff in libraries of French-based institutions in Lagos and Oyo States, Nigeria include shelf-labelling, reference services, Current Awareness Services (CAS), library orientation and reprographic services.
3. The level of services delivery by staff in libraries of French-based institutions in Lagos and Oyo States, Nigeria is very high.
4. Dictionaries, textbooks, newspapers/magazines, pictorial books, journals, bibliographies, encyclopaedias, handbooks, almanacs were readily available.
5. Textbooks, dictionaries, newspapers/magazines, pictorial books, journals, encyclopaedias, directories were available for services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria.
6. The level of information resources availability for services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria is high.
7. The quality of the library staff manifest in their communication skills, information resources selection skills, ICT skills especially the use of search engines to locate and retrieve web-based information resources, and knowledge from trainings and education.
8. The main challenges of information services delivery by libraries of French-based institutions in Lagos and Oyo States, Nigeria include: lack of Internet facilities, lack of ICT devices and tools, epileptic power supply, lack of availability and accessibility of

library and information resources, negative disposition of users towards library and information services, inability to get relevant materials and difficulty in getting information because of poor retrieval skills.

9. A significant positive relationship exists between information resources availability and information services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria.
10. There is significant positive relationship between staff quality and information services delivery in libraries of French-based institutions in Lagos and Oyo States, Nigeria.

5.3 Conclusion

Adequate information resources were available for services delivery in the libraries. In addition, the quality of the staff available in the libraries was very encouraging. Since the staff were qualified, and the information resources were readily available, no doubt there was services delivery to a very high extent. However, ICT devices coupled with lack of Internet facilities, and epileptic power supply tend to limit the performance of the library staff in terms of services delivery.

5.4 Recommendations

Based on the findings of the study, the following were recommended:

1. As it was revealed in the findings of the study that lack of Internet facilities formed part of the main challenges of information services delivery. The management of the libraries of French-based institutions should strive to make Internet facilities with a very high bandwidth system available for both staff and users. This will address the issue of lack of Internet facilities and encourage the delivery of modern days information services in the institutions libraries.
2. Part of the main challenges of information services delivery as found in the study is lack of ICT devices and tools, therefore, the management and voluntary donors like Non-Governmental Organisations (NGOs) should make adequate provision for ICT devices and tools in order to boost the information services delivery in libraries of French-based institutions. This will ensure that staff and users of the libraries of French-based institutions overcome the challenge of lack of ICT devices and tools to meet up with the modern way of information services delivery and utilisation.

3. Epileptic power supply also formed part of the challenges according to the results of findings. Hence, there should be provision of alternative power supply like power generator with sound proof system, solar power or inverter by the management of the libraries of French-based institutions in order to alleviate the challenge of epileptic power supply.
4. Lack of availability and accessibility of library and information resources is another impediment of information services delivery as revealed by the study. Staff of the libraries of French-based institutions should strive to create more awareness on information services and resources available, and various ways of accessibility to the information resources especially, the subscription types with special website and password. This will help to overcome the challenge of lack of accessibility to the available information resources in the libraries.
5. In the study, it was further shown that difficulty in getting information because of poor retrieval skills is another barrier to information services delivery. Library user education and orientation programme should be promoted by the staff of the libraries of French-based institutions. This will assist to impart adequate knowledge of information retrieval skills in the users and in turn help to overcome the challenge of difficulty in getting information because of poor retrieval skills.

5.5 Suggestion for further studies

Based on the outcome of this study, further studies could be conducted on issues such as:

1. Information and Communication Technology Literacy skills, perceived usefulness and services delivery by library staff in French-based institutions in Lagos and Oyo States, Nigeria.
2. Information and Communication Technology Literacy skills, staff quality and services delivery by library staff in French-based institutions in Lagos and Oyo States, Nigeria.
3. Information and Communication Technology Literacy skills, perceived usefulness and use of information resources by library users in French-based institutions in Lagos and Oyo States, Nigeria.

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