

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

2022

AVAILABILITY AND UTILIZATION OF ICT RESOURCES INMANAGEMENT OF STUDENTS WITH SPEICAL NEEDS IN ACADEMIC LIBRARIES IN ENUGU STATE

Calista Chinyere Aniekwe

Department of Library and Information Science, Institute of Management and Technology, Enugu,
chycalista2020@gmail.com

Uzoamaka Ogwo Ph.D

National Centre for Energy Research and Development, University of Nigeria, Nsukka,
uzoamaka.ogwo@unn.edu.ng

Chinedu J. Ayolugbe

Department of Educational Management, Chukwuemeka Odumegwu Ojukwu, University,
ayolugbechinedu@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Disability and Equity in Education Commons](#)

Aniekwe, Calista Chinyere; Ogwo, Uzoamaka Ph.D; and Ayolugbe, Chinedu J., "AVAILABILITY AND UTILIZATION OF ICT RESOURCES INMANAGEMENT OF STUDENTS WITH SPEICAL NEEDS IN ACADEMIC LIBRARIES IN ENUGU STATE" (2022). *Library Philosophy and Practice (e-journal)*. 7415.
<https://digitalcommons.unl.edu/libphilprac/7415>

**AVAILABILITY AND UTILIZATION OF ICT RESOURCES INMANAGEMENT
OF STUDENTS WITH SPEICAL NEEDS IN ACADEMIC LIBRARIES
IN ENUGU STATE**

By

Calista Chinyere Aniekwe

Department of Library and Information Science, Institute of Management and Technology,
Enugu. chycalista2020@gmail.com

UzoamakaOgwo

National Centre for Energy Research and Development, University of Nigeria, Nsukka
uzoamaka.ogwo@unn.edu.ng

AyolugbeChinedu J.

Department of Educational Management, ChukwuemekaOdumegwuOjukwu, University
ayolugbechinedu@gmail.com

Abstract

This study examined the utilization of ICT resources in the management of students with special needs in Enugu State, Nigeria. Two research questions and one hypothesis guided the study. Theoretical model of disability was adopted for the study. The study adopted a descriptive survey design. The population comprised of 200 students with special needs in selected universities in Enugu State. Simple random sampling technique was adopted in selecting 103 students with special needs in university libraries. The instrument for data collection was a structured questionnaire titled: Utilization of ICT Resources in the Management of Students with Special Needs Questionnaire (UICTRMSSNQ). The instrument for data collection was a self-developed questionnaire containing 46 items. The instrument was validated by three experts, two from Department of Library and Information Science and one expert from Department of Measurement and Evaluation, all from Faculty of Education, University of Nigeria, Nsukka. The reliability coefficient was 0.89 using Cronbach Alpha method. Mean (\bar{x}) and standard deviation (SD) were used to answer the research questions, while t-test was adopted in testing the hypothesis at 0.05 level of significance. The findings of the study revealed that utilization of ICT resources among students with special needs would help them get abreast with current information and same time update their pedagogical and academic research studies. Based on the findings, it was recommended that the government should provide fund, ICT facilities, internet connectivity and specialized learning resources so as to meet the varied need of the students with special needs and simultaneously organized conferences, seminars and symposia which would serve as knowledge sensitization among ICT facilitators towards the usage of ICT resources among students with special needs in various university libraries in Enugu State.

Key Words: Academic Libraries, Information and Communication Technology (ICT), Management, Special Need, Availability and Utilization

Introduction

Libraries are indispensable in every organization or institution. It is the heartbeat and the pivot point around which every academic activity revolves. Libraries as repositories of knowledge are social agencies designed to conserve knowledge, preserve cultural heritage, provide information, support education and to serve as a fountain of recreation. It is seen as a place where the ideas, knowledge are documented, preserved and made available for people to access for reading, teaching and research purpose. Any collection of books and non-book materials that are organized in a systematic order for easy access to meet the broad and varying needs of users for information, knowledge, recreation and aesthetics could be referred as a library.

Ayolugbe, Jidere and Ogwo (2021) stated that academic libraries are the integral part of the parent institution which are primarily established to support the objectives of the parent institution through the acquisition, organization, preservation and dissemination of information resources to support online academic activities. Ibenne (2010) observed that academic libraries play important role in supporting research in all subjects and disciplines within host universities. In same vein; academic libraries have the responsibility to make information resources available and accessible to users in remote time and space especially in the present digital library environment.

Academic libraries can be seen as an organized system of books, journals, pamphlets, manuscripts, and other audio-visual resources such as computers, CDs, tapes, videos, DVDs, databases etc that are collected, processed, organized and preserved to meet the broad and varying information needs of users. Academic libraries are the integral part of the parent institution which is primarily established to support the mission and vision of the institution. The major purpose of academic library is to support teaching, learning and research which are the core objectives of the parent institution. This is achieved through the acquisition, organization, preservation and dissemination of information resources to support academic activities. Asom (2017) stated the core objectives of the academic libraries which include: provision of information materials in support of teaching and learning; provision of materials to meet the requirements of faculty specialists and postgraduate students who have interest in research; provision of materials to assist the library users in his own personal self-development; to facilitate cooperation with other university libraries with the view of developing a network of academic library resources which are at the disposal of all students and teaching facilities and above all, meeting the specialized information needs of the regions within which the universities are situated. Ayolugbe (2020) buttressed that the success of

every academic library in the present digital library environment largely depends on the effective use of Information and Communication Technologies in quality information service delivery to meet the changing and dynamic information needs of library users especially people with special needs.

The advent of Information and Communication Technologies in all walks of life has led to dramatic and global change in all sphere of human endeavor including the academic libraries. ICT is the use of electronic and communication technologies for acquisition, processing, storage and dissemination of vocal, textual, pictorial and numerical information to users, (Adeboye, 2015). Sukanti (2012) stated that ICT is referred to as the varied collection of technological gear and resources which recipients adopt as means of communication. Adam (2016) opined that ICT deals with the use of electronic computers and computer software to converts, stores, protect, process, transmits and retrieve information. Adomi and Kpagban (2010) stated that the development of ICT is partly determined by the ability to establish a synergistic interaction between technological innovation and human values. Adomi (2010) cited Yusuf (2005) emphasized that the field of education has been affected by ICTs which have undoubtedly revolutionized the method of teaching, learning and research.

In view of Abdullahi and Mato (2021) ICTs have the potential to accelerate, enrich and deepen skills, to motivate and engage students to help relate school experience to work practices, create economic viability for tomorrow's works as well as strengthening teaching and help changes in school management. Abdullahi (2021) noted that Africa has indicated that the ability to access and use information is no longer a luxury, but a necessity for development. Nwabueze and Ozioko (2016) stated that ICT permeate the business environment, underpins the success of modern corporations and provides governments with an efficient infrastructure. The author buttressed that ICT adds value to the processes of entrepreneurship education and in the organization and management of entrepreneurship sustainability. By interpretation, ICT has the capacity to revolutionize the human way of life. All over the world, many human activities have been taken over by ICT including the support of people with disabilities and special need in the society.

Carter (2004) has argued that as the number of students with disabilities attending colleges and universities continue to increase, as such the issues of accessibility must be at the forefront of library services. In most cases, academic institutions are not inclusive in providing services to people with special need and as such the issue of accessibility

discourages students with disabilities to move forward and pursue a career of their choice. Libraries in its effort to “include the excluded” offer some specialized services to students with special needs who are usually discriminated, vulnerable and marginalized in order to reach out to a wider group of users. People with special needs include users who are physically challenged and students with learning disabilities such as the visually impaired; the deaf, the lame, mentally handicapped, people who are confined or restricted such as the prisoners, internally displaced persons, hospital patients etc. This group of users faces a lot of barriers and challenges in using the conventional library effectively. They face discrimination, marginalization, and other challenges due to the restricted access to services, and oppressive societal attitudes (Cheng, 2009). Similarly, students with disabilities face a number of problems while accessing services for higher education. Palan (2021) argues that students with disabilities have unequal access to education.

Special needs students are those who for whatever reasons are unable to use the conventional materials of the library and enjoy their services. Kumar (2015) stated that persons with special needs consist of those who for whatever reasons are unable to conveniently use the conventional library materials and services. The author emphasized that special needs students requires special assistance in a bid to access information. This group of library users includes the deaf, the visual impaired (blind), the lame and other physically challenged or any form of disability. The Individuals with Disabilities Education Act (IDEA) was implemented to ensure that students with special needs would have opportunities to receive free, appropriate educations equivalent to those of their peers without physical disabilities, health impairments, or cognitive challenges (IDEA, 2004). The IDEA in 2004 and most recently amended Public Law 114-95, the every Student Succeeds Act, in December 2015, states that:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

Ekwelem (2013) noted that discrimination to people with disability means any form of exclusion or restriction for the effective use of the library resources by the people with disability which has the chance of impairing or nullifying the recognition, enjoyment or

exercise on an equal basis with others of all human right and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

The Library as a service-oriented establishment offer library extension services. The library extension services could be seen as those programmes and services designed to cover areas or cater for people that the library by their design and focus could not reach at. By implication, the library extension services tends to “include the excluded” through extending their services to some group of users that by their nature or condition could not use the conventional library resources. This is done by providing specialized resources and services such as: Braille books, talking books, large print materials, magnifying glasses, videos, televisions, films, tapes, bibliotherapy etc. From the building architecture of the library, provisions for slopes where wheel chairs could pass through is another way to “include the excluded” in the library. Asom and Suileman (2017) emphasized that libraries work as service organizations which facilitate the use of information resources without discrimination especially including persons with special needs. The authors are of the view that special need persons include the visually impaired, hearing impaired, physical or mobility impaired, person with leprosy or epileptics. Previous studies denote that the disabled in the university community should all be taken care of in programme planning and design. In view of Papworth Trust (2011) stated that 25% of the total world population is suffering from some kind of special needs.

The emergence of digital information resources, its utilization, availability and services have tremendously improved information handling and management in all sphere of human endeavor including students with special need in university library. Omekwu (2010) opined that availability means being physically present at all time. Availability could also be seen as being easily obtainable or to get or find easily. For the purpose of this research, availability, according to Ibenne (2010), means library and information resources for the special needs being physically present in the university libraries. The increasing students intake into the university coupled with advanced information and communication technology (ICT) development, each day has created a new kind of library users demanding more efficient library services.

The extent of utilization of library resources is a very important factor to determine in order to find out if the library is meeting up with the primary objective. Ibenne (2010) stated that utilization of library resources stimulate excitement and instill confidence in the users to develop their talents, potentials and capabilities both academically and socially. Ibenne

further added that utilization of library facilities by students with special needs enhance their frontier of knowledge and help them to make discovery on their own. Lucky (2015) noted that there is low use of the library resources by students with special need which is attributed to the expressed unavailability of the desired facilities in the library. Kumar (2015) emphasized that the use of ICT resources by students with special needs are in various learning categories. They include alternative formats electronic text, radio (audio), reading services, large prints, Braille, sign language, interpreter or real time captioning for public programs and reference services. There are allowed to enjoy extended loan and reserve period, wave late fines, remote access to OPAC to enhance their access to information.

Statement of Problem

The past few years, it has been observed that one of the areas that have been neglected is the extent of availability and utilization of ICT facilities by the physically challenged in academic libraries. Adequate research on the availability and utilization of ICT resources that would aid in effective teaching and learning among students with special needs in academic libraries have not been extensively carried out. Moreover, the advent of digital technology in this 21st century is a panacea in repositioning the pedagogical activities among library administrators within the academic library environment. It has been observed that there are contemporary problems militating against the availability, utilization and management of ICT resources among students with special needs in academic libraries in Enugu State. This could be that the ICT facilitators are not competent enough in guiding the students with special needs in specific areas of ICT resources that would help in promoting their academic activities. The reason could also be attributed that the time allotted to the students with special needs in making use of ICT resources for effective teaching and learning may be limited for adequate utilization. More so, the problems militating against the availability and utilization of ICT facilities in academic libraries in Enugu State could be attributed to lack of fund by the library administrators to provide such facilities for the students with special needs. The epileptic power supply in Nigeria and Enugu State in particular could be another factor in effective utilization of ICT facilities by students with special needs in academic libraries. It is against this backdrop that the researchers deem it necessary to investigate the availability and utilization of ICT resources by students with special needs in academic libraries in Enugu State.

Purpose of the Study

The general purpose of the study is to determine the availability, utilization and management of ICT resources among students with special needs in academic libraries in Enugu State. Specifically the study sought to examines the:

1. The importance of ICT resources in the management of students with special needs in academic libraries in Enugu State.
2. Extent of availability and utilization of ICT resources in the management of students with special needs in academic libraries in Enugu State.

Research Questions

The following research questions guided the study:

1. What are the importance of ICT resources in the management of students with special needs in academic libraries in Enugu State?
2. What is the extent of the availability and utilization ICT resources in the management of students with special needs in academic libraries in Enugu State?

Hypothesis

1. There is no significant difference in the mean rating on availability and utilization of ICT information resources in the management of students with special needs in academic libraries in Enugu State.

Theoretical Framework

Theoretical Model of Disability by P. Huent (1966).

The theoretical framework in which this research is anchored is the social theoretical model of disability. P. Huent propounded the social theoretical model in 1966. The model de-emphasizes the significance of impairments such as paralysis and low vision, and focus instead on social constructed barriers such as exclusion and discrimination based on ideology and social values. The social theoretical model challenges people to give up the idea of disability as medical problem and to accept that it is a problem of exclusion from ordinary life. The social model is about equality and removing barriers which prevent equal participation.

It enables the disabled to look at themselves in a more positive way which increases their self esteem and independence. This work is based on the social theory and disability because it supports inclusive education and respect for everybody in the society and their right to live independently and comfortably in the society. This is because the social theory takes the wider view that the ability to undertake any activity is limited by social barriers.

The social model theory shows that limitations of activity are not caused by impairments but is a consequence of social organization, that is the way the society is organized. For example, you are deaf and you cannot hear (impairment) but you cannot participate in meetings because you have not been provided with the appropriate sign language interpreter. In short, a person is disabled if the world at large fails to take into account arising for his physical or mental differences.

Social model of disability is based on the proposition that it is society and its institution that are oppressive, discriminatory and disability and that attention therefore needs to be focused on the removal of obstacles to the participation of disabled people in the life of society, and in changing institutions, regulations and attitudes that create and maintain exclusion.

Method

The research design adopted for the study is a descriptive survey design. According to Nworgu (2015) denotes that descriptive survey design aims at collecting data on and describing in a logical form the feature or facts about a given population. The population of the study comprised of 200 students of special need in four selected universities in Enugu State. Sample size of 103 students with special needs in library information science department in Enugu State University. Purposive sampling technique was adopted for the study because most of the students with special needs are still on vacation. The four university where information was elicited were University of Nigeria, Nsukka, Enugu State University, Godfrey Okoye University and Renaissance University, all are located in Enugu State. A 46 items structured questionnaire in two clusters titled: Availability, Utilization, and Management of ICT Resources among Students with Special Need Questionnaire (AUMICTRSSNQ) was the instrument used for data collection. The questionnaire consisted of two sections: section 1 and 2. Section 1 provided personal information of the respondents while section 2 was made of two clusters which involved the items emanating from the research questions. Responses on the items in the questionnaire was based on four point likert-type rating scale of very great extent (VGE), (4 points), great extent (GE) (3 points), Less extent (LE) (2 points) and Very low extent (VLE) (1 point). The instrument was validated by three experts, two experts from Department of Library and Information Science and one expert from Department of Measurement and Evaluation, all from University of Nigeria, Nsukka. In other to ascertain the reliability of the instrument, 20 copies of the instrument were administered to 15 female students with special needs and five male students

with special need in Anambra State which was outside the study area. Data collected from the respondents were used to determine the internal consistency and reliability using cronbach alpha. The instrument had an overall reliability coefficient of 0.89. The instruments was administered by the researchers with one research assistant and thus 100% return rate of the questionnaire were dully used for data analysis. Mean of 2.50 was used as a benchmark for decision making for each item. However, the item with a mean of 2.50 and above was accepted and t-test was adopted in testing the hypothesis at 0.05 level of significance.

Result and Findings

The result presented is in line with research questions and null hypothesis that guides the study.

Research Question One: What are the importance of ICT resources in the management of students with special needs in academic libraries in Enugu State?

Table 1: Mean and standard deviation on the importance of ICT resources in the management of students with special needs in academic libraries

S/N	Item-Information Resources	Govt/Public = 79			Private = 24		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
1.	ICT establishes an enduring relationship among students with special needs	3.29	.75	G.E	2.88	1.15	GE
2.	Enhance student academic success in all ramification	3.07	.83	GE	2.63	.82	GE
3.	Create interest in learning	3.40	.65	GE	2.54	1.02	GE
4.	Promote entrepreneurial skills	3.29	.75	GE	2.67	.82	GE
5.	Enhance social change among students with special needs and their other counterparts	2.88	.54	GE	1.63	.65	LE
6.	Break barriers of discriminations and limitations to learning	2.26	1.08	LE	2.88	.54	GE
7.	Promotes creativity and ingenuity	3.03	.91	GE	2.96	.96	GE
8.	Aid in solving complex academic and pedagogical problems	2.53	.82	GE	3.97	1.06	GE
9.	Promote individualized learning among students with special needs	2.83	.87	GE	2.92	.96	GE
10.	Facilitate speed in learning	3.08	.83	GE	2.67	.96	GE
	Grand mean	2.88	.91	GE	2.60	.96	GE

Table one indicated the mean score of 3.29, 3.07, 3.40, 3.29, 2.88, 2.26, 3.03, 3.53, 2.83, 3.08 and 2.88 with standard deviation of .75, .83, .65, .75, .54, 1.08, .91, .82, .87, .83, and .91 are shown respectively. The result obtain from the data analysis indicated Great Extent (GE) which implies that the respondents are of the opinion that these are the importance of ICT resources in the management of students with special needs while the mean score of 2.26 with standard deviation of 1.08 indicated less extent (LE). On the side of the private institutions, the mean score of 2.88, 2.63, 2.54, 2.67, 1.63, 2.88, 2.96, 3.97, 2.92, 2.67 and 2.60 with standard deviation of 1.15, .82, 1.02, .82, .65, .54, .96, 1.06, .96, .96 and .96. Therefore, the respondents are of the opinion that these are the importance of ICT resources in the management of students with special need in academic libraries in Enugu state.

Research Question Two: What are the extent of availability and utilization of ICT information resources by students with special needs in the academic libraries in Enugu State?

Table 2: Mean and standard deviation on availability and utilization of information resources by student with special needs

S/N	Item-Information Resources	Govt/Public			Private		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec
	General materials						
11.	Journals	2.52	.97	GE	3.29	.75	GE
12.	Microforms	1.47	.77	LE	2.25	.85	LE
13.	Electronic/Internet Resources	2.86	.90	GE	3.08	.83	GE
14.	Newspapers	2.38	1.01	LE	3.42	.65	GE
15.	Magazines	2.62	.82	GE	3.29	.75	GE
16.	Government documents	1.66	.66	LE	2.88	.54	GE
17.	Reference documents	2.27	1.03	LE	3.46	.66	GE
18.	Students project report	1.57	.86	LE	3.04	.91	GE
19.	Recreational materials	2.13	.92	LE	2.33	.82	LE
	Resources for the blind/visually impaired						
20.	Braille books	2.99	1.16	GE	2.13	.95	LE
21.	Audio/Talking books	2.73	1.27	GE	2.29	.99	LE
22.	Talking computers	2.28	.99	LE	2.29	1.08	LE
23.	Computers Braille	2.00	1.18	LE	2.42	1.02	LE
24.	Twin vision books	3.15	1.09	GE	2.21	1.06	LE

25.	Braille writers	2.96	.81	GE	2.42	.93	LE
26.	Braille library guide	3.37	1.01	GE	2.46	.88	LE
27.	Tape recordings	1.99	1.13	LE	2.46	.88	LE
28.	Large print books	2.65	.97	GE	1.83	.87	GE
29.	CD/DVDs	3.00	1.18	GE	2.88	1.15	GE
30.	Radio	1.81	1.10	LE	1.58	.72	LE
31.	Laser cane	1.75	1.14	LE	2.29	.91	LE
32.	Optical aids (magnifiers)	2.58	1.39	GE	2.38	.88	LE
33.	E-books	1.49	.88	LE	2.33	.82	LE
Resources for the hearing impaired							
34.	Sign language videos	1.56	.89	LE	2.63	.82	GE
35.	VCDs/DVDs	2.67	.96	GE	2.42	.78	LE
36.	Online public access catalogue	1.62	.85	LE	2.08	.83	LE
37.	Amplified telephone	1.57	.81	LE	2.29	.99	LE
38.	Telex	1.57	.87	LE	1.92	.83	LE
39.	Induction loop	2.92	.96	GE	2.54	1.02	GE
40.	Digitally accessible information system	1.76	.98	LE	2.33	.76	LE
Resources for physically challenged							
41.	Microform projectors	1.7	.81	LE	1.63	.65	LE
42.	Close circuit televisions	1.58	.89	LE	2.46	1.06	LE
43.	Height adjustable work station	2.25	1.17	LE	2.21	.98	LE
44.	Height adjustable catalogue	1.81	1.11	LE	2.46	.93	LE
45.	Computers with adjustable keyboards	2.97	1.06	GE	2.67	.82	GE
46.	Text phone	1.81	.95	LE	2.21	.88	LE
	Grand Mean & SD	2.22	0.99	LE	2.50	0.87	GE

Table 2 shows the results of the mean responses of the students with special needs on the extent of availability and utilization of library and information resources teaching and learning. From the responses, it was indicated that journals, electronic/internet resources and magazines are the only general materials utilized to a great extent in the public universities with mean ratings above 2.5 (2.52; 2.86 and 2.62 mean scores respectively). The rest of the general materials such as newspapers, government documents, and recreational materials amongst others were underutilized by these students in academic libraries with mean scores ranging from 1.47 for microforms – 2.38 for newspapers. In the private universities, most of

the general information materials are utilized to a great extent by students with special needs with mean scores ranging from 2.88 for government documents to 3.46 for reference resources. Microforms and recreational materials were underutilized with mean scores of 2.25 and 2.33 respectively. Most of the specified resources for the blind, the hearing impaired and the physically were indicated to be underutilized by these students especially in the private universities. Few of them – resources for the blind (Braille books – mean score of 2.99, talking books – 2.73; twin vision books – 3.15 amongst others), the hearing impaired resources - (VCDs/DVDs – 2.67 and induction loop – 2.92) and for the physically challenged – (computers with adjustable keyboards – 2.97) are utilized to a great extent in the public universities as indicated in their mean scores. In the private universities, responses showed that most of the resources for the blind except for large print books and CDs/DVDs (2.83 and 2.88 mean scores) are underutilized. All the rest have mean scores ranging from 1.58 for radio and 2.46 for Braille materials. Only sign language videos (2.63) and induction loop (2.54) are being utilized to a great extent while the rest are underutilized with mean scores below 2.5. For the physically challenged, all the resources except computers with adjustable keyboards (2.67) are not adequately utilized in the private universities. The rest of the resources had mean scores below 2.5.

Table 3 HO₁: There is no significant difference in the mean rating of the students with special needs in public and private universities in Enugu State on the Availability and Utilization of ICT resources

Status of University	N	\bar{X}	SD	Df	T-crit.	T.cal	Decision
Public	79	2.22	0.99				Not significant
				101	1.96	1.33	Not rejected
Private	24	2.50	0.87				

Table 3 shows the results of the t-test analysis of significance difference between the mean ratings of the government/public and private university students with special needs on the extent to which they utilize ICT resources tested at 0.05 level of significance. Since the calculated value of t was 1.33 and less than the table of value of t (t-crit) which is 1.96, the null hypothesis is not rejected indicating that there is no significance difference between the mean ratings of the students with special needs in public and private universities in Enugu State to which there utilize information resources.

Discussion of Findings

The findings in research question one indicated the importance of ICT resources in the management of student with special needs in academic libraries in Enugu State. The respondents are of the opinion that ICT establishes an enduring relationship among students with special need with the academic library facilitators, to enhances students academic success; create in-depth interest in learning, promote leadership skills; enhance social change among themselves and their outside counterpart. The findings also indicated that ICT break barriers of discriminations and limitation; promote creativity and ingenuity, promote individualized learning among students with special needs; aids in solving complex academic and pedagogical problems, saves time and make learning more interactive and productive. From the result obtain, it implies that these are the importance of ICT resources in the management of students with special needs in academic libraries. To support these assertion, the study correlate with Abdullahi and Mato (2021) that ICT's have the potential to accelerate, enrich, deepen skills and at the same time motivate and engage students to help relate with school experience to academic practices, create economic viability for tomorrows' work as well as strengthening teaching and social change in school management. Furthermore, the study is also in line with the findings of Sukanti (2012) that ICT is one of the technologies that have revolutionized the human way of life and many human activities have been taken over by ICT including the support of special need in the society.

The findings in research question two indicated the extent of availability and utilization of information resources by students with special needs in the academic libraries in Enugu State. The respondents in public institution are of the opinion that journals, electronic/internet resources, Braille books, talking books, twin vision books, Braille writers, Braille library guide, large print books, CD/DVDs, optical aids, VCDs/DVDs, induction loop and computer with adjustable keyboards while, the respondents in private institution indicated that journals, electronic/internet resources, newspapers, magazine, government documents, reference documents, students project report, CD/DVDs, sign language videos, induction loop, computer with adjustable keyboards and text phone. This implies that the respondents in both private and public institutions agreed that these are the accessible information resources by students with special needs in academic libraries in Enugu State. The findings correlate with Ibenne (2010) that utilization of library resources among students with special need aids in stimulating excitement and same time instill confidence among the users to developed their talents, potentials and capabilities both academically and socially. On same note, Lucky (2015) further added that utilization of library resources by students with special needs

enhances frontier of knowledge and create ample avenue of knowledge discovery within the academic environment.

Table 3 showed the result of the t-test analysis of significance difference between the mean ratings of the government/public and private university students with special needs on utilization of library and information resources tested at 0.05 level of significance. Since the calculated value of t was 1.33 and less than the table value of t(t-crit) which is 1.96, the null hypothesis is not rejected indicating that there is no significance difference between the mean ratings of the students with special needs in public/government and private universities in Enugu State on utilization of information resources.

Recommendations

The following recommendations were made:

1. The university administrators should make provision of ICT facilities such as computers, laptops, tablets, audio books, internet facilities etc in order to meet the needs of the students with special need within the educational environment.
2. The library administrators should provide information resources such as Braille books, large print materials, and audio-visual resources to the students with special needs so as to promote effective teaching and learning.
3. There should be conducive environment for effective teaching and learning such as constant power supply within the academic environment.
4. Nigerian government should make provision of funds for provision of adequate facilities which would aid students with special needs towards enhancing their academic and pedagogical activities.
5. Time management should be allotted to student with special needs so as to promote speedy service delivery within the educational environment.

Conclusion

The emergence and integration of cutting edge digital technologies in libraries have brought about a phenomenal change for effective teaching and learning among students with special need in academic libraries. The availability and utilization of ICT resources among students with special needs have revolutionized academic and pedagogical activities among students with special need and library administrators within the academic environment. The application of digital technologies in libraries has tremendously improved the basic library operation and services such as acquisition, processing, storage, access, retrieval, preservation and dissemination of information resources. It is therefore pertinent that the government, stakeholders and library administrators should pay a very close and urgent attention to the

provision and extent of utilization of ICT and other library resources by students with special needs in order to meet their varied and specialized immediate and future demands of their academic prowess.

REFERENCES

- Abdullahi, I. & Ismaila, M. (2021). The Role of ICT Education in Nigeria Secondary School for Sustainable National Security. *Institute of Education Journal*. Review of Education. Vol. 33, Issue 1 (special edition).
- Adams, O. R. (2016). The role of ICT in Nigeria security: A case study of Nigeria - A research review paper. *Global journals*, 2(1), www.swap.org
- Adeboye, G. O. (2015). *Availability, accessibility and utilization of information resources and services for prison inmates in North Central States of Nigeria*. Ahmadu Bello University, Zaria.
- Adomi, E. E. & Kpangban, E. (2010). Application of ICTs in Nigerian Secondary Schools. *Library Philosophy and Practices*. <https://digitalcommons.unl.edu/libphilprac/345/>
- Akpan, C. P. (2013). Fundamental of school business management in collaborate, prince choice council.
- Asom, F. & Suleiman, M. (2017). The incursion of digital information resources and services for effective service. Delivery in University Libraries in Nigeria. *1st International Conference of Department of Library Information Conference on Education and New Learning Technologies*, 3583-3591, Barcelona, Spain, NTED Academy.
- Ayolugbe, C. J., Jidere, A. J. & Ogwo, U. (2021). Utilization of zoom as an interactive platform in repositioning library administration/management for effective service delivery in Academic libraries in Nigeria. *Library Philosophy and Practice (e-journal)*. 6514. <https://digitalcommons.unl.edu/libphilprac/6514>
- Ayolugbe, C. J., Jidere, A. J. & Ogwo, U. (2021). Utilization of zoom as an interactive platform in repositioning library administration/management for effective service delivery in academic libraries in Nigeria. *Library Philosophy and Practice (e-journal)*. 6514. <https://digitalcommons.unl.edu/libphilprac/6514>
- Bashir, R., Fatima, G., Younus, M. & Ali, I. (2017). Library Resources for Persons with Special Needs: A Quantitative Analysis. *Bulletin of Education and Research*, 39(2), 215-224.
- Carter, C. J. (2004). Providing services for students with disabilities in an academic library. *Education Libraries*, 27(2), 13-18
- Chua, A. Y. K. & Goh, D. H. (2010). A study of web 2.0 application in library websites. *Library & Information Science Research*, 32(3): 203-211.

- Cheng, R. P. (2009). Sociological theories of disability, gender, and sexuality: A review of the literature. *Journal of human behavior in the social environment*, 19(1), 112-122.
- Constantinides, E. & Fountain, S. J. (2008). Web. 2.0. Conceptual foundations and marketing issues. *Journal of Direct, Data and Digital Marketing Practice*, 9 (3), 231-244. Available at: <http://www.palgrave.jouranls.com/dddmp/.journalv9/n3/full/435009a.html>. Accessed on 15 August, 2014.
- Ekwelem, V. O. (2013). Library services to disabled students in the digital era: challenges for outcome assessment. *Library philosophy and practice (e-journal)* 970. <https://digitalcommons.unl.edu/libphilprac/970>.
- Guido, M. (2018). 20 classroom management strategies and techniques. <http://www.prodiaygame.com/blog/classroom-management-strategies>.
- Ikhimeaku, D. S. & Jegbefume, C. M. (2017). The use of social media for enhancement of service delivery in Academic libraries in Nigeria. *International Conference and Homecoming*. Pp. 258-271.
- Kumar, C. R. (2015). Social network impact on academic libraries in technology era. *International Journal of Library and Information Studies*. 5(3), 1101-108.
- Lucky, O. U. (2015). Factors militating the use of digital information resources by undergraduate in Delta and Edo States, Nigeria. *International Journal of Academic Library and Information Science*. 3(1), 1-6.
- Nwabueze, A. U. & Ozioko, R. E. (2016). Information and Communication Technology for sustainable development in Nigeria. *Library philosophy and practice (e-journal)*. 600. <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1632&context=libphilprac>
- Ogbonnaya, N. O. (2011). Evaluation and supervision of institution in Nigerian Schools. In: EA Benson and Nwokocha, L. K. (eds). *Educational administration and management in Nigeria: The Salient Issues*. Owerri: Solotech Press.
- Omekwu, O. C. (2010). The digital economy and knowledge professionals: From fact to the future. In *Scholarly Communication and Information: Meaning, Mastering and Modernization: Proceeding of Second Professional Summit on Information Science Technology*, 1-15. Nsukka, Nnamdi Azikiwe Library.
- Onwuadi, C. C., Ugwueze, M. O. & Okeke, P. M. (2017). Promotional strategies for effective utilization of multimedia facilities in Adult Literacy Centres in Enugu State. *Journal of Nigerian National Council for Adult Education* 22 (11), 225-237.

- Onyeka, M. N. & Belo, A. B. (2018). An assessment of information and communication technology. Compliance by the management of College of Education in North West, Nigeria. *International of Educational Research and Policy making*, (1), 92-106.
- Palan, R. (2021). I seriously wanted to opt for science, but they said no: visual impairment and higher education in India. *Disability & Society*, 36(2), 202-225.
- Papworth Trust (2011). Disability in the UK: Facts and figures. Retrieve from: www.papworth.org.uk/downloads/headlinestatisticsondisabilitynewpdf on February 13, 2017.
- Singh, S. & Pandita, R. (2012). Knowledge Management in Healthcare: Enhancing the healthcare delivery. *Journal of library management*. 1 (1-2): 61-75.
- Sukanti (2012). The role of information and communication technology (ICT) in higher Education for the 21st Century. *The science pube*. vol. I p. 30-41.
- Terry, C. T. (2013). The concept and meaning of management; Available online: <http://notetyrogity.com>
- The Individuals with Disabilities Education Act (IDEA) (2004). <https://sites.ed.gov/idea/about-idea/>
- Yusuf, M. O. (2005). Information and communication education: Analyzing the Nigerian national policy for information technology. *International Education Journal* 6(3), 316-321.