

## PROVISION OF INFORMATION RESOURCES FOR USERS WITH SPECIAL NEEDS IN UNIVERSITY LIBRARIES IN NORTHWEST NIGERIA BASED ON SOCIAL MODEL OF DISABILITY AND IFLA CHECKLIST

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### Abstract

*The study explore information resources provided for users with special needs in university libraries in Northwest Nigeria based on the Social Model of Disability and International Federation of Library Associations and Institutions (IFLA) checklist as a standard. One research question and one hypotheses guided the study. The study used a descriptive survey design. Nine states and ten federal university libraries are the 19 universities in the Northwest region of Nigeria that make up the study's population. Nevertheless, seventeen university libraries provided data while the remaining 2 universities are yet to commence academic activities during data collection. Because the population is manageable for the study, every member was analyzed. The study used an observation checklist to collect data, which was validated by three experts. The Kuder-Richardson 20 was used to estimate internal consistency and determine the instrument's reliability. Microsoft Excel was used to test the reliability of the data gathered from the pilot test; the reliability coefficient for the university library's information resources for people with special needs is 0.94. Simple percentages were used to analyze the data that was gathered. The findings of the study show that library information resources provided for users with special needs such as designated computer workstations adapted for patrons in wheelchairs, adaptive keyboards or keyboard overlay for users with motor impairments do not align with various recommendations stipulated in IFLA checklist standard. It was recommended that the university management and the library management in Northwest Nigeria should ensure that the university libraries provide adequate and proper information resources for users with special needs to be in line with IFLA checklist standard and guideline.*

**Key Words:** *Provision of Information Resources, Users with special needs, University Libraries*

### Introduction

University libraries' main goal is to assist teaching, learning, and research in ways that are consistent with and beneficial to the institution's mission and objectives. The quality, depth,

diversity, and timeliness of the library's resources and services should also be adequate to complement the curriculum of the university. University libraries are so frequently regarded as the most significant resource hub of an academic institution (Olajide and Adio, 2017). A University library, according to Mallaiah, Kumbar and Mudhol (as cited in Olajide and Adio, 2017) holds a central and important position in teaching and research. Therefore, it must accommodate the wide-ranging and expanding needs of educational programs at the undergraduate, post-graduate, and research levels. Similarly, Onifade, Ogbuiyi and Omeluzor (2013) state that any university library's primary goal is to support the teaching, learning, and research endeavors of its parent organization. Therefore, university libraries must ensure that their resources are properly utilized as this is crucial for the students' academic growth. Through the supply of reading materials, both books and non-books, for the purposes of teaching, learning, and research, these libraries aim to improve the knowledge acquisition for its patrons without discrimination. However, Horsfall and Opara (2022) study reveals that most of the university libraries lacked information resources for special needs students. Special needs users are those who have sustained long-term injuries to their brains, spinal cords, eyes, or other body parts as a result of car accidents, battles, natural catastrophes, or illnesses like polio (Okoye, 2010). Hence, this study explores information resources for users with special needs in federal and state university libraries using Social Model of Disability and IFLA Checklist as a standard.

Library information resources are paper or electronic recordings of human knowledge for convenient handling, storage, use, and preservation. The substance and knowledge of the documents are represented by the information in the documents. Documents are available in both print and electronic formats. It should be simple to locate materials designed expressly for people with reading impairments. Talking books, accessible e-books, easy-to-read books, Braille books, large print books, and other non-print resources are examples of these items. Library staff should know how to borrow such resources from other libraries, including National Library for the Blind to achieve special users' need for visually impaired persons, deaf or hearing impaired persons, person with reading difficulties, person with physical disabilities and cognitively disabled people (IFLA, 2005). Therefore, this study examines information resources for users with special needs in federal and state university libraries using Social Model of Disability and IFLA Checklist as a standard.

Mike Oliver based Social Model of Disability 1990 on the Fundamental Principles of Disability, published in 1976 by the Union of the Physically Impaired Against Segregation (UPIAS), which is a method of thinking about the world. According to the Social Model of Disability, people become impaired because of societal barriers. University of Minnesota Duluth (2017) asserts that understanding access difficulties and how to treat every member of society equally can be done by using the Social Model of Disability. They went further to say that the environment in which a person with a disability must engage poses the greatest challenge to those who have disabilities, not the actual condition itself. This is because society designs everything to fit the requirements of the vast majority of people who are not impaired. According to this model, how society is structured and administered contributes to the discrimination and exclusion that affect persons with disabilities. It asserts that considerable adjustments must be made and obstacles must be removed in order for everyone to participate equally in society. Disabling impediments can be greatly diminished and eventually eliminated by society. Instead of the individual with disability, society is in charge of this task. Therefore, this study explore the provision of information materials for special needs users in federal and state university libraries using Social Model of Disability and International Federation of Library Association and Institution Checklist as a standard.

The International Federation of Library Associations and Institutions (IFLA) is a global voice for libraries that strives to enhance services globally and represents the interests of the profession. Established in Scotland in 1927, IFLA is a non-governmental, non-profit organization with its main office at the National Library of the Netherlands in The Hague. Every two years, the IFLA World Library and Information Congress is organized to advance equitable and universal access to knowledge, concepts, and creative works for the purposes of social, educational, cultural, democratic, and economic empowerment. The IFLA Journal is one of several periodicals published by the IFLA (IFLA, 2021). The IFLA Standing Committee of Libraries Serving Disability Persons (LSDP) created the IFLA Checklist in 2005. Information resources for disability users in university libraries as recommended by the International Federation of Library Association and Institution checklist as a standard and guideline (2005) states that for visually impaired persons the university library should acquire information resources in large prints. They urge the library to acquire information on audio tape, CD/DVD, or in DAISY format. Also, IFLA

CHECKLIST recommends information in Braille and information on the library's accessible website. The IFLA CHECKLIST is a useful tool for evaluating the current levels of accessibility for people with disabilities to buildings, services, resources, and programs in all types of libraries—academic, public, school, and special. Hence this study focused on exploring federal and state university library information resources provided for disability users using IFLA Checklist as standard. This study will add to our knowledge of the plight of special needs users, particularly those who aspire to live a normal life like others in the areas of learning and research. users with special needs can achieve their academic goals by providing assistive information resources that aid research and learning for disability users in university y libraries.

The relationship between the Social Model of Disability and IFLA Checklist for disability user is the information resources, the library information resources are records of human knowledge, on paper or any other form for easy physical handling, storing, use and preservation over the year for users without discrimination. However, a barrier that keeps people with special needs from using the library is created if it lacks information resources for them, such as braille books, large print books, talking newspapers, and magnifying glasses. Libraries can genuinely serve everyone and satisfy society's information demands once these obstacles are taken down and enough information is made available to people with disabilities.

### **Statement of the Problem**

Disability is a global issue; it is estimated that over 1 billion people are disabled (WHO, 2021a). This equates to around 15% of the world's population, with up to 190 million (3.8%) people aged 15 and older experiencing major impairments. Disability rates are rising as a result of population aging and the rise in chronic health disorders, among other factors (WHO, 2021a). People with permanent or temporary disabilities (which may be hidden) make up a significant percentage of any population. According to the United State Department of Education cited in Arndt and Schnitzer (2018) state that in 2011–2012, 11% of undergraduates reported having a disability, and 6.7 million students, or 13% of public-school students, received special education services in 2015–2016. They go on to say that many more people will be temporarily incapacitated in their lives as a result of an accident or sickness. Moreover, According to WHO (cited in Ayub and Abubakar, 2022) stated that about 25 million people, or 15% of the total population, in Nigeria

are disabled in one form or the other, they assert that people with disability faces challenges in schools due to inadequate assistive devices and resources.

Furthermore, when it comes to accessing information, materials, and tactics, people with disabilities are frequently subjected to various violations of their rights, including hurdles, barriers, stigmatization, and discrimination (WHO 2021b). It is interesting to know that libraries in developing countries are beginning to provide services to individuals with disabilities, however, provision of assistive technologies and reading resources to people with disabilities remains a mirage (Chaputula and Mapulanga, 2017). This will keep users with special needs away from the library and it will negatively affect their academics. Therefore, this study explore information materials provided for disability users in university libraries in Northwest Nigeria Using Social Model of disability and IFLA Checklist as a standard.

## RESEARCH QUESTIONS

In what way does information resources for users with special needs provided in federal and state university libraries in the Northwest of Nigeria aligned with the IFLA checklist standard?

## NULL HYPOTHESES

There is no significant difference between state and federal university libraries in the provision of information resources for users with special need in Northwest Nigeria based on the IFLA checklist standard.

## REVIEW OF RELATED LITERATURE

This study review literature on library information resources for special needs users, the review studies are as follows: Salauddin (2022) investigated accessibility of information resources and services in the library for the users with special needs. Four research objectives guided this study. Survey research design was used for the study. The study applied the quantitative method using the open-ended questionnaire for the data collection. Data collected via questionnaires were supplement with observations made using an IFLA checklist. The population of the study were 230 library disability users. Random sampling technique was used to select 184 library disability users. A total number of 110 filled questionnaire returned back from the users, hence, a total number of 110 (59.78) percentage response rate received. The study was analyzed using

frequency count and simple percentage. The study reveals the majority of the differently-abled users that access library resources and services with special needs especially in areas of technology enhancement. The precise study has shown the availability of library services designed specifically for students with disabilities, students often face challenges due to the unavailability of resources and not suitable formats, insufficient internet accessibility, and insufficient instruction about how to access the library. The core problems opine the reasonable fact that the disabled users were allocated getting support from an unskilled library professional to manage and operate the library services. The study suggested that the university appoint more skilled staff in the audio-Braille section of the library to support users with disabilities includes modern assistive technologies.

Barua and Rahman (2020) carried out a study on library services and resources for the patrons with special needs. The study was undertaken in selected college libraries in Jorhat District of Assam, India to find out the current status of services and resources for the patrons with special needs. Five research questions guide the study. Survey research design was adopted for the study. Information was gathered from the college libraries' librarians using a structured questionnaire. The libraries chosen for the study were chosen using the convenience sampling method. Using Microsoft Excel, the data was coded and descriptively analyzed. The findings indicate that the majority of college libraries in the Jorhat district are unable to meet the needs of users with impairments. The findings also indicate that there is no uniform policy respecting library users with impairments across all college libraries. a shortage of qualified library staff, financial limitations, and the indifference of higher authorities. The study recommends that Lack of policy, trained library manpower, awareness, interest and apathy of authority towards the patrons with disabilities needs to be addressed at the earliest.

Bashir, Fatima, Malik, Younus and Ali (2017) carried out a study on library resources for person with special needs. Three objectives guided the study. The main objective of this study was to identify the library resources available for persons with special needs in the libraries of public and private sector universities of Lahore, Punjab province. Survey method was used. 23 librarians who work in libraries across several departments made up the study's sample, and they were chosen using a simple random sampling procedure. The "Adaptation in Library Resources

Questionnaire (ALRQ)" was a self-created and verified tool with four components: building accessibility and environment, library employees, library services, and adaptable computer technology. Cronbach Alpha's reliability index was .79. The individuals' responses were scored using a three-point scale, which included yes, no, and somewhat. SPSS was used for data analysis. The research found that the libraries did not have telecommunication devices for the deaf people, but they did have ramps and elevators, large print directions, and book call numbers transcribed into Braille for blind pupils. It was suggested that academic libraries adhere to universal design of learning, which calls for the creation of policies regarding the provision of library services to people with special needs, allocating adequate budgets for the construction of buildings that are accessible to people with disabilities, and installing assistive technology for those individuals.

Horsfall and Opara (2022) investigated the availability of information resources for visually impaired students in university libraries in Nigeria; a tool for inclusive university education. Three research questions guided the study. A descriptive survey research design was adopted for the study. The population of the study is all university libraries in Nigeria. However, a total number of 20 university libraries took parts in the study. A self-constructed online questionnaire was designed and distributed to collect the data from respondents (librarians) using a simple random sampling technique. A total of 45 respondents filled out the online questionnaire, but 40 were valid and useful for analysis. The use of frequency counts and percentages method of data analysis was adopted for this research work. The study reveals that most of the university libraries lacked information resources for visually impaired students, it was found that the inclusion of information resources for visually impaired persons will promote inclusive education and librarians' skills. The challenges hindering the availability of information resources to the visually impaired students are insufficient funds for maintenance, erratic power supply and inadequate skills by users, among others. Recommendations were made for the campaign for inclusive education and the provision of information resources for visually impaired students.

Iroeze, Chima-James, Agim and Opara (2018) carried out a study on ascertaining the availability and utilization of information resources and services in the special education centre libraries in



South-East, Nigeria. Two hypotheses were developed and tested at the 0.05 level of significance, and six research questions were put forth to direct the investigation. The study used a survey research design and collected data using a rating scale and an observational checklist. There were 850 people in the study population, and 425 special education students and five special education staff made up the sample size of 430. Cluster, proportionate, and simple random sampling techniques were all used in the multistage sampling procedure. Using the Cronbach Alpha technique, a reliability coefficient of .85 was determined. The research questions were addressed using frequency count, standard deviation, and mean score, and the t-test of difference was used to test the hypotheses. Results revealed that the number of available information resources for the blind and partially sighted is significantly less than expected in this context. That the number of available information resources for the deaf and hard of hearing is also significantly less than expected. It was recommended that, there should be provision of information resources, such as Braille resources; tactile or raised surface; sign language books; adaptive or electronic devices.

IFLA CHECLIST (2005) The IFLA Checklist was developed by the IFLA Standing Committee of Libraries Serving Disability Persons (LSDP). IFLA CHECKLIST as a standard and guideline recommend that for deaf or hearing-impaired persons the university library should provide information in subtitled and/or sign language videos. Information should be provided via text telephone and /or email. They recommend that the information on the library's accessible website (audio information should also be available as text). The university library should provide easy to read text for patrons who were born deaf or became deaf before acquiring language skills. Moreover, IFLA CHECKLIST as a standard and guideline recommends that for persons with reading difficulties (person with dyslexia or weak reader) the university library should provide information written in an easy to read text. Information on audio/video tape, CD/DVD, or in Daisy format should be provided. Information on library website should be accessible by special users with reading difficulties. In addition, IFLA CHECKLIST as a standard and guideline recommend that persons with physical disabilities the university library should provide information on audio/video tape or on CD/DVD or Daisy format. And information should be provided on accessible website. Also, for cognitively disabled person IFLA CHECKLIST recommend provision of information material in an easy to read format. Provision



of information on audio/video tape, CD/DVD, or in DAISY format and Provision of information on the library's accessible website by the university library,

## METHODS

The study was conducted in Northwest Nigeria using a descriptive survey research design. Although data were returned from 17 university libraries, the study's population consisted of 19 university libraries from ten federal and nine state universities in Northwest Nigeria. There was no sampling since the population was manageable. The observation checklist served as the data collection tool. Three (3) experts validated the instruments. The Kudder-Richardson method was used to analyze the collected data and assess the instruments' reliability. Copies of the instruments were delivered to the universities being studied by the researcher herself. Simple percentage analysis was used to examine the study's data.

## RESULT

The results of the study are presented below:

**Table 1** presents observation on information resources for users with special needs provided in federal and state university libraries in the Northwest of Nigeria aligned with the IFLA checklist standard using percentages.

| Information Resources                                                           | Federal  |      |  |              |       |     | State    |      |              |       |     |
|---------------------------------------------------------------------------------|----------|------|--|--------------|-------|-----|----------|------|--------------|-------|-----|
|                                                                                 | Provided |      |  | Not Provided |       |     | Provided |      | Not Provided |       |     |
|                                                                                 | N        | %    |  | N            | %     | Rmk | N        | %    | N            | %     | Rmk |
| Special Department                                                              | 3        | 33.3 |  | 6            | 66.7  | NC  | 0        | 0.0  | 8            | 100.0 | NC  |
| Colored (yellow for visibility) tactile line leading to this Special Department | 0        | 0.0  |  | 9            | 100.0 | NC  | 0        | 0.0  | 8            | 100.0 | NC  |
| Clear signs                                                                     | 4        | 44.4 |  | 5            | 55.6  | NC  | 5        | 62.5 | 3            | 37.5  | NC  |
| Comfortable seating area                                                        | 5        | 55.6 |  | 4            | 44.4  | NC  | 4        | 50.0 | 4            | 50.0  | NC  |
| Bright light                                                                    | 7        | 77.8 |  | 2            | 22.2  | C   | 7        | 87.5 | 1            | 12.5  | C   |

|                                                                                                        |   |      |   |      |    |   |      |   |       |    |
|--------------------------------------------------------------------------------------------------------|---|------|---|------|----|---|------|---|-------|----|
| Tape recorder                                                                                          | 6 | 66.7 | 3 | 33.3 | NC | 1 | 12.5 | 7 | 87.5  | NC |
| CD player                                                                                              | 5 | 55.6 | 4 | 44.4 | NC | 2 | 25.0 | 6 | 75.0  | NC |
| DAISY (Digital Audio Information System Player 1)                                                      | 4 | 44.4 | 5 | 55.6 | NC | 0 | 0.0  | 8 | 100.0 | NC |
| Magnifying glass                                                                                       | 4 | 44.4 | 5 | 55.6 | NC | 1 | 12.5 | 7 | 87.5  | NC |
| Illuminated magnifier                                                                                  | 2 | 22.2 | 7 | 77.8 | NC | 1 | 12.5 | 7 | 87.5  | NC |
| Closed circuit television (CCTV)                                                                       | 5 | 55.6 | 4 | 44.4 | NC | 2 | 25.0 | 6 | 75.0  | NC |
| Computer with screen adapters and software designed for person with reading and cognitive disabilities | 4 | 44.4 | 5 | 55.6 | NC | 1 | 12.5 | 7 | 87.5  | NC |
| Talking books                                                                                          | 2 | 22.2 | 7 | 77.8 | NC | 0 | 0.0  | 8 | 100.0 | NC |
| Talking newspaper                                                                                      | 1 | 11.1 | 8 | 88.9 | NC | 0 | 0.0  | 8 | 100.0 | NC |
| Talking periodicals                                                                                    | 2 | 22.2 | 7 | 77.8 | NC | 0 | 0.0  | 8 | 100.0 | NC |
| Large print books                                                                                      | 2 | 22.2 | 7 | 77.8 | NC | 2 | 25.0 | 6 | 75.0  | NC |
| Easy-to-read books                                                                                     | 4 | 44.4 | 5 | 55.6 | NC | 3 | 37.5 | 5 | 62.5  | NC |
| Braille books                                                                                          | 3 | 33.3 | 6 | 66.7 | NC | 0 | 0.0  | 8 | 100.0 | NC |
| Video/DVD books with subtitles and / or sign languages                                                 | 3 | 33.3 | 6 | 66.7 | NC | 1 | 12.5 | 7 | 87.5  | NC |
| E-books, and tactile picture                                                                           | 4 | 44.4 | 5 | 55.6 | NC | 4 | 50.0 | 4 | 50.0  | NC |

|                                                                                                                |   |      |   |      |    |   |      |   |      |    |
|----------------------------------------------------------------------------------------------------------------|---|------|---|------|----|---|------|---|------|----|
| Designated computer workstations adapted for patrons in wheelchairs                                            | 2 | 22.2 | 7 | 77.8 | NC | 2 | 25.0 | 6 | 75.0 | NC |
| Adaptive keyboards or keyboard overlays for users with motor impairments                                       | 3 | 33.3 | 6 | 66.7 | NC | 1 | 12.5 | 7 | 87.5 | NC |
| Designated computers equipped with screen reading enlargement program                                          | 3 | 33.3 | 6 | 66.7 | NC | 1 | 12.5 | 7 | 87.5 | NC |
| Designated computers equipped with screen reading synthetic speech                                             | 3 | 33.3 | 6 | 66.7 | NC | 1 | 12.5 | 7 | 87.5 | NC |
| Designated computer equipped with spelling, and other instructional software suitable for person with dyslexia | 2 | 22.2 | 7 | 77.8 | NC | 1 | 12.5 | 7 | 87.5 | NC |
| Staff capable of instructing users in the use of computers                                                     | 8 | 88.9 | 1 | 11.1 | C  | 7 | 87.5 | 1 | 12.5 | C  |
| Availability of Audio information as text on the library's accessible website                                  | 3 | 33.3 | 6 | 66.7 | NC | 1 | 12.5 | 7 | 87.5 | NC |
| Information in subtitled and /or sign language videos                                                          | 3 | 33.3 | 6 | 66.7 | NC | 1 | 12.5 | 7 | 87.5 | NC |

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

Table 1 shows that the federal and state universities complied with only two aspects of information resources for special needs users, namely, staff capable of instructing users in the use of computer (88.9%) and provision of bright light (77.8%). This represents 7.1% of the total number of information resources stipulated in the IFLA standard. This implies that both federal and state university libraries did not comply with IFLA standard for provision of information resources for special needs users.

**Table 2.** *Chi-square Analysis on the Provision of Information Resources for Users with special needs by Federal and State Universities Libraries in Northwest Nigeria Based on IFLA checklist standard* is presented in Table 2.

| Information Resources                                                           | Federal  |      |              |       | State    |      |              |       |    |                        |
|---------------------------------------------------------------------------------|----------|------|--------------|-------|----------|------|--------------|-------|----|------------------------|
|                                                                                 | Provided |      | Not Provided |       | Provided |      | Not Provided |       | df | X <sup>2</sup> P-value |
|                                                                                 | N        | %    | N            | %     | N        | %    | N            | %     |    |                        |
| Special Department                                                              | 3        | 33.3 | 6            | 66.7  | 0        | 0.0  | 8            | 100.0 | 1  | 3.2380.072             |
| Colored (yellow for visibility) tactile line leading to this Special Department | 0        | 0.0  | 9            | 100.0 | 0        | 0.0  | 8            | 100.0 | 1  | * *                    |
| Clear signs                                                                     | 4        | 44.4 | 5            | 55.6  | 5        | 62.5 | 3            | 37.5  | 1  | 0.5540.457             |
| Comfortable seating area                                                        | 5        | 55.6 | 4            | 44.4  | 4        | 50.0 | 4            | 50.0  | 1  | 0.0520.819             |
| Bright light                                                                    | 7        | 77.8 | 2            | 22.2  | 7        | 87.5 | 1            | 12.5  | 1  | 0.2750.600             |
| Tape recorder                                                                   | 6        | 66.7 | 3            | 33.3  | 1        | 12.5 | 7            | 87.5  | 1  | 5.1300.024             |
| CD player                                                                       | 5        | 55.6 | 4            | 44.4  | 2        | 25.0 | 6            | 75.0  | 1  | 1.6330.201             |
| DAISY (Digital Audio Information System Player 1)                               | 4        | 44.4 | 5            | 55.6  | 0        | 0.0  | 8            | 100.0 | 1  | 4.6500.031             |
| Magnifying glass                                                                | 4        | 44.4 | 5            | 55.6  | 1        | 12.5 | 7            | 87.5  | 1  | 2.0820.149             |

|                                                                                                        |   |      |   |      |   |      |   |       |   |            |
|--------------------------------------------------------------------------------------------------------|---|------|---|------|---|------|---|-------|---|------------|
| Illuminated magnifier                                                                                  | 2 | 22.2 | 7 | 77.8 | 1 | 12.5 | 7 | 87.5  | 1 | 0.2750.600 |
| Closed circuit television (CCTV)                                                                       | 5 | 55.6 | 4 | 44.4 | 2 | 25.0 | 6 | 75.0  | 1 | 1.6330.201 |
| Computer with screen adapters and software designed for person with reading and cognitive disabilities | 4 | 44.4 | 5 | 55.6 | 1 | 12.5 | 7 | 87.5  | 1 | 2.0820.149 |
| Talking books                                                                                          | 2 | 22.2 | 7 | 77.8 | 0 | 0.0  | 8 | 100.0 | 1 | 2.0150.156 |
| Talking newspaper                                                                                      | 1 | 11.1 | 8 | 88.9 | 0 | 0.0  | 8 | 100.0 | 1 | 0.9440.331 |
| Talking periodicals                                                                                    | 2 | 22.2 | 7 | 77.8 | 0 | 0.0  | 8 | 100.0 | 1 | 2.0150.156 |
| Large print books                                                                                      | 2 | 22.2 | 7 | 77.8 | 2 | 25.0 | 6 | 75.0  | 1 | 0.0180.893 |
| Easy-to-read books                                                                                     | 4 | 44.4 | 5 | 55.6 | 3 | 37.5 | 5 | 62.5  | 1 | 0.0840.772 |
| Braille books                                                                                          | 3 | 33.3 | 6 | 66.7 | 0 | 0.0  | 8 | 100.0 | 1 | 3.2380.072 |
| Video/DVD books with subtitles and / or sign languages                                                 | 3 | 33.3 | 6 | 66.7 | 1 | 12.5 | 7 | 87.5  | 1 | 1.0220.312 |
| E-books, and tactile picture                                                                           | 4 | 44.4 | 5 | 55.6 | 4 | 50.0 | 4 | 50.0  | 1 | 0.0520.819 |
| Designated computer workstations adapted for patrons in wheelchairs                                    | 2 | 22.2 | 7 | 77.8 | 2 | 25.0 | 6 | 75.0  | 1 | 0.0180.893 |
| Adaptive keyboards or keyboard overlays for users with motor impairments                               | 3 | 33.3 | 6 | 66.7 | 1 | 12.5 | 7 | 87.5  | 1 | 1.0220.312 |
| Designated computers equipped with screen                                                              | 3 | 33.3 | 6 | 66.7 | 1 | 12.5 | 7 | 87.5  | 1 | 1.0220.312 |

|                                                                                                                            |   |      |   |      |   |      |   |      |   |            |
|----------------------------------------------------------------------------------------------------------------------------|---|------|---|------|---|------|---|------|---|------------|
| reading enlargement<br>program                                                                                             |   |      |   |      |   |      |   |      |   |            |
| Designated computers<br>equipped with screen<br>reading synthetic speech                                                   | 3 | 33.3 | 6 | 66.7 | 1 | 12.5 | 7 | 87.5 | 1 | 1.0220.312 |
| Designated computer<br>equipped with spelling,<br>and other instructional<br>software suitable for<br>person with dyslexia | 2 | 22.2 | 7 | 77.8 | 1 | 12.5 | 7 | 87.5 | 1 | 0.2750.600 |
| Staff capable of<br>instructing users in the<br>use of computers                                                           | 8 | 88.9 | 1 | 11.1 | 7 | 87.5 | 1 | 12.5 | 1 | 0.0080.929 |
| Availability of Audio<br>information as text on<br>the library's accessible<br>website                                     | 3 | 33.3 | 6 | 66.7 | 1 | 12.5 | 7 | 87.5 | 1 | 1.0220.312 |
| Information in subtitled<br>and /or sign language<br>videos                                                                | 3 | 33.3 | 6 | 66.7 | 1 | 12.5 | 7 | 87.5 | 1 | 1.0220.312 |

\*No  $X^2$  was calculated for these because two columns were constant.

Chi-square values displayed in Table 2 shows that there was no significant difference between federal and state universities in Northwest of Nigeria in the provision of information resources for special needs users based on the IFLA checklist standard, all p-values > 0.05 level of significant. Therefore, the null hypothesis was not rejected.

## DISCUSSION OF FINDINGS

Findings from the study are discussed as follows

### Information Materials for Disability Users in University Libraries

The study revealed that information resources for users with special needs provided in federal and state university libraries in the Northwest of Nigeria are not in line with the IFLA checklist standard. The study shows that university libraries do not have the required information resource for disability users in northwest Nigeria and are not align with the IFLA Checklist standard. Table 1 shows that the university libraries under study do not have almost all the required items as stipulated by the IFLA checklist standard, except for bright light and Staff capable of instructing users in the use of computers that were found in the libraries used for this study.

The result of the study is in line with the findings of Barua and Rahman (2020), who found out that the majority of college libraries in the Jorhat district are unable to meet the information and material needs of users with disabilities. Barua and Rahman studies are in line with the present study because both studies were carried out in third world country. Furthermore, the result of this study aligned with the study of Iroeze, Ngozi, Nneka, and Opara (2018) their study revealed that the number of available information resources for the blind and partially sighted is significantly less than expected. The number of available information resources for the deaf and hard of hearing is also significantly less than expected. The studies are in agreement because both studies were carried out in Nigeria. Moreover, the results of this study collaborate with the findings of Horsfall and Opara (2022), who revealed that most of the university libraries lacked information resources for visually impaired students. The findings of the present study are in line with those of Horsfall and Opara because both studies were carried out in Nigeria.

### **SUMMARY AND IMPLICATIONS OF FINDINGS**

The information resources provided for disability users in federal and state university libraries in the Northwest Nigeria was not in line with IFLA checklist standard (2005). There was no significant difference between state and federal university in the provision of information resources for disability users in Northwest Nigeria based on IFLA checklist standard (2005). This implies that lack of relevant information resources in the university library will reduce library patronage, hinder academic success and intellectual output of special needs users

### **CONCLUSION AND RECOMMENDATIONS**



The result of the study shows that library information resources provided for users with special needs do not align with various recommendations stipulated in IFLA checklist standard. Therefore, it can be concluded that the university libraries in Northwest Nigeria do not make use of IFLA checklist standard in setting up library information resources for special needs users. The university management and the library management in Northwest Nigeria should ensure that the university libraries provide adequate and proper information resources for special needs users to be in line with IFLA checklist standard and guideline. This will improve information use and knowledge of special needs users in universities libraries in Northwest Nigeria.

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