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Editorial

The modern technology named Augmented Reality (AR) has revolutionized the act of looking to reality. This technology adds virtual objects to the real world environment that comes into scene to be co-existed in the same space as the real world. In broader sense 'Augmented Realty' is the combination of real and virtual objects in an actual world. Usually, this (AR) technology links its users with context-specific information. This is mostly done by viewing surroundings with the help of camera or smartphone or tablet. However, some other devices such as Google Glass can also be used for this purpose. The AR system has caught attention of the experts of various fields. Some of its potential uses include repair and maintenance, design and modeling, medical training, retail, entertainment, tourism, classroom education, and libraries.

Libraries are facilitating its users towards utilization of resources in one way or other. It is expected that AR will be common in books and other printed materials. Therefore, libraries have to embrace this technology to meet the future challenges. By using AR, the efficiency of different library operations can be increased. That is the reason that a number of exciting library-specific AR tools have been developed which are in use at different academic libraries. For example; the Miami University Library developed an AR tool named ShelvAR for shelf reading ability. Similarly, by using Aurasma's (now HP Reveal) augmented reality technology, University of Houston developed library orientation materials with the purpose to engage new comers more effectively. Another example is the Goethe-Institut and the Pratt Institute's German Traces NYC app. This app connects users to the German heritage in New York City by using AR system on mobile phone.

There are several tools which can be used for creation of Augmented Reality applications. For example, the customized AR applications can be created for libraries using Layar, Aurasma, Blippar, or ARToolkit. These tools are helpful to create AR content that can be made accessible on iOS and android devices. The academic librarians should exploit this technology for library orientation, shelving, marketing, and outreach efforts. The library professionals, particularly of developing countries, are not well aware about AR applications in libraries. Whereas, this technology may have a significant impact on the library services. It is up to professionals how they make effective use of AR technology.

A Behavioural Study of Pakistani Library and Information Science Community on Facebook

Sehrish Ali[1] and Pervaiz Ahmad[2]

Abstract

Purpose: To explore how Pakistani LIS community interact with each other, especially their behaviour on Facebook. The reason behind this research was researchers' general but sporadic observation that the community's online behavior was volatile.

Design/methodology/approach: A semi-structured questionnaire survey that comprised items on demographics, purpose and frequency of using Facebook and their online perception/behaviour was administered in print and online using a convenience-cum-accidental sample among Pakistani library and information science (LIS) community (librarians, LIS faculty and students) either living in Pakistan or abroad.

Research limitation(s): Reliability and validity issues that are typical with surveys and non-probability sampling lead to non-parametric inferential testing procedures.

Practical implication(s): Libraries and others may plan/design their services for social media aligned with these findings.

Key finding(s): Against target of 500 the researcher received feedback from 376 persons, mainly from males, librarians, and aged 30-50. Purpose and frequency of using Facebook demonstrated mainly professional updates, social networking, and entertainment on daily basis. As regards perception/behaviour the researcher found mixed results. However, in general, the overall perception and behavioural patterns found to be positive or normal against any societal norms.

Contribution to knowledge: This area is less-researched in Pakistan. The research is useful in devising varied LIS services for the community. This study may also be repeated with other social media platforms.

Paper type: Research

Keyword(s): Social media; Facebook; User behaviour; Library and information science community; Pakistan.

Introduction and Background to the Study

The use of social media, especially social networking sites (SNS), is increased in the recent era. One of many reasons for this rapid adoption

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is the easy access, availability of various SNS, free account creation, common platform for multiple purposes, and wider visibility. Facebook, one of the social networking sites, is very famous worldwide and now has more than two billion users (Facebook, 2016).

Facebook is a popular free social networking website where people communicate through their accounts/profiles. It was started in 2004 and became popular rapidly. Facebook is presented in 37 different languages. For interaction with family and friends and colleagues, the registered users can create their profile, upload photos, videos, and send messages. It makes us as we are having a group discussion with the people and sharing our views. In short, we feel like sitting in a room and knowing about others, discussing and sharing ideas and views. It plays a great role to know what is happening all around the world and what reaction of others toward the current issues is. It improves one's personal life in improving their communication skills and knowledge as well (Facebook, 2016).

Nowadays, online social network sites are playing an important role as a medium of communication to make new friends beyond the borders. It is easy to receive, share, connect and access the information on online social networks. It has become a new trend to come together the people who are interested in the same things. It is also useful as a tool to show the behaviour, both positively and negatively. Facebook has practical influence on some positive and negative phenomenon. The online social network such as Twitter or Facebook is useful as an area to build the learning society or advertisements for many products, services or business operations. It can quickly approach several consumers, which can lead to wonderful business value. The users can continuously convey stories to their friends or other persons in their network (Facebook, 2016).

Facebook is a source of inspiration for individuals, professionals, students, old aged people, organizations and companies. Facebook provides free accounts, therefore people of all ages are easily attracted to it. It has also provided a method to move toward target customers. Groups also use SNS to share information with each other, for example, meetings, important assignments, projects, and so on. In addition, online social network is also a way of creation of the learning society which is beneficial not only for students but also for librarians. Librarians these days do not have traditional personality unlike the past. This profession has modified these days as librarians have to enhance their knowledge to apply to the libraries. Besides one-way communication via website, building a learning user community is a modern trend to enable two-way communication and sharing knowledge with each other (Facebook, 2016).

Increase in SNS and their users especially Facebook invited researchers to study Facebook usage from a variety of perspectives. Among SNS study, user behaviour on SNS is the most researched area particularly in foreign countries. According to Facebook administration, the largest national community on Facebook is Pakistani community. We often see in media news the tweets of famous especially political leaders worldwide including Pakistan. Besides this, we often hear about misuse of these SNS. The LIS community of Pakistan is also visible in large number on SNS especially Facebook. Despite all this, this area is less researched in Pakistan in general and LIS in particular.

Literature Review

Information behaviour research is common in Library and Information Science (LIS). Wilson (2000) defined Information Behaviour (IB) as "the totality of human behaviour in relation to sources and channels of information, including both active and passive information seeking, and information use" (p. 49).

Facebook started with the concept of social services or an online information bank where students can look up people who belong to their school, find how people interact and find classmates and group mates. Initially, Facebook was a source of domestic communication, networking application at Harvard University. In 2006, Facebook extended its operational field from Harvard University to other colleges and universities of the United States. Later, Facebook launched its registration for everyone with a reliable e-mail address with proper privacy. It was noticed in 2010 that Facebook had around about 400,000,000 active users from all over the globe.

Facebook rapidly changed into a global giant, now there are around two billion people who use Facebook. About 80% of FB users are outside of the United States and Canada. Facebook aims to provide people with the power to share and create a world more open and connected and associated. It actually has changed the world into a global village. People use Facebook to stay connected with friends and family, to discover what's happening in the world, to explore the interesting places of the world, and to share and express their point of view. Facebook is like a marketplace which permits users to post, read, search and respond. Features of Facebook are many.

Librarians use different kind of Social Networking Sites for the promotion and marketing of library services. Spomer (2008) found MySpace and Facebook to be the most popular social networking sites among people. The history of library shows that libraries have served as

gathering places and community meeting spaces. Libraries also have a long history of delivering services where patrons need them – through bookmobiles, through the mail, in jails, and, more recently, in malls and shopping plazas. Now, social networking sites are gradually overtaking the role of libraries. Farkas (2007) identified that just like putting a library branch in a strip mall, creating presence on social networking site makes the library more visible and more convenient to access. It is the requirement of the time that libraries need to use social networking sites as a library tool and publish library activities on popular social networking sites like Facebook.

Ayu and Abrizah (2011) observed that academic libraries use YouTube, Facebook, and other SNS to better profile them. They pointed out that most of libraries used their own Facebook pages for creating awareness and marketing of library services to their users. Patterson (2012) found that librarians use Facebook for collaboration purposes. He stressed that every librarian must have his/her Facebook account/profile.

Grgic and Mucnjak (2012) argued that students were the primary users of FB. Now corporate bodies are also using FB. Many expert library professionals acknowledge the value of FB and have explored the ways in which prospects work for libraries. Phillips (2011) noted that university libraries attempt to engage and establish contact with students through FB by sharing mutual experiences and values. FB provides opportunities for library professionals to develop relationships with library users in ways that are different from in-person and other online methods. FB defines itself as a social utility that helps people communicate more efficiently with their friends, family and co-workers.

Spomer (2008) states that Facebook is now popular among library professionals. For providing a quick response FB platform plays an active part in library profession. Library professionals immediately began to explore the possibilities to use FB to represent their organizations. FB is becoming a trend amongst library professionals and users of the libraries can no longer simply ignore it (Breeding, 2007). Facebook provides users with the skill to create and personalize profiles with photos and information about activities, interests and location. Patterson (2012) established that librarians use Facebook for cooperation roles. A study on Facebook explores that in New Jersey all the libraries have functional library pages (Glazer, 2012).

Al-Daihani's study (2010) analyzed that the greater part of MLIS students are aware of social software applications and they make modest use of blogs, communication tools, and social networking sites. A survey

claims that Facebook is the most regularly used social network among adults (Pew Internet, 2010).

Malik and Mahmood (2013) explain in their study that information scientists have effectively delivered reference services to users by using chat, fax, instant messaging, e-mail, FB and other SNS. Many developing countries have also accepted the importance of virtual services in libraries' environment. Arif and Mahmood (2012) concluded that librarians of Pakistan were very well known about the social networking sites. Facebook was the most popular website among other SNS they preferably used. Saleem (2012) studied that Facebook was the most famous social networking site; 99 (94%) out of 105 respondents were using Facebook. Out of the 99 respondents, 36 (34.3%) used Facebook always, 25 (23.8%) frequently, 28 (26.7%) sometimes, 4 (3.8%) rarely and 6 (5.7 %) did not use Facebook. They concluded that librarians of Pakistan were quite well aware of using Facebook and its potential.

Research Questions

The objectives of the study can best be translated into the following research questions:
1. What are the major purposes of using Facebook by the LIS community of Pakistan?
2. How frequently does LIS community of Pakistan use Facebook?
3. What is the perception and/or behaviour of LIS community of Pakistan while using Facebook?
4. Is/are there any association(s) between respondents' demographics and Facebook usage?

Methodology

This study aims to explore Facebook behaviour of Pakistani LIS community. Facebook is an online forum and it is nearly impossible to determine who and how many of the target population are on Facebook. Keeping in view this situation and nature of objectives and research questions of the study, the most appropriate research method is survey. Since, perception and/or behaviour of Facebook users is to be measured, a quantitative approach is best suited to this study.

The population of this study consists of Pakistani LIS community (faculty, librarians and students) either living in Pakistan or abroad. Faculty and librarians are professionals who possess professional LIS qualification at graduate level and professional position at BPS-16 and above or equivalent. Student community comprises LIS graduate students at BS, MA, MS, and PhD levels. Since, Pakistani LIS professionals also

work overseas (e.g. Saudi Arabia, UAE, USA, Canada, Australia, Germany, New Zealand, and so on), they use Facebook as well, hence, they are also included in this study.

Various experts, such as House, Weil, and McClure (cited in Hernon & Altman, 1998, p. 121) have suggested that a sample of at least 100 is acceptable for a small population, but for larger population it should preferably be between 300 and 400. Since the exact number of Facebook users from among Pakistani LIS community was unknown, no formal sample size was calculated. However, a target of 500 responses was set to achieve.

Keeping in view reviewed literature, objectives, research questions, research method, population of the study and target response size, the researcher devised a survey instrument in the form of semi-structured questionnaire. Measurement scale was selected for easy understanding of the respondents so that precise feedback could be ensured. Questionnaire was reviewed by the LIS faculty of AIOU. The questionnaire was then piloted to a small number of relevant persons using convenience-cum-accidental sampling technique, which were not included in the final response set.

The questionnaire was distributed in print and online formats using convenience-cum-accidental sampling technique. Anonymity of respondent was also ensured. Further, filling the questionnaire was also voluntary. The print version was distributed to MLIS students of AIOU during their workshops in Rawalpindi and Islamabad. The researcher herself after permission from the resource person personally visited the workshop classes intermittently and first briefed the students about the study, confirmed the Facebook users and then distributed the questionnaire.

The online version was prepared in Google docs along with covering letter and advertised at various forums, e.g. Facebook and Pakistani electronic mailing groups. The link to the questionnaire was also sent to various persons via direct email. Some of the paper questionnaires were also distributed among LIS faculty and librarians personally.

Total 376 responses received. However, the questionnaire was fully or partially completed by respondents, which means not all items received 376 responses; some items skipped by respondents. However, the open-ended comments yielded no significant responses that could be worthy of reporting, e.g. well wishes, asking personal details, and so on. The questionnaire comprising 20 perception items was checked with SPSS (Statistical Package for the Social Sciences) for reliability using

Cronbach's alpha that was 0.76, which is an acceptable indicator for this study.

The data were analyzed and interpreted with the help of SPSS (version 16) using simple frequency counts and Pearson chi-square inferential testing for associations between variables. The statistical procedures were selected on the basis of categorical nature of data and non-fulfilment of assumptions of normality.

Results

Respondent Demographics and Sample Attributes

Demographics included profession, gender and age. This section gives an overview of the sample and an assessment of sample attributes in Table 1.

Table 1. Respondent Demographics and Sample Attributes (n = 376)

Attribute	Response size	%
Gender		
Male	249	66
Female	127	34
Occupation		
Faculty	93	25
Librarians	158	42
Students	125	33
Respondent age		
Age <30	175	46.5
Age 30-50	184	49
Age >50	17	4.5

As shown in above table, 93 (25%) out of 376 were faculty members, 158 (42%) were library practitioners and 125 (33%) were students. Hence, most of the respondents are library practitioners. The researcher received more responses from males, 249 (66%) than females, 127 (34%). In response to age, the results show that 175 (46.5%) were below 30, 184 (49%) were 30-50 years old and only 17 (4.5%) were above 50.

Purpose of Using Facebook

This part of survey asked respondents to select their purpose(s) of using Facebook from the given options. They could select more than one option as well. Table 2 shows the major purposes of using Facebook.

Table 2. Respondent Demographics and Purpose of using Facebook

Purpose	Ov-erall	Male	Fe-male	Fac-ulty	Libra-rians	Stu-dents	Age <30	Age 30-50	Age >50
Professional updates	282	193	89	73	130	79	127	144	11
Friends' updates	262	174	88	67	107	88	127	127	8
Fun / entertainment	250	158	92	61	105	84	123	118	9
Personal updates	245	174	71	68	107	70	109	126	10
Religious updates	163	98	65	48	55	60	89	68	6
Political updates	157	108	49	46	56	55	78	73	6
Searching or making new friends	149	104	45	42	51	56	82	62	5
Time pass	119	63	57	31	47	41	69	47	3
Economic updates	105	67	38	29	39	37	60	42	3

Overall four major purposes of Facebook use rank professional updates, friends' updates, fun/entertainment, and personal updates respectively across all demographic categories. The least preferred options remain economic updates and time pass.

Perception / Behaviour

This part of the questionnaire entailed 20 items regrading perception/behaviour of respondents regarding Facebook use. Table 3 shows the frequency of received feedback.

As Table 3 below manifests the respondents show their agreement for items 1, 2, 3, 9, 14, 15, and 19. Disagreement is recorded for items 4, 5, 6, 7, 8, 10, 11, 12, 13, 16, 17, 18, and 20.

Majority of respondents shows their real name, gender, age, and photo in their Facebook profile. Majority of respondents mostly expects praise or likes on their posts, but they can also accept criticism. Hence, they also favor to include by Facebook an option to dislike posts. Majority of respondents does not create posts but mostly shares others' posts. Majority of respondents agrees that most males like females' posts. Majority of respondents is of the view that they do not intend to please the poster or superiors. Majority of respondents does not mostly agree with others' point of view without any fear of making criticism. They also do not mostly put everything on Facebook they do. They themselves also act

upon the advice they give to others, but they do not enforce their opinion. They also accept friend requests whom they know.

Table 3. Perception / Behaviour of using Facebook

Sr	While using Facebook	Disagree	Agree	Total
1	I use my real name as Facebook ID	24	346	370
2	My gender status is real on Facebook	7	365	372
3	Most shown ages are real	97	239	336
4	My most likes are intended for the person who posted, regardless of the contents of post	166	134	300
5	My most likes are intended to please the superiors	187	109	296
6	I mostly do "wah wah (wow)" on posts	289	45	334
7	I mostly agree with the point of view of persons who posted	170	129	299
8	Mostly I fear to criticize others' posts	202	112	314
9	Mostly I expect praise or likes on my posts	111	209	320
10	Mostly I don't like criticism on my posts	199	121	320
11	Mostly I practice "kuchh bhi kar Facebook pay daal (whatever I do I put on Facebook)"	339	11	350
12	Mostly I don't act upon the advice(s) I give to others	228	63	291
13	Facebook promotes hate culture	193	81	274
14	There should be a "dislike" option as well	50	283	333
15	Mostly I share others' posts	133	194	327
16	Mostly I try to enforce my opinion	237	73	310
17	Mostly I accept friend requests without knowing the requester	299	50	349
18	I don't know the majority of persons on my friend list	285	71	356
19	Most males like posts from females	104	189	293
20	I don't show my real photo	251	110	361

Frequency of Using Facebook

This part of survey asked respondents to describe their frequency of using Facebook from among the given three options. Table 4 shows the results.

Table 4. Respondent Demographics and frequency of using Facebook (n = 360)

	Daily	**Weekly**	**Occasionally**	**Total**
Overall	283	60	17	360
Gender				
Male	199	27	10	236
Female	84	33	7	124
Occupation				
Faculty	70	17	6	93
Librarians	122	15	5	142
Students	91	28	6	125
Age				
Age <30	131	33	8	172
Age 30-50	141	25	6	172
Age >50	11	2	3	16

Frequency of Facebook use is mostly on daily basis overall as well as by all demographic categories.

Association between Demographics and Purpose of Using Facebook
      Pearson chi-square test of contingencies was used to assess the association between demographic and purpose variables. Table 5 shows only significant results.

Table 5. Association between Demographics and Purpose of Using Facebook

Sr	Demographic variable	Purpose	N	df	χ^2	*P*
1	Occupation (students)	Professional updates	376	2	14.35	.001
1	Occupation (students)	Personal updates	376	2	7.67	.022
2	Gender (females)	Time pass	376	1	15.52	.000
3	Age (below 30)	Searching/making new friends	376	2	7.27	.026
3	Age (below 30)	Religious updates	376	2	7.53	.023
3	Age (below 30)	Time pass	376	2	9.61	.008

Student Facebook use was found to be significantly associated with using for professional updates, personal updates and time pass. Females' use of Facebook was also associated with time pass. Age group's (below 30) association was for searching/making new friends, religious updates and time pass.

Association between Demographics and User Perception / Behaviour
      This was assessed for association with Pearson chi-square test of contingencies. Table 6 shows the significant results only.

Table 6. Association between Demographics and User Perception / Behaviour

Sr	Perception	Demographic variable	n	df	χ^2	*p*
1	I use my real name as Facebook ID	Occupation	370	2	17.21	.000
1	I use my real name as Facebook ID	Gender	370	1	29.02	.000
1	I use my real name as Facebook ID	Age	370	2	11.60	.003
2	I mostly agree with the point of view of persons who posted	Occupation	299	2	20.58	.000
2	I mostly agree with the point of view of persons who posted	Gender	299	1	6.09	.014
3	Mostly I expect praise or likes on my posts	Age	320	2	6.71	.035
4	Mostly I don't like criticism on my posts	Occupation	320	2	10.04	.007
4	Mostly I don't like criticism on my posts	Age	320	2	20.68	.000
5	Mostly I share others' posts	Gender	327	1	4.97	.026
6	I don't show my real photo	Occupation	361	2	17.12	.000

As above table shows statistically significant associations are found between demographics and perception. Students, females, and age group below 30 may tend to use their unreal name on Facebook. Students and females tend to mostly endorse others' point of view. Age group below 30 mostly expects praise or likes on their posts. Students and aged below 30 mostly don't like criticism on their posts. Students may tend to show their real photo on Facebook.

Association between Purpose(s) of using Facebook and User Perception / Behaviour

A chi-square test of contingencies (df = 1) was used to assess the association between purposes of using Facebook and Facebook user perception/behaviour across all dimensions. Table 7 shows only the significant results.

Table 7. Association between Purpose(s) of using Facebook and User Perception/Behaviour

Sr	Purpose of using Facebook for	Perception	n	χ^2	P
1	Searching/making new friends	My most likes are intended for the person who posted, regardless of the contents of post	300	7.40	.007
1	Searching/making new friends	My most likes are intended to please the superiors	296	6.98	.008
1	Searching/making new friends	I mostly agree with the point of view of persons who posted	299	5.32	.021
1	Searching/making new friends	Mostly I expect praise or likes on my posts	320	10.82	.001
1	Searching/making new friends	Mostly I don't like criticism on my posts	320	17.94	.000
1	Searching/making new friends	Mostly I practice "kuchh bhi kar Facebook pay daal"	350	8.54	.003
2	Political updates	My most likes are intended to please the superiors	296	5.36	.021
2	Political updates	Mostly I fear to criticize others' posts	314	4.53	.033
3	Economic updates	My most likes are intended to please the superiors	296	4.20	.040
4	Time pass	Mostly I expect praise or likes on my posts	320	7.71	.005
5	Fun	Mostly I don't like criticism on my posts	320	4.57	.033
6	Religious updates	Mostly I share others' posts	327	13.42	.000
6	Political updates	Mostly I share others' posts	327	4.52	.034
7	Friends' updates	Most males like posts from females	293	6.05	.014
8	Personal updates	I don't show my real photo	361	15.87	.000
8	Friends' updates	I don't show my real photo	361	6.78	.009

Serial-wise interpretation of findings in above table is appended below.

1. Those who intend not to please the poster (person) and superiors through giving them likes and those who mostly do not endorse the others' point of view and those who mostly do not expect praise or likes on their posts and those who can tolerate criticism on their posts and those who do not put on Facebook their every trivial activity are less likely to use Facebook for searching/making new friends and vice versa.

2. Those who intend to please the superiors through giving them likes and those who mostly fear to criticize others' posts are more likely to use Facebook for political updates and vice versa.

3. Those who intend to please the superiors through giving them likes are more likely to use Facebook for economic updates and vice versa.

4. Those who mostly expect praise or likes on their posts are more likely to use Facebook for time-pass.
5. Those who can tolerate criticism on their posts are more likely to use Facebook for fun/entertainment.
6. Those who mostly share others' posts are more likely to use Facebook for religious and political updates.
7. Those males who mostly like posts from females are more likely to use Facebook for friends' updates.
8. Those who show their real photo are more likely to use Facebook for personal and friends' updates.

Association between Frequency of Using Facebook and User Perception / Behaviour

A chi-square test of contingencies (df = 2) was used to find out the association between frequency of using Facebook and Facebook user perception/behaviour across all dimensions. Table 8 shows only the significant results.

Table 8. Frequency of using Facebook vs User Perception/Behaviour

Frequency of using Facebook (Daily, Weekly, Occasionally)				
Sr	Perception	N	χ^2	*P*
1	I use my real name as Facebook ID	354	9.95	.007
1	Most shown ages are real	321	8.40	.015
1	I don't show my real photo	345	15.44	.000

Those who use their real name and show their real age and photo are more likely to use Facebook daily.

Association between Variables of User Perception / Behaviour

Perception/behaviour variables were inter-cross tabulated using chi-square test of contingencies (df = 1). There were various statistically significant results which are explained in discussion section below.

Association between Demographics and Frequency of Using Facebook

Association between demographics (gender) and frequency of using Facebook was found to be significant (N = 360, df = 2, X^2 = 14.41, p = .001). Female most use of Facebook was likely on weekly basis.

Association between Purpose(s) and Frequency of Using Facebook

Pearson chi-square cross tabulation showed no statistical significant association between purpose(s) and frequency of using Facebook.

Discussion of the Findings

Researcher received more responses from males and librarians. This might show that males and librarians in LIS community are more in number either in the profession or as Facebook users; however, this is not verified by the researcher. In response to age, the result might be interpreted as the majority of LIS community who use Facebook fall in the mid age group, i.e. 30-50.

LIS community uses Facebook mostly for professional updates, friends' updates, fun/entertainment, and personal updates. There are personal (by name of person) as well as organizational (by name of organization, e.g. Pakistan Library Association and LIS@AIOU official) pages on Facebook besides variety of other pages. Observation shows that organizational pages mostly post/share professional updates, whereas personal pages post/share miscellaneous content.

Frequency of using Facebook is mostly on daily basis. Observation shows that most Facebook use appears on weekdays during office hours. Hence, majority of LIS community uses Facebook in offices where they find free and fast internet facility. Contrarily, Facebook use gradually decreases on weekends and after office hours. Some of mobile companies are now offering Facebook use on Sims either free (e.g. Ufone and Telenor) or at nominal charges, e.g. Zong (Rs.20 per month), but this requires smartphones. The status of smartphone use by Pakistani LIS community is not yet fully explored.

As regards frequency of perception/behaviour items, most responses fall in the category that may be termed as generally accepted or normal or positive behaviour. This may be due to the fact that majority of people adopts or poses such behaviour that is generally a norm in a society. Regarding such behaviour, Nicholas, Rowlands, and Jamali (2010) assert that "data reflect what people actually do online not what they think they did, and not what they think they ought to say to a researcher" (p. 267).

Majority of respondents mostly expects praise or likes on their posts, but they can also accept criticism. Hence, they also favor to include by Facebook an option to dislike the posts; Facebook later added options of 'Sad' and 'Angry' that may serve as dislike. Observation shows that generally people don't like criticism on their posts especially in the form of comment, for they press 'like' button only on positive comments.

Majority of respondents does not create posts but mostly shares others' posts. This confirms that creativity is not everyone's trait. Further with regard to creation or sharing, merely around 10 or 20% of people do this and the rest act as onlookers, conforming to "Trueswell's 20/80 rule" or "Juran's 'Vital Few 'Principle," sometimes incorrectly referred to as the "Pareto Principle" (Eldredge, 1998, p. 496).

Majority of respondents is of the view that their most likes do not intend to please the poster or superiors, regardless of contents. Whereas, observation shows that majority behavior does this. For example, if a same post is shared by two persons, popular person gets more likes than unpopular one even if they have hundreds of common friends. Majority of respondents does not mostly put everything on Facebook they do (e.g. taking tea or coffee or dining in a hotel or sitting in office), however, exceptions are there as well.

Majority of respondents does not mostly agree with others' point of view without any fear of making criticism. They also do not mostly do "wah wah (wow)" on posts. In this regard, an observation posted on 11 August 2018 from one of Pakistani LIS community members on Facebook is reproduced below.

"ہر غیر سیاسی شخص کے اندر ایک سیاستدان چھپا ہوا ہے اسی لئے اکثریت سیاسی پوسٹوں پر اپنے اینالٹیکل سکلز کا اظہار کرتی نظر آتی ہے جبکہ غیر سیاسی سنجیدہ پوسٹوں پر اکثریت بغیر سوچے سمجھے واہ واہ یا تائید کرتی نظر آتی ہے"

"Every unpolitical person hides a politician in it. This is why the majority shows their analytical skills on political posts. Whereas on unpolitical, serious posts, majority endorses/wows blindly."

LIS students' Facebook use is more associated with personal updates. Most female use of Facebook is likely for time pass. Most Facebook use by age group below 30 is likely for searching/making new friends, religious updates, and time pass. These findings may also be viewed in cultural context. For example, in a society where there are less outdoor activities/opportunities especially for females and young people (e.g. gyms, sports, and alike), online time pass is likely. There may also be family restrictions especially on females for the aforesaid outdoor activities. Self-identity, curiosity, and recognition in comparatively young age might be more likely behind Facebook use for personal and religious updates and making/searching new friends. Most female use of Facebook is associated with weekly basis (perhaps on weekends). There might be home and family pre-occupation that allows them to spare time on weekends only.

Students, females, and age group below 30 may tend to hide their real name on Facebook. Students and females tend to mostly endorse others' point of view. Students and aged below 30 are more likely to dislike criticism on their posts. Females tend to mostly share others' posts. Students may tend to show their real photo on Facebook. These findings reflect growing and learning stage of Facebook users. These may also be seen in line with simple frequency counts of the same variables. There is no significant association between purpose(s) and frequency of using Facebook. Here we may infer that purpose of using Facebook does not create an urgency to use it at specific intervals.

Those who (a) intend not to please the poster (person) and superiors through giving them likes, (b) mostly do not endorse others' point of view, (c) mostly do not expect praise or likes on their posts, (d) can tolerate criticism on their posts, and (e) do not put on Facebook their every trivial activity, are less likely to use Facebook for searching/making new friends and vice versa. Here we may infer that one who has sufficient number on his/her friend list is more likely to behave normally aligned with societal norms. Those who (a) intend to please the superiors through giving them likes, and (b) mostly fear to criticize others' posts, are more likely to use Facebook for political updates and vice versa. Here shows the inclination towards or sensitivity of politics in our society. The Urdu text above may also be relevant. Those who intend to please the superiors through giving them likes are more likely to use Facebook for economic updates and vice versa. Maybe they expect some benefit (especially economic) in return by doing this. Those who mostly expect praise or likes on their posts are more likely to use Facebook for time-pass. Hence, the time-pass experience should also be hedonic they may expect. Those who can tolerate criticism on their posts are more likely to use Facebook for fun/entertainment. Hence, the fun/entertainment does not consider criticism as serious in line with the purpose. Those who mostly share others' posts are more likely to use Facebook for religious and political updates. Hence, this kind of sharing may actually be forwarding one's own inclination. Those males who mostly like posts from females are more likely to use Facebook for friends' updates. Maybe they have more females on their friend list than males. Those who show their real photo are more likely to use Facebook for personal and friends' updates. Hence, this may become easier for recognition of the poster or the reactionary/commenter.

Those who use their real name and show their real age and photo are more likely to use Facebook daily. This warrants if you are frequent user of Facebook you may not be fake, for people may unfriend you if they

don't recognize you especially when you do something unpleasant to them. Those who use their real name as Facebook ID are (i) more likely to show their real gender, (ii) less likely to give likes to poster, regardless of contents of post, (iii) less likely to practice "kuchh bhi kar Facebook pay daal," (iv) less likely not to act upon the advice given to others, (v) more likely to mostly share others' posts, (vi) less likely not to know the persons on their friend list, and (vii) more likely to show their real photo. If the name is real it is not difficult to determine the gender, hence, they are interlinked with each other. There are very few names that may be difficult to determine gender-wise, e.g. Ishrat, Shamshad, Irshad, Nasim, Dilshad, and alike.

Those whose gender status on Facebook is real are (i) less likely to mostly do 'wah wah' on posts, (ii) more likely to endorse adding 'dislike' option to posts by Facebook admin, and (iii) less likely to enforce their opinion. These findings need more research to explain this particular behaviour. However, where no explanation is needed is that most men tend to like posts from females where most shown ages are real.

Persons who disagreed with the item "my most likes are intended for the person who posted, regardless of contents of post" also disagreed with the items (i) my most likes are intended to please the superiors, (ii) I mostly agree with the point of view of persons who posted, (iii) mostly I fear to criticize others' posts, (iv) mostly I don't like criticism on my posts, (v) mostly I practice 'kuchh bhi kar Facebook pay daal,' (vi) mostly I try to enforce my opinion, (vii) mostly I accept friend requests without knowing the requester, and (viii) I don't know the majority of persons on my friend list. Hence, the normal behaviour is expected to prevail across all variables of almost similar nature.

Persons who agreed with the item "my most likes are intended for the person who posted, regardless of contents of post" also agreed with the item "mostly I expect praise or likes on my posts." This behaviour is likely to expect the same gesture in return.

Persons who disagreed with the item "my most likes are intended for the person who posted, regardless of contents of post" but agreed with "there should be a 'dislike' option as well "show that when you are more concerned with the contents than poster/person you are more likely to give your inner opinion even dislike.

Persons who disagreed with the item "my most likes are intended to please the superiors" also disagreed with the items (i) I mostly do "wah wah" on posts, (ii) I mostly agree with the point of view of persons who posted, (iii) mostly I fear to criticize others' posts, (iv) mostly I don't like criticism on my posts, (v) mostly I practice "kuchh bhi kar Facebook pay

daal," (vi) mostly I don't act upon the advice(s) I give to others, (vii) mostly I try to enforce my opinion, (viii) mostly I accept friend requests without knowing the requester, and (ix) I don't know the majority of persons on my friend list. These associations are aligned with associations mentioned before two paragraphs above.

Persons who disagreed with the items "my most likes are intended to please the superiors" and "I mostly do 'wah wah' on posts" and "I mostly agree with the point of view of persons who posted" but agreed with the item "mostly I expect praise or likes on my posts" demand that if you are impartial in giving opinions you should also be unbiased in receiving them.

Persons disagreed with the item "I mostly do 'wah wah' on posts" also disagreed with items (i) I mostly agree with the point of view of persons who posted, (ii) mostly I fear to criticize others' posts, (iii) mostly I don't like criticism on my posts, (iv) mostly I practice "kuchh bhi kar Facebook pay daal," (v) mostly I don't act upon the advice(s) I give to others, and (vi) mostly I try to enforce my opinion. These associations manifest normality of the behaviour across variables of similar nature.

Persons who disagreed with the item "I mostly agree with others' point of view" also disagreed with the items (i) mostly I fear to criticize others' posts, (ii) mostly I don't like criticism on my posts, (iii) mostly I practice 'kuchh bhi kar Facebook pay daal,'(iv) Facebook promotes hate culture, (v) mostly I try to enforce my opinion, (vi) mostly I accept friend requests without knowing the requester, (vii) I don't know the majority of persons on my friend list, (viii) I don't show my real photo on Facebook. These associations manifest normality of the behaviour across variables of similar nature. The persons who agreed with the item "I mostly agree with others' point of view" also agreed with "mostly I share others' posts." This association is obvious and needs no explanation.

Persons who disagreed with the item "mostly I fear to criticize others' posts" also disagreed with (i) mostly I don't like criticism on my posts, (ii) mostly I practice 'kuchh bhi kar Facebook pay daal,' and (iii) mostly I don't act upon the advice(s) I give to others. These associations manifest normality of the behaviour across variables of similar nature.

Persons who disagreed with the item "mostly I fear to criticize others' posts" agreed with (i) mostly I expect praise or likes on my posts, and (ii) most males like posts from females. This association demands that if you are bold enough in giving fair opinion including criticism you should also be unbiased in receiving them regardless of gender of poster.

Persons who agreed with the item "mostly I expect praise or likes on my posts" also agreed with (i) mostly I don't like criticism on my posts,

(ii) mostly I share others' posts, and (iii) most males like posts from females. First two associations (expecting praise and disliking criticism) are obvious. One may also expect likeness on his/her post in the same manner as females receive likeness on their posts from males. However, expecting praise on shared posts appears that the sharer either sees that post as his/her own or wants same endorsement from others as he did in sharing the post.

Persons who agreed with the item "mostly I expect praise or likes on my posts" disagreed with (i) mostly I don't act upon the advice(s) I give to others, (ii) mostly I try to enforce my opinion, (iii) mostly I accept friend requests without knowing the requester, and (iv) I don't know the majority of persons on my friend list. These associations are unclear and need more research to explain precisely.

Persons who disagreed with the item "mostly I don't like criticism on my posts" also disagreed with (i) mostly I practice 'kuchh bhi kar Facebook pay daal,' (ii) mostly I don't act upon the advice(s) I give to others, (iii) mostly I try to enforce my opinion, (iv) mostly I accept friend requests without knowing the requester, and (v) I don't know the majority of persons on my friend list. Hence, it appears that fear of criticism warrants such precautions to be taken.

Persons who disagreed with the item "mostly I don't like criticism on my posts" agreed with "most males like posts from females." Persons who disagreed with the item "mostly I practice kuchh bhi kar Facebook pay daal" also disagreed with "mostly I try to enforce my opinion."

Persons who disagreed with the item "mostly I don't act upon the advice(s)I give to others" also disagreed with (i) mostly I try to enforce my opinion, (ii) mostly I accept friend requests without knowing the requester, and (iii) I don't know the majority of persons on my friend list. Persons who agreed with the item "mostly I share others' posts" disagreed with (i) mostly I try to enforce my opinion, (ii) I don't know the majority of persons on my friend list, and (iii) I don't show my real photo on Facebook. Persons who disagreed with the item "mostly I try to enforce my opinion" also disagreed with (i) mostly I accept friend requests without knowing the requester, and (ii) I don't know the majority of persons on my friend list. These associations are unclear and need more research to explain precisely.

Persons who disagreed with the item "mostly I accept friend requests without knowing the requester" also disagreed with "I don't know the majority of persons on my friend list." This association is obvious in a correlation manner.

Findings of the current study also endorse findings of prior studies. For example, Saleem (2012) reports that Facebook is the most famous Social Networking Site. While, Patterson (2012) finds that library professionals use Facebook for collaboration purposes. Phillips (2011) argues that university library professionals establish contact with students through Facebook and share information with them. Current findings also endorse the claim that "as a social utility Facebook helps people communicate more efficiently with their friends, family and co-workers"(Facebook, 2016).

According to Malik and Mahmood (2013), university libraries in Pakistan deliver reference services to users via Facebook effectively. However, they find other types of libraries prefer conventional methods in this regard. Arif and Mahmood (2012) conclude that Facebook is the most popular website among SNS and Pakistani library professionals preferably use it.

Conclusion

Use of social networking sites has gained popularity among the people of all walks of life. Having no geographic barriers, these networks are largely used for communication and information sharing all over the world. That is why professionals are also adopting it and exploiting its features for varied purposes/activities. Pakistani LIS professionals are also visible on social media especially Facebook.

Majority of LIS community of Pakistan (faculty, librarians and students) including both males and females and almost all adult age groups on Facebook is using it on daily basis. Purposes of use vary from professional to social networking, leisure and time-pass. The mobile phone companies are also facilitating free Facebook use on mobile Sims. Since purpose of use varies, behaviour of the community also varies across different dimensions. But the majority behaviour falls in the category that may be viewed as positive or normal behaviour within societal norms. However, exceptions are always there that could portray other than normal or positive behaviour. Presence of Pakistani LIS community on Facebook on a large scale is a good sign as it provides them a common platform to interact and communicate. As the use of Facebook is growing we also see a decrease in the use of electronic mailing groups. Electronic mailing groups are now being used mainly for article and e-book requests.

The library services are reshaping all over the world due to the emergence of new information and communication technologies. The social networking sites have a very positive effect on library services. However, this trend is not yet fully adopted in developing countries like

Pakistan. The Pakistani library professionals especially from other than mainstream university and other libraries are more inclined towards conventional methods of providing library services to their users. The findings of this study are useful in designing and delivering social media based information services. Currently this forum is being used mainly for professional announcements/news. Whereas, Facebook is also a common platform to discuss professional matters covering all dimensions.

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IT Skills Required by Library Professionals Working in the University Libraries of Lahore

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Abstract

Purpose: The major objective of the study was to explore the status of IT skills required by library professionals working in university libraries of Lahore.

Design/methodology/approach: Quantitative approach using survey method was adopted. Instrument (questionnaire) was developed for data collection with the help of reviewed literature. The population of study was permanent professional library staff working in the universities of Lahore. The response rate was 76%. Collected data were tabulated and analyzed with SPSS-24.0.

Key finding (s): Results of the study show that many participants needed sound IT skills to make their libraries user friendly. Service attitude skill is a crucial element to avail the benefits of information technologies. Lack of training opportunities for library professionals is a major bottleneck in the effective utilization of IT.

Research limitation (s): This study is limited to regular library professionals working in the universities of Lahore.

Practical implication (s): Although librarians are aware of the significance of IT, however, they don't implement emerging technologies efficiently in their libraries. There is an urgent need to cultivate required IT skills among librarians so that they can implement latest technologies efficiently in their workplace.

Contribution to knowledge: Findings and recommendations of this study are helpful source for library professionals, educationists, organizational heads, HEC Pakistan, planners, policy makers and decision making bodies for developing required IT skills to make libraries user friendly. Awareness and training programs can be initiated accordingly.

Paper Type: Research

Key Words: IT skills; IT competencies; Librarians; University libraries; Lahore-Pakistan.

Introduction

IT is considered as the most important revolution in the history of mankind. A nation becomes progressive through the effective application and usage of IT systems. A country cannot become prosperous without adopting innovative technological applications

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(Ehikhamenor, 2002). In this age of Information and Communication Technologies (ICTs), no progressive country is poor in information and all information rich countries are also prosperous (Vicziany & Puteh, 2004).

Information technologies provide new avenues for the faculty, researchers and students in the developed world to gather maximum data about almost all topics. They can communicate their thoughts in a creative style. They can perform their work efficiently. They bring completion of their set goals without facing certain barriers. Information technology has left a deep impact upon every walk of life such as e-banking, e-business; electronic media, e-commerce, e-marketing, e-governance, tele-medicine, wired money, virtual universities and digital libraries have become buzzwords these days (Ramzan, 2004). The inventions in the internet, intranet, mobile phones, satellite communication and wireless technology have connected people. IT has changed the ways through which scientific, technical, business, commercial, educational and cultural information is recorded, organized, exchanged and sought.

As the authors observed, ICTs are not being effectively utilized in Pakistan. Libraries lack in adequate funds, organizational support and required skills. They are not inspired to implement latest technologies in their libraries. Shaikh (2009) stated that the institutions of Pakistan were far behind progressive nations. In Pakistan, technology was not properly being implemented and utilized. Pakistani institutions were not facilitated with required IT equipment. There was serious shortage of funds, support, training, positive mindset, and passion. The study recommended an urgent need to formulate information technology policy at national level so that technology could effectively be applied in the institutions of Pakistan like other leading nations of the world.

Library professionals in Pakistan do not have the technical expertise of IT. They are not well aware of the concepts of technology. They cannot manage technologies single-handedly. They depend upon others for the purchase of technology-related equipment. Ramzan and Deljit (2010) found that librarians couldn't handle technology effectively due to fears. They did not understand the terminology of information technology. They were not playing an active role in the application of information technologies. They were not involved in decision making policies related to technology. The study recommended a need of technology awareness to get rid of dependence on computer professionals.

Library professionals lacking IT skills cannot facilitate their users. They need to be innovative in order to meet the information needs of their users. Technology has changed the functionality of libraries. Librarians may not survive without adopting information technologies. Ameen (2011) analyzed the challenges for the library professionals in the age of information and communication technologies. She revealed that librarianship had entirely changed due to digital revolution. Library professionals could not lead in the field without equipping themselves with the latest IT techniques.

Khan (2017) studied factors that influence the adoption of digital reference services among the university librarians in Pakistan. The results revealed that IT had brought a great ease in libraries to embrace it. Librarians should show readiness to adopt latest technologies.

As the reviewed literature suggests, it is very essential to know the status of contemporary IT skills required by the librarians. Librarians are the focal persons. They fulfill the information needs of their users. They must possess required skills in the current digital age. They need to equip their libraries with modern lines so that they may better facilitate their users. They may not promote their libraries without opting latest technologies.

Objectives of the Study

Objectives of this study include:
1. To explore the status of competencies related to current technology required by LIS professionals.
2. To reveal the application value of contemporary ICTs in libraries.

Literature Review

Technology provides ample of learning opportunities to librarians. IT broadens outlook. It enhances skills. It brings a great comfort and ease in working. It replaces old methods of serving library users. It brings more creativity and innovation. Rao and Babu (2002) claimed that a shift of libraries from traditional to electronic had posed threats as well as learning opportunities for library professionals. Library professionals would become far behind in technology if they felt fear of implementing it in their libraries. This move of libraries has also provided learning opportunities to the working libraries. They may lead with using technological skills. They may become leaders. They may bring innovative approaches. They need to grab digital skills. They must develop web-based skills to manage IT in a befitting manner.

They may not meet the desired objectives without getting required skills in IT. Mahmood (2003) reviewed previous studies related to the skills required for library professionals. His study showed that library professionals needed an entire different approach in this age of ICTs. They could not compete with other professions with traditional approaches. They needed web-related skills to serve their organization efficiently.

Library professionals need to polish their skills for leading their libraries nicely. They need to bring a prominent change in their mindset. They should leave old ways of performing library functions. They need to adorn their libraries in line with modern scales. They need to follow footsteps of leading libraries of the world that are technologically rich. They should develop electronic collections to overcome space problems. They should upgrade their services. Warnken (2004) observed that library professionals needed to develop IT-based skills to better serve their users. They must have recent skills of information and communication technologies. They must effectively make the usage of internet. They should be familiar with information literacy expertise. They should conduct information literacy programs for users.

In this age, library professionals need to adopt innovative methods in their libraries so that they can attract their users to utilize library resources and services. They need to change old thinking of conventional routines. They require dynamic methods to satisfy their users. Perry (2005) claimed that Google had brought a great revolution in the field of information technology. Google has now become the most frequently used search engine by users. Google has also launched a huge project of digitizing books. It has also challenged the librarians. They need to build digital collections.

Online marketing is an effective tool of promoting library resources and services. Library professionals with creative approach may promote their libraries through online marketing tools. They can use Web 2.0 tools for public promotional messages. Coyle (2006) stated that it was very essential for library professionals to promote and market their collections and services through online marketing tools. Trained library staff should be recruited. Continuous training and learning programs should be launched.

Library professionals need to change their attitude and this can be possible through the provision of short term training programs. The organizations also need to encourage their librarians by sending them for training programs and through the generous grants to libraries. Mahmood and Khan (2007) conducted research for information communication

technology training of library professionals in Pakistan. The study revealed that libraries of Pakistan were far behind in technology as compared to libraries of progressive nations. They found that most of library professionals in Pakistan had a traditional approach. They needed proper training workshops for the purpose of knowing the advantages of technology and to become innovative. They required training at regular intervals. They needed to flourish practical skills.

Technology has brought a great comfort in providing documents in multiple formats. It has no time and space limitations. Library professionals need to have formal and informal IT training for the purpose of providing electronic services to their users. Heinrichs (2009) observed that technology had proved useful in helping library professionals to provide relevant information to users quickly and efficiently. They urged that library graduates must get practical skills through internship in good libraries. They must focus on technology area for maximum benefit.

Library professionals require advanced practical education to perform well in the field. They need to use online databases themselves. They need to conduct information literacy programs. They require continuous professional learning programs in order to equip themselves with the latest technologies for providing satisfactory services to their users. They can lead their organizations only through an effective utilization of technological tools. Partridge (2010) explored the required ICT skills of library professionals. The study showed that Web 2.0 technologies were being frequently utilized by librarians for the facilitation of their users. Library professionals ought to be technology-minded. They should focus on practical skills.

Raju (2014) described skills for academic libraries in digital era. He urged that technology had changed the concept of traditional libraries. Traditional librarians may not be successful without using technologies. Library professionals need to adopt a radical attitude towards their job. They need to bring versatility. They need to upgrade their knowledge and skills. They need to apply new methods in their job places. Library schools also need to bring changes in curriculum keeping in view the requirements of job market.

Library professionals need to participate in continuous professional development programs. They need to gain updates about emerging technologies. They need to attain skills of open source software. They need to implement cost effective technologies in their libraries. They can gain multiple benefits by utilizing technologies effectively. Smith (2015) conducted a study related to decision making

for the application of emerging technologies in libraries. The findings of the study revealed that library professionals needed a creative thinking in order to lead their organizations. Library schools needed to teach market-oriented courses so that they could produce innovative professionals aligned with contemporary changes. They needed to promote virtual learning so that the graduates might develop relevant skills to perform well on job.

New technologies are casting a great impact in libraries and information centers. Li-Fi technology is taking place rapidly. It is changing the working routines of libraries. Library professionals need to become versatile for serving their users in an efficient manner. They need to utilize all emerging technologies properly. Yuvaraj (2016) claims that wireless technology has emerged recently. It is a visible light communication technology. It utilizes light waves rather than radio technology for the purpose of transmitting data. Li-Fi will provide fast connections for internet. It will be used frequently by the organizations. It will replace other technologies. It will bring a great revolution in the field of technology. It will provide multiple benefits to users and researchers. Library professionals must get knowledge of such innovative emerging technologies to better serve their users.

Boruff (2017) assessed knowledge and skills in information literacy instructions. The study concluds that many changes have taken place in librarianship due to new technologies. Librarians play the role of facilitators and instructors, hence, they need to adopt latest methods of serving their users. They need to develop modern skills to better serve information needs of their users.

Chen (2018) conducted a study "challenges and opportunities: a survey of professionals' perceptions on risks in Chinese library transformation". The study observes that libraries not only in China but across the world are changing to meet the demands and expectations of users. There are challenges for library professionals in this digital age. They have also ample opportunities for professional development. Traditional libraries are on the brink of obsoleteness. Digital libraries are getting popularity everywhere. Librarians can become successful if they embrace new changes open-mindedly. Librarians need to change themselves in line with current changes.

Methodology

A quantitative questionnaire survey was opted to study IT behavior of library professionals. Population of the study consisted of all 120 regular library professionals with MLIS degree working in HEC-

recognized public and private universities of Lahore. A pilot study to ensure the validity of the instrument was conducted. Overall Cronbach Alpha was 0.82 as reliability indicator. Questionnaire was distributed online through Google docs and the target population was reminded through telephone calls. The response rate was 76% (91/120 responses).

Findings of the Study

Demographic information of respondents

From 91 library professionals who participated in this study, 66 (72.5%) were males and 25 (27.5%) were females as shown in Figure 1.
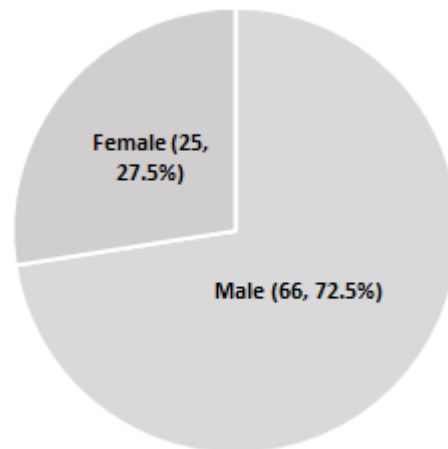

Figure 1. Frequency distribution of respondents' gender (n=91)

Respondents' experience of using information technology

As regards number of persons who were using IT tools with frequency of years, results show 19 persons (20.9%) from 1 to 4 years, 46 (50.5%) from 5 to 8 years, 14 (15.4%) from 9 to 12 years and 12 (13.2%) for more than 12 years as shown in Figure 2.
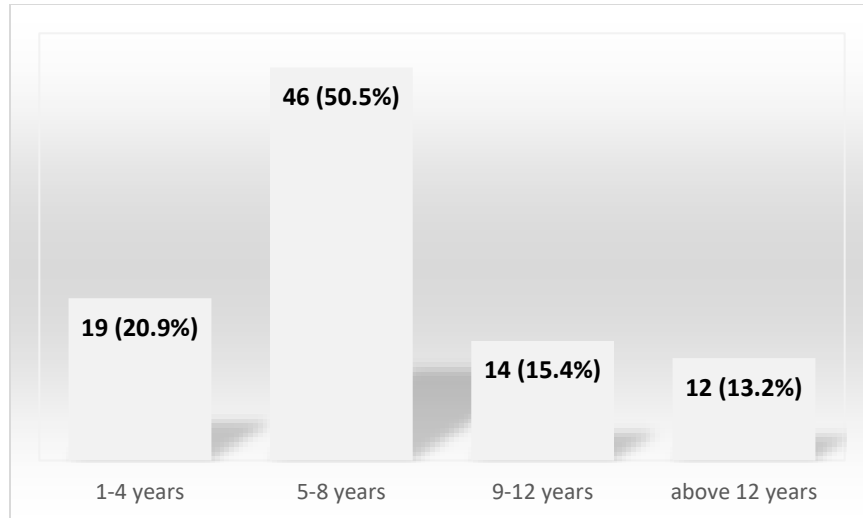
Figure 2. Respondents' experience of using IT tools (n=91)

Level of IT skills among professionals

The participants were asked to rate their IT skill level. These skills included hardware/software and networking skills ms office, library automation, database creation, internet search tools, online databases search, digitization, web based services, information literacy, information resource management, e-serial management, repository building, metadata standards, project management, decision making, communication skill, and service attitude. The participants were asked to tick different options to rate their IT skill level on a five-point scale (Table 1).

Participants had different opinions about different IT skills. About Hardware/Software and Networking skills, 34 (41.8%) respondents were of the view that they had good skills while 2 (2.2%) respondents said that they were not good at all. About MS Office skills, 48 (52.7%) respondents were of the view that they had good skills while 5 (5.5%) respondents said that they were not good. About Library Automation, 48 (52.7%) respondents were of the view that they had good skills while 4 (4.4%) respondents said that they were not good. About Database Creation, 40 (44.4%) respondents were of the view that they had good skills while 4 (4.4%) respondents said that they were not good. About internet search tools, 41 (45.1%) respondents were of the view that they had good skills while 3 (3.3%) respondents said that they were not good. About online database search, 40 (44%) respondents were of

the view that they had good skills while 3 (3.3%) respondents said that they were not good.

Table 1. Description of IT Skills among Professionals (n=91)

IT Skill	Mean	Std. Deviation
Hardware/Software and networking skills	3.97	1.016
MS Office	4.13	.792
Library Automation	4.14	.768
Database creation	3.76	1.078
Internet search tools	4.19	.788
Online databases search	4.11	.809
Digitization	4.02	.869
Web based services	3.96	.829
Information literacy	4.09	.825
Information resource management	4.08	.763
E-serial management	3.90	.943
Building of repository	3.87	.933
Metadata standards	3.95	.923
Project management	3.98	.856
Decision making	3.99	.937
Communication skill	4.00	.843
Service attitude	4.05	.848

Scale: 5=Very good, 4=Good, 3= Neutral, 2=Not good, 1=Not good at all

About digitization, 46 (50.5%) respondents were of the view that they had good skills while 1 (1.1%) respondent said that he was not good. About web based services, 47 (51.6%) respondents were of the view that they had good skills while 6 (6.6%) respondents said that they were not good. About information literacy, 44 (48.4%) respondents were of the view that they had good skills while 5 (5.5%) respondents said that they were not good. About information resource management, 44 (51.6%) respondents were of the view that they had good skills while 3 (3.3%) respondents said that they were not good. About e-serial management, 41 (45.1%) respondents were of the view that they had good skills while 2 (2.2%) respondents said that they were not good at all. About building of repository, 42 (46.2%) respondents were of the

view that they had good skills while 1 (1.1%) respondent said that he was not good at all. About metadata standards, 43 (47.3%) respondents were of the view that they had good skills while 1 (1.1%) respondent said that he was not good at all. About project management, 46 (50.5%) respondents were of the view that they had good skills while 7 (7.7%) respondents said that they were not good. About decision making, 39 (42.9%) respondents were of the view that they had good skills while 9 (9.9%) respondents said that they were not good. About communication skill, 47 (51.6%) respondents were of the view that they had good skills while 1 (1.1%) respondent said that he was not good at all. About service attitude, 43 (47.3%) respondents were of the view that they had good skills, while only 1 (1.1%) respondent said that he was not good at all.

Similar studies were made by other researchers too. Partridge (2010) explored the required skills of library professionals in the age of information and communication technologies. The study showed that researchers needed the skills of emerging technologies to lead from the front in the present age of information and communication technologies (ICTs). They needed software, hardware skills, automation, digitization skills to make their libraries a real house of learning and spreading information. Library professionals ought to be technology-minded. They should focus on the practical skills. Raju (2014) described skills for the academic libraries in a digital era. He said that technology had changed the concept of traditional libraries. Library professionals need to adopt radical attitude towards job. They need to apply new methods in their job places. Smith (2015) conducted a study related to decision making for the application of emerging technologies in libraries. The findings of the study revealed that library professionals needed a creative thinking in order to lead their organizations well. Library schools needed to teach market-oriented courses so that they could produce innovative professionals in the market for coming up to the needs of the present age of ever growing changes. They needed to promote virtual based learning.

Recommendations

The following recommendations are made for the improvement of IT in the libraries of Pakistan on the basis of findings of this study.

- Library professionals should realize the utility of IT in the present age of Information and Communication Technologies (ICTs) as no survival is possible without embracing IT.
- Library professionals should be computer literate as it is the most needed competency of the present age.

- Library professionals should be actively involved in different stages of IT applications rather than other IT staff.
- Library professionals should attend refresher courses to grab required skills of IT.
- Library professionals should have a positive service attitude to avail the benefits of information technologies.
- Library professionals should grab proper skills of library automation, database creation, internet search tools, digitization, E-serial management, information literacy, repository building, meta-data standards, and project management.
- Library professionals need to change their mindset about their job.
- Library schools need to provide education in accordance with market needs.
- Librarians need to become innovative keeping in view the demands of modern age.

Conclusion

Results of this study expose that many participants need sound IT skills to make their libraries user friendly. The participants need hardware/software and networking skills. Majority of respondents was good in MS Office. Some respondents didn't have good skills of library automation. They need the skills of database creation as well. They were good in internet searching tools. Majority was not very good in digitization. Respondents also require the competency of web-based services. They need to grab information literacy skills. Most of them showed a positive attitude towards the utilization of IT applications in their libraries. Service attitude skill is a crucial element to avail the benefits of information technologies. Lack of administrative skill is a major problem in implementing IT in libraries. Lack of innovative attitude of librarians to adopt information technology is a great hurdle in the effective utilization of IT applications. Lack of training opportunities for library professionals is also a great problem in the effective utilization of IT. The study has shown that the respondents should possess sound skills of library automation, database creation, internet search tools, digitization, e-serial management, information literacy, repository building, and meta-data standards.

It may be said in the light of these studies and the current study that there is no survival of the libraries and librarians without adopting

technology and they intensely need to develop skills of the latest technologies.

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Perception of Prison Management Personnel of Inmates' Accessibility and Utilisation of Library Resources in Writing Senior School Certificate Examination in Nigeria

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Abstract

Purpose: This study examines the perception of prison management personnel of inmates' accessibility and utilisation of library resources in writing Senior School Certificate Examination (SSCE) in Nigeria.

Design/methodology approach: The study is based on a questionnaire survey of the management staff (personnel) that constitutes the human resource persons of three randomly selected major penitentiaries in Nigeria, that plan and enlist detainees for senior school certificate examination, to be specific: Abakaliki jails in the South-East, Ikoyi detainment facilities in South-West and Kuje jails in North-Central Nigeria. A total of thirty-five (35) questionnaires were administered on the management staff (personnel) from the three prisons, out of which twenty-eight (28) responses, representing 80% were received and used for this study.

Key findings(s): The study revealed that inmates had free access to library resources and with ample time to utilise the resources unhindered. However, fund was seen as a barrier to registering willing inmates for SSCE. Likewise, getting qualified instructors (tutors) to prepare the inmates was tasking; the library was not well stocked, not managed by a qualified librarian and no budgetary provision for the library on annual basis.

Research limitation(s): The study is limited to three topographical zones in Nigeria, in particular the South-East, South-West and North-Central.

Practical implication(s): This study revealed that education behind bars need attention by the stakeholders to ensure that it thrives.

Contribution to Knowledge: The study shows that the education of prison inmates is not a waste, but a reformatory measure, as it would make inmates to be gainfully employed and more productive to the society at the end of their prison terms.

Paper type: Research.

Keyword(s): Prison management personnel; Prison inmates' education; Use of library; Nigeria.

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Introduction

Prisoners, otherwise known as prison inmates, are individuals who are detained in penitentiaries and precluded opportunity from claiming development because of the wrongdoings they have submitted. In many nations around the globe, the dominant parts of people who make up the jail and prison populace have constrained training and life skills, furthermore, they don't originate from a foundation where perusing is carried out (IFLA, 2005). Jails initially, were set up to bind and keep guardianship of guilty parties and in addition rebuff them for the violations they have submitted. Reading by the prisoners then was confined to the Bible, what's more; comparable religious materials went for instilling profound quality (Shirley, 2006). The principle target of detainment was to rebuff the guilty party in constrainment. This purpose has changed over-time from not only punishment of the offender, but also rehabilitation and re-socialization of the prisoners through attainment of higher educational qualifications and acquisitions of professional skills to facilitate their re-integration once more into the general public in the wake of serving their different correctional facility terms.

Education behind bars is a worthwhile reformatory measure. Cuizon (2009) observed that training in jail offered to detainees beneath 25 years of age with under 5 years imprison sentence ends up being helpful to detainees as well as to the general public also. He focused on that instructive open doors that are offered to detainees change from state to state and that in many states, half of the detainees are benefited of some type of training while the other half are in the holding up rundown.

Instruction without a functional library service remains incomplete. Thus, the need for a prison library and for it to be well stocked with relevant current general reading materials and prescribed (recommended) media resources cannot be overemphasized. This is because, inmates are not at liberty to either move around to purchase books of their choice from the bookshops or have access to school/public libraries outside the prison. Obviously, prison inmates are not free, they neither have permanent class teachers nor attend regular classes like the freed, however they take a similar open (outside competitors) examinations as the liberated, they have and utilize same educational modules and prospectus and are exposed to a similar examination conditions including a similar checking plans in the senior optional school testament examinations led by the West African Examination Council on yearly premise.

Prisons in Nigeria

Nigeria, before the advent of the British colonial masters, had several ways of handling law offenders and criminals. These ranged from selling out such offenders into slavery to a faraway place, ostracism, burning of the hand of a thief, flogging of a minor offender, solitary confinement, lynching and death by hanging in most severe cases. When the British came, they introduced formal imprisonment and even execution by firing squad. Over the years however, reformative and rehabilitative imprisonment came to be accepted as an alternative form of imprisonment in Britain-the original advocates of imprisonment as remarked by Oreh (2006).

The first prison in Nigeria was established in 1872. It was located at Broad Street, Lagos and designed to accommodate 300 prisoners. It was not, however, until 1876 when the Supreme Court Ordinance was passed, that the Prisons Ordinance making provisions for the establishment of prisons came into force. Prisons began all over the world, not as ultimate institutions for punishment and correction, but initially meant for the custody of persons caught up in the criminal justice systems awaiting trials or the execution of their punishment, such as whipping, banishment and death (Rothman cited in Alemika, 1987).

In the Nigerian detainment facilities, prisoners are comprised of indicted people who are condemned to serve different terms for violations submitted, and frequently a bigger number of Awaiting Trial Persons (ATP), who may spend numerous years in this condition (Amnesty International, 2008). There is sufficient writing supporting the view that the penitentiaries in Nigeria house wrongdoers who have submitted different offenses going from taking, equipped theft, pick stashing, fire related crime, murder, injustice, rebellion, kidnapping, affray, movement offenses, assault offenses, activity offenses, scorn of court, unlawful ownership, carrying and endeavoring to escape from care among different misdeeds (Chiemezie, 2005; Dike, 2002; Fayeye, 2000).

However, in Nigeria, most prison inmates now show interest in being educated. Many of them have realised the importance of education and they now enroll for the Senior School Certificate Examination and other related examinations to better their lots ahead of their release. For instance, Adeoye (2010) reported of some prisoners in Nigeria who wrote varsity entrance examination. According to him, thirty-six (36) inmates from Lagos prisons sat for the 2010 Unified Tertiary Matriculation Examination (UTME). These inmates cut across the five prisons in Lagos State namely: Ikoyi, Badagry, Kirikiri Medium, Maximum, and Female prisons, which all converged at Ikoyi Prisons, the examination centre.

Likewise, eighty-five (85) inmates from Kaduna prisons wrote this same examination.

Adeoye (2010) observed further, that the prison inmates were also supported annually by non-governmental organizations, churches and mosques, which assist in funding the costs of registration for their examinations. In like manner, Badmus and Samuel (2010) in a meeting similarly announced that the majority of the detainment facilities in Nigeria are currently West African Examinations Council (WAEC) focuses, with the Maximum Security Prisons at Kirikiri now a National Open University Center, which was launched in 2009. All these efforts are geared to encourage education behind bars. Musafi (2011) reported that, inmates of the Kuje Medium prison now have their capacity for formal education boosted with the donation of some library facilities to the prison. Different kinds of books such as textbooks, religious books and fictions were made available at the library, for the use of both inmates and warders free of charge by a donor.

Ibrahim (2013) saw amid the ninth Matriculation of the National Open University of Nigeria (NOUN), which occurred at the parade ground of the prisons headquarters, Abuja that at the very least 84 detainees in the Nigerian prisons service are running different scholastic degree courses even in their imprisonment. He opined that the more than 84 prisoner understudies run different courses in a correctional facility extending from law to political science and others, in the four of the five NOUN, special study centers of the Nigerian prisons service. The focuses are, Maximum Security Prison Lagos, Enugu Prison, Port Harcourt Prison, and Awka Prisons, the fifth being the Abuja Center which is the just a single without a prisoner understudy.

Literature Review

According to Asbjornsen, Jones, and Reag (2010), training is viewed as critical for restoration among jail detainees, and perusing aptitudes are relied upon to be essential for the achievement rate in instruction. In this way, the place of media asset focus (library) in scholastics, to encourage instructing and learning can't be over-looked. In like manner, the helpfulness of library media assets in the instruction of jail prisoners can't be overemphasized. Jail prisoners require library assets, both print and non-print media, in particular: course books, diaries, lists, modified works, daily papers and magazines, web/email, tapes/tapes, diskettes, attractive circle, PCs and microforms among others., particularly, the prescribed (recommended) texts by the examination body and the general reading materials, should be stocked, made available and

accessible to the prison inmates to guarantee utilisation for examination, for better academic performance in Senior School Certificate Examination.

Peschers (2011) opined that books and varying media assets give detainees a general open door regardless to coordinate their musings from the jail condition, the fundamental estimation of the jail library is in giving its clients the choice of further instruction and self-reflection, acquiring fundamental abilities and enhancing their perusing aptitudes. In this way, a particular motivation behind the jail library is to urge detainees to utilize the library material innovatively to peruse and to end up long lasting students. A large number of the detainees begin perusing in jail. Additionally, it is trusted that a man who comes to acknowledge books amid his or her time in jail has better odds of effective mix into the life after discharge from guardianship.

Ntweo (2012) explored reasons for the education programme of inmates at Enugu prison where he was the controller of prisons service. He observed that it is appropriate to fuse training in the renewal program of detainees as a result of the issue of dealing with the secondary school leavers and students who wound up in penitentiaries by conditions. He focused on that the tertiary instruction program being hailed off was a part of the more extensive range of the renewal routine operational in the prisons which included professional preparing in numerous aspects of human undertakings, including, yet not restricted to, carpentry, fitting and welding. He proceeded to reel out past accomplishments of the prison in the wilderness of instruction which incorporated the triumphs recorded by 12 previous detainees in the 2004 SSCE and 2 here and now detainees who scored over 200 in University Matriculation Examination (UME). Jail training as per Demaeyer (2004) is an endeavor to make and revamp, to change, which is to correct the prisoners.

The Nigerian jail additionally leaves on down to earth instructive methodology to help the restoration of jail detainees. Ogundipe (2008) opined that Educational Development Strategy is one of the real parts of the Nigerian Prison Service and that the task has two primary measurements. There is the Vocational Skills Development Program (VSDP) which basically goes for enabling the detainees with the required abilities for self-sustenance and actualisation. The other board of the instructive advancement of the detainees is the Adult/Remedial Education Program (AREP) intended to help detainees who, before they went to the jail, were seeking after one scholarly program or the other. The general pattern is to reconnect their disturbed training interests and help refocus their lives. It is likewise intended for the individuals who might not have

had the chance of formal instruction, but rather picked the alternative of formal training instead of taking part in the professional ability securing programs.

The Nigerian Prisons Service, according to (Ogundipe, 2008), presents between 500 and 1000 candidates for West African Examinations Council (WAEC) and General Certificate of Education (GCE) examinations annually. In 2006, 1,306 hopefuls sat for the WAEC and GCE Examinations and in addition National Examinations Council (NECO) while 1,198 competitors took similar examinations in 2007.Ogundipe opined that the number may not be so large, but that the structure has been put in place so that when all constraints are addressed, it may move from a trickle to a torrent. However; only 25candidates took the Joint Matriculation Examinations in 2006 while 18 took it in2007. Out of this number only six succeeded in 2006, 11 in 2007 but none could go to the post-UME because the prospect of being sponsored by anyone was very bleak.

It is deserving of note to make reference to that, the WAEC was built up in 1952 while the NECO was set up in year 2000.These are two recognised examination bodies accredited to conduct the senior secondary school certificate examinations and with complementary roles, because both examinations can be combined by candidates to make-up with the requisite papers for admission or employment purposes. WAEC organises two Senior Secondary Certificate Examinations; the first which is held in May/June (SSCE) is targeted at those still in secondary schools (SS3), also enrolled for by some external candidates and the second, which is NECO, is held in June/July. This is both for SS3 and private/external candidates as well.

Candidates are allowed to select and sit for a maximum of nine (9) subjects, English Language and Mathematics inclusive, out of fifty-eight (58) examinable subjects. NECO is equally held twice in the year in June/July and December/January. Candidates are expected to pass five (5) subjects at credit level with English Language and Mathematics at a sitting, which is the requirement of most courses to gain admission. The two examining bodies have their curricula (syllabi) with the recommended text and other media to be used for these examinations by all candidates. This informed the need for a prison library for the inmates, and for such library to be well stocked, and with unhindered access and utilisation of the resources for success in Senior School Certificate Examination.

Methodology

Three of the foremost prisons in Nigeria that prepare and register inmates for Senior School Certificate Examination namely: Abakaliki prisons in the South-East, Ikoyi prisons in South-West and Kuje prisons in North-Central Nigeria were randomly selected for the study. A total of thirty-five (35) questionnaires were administered on the management staff from the three prisons, out of which twenty-eight (28) responses, representing 80% were received and used for this study. Thus, for Education behind bars as a reformatory measure, to be a success, there must be a functional library media resource centre, which must be on open access and adequately utilised by inmates, coupled with the availability of effective and efficient tutors.

Freeman (1992), considering the age range of prisoners in a study in North America, opined that criminal acts and incarceration in many parts of the world are more among the youths from ages 15-35. Likewise, we have more males than female inmates in Nigeria prisons, just as there are more youths and middle-aged prison inmates with few elderly. This finding was buttressed by Omagbemi and Odunewu (2008) and Amnesty International report on Nigerian prisons (2008). These youths should not be left to rot away behind bars without being rehabilitated because they are the future leaders of the country (Nigeria). In this way, they ought to be prepped to carry on with an important life after their discharge from jail. All the more so that, the penitentiaries currently lay more accentuation on recovery programs for detainees, for forward re-coordination with the general public toward the finish of their correctional facility terms, instead of, exclusively exposing prisoners to reformatory measures because of the wrongdoings submitted.

Results

Table 1 below shows the break-down of the results (findings) of the study. The results were tabulated and highlighted in percentages, mean and standard deviation for ease of understanding. The mean, being the esteem found by including every one of the numbers in the gathering and isolating the aggregate by the quantity of numbers, while the standard deviation is the sum by which the estimations differ from the normal.

Table 1. Perception of Prison Management Personnel (n = 28)

Sr	Statement	D	SD	A	SA	Mean	Std. Deviation
1	Inmates have free access to the library resources in preparing for their SSCE	0	0	6	22	3.79	0.42
2	Education behind bars is quite reformatory	1	0	5	22	3.71	0.66
3	The prison management allow inmates to use the library facilities for their SSCE	0	2	4	22	3.71	0.60
4	Inmates are given ample time to utilize library resources for their SSCE	3	0	7	18	3.43	0.96
5	The performance of inmates in SSCE in the last five (5) years (2013-2017) is quite encouraging	1	0	20	7	3.21	0.50
6	Qualified prison officials (staff) also serve as instructors and prepare inmates for SSCE	3	2	11	12	3.14	0.97
7	Fund is a barrier in registering willing inmates for SSCE	7	3	9	9	2.71	1.18
8	Instructors are sourced from outside the prison to prepare inmates for SSCE	8	3	7	10	2.68	1.25
9	It is tasking getting qualified instructors to prepare inmates for SSCE	9	3	8	8	2.54	1.23
10	It is tasking paying the instructors that teach the inmates	9	6	6	7	2.39	1.20
11	The prison library is well stocked with relevant books	11	5	9	3	2.14	1.08
12	The prison library is budgeted for annually	12	8	5	3	1.96	1.04
13	The library is managed by a qualified librarian	14	9	1	4	1.82	1.06

D=Disagree; SD=Strongly disagree; A=Agree; SA=Strongly agree

Results in Table 1 have revealed the areas of strengths and weaknesses in the study. It is evident from the findings that:

- All the 28 respondents (100%) and agreed that the inmates had free access to library resources in preparing for their Senior School Certificate Examination.
- 27 respondents (96.4%) also agreed that education behind bars was reformatory.
- In like manner, 26 respondents (92.8%) agreed that the prison management allow inmates to use the library facilities for their Senior School Certificate Examination.
- 25 respondents (89.3%) agreed that inmates were given ample time to utilise library resources for their Senior School Certificate Examination.
- Also, 27 respondents (96.4%) insisted that the execution of prisoners in Senior School Certificate Examination in the last five (5) years (2013-2017) had been empowering.
- 23 respondents (82.1%) agreed that qualified prison officials (staff) serve as instructors and prepare inmates for Senior School Certificate Examination.
- Likewise, 17 respondents (60.7%) agreed that instructors were sourced from outside the prison to prepare inmates for Senior School Certificate Examination.
- However, on the monthly payment of instructors that teach the inmates, 15 respondents (53.5%) disagreed that it was tasking, paying the instructors.
- However, 18 respondents (64.3%) opined that fund was a barrier to registering willing inmates for Senior School Certificate Examination.
- While, 16 respondents (57.1%) agreed that it was tasking, getting qualified instructors to prepare inmates for Senior School Certificate Examination.
- Also, 16 respondents (57.1%) disagreed that the prison library was well stocked with relevant books.
- 20 respondents (71.4%) disagreed that the prison library was budgeted for, annually.
- 23 respondents (82.1%) disagreed that the library was managed by a qualified librarian.

Conclusion

Education behind bars remains a formidable reformatory measure for prison inmates, who are mainly in their youthful ages, which government must maintain and sustain. However, the role of the library cannot be waived in this task and in any academic set up. The library

remains the nucleus of any institutional establishment. Therefore, the prison library must be well stocked with relevant and current books, manned by a qualified librarian, who would ensure unhindered access and utilisation of the resources by the inmates to guarantee their success in the Senior School Certificate Examination. There is no doubt that education behind bars makes the re-integration of the inmates with the community at the end of their jail terms easy.

Recommendations

The study has clearly shown the areas of strengths and weaknesses. Thus, the areas of strengths should be sustained while the areas of weaknesses should be improved upon. For instance:

- 18 respondents (64.3%) opined that fund was a barrier in registering willing inmates for Senior School Certificate Examination. Government and non-governmental organizations should endeavour to make fund available to ensure that willing inmates are registered for Senior School Certificate Examination annually.
- 16 respondents (57.1%) agreed that, it was tasking getting qualified instructors to prepare the inmates for Senior School Certificate Examination. The prison management should place advertisement accordingly to recruit qualified instructors in the various subjects to teach the inmates.
- 16 respondents (57.1%) disagreed that the prison library was well stocked with relevant books. The prison library should be well stocked with current and relevant books that cover the curriculum, to guarantee success in Senior School Certificate Examination.
- 20 respondents (71.4%) disagreed that the prison library was budgeted for, annually. The prison library should be budgeted for annually to ease the acquisition of books and other relevant library resources.
- Likewise, 23 respondents (82.1%) disagreed that the library was managed by a qualified librarian. A professional librarian should be employed to manage the prison library, to be able to provide the necessary leadership quality, coupled with efficient and effective service delivery.

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Information Seeking Behaviour of Practicing Lawyers of Islamabad District Courts Bar Association, Pakistan

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Abstract

Purpose: This study examines the information needs and information seeking behaviour of practicing lawyers of Pakistan.

Design/methodology/approach: The study is designed on the Wilson's 1996 model of information behavior. A semi-structured questionnaire was designed to collect data from practicing lawyers of Islamabad District Courts. The questionnaire was personally distributed to a convenient sample of 30 lawyers. Twenty-eight (93%) persons completed and returned the questionnaire, 24 males and 4 females.

Key finding(s): The results of study revealed that majority of lawyers (21, 77.8%) seeks information to prepare for legal and judicial proceedings. They consult court decisions or case laws, whereas the top most used information source entails books. The frequently consulted library is own chamber or firm library of lawyers.

Research limitation(s): This research only includes the lawyers practicing in Islamabad District Courts and registered members of Islamabad District Courts Bar Association.

Practical implication(s): This study is useful for the law publishers, librarians, and other stakeholders to improve their services to better serve the lawyer community.

Contribution to knowledge: This study is first of its nature with respect to Pakistani lawyer's information seeking behaviour on the basis of Wilson's 1996 model of information behaviour.

Paper type: Research.

Key word(s): Information seeking behavior; Lawyers; Islamabad District Courts Bar Association; Pakistan.

Introduction

Information seeking is a significant and dynamic area in the field of library and information science. As observed by Case (2007), information seeking is a conscious effort to acquire information in response to a need or

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gap in your knowledge. Marchionini (1998) asserts that information seeking is a fundamental process in which humans with determination engage in categorizing and change their state of knowledge and it is closely related to learning and problem solving. Many factors instigate the process of search to information that we call information seeking process. It includes the individuals' task or profession. The term 'search' is also used to indicate behavioural expression of humans engaged in information seeking. Therefore, the information seeking process is an accepted and necessary means of human existence. Expansion of information has been enormous at all levels and the legal profession is critically dependent on current as well as old information. For efficient and effective information seeking and searching process, individuals are required to develop useful, effective and rational information coordinating behaviour and processes.

Lawyers as information seekers need to synchronize or harmonize a number of elements, including their cognitive state of mind, level of knowledge, their understanding of information problem into a logical series of activities that may possibly include seeking, searching, retrieving and using information. Lawyers are considered to be the main axis of the legal system in any country because their job involves administration of justice, active participation in courts, advise clients, and conduct legal transactions. Lawyers have need of information to solve a variety of legal problems for which they need to consult different sources of information widely. These may include the decisions of the courts, the rulings of the legislature, and other legal documents. Consequently, they require authentic and up-to-date information support to carry out their work effectively.

Pakistan's judicial system has been influenced and inspired by various periods in history, such as Islamic sources, the Mughal rule, the British colonial period and the post-independence period and is, therefore, a blend of national, Islamic as well as foreign flavor. In Pakistan, every type of court has associated bar associations, of which practicing lawyers are members. Most of the cases are filed and processed at the lower courts, whereas the higher courts mostly deal with appeal cases. As established by previous researches, law is essentially an information seeking profession. The lawyers are constantly engaged in information seeking and their information needs are greatly influenced by the nature of the work they do (Haruna & Mabawonku, 2001; Leckie et al., 1996; Thanuskodi, 2009; Wilkinson, 2001). As claimed by Otike (2000), the work of lawyers is challenging both in terms of time and effort, and anything less than excellence is likely to affect or influence the final outcome. Clearly, court

decisions have a significant effect on the people involved, and in the administration of justice. Certainly, provision of right information at the right time in right form at the right cost is, therefore, of utmost importance to lawyers.

Research Objective and Questions

The main objective of the study is to identify the information needs and information seeking behaviour of lawyers of the Islamabad District Courts Bar Association. In order to achieve this objective, this study focuses on the following research questions:

RQ 1. What are the purposes for which lawyers seek information?

RQ 2. What kinds of legal information sources are used by the lawyers?

RQ 3. What importance do the lawyers place on each of the sources used?

RQ 4. What is the level of their satisfaction with the information received from these sources?

RQ 5. What problems do they encounter while seeking the required information?

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Literature Review

Several research studies have been carried out on the information seeking behaviour of different groups, both at academic and professional levels. These studies have led to the development of some theories and models that represent the information seeking behaviour of specific groups and professionals. The well-known studies in this respect are the sense-making theory by Dervin of 1983 and 1996, Ellis's model of 1989, Khulthau's ISP model of 1980s and 1990s, Wilson's model of 1996, and the one by Leckie et al. of 1996. Many studies are originated on legal practitioner's subject interest, occupation, information environment, and geographical location. Meho and Tibbo (2003), while representing the information seeking behaviour of social scientists revisited the Ellis model, confirmed it and concluded that four additional features should be added to those already identified by Ellis. Information seeking has a variety of important implications in the day to day life of lawyers who conduct information searches to solve legal cases and update their legal knowledge.

As explained by Kayler (2010), the legal resources as available in various formats are branded as either primary or secondary. The primary resources include legislation (statutes and regulations) and case law. Whereas, Secondary resources are those documents that assist in the application or interpretation of the law such as commentaries, legal texts,

journal articles and conference proceedings. As noted by number of researchers and law librarians the lawyers feel overwhelming sense of comfort with print materials over electronic resources. In well-known studies on this topic specifically, such as the one by Wilkinson (2001), lawyers like to access informal and external resources of information much more willingly than internal or formal resources. This access trends show that external and informal resources, such as helplines, are used for problem solving and answering the research questions alike. Despite the fact, it is evident that formal information resources must be cited in court, for informal resources may not be regarded as ample sources for legal research. The overwhelming occurrence of informal and external sources in results of Wilkinson's (2001) study may have been supported the fact that she was exclusively addressing problem solving and not legal research.

Otike (1999) established that information needs of lawyers are very much influenced by the nature of the work that they perform and their work experience has a significant influence on their information needs. The newly qualified lawyers are likely to expend a substantial amount of time in legal research because they have no idea how to go through all the basic steps required when discovering the right information. In another study, Otike (2000) states that lawyer's work is determined by the legal needs of the clients, which, in turn, influences his information needs. Hence, the kind and amount of information support required depends on the nature of work done. This influences the purpose for seeking information support. Makri, Blandford, and Cox (2008) examined the information seeking behaviour of academic lawyers, who were studying at London University and a nearby vocational law college through semi-structured interviews and naturalistic observation of twenty-seven academic lawyers. The researcher found that academic lawyers mostly used a central set of electronic resources, most frequently the digital law libraries. The study proposed the need to develop an enhanced model of understanding of lawyers' information seeking behaviour on the basis of Ellis model and suggested refinement in it.

Leckie et al. (1996) concluded that lawyers' need to conduct legal research was not a haphazard occurrence because they were professional information providers like others. These researchers identified six components of lawyers' information seeking experience, namely work roles, associated tasks, characteristics of information needs, awareness, sources, and outcomes. The lawyers' work roles were then broken up into four main categories: advocacy, drafting, counseling, and managerial. Each of these roles shapes the information seeking process through the nature of the

required information and its subsequent use. Wilkinson's (2001) study findings, which are similar to Leckie et al. (1996) concerning a professional approach to information in general, demonstrate that lawyers in problem solving and conducting a legal research make use of a network of colleagues and external human information sources.

Haruna and Mabawonku (2001) found that lawyers had needs for legal information with changeable degrees and were interested in the most recent decisions of superior courts and up to date legislation. They kept themselves current with changes in law through attending seminars, lectures, workshops, conference, reading current legal periodicals and from side to side dialogues and discussions with colleagues within or out of their own establishments. Al-Daihani (2003) in his study of Kuwait lawyers, found that a majority of legal practitioners needed information on legislation and demonstrated a lower need for jurisprudence and commentaries. They needed to respond to cases as they came before them and, therefore, they were more likely to need specific information on a particular area at any one time that might be satisfied through legislative information.

Two studies that have been conducted on this topic in Pakistan are quantitative in nature and their scope of study (e.g. population) and data analysis are limited (Khan, 2010; Khan et al., 2011). Khan (2010) conducted a study of faculty members of the University of Peshawar and its affiliated law colleges. He collected data through a questionnaire and semi-structured interviews from randomly selected 100 faculty members with a response rate of 86 percent. He found that most of the participants (n=81, 94.2%) used the library frequently to gather related information for preparing lectures and were satisfied with the services provided by the library staff. The results showed that majority of respondents depended on textbooks, followed by general books and law dictionaries. The data indicated that majority of faculty members (n=77, 53.47%) required information for preparing lectures, followed by updating knowledge (n=29, 20.14%). However, most of them demonstrated dissatisfaction concerning the sources, services and facilities provided by law libraries. The use of information technology-based library sources, services and facilities were less frequent compared with printed sources because there was scarcity of IT facilities and majority of faculty members complained about the inadequate provision of computers and internet in libraries.

Khan et al. (2011) investigated the information seeking behaviour of lawyers' community of the District Bar Council of Bahawalpur using a questionnaire which was distributed to 70 lawyers, with a response rate of 77

percent. Most of these lawyers acquired information from their bar library for case preparation and from senior lawyers. They spent more than 7-9 hours per week in reading judgments and handling court cases/hearing. A review of available literature gives us an evidence that large number of studies conducted on information seeking behaviour of lawyers have been managed in developed countries, and as a result, reflect the picture of information seeking environment that exists there. However, the conditions in developing countries are significantly different and the studies on Pakistani situation are comparatively inadequate. For that reason, there was a need to conduct studies on the information seeking behaviour of lawyers in Pakistan.

Methodology

The framework for this study was derived from Wilson's 1996 model of information behaviour. After a careful and thorough review of previous studies on information seeking behavior, it is concluded that this model can provide an adequate notion of information seeking behaviour as a process. Previous studies on information seeking behaviour of lawyers were also reviewed for designing the research methodology and it was found that the most suitable method used was questionnaire survey (e.g. Haruna & Mabawonku, 2001; Kapiriri & Bondy, 2006; Majid et al., 2000; Nasreen, 2006; Thanuskodi, 2009). Several other studies (e.g. Feliciano; Hainsworth; Newton; Shoham; Vale; and Walsh) as cited in Al-Daihani (2003) used questionnaire survey method. This method was judged as the most common method used in the field of social science research and has confirmed to be an excellent mean for measuring attitudes and orientations in a large population. Therefore, questionnaire survey method has been chosen for this study. On the basis of previous studies and selected model of information seeking behaviour, a semi-structured questionnaire, consisting of mixed (closed, open, and Likert type scaled questions) was developed with the consultation of experts. The questionnaire was personally distributed. Twenty-eight (93%) of the 30 respondents returned the questionnaire, male (24, 85.7%), female (4, 14.3%). However, not all 28 respondents responded to all questionnaire items. Some items were skipped.

Findings

This section reports and interprets the data analyzed with SPSS-22.

Information needs of lawyers

As the literature reveals that lawyers need information to enhance their performance as practitioners. The respondents were asked to provide the reasons for information seeking. Their responses are presented in Table 1.

Table 1. Information Needs of Lawyers (n=27)

Reasons for information need	Frequency	%
To prepare for legal and judicial proceedings	21	77.8
Keeping up-to-date with new developments in the field	20	74.1
To prepare for a defense or representing client in court	19	70.4
For providing legal advice	19	70.4
For emergency problem solving	12	44.4
For a consultancy work	11	42.3
For professional development (e.g. seminars, conferences)	6	23.1
For professional groups (e.g. to participate in associations)	1	4.0
For seeking job	1	3.6

The results show that 21 (77.8%) lawyers seek information to prepare for legal and judicial proceedings, 20 (74.1%) for keeping up-to-date with new development in the field followed by 19 (70.4%) to prepare for defence or representing client in court, and for providing legal advice. Only 12 (44.4) lawyers indicated the need to seek information for emergency problem solving.

Types of information used

The respondents were requested to recognize the type of information they used in their legal practice (Table 2).

Table 2. Type of Information Used (n=27)

Type of information	Frequency	%
Court decisions or case law	27	100
Legislations or laws	21	77.8
Jurisprudence	16	59.3
Internet websites on law	14	51.9
General information	7	25.9
Management of law	7	25.9
Politics	5	18.5
Seminar (other)	1	3.6

The results of Table 2 showed that the majority of 27 (100%) consult court decisions or case laws, and 21 (77.8%) use legislations or laws, followed by 16 (59.3%) jurisprudence kind of information.

Information sources used

Lawyers differed to a great extent in their use of various information sources. Table 3 showed that 20 (71.4%) used books, 13 (46.4%) used law journals, and 10 (35.7%) visited Internet websites on daily basis.

Table 3. Information Sources Used (n=28)

Information Sources	Daily		Once a week		Once a month		Rarely		Not at all	
	F	%	F	%	F	%	F	%	F	%
Books	20	71.4	4	14.3	1	3.6	2	7.1	0	0
Law journals	13	46.4	8	28.6	5	17.9	1	3.6	0	0
Statutes	9	32.1	6	21.4	3	10.7	2	7.1	2	7.1
Legal databases	4	14.3	3	10.7	2	7.1	7	25	5	17.9
Legal digests	7	25	1	3.6	7	25	2	7.1	1	3.6
Unpublished cases	1	3.6	1	3.6	2	7.1	10	35.7	4	14.3
Reference works	5	17.9	5	17.9	4	14.3	7	25	3	10.7
Internet websites	10	35.7	4	14.3	1	3.6	4	14.3	3	10.7
Audio visual materials	0	0	1	3.6	2	7.1	4	14.3	10	35.7
Conference proceedings	0	0	1	3.6	3	10.7	5	17.9	7	25
Popular journals	2	7.1	2	7.1	5	17.9	2	7.1	5	17.9

Importance of information sources used

The lawyers were asked how important are different information sources for their legal practice on a five-point Likert scale with 1 (least important) and 5 (most important). The respondents could select more than one source. Their opinions for each source are reported as descriptive statistics in Table 4. The most important information source was 'books' for legal practice (mean score=4.74), followed by 'statutes' (mean=4.59), and 'law journals' (mean=4.42).

Table 4. Importance of Information Sources Used

Information Sources	N	Mean	Std. Deviation
Books	27	4.74	0.526
Statutes	22	4.59	0.734
Law journals	26	4.42	0.758
Legal digests	20	3.95	0.945
Reference works	22	3.64	0.902
Internet websites	24	3.62	1.408
Popular journals	19	3.42	1.465
Legal databases	21	3.14	1.236
Unpublished cases	22	2.91	0.971
Conference proceedings	19	2.16	0.834
Audio-visual materials	20	2.05	1.05

Levels of satisfaction with information sources used

As observed, lawyers are mostly dependent on variety of information source. They frequently used many sources of information. However, the information acquired and the satisfaction gained from these sources varies from source to source. The results of their satisfaction on a five-point Likert scale (1=least satisfied; 5=most satisfied) are shown in Table 5 in terms of mean and standard deviation. The most important source which also received the highest ranking in terms of satisfaction (mean score=4.48) were books, followed by law journals (mean=4.42), and statutes (mean=4.05). It is noted that the ranking in term of level of satisfaction is somewhat same as the importance of sources used.

Table 5. Levels of Satisfaction with Information Sources Used

Information Source	N	Mean	Std. Deviation
Books	25	4.48	0.714
Law journals	26	4.42	0.703
Statutes	22	4.05	0.95
Legal databases	20	3.00	1.076
Legal digests	21	3.76	0.944
Unpublished cases	20	2.60	0.754
Reference works	23	3.17	1.072
Internet websites	22	3.68	1.393
Audio visual materials	17	1.88	0.928
Conference proceedings	18	1.78	0.732
Popular journals	21	3.19	1.537

When information source not used

The respondents were asked about the situation that arises in their legal practice when they do not need any source of information. Reason or situation was also asked if 'Yes' is selected. Table 6 shows that 15 (53.6%) lawyers always need source of information to answer their legal queries, while 12 (42.9%) lawyers claimed that they could solve some of their work tasks without accessing or needing any information source.

Table 6. Information Source not Required (n=27)

Response	Frequency	Percent
No	15	53.6
Yes	12	42.9

In relation to Table 6, the respondents recorded reasons or situation when they do not need any information source. Table 7 depicts very interesting picture as the respondents were able to choose more than one reason/situation. Of 20 responses, 9 (45%) gave the reason they do not need any information source when the issue or case at hand is simple and the procedure is well-known, followed by 8 (40%) with the reason "have a considerable experience in a particular filed or issue of law."

Table 7. Reason when Information Source not Required (n=20)

Reason	Frequency	%
Issue or case at hand is simple and the procedure is well known	9	45
Have a considerable experience in a particular field or issue of law	8	40
One has to give an immediate decision (verbal)	2	10
Legal reality	1	5

Library used by lawyers to seek information

To acquire legal information to meet the daily information needs, lawyers visit or use various libraries. Respondents were asked how often they visit or use various libraries to satisfy their information needs (multiple answers permitted). Table 8 shows that 20 (71.4%) of the respondents consulted their own chamber or firm library 'daily,' three (10.7%) 'once a week' one (3.6%) 'once a month', followed by 10 (35.7%) reported District Courts Bar Library 'daily', seven (25%) 'once a week', and six (21.4%) 'once a month.' Data analysis suggests that lawyers prefer to consult their own chamber or firm library to meet their information needs followed by District Courts Bar Library.

Table 8. Kind and Frequency of Library Used (n=28)

Kind of Library	Daily		Once a week		Once a month		Rarely		Not at all	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
District Courts Bar Library	10	35.7	7	25	6	21.4	4	14.3	0	0
High Court Bar Library	6	21.4	9	32.1	6	21.4	4	14.3	0	0
Supreme Court Bar Library	3	10.7	1	3.6	1	3.6	4	14.3	12	42.9
Own Chamber/Firm Library	20	71.4	3	10.7	1	3.6	0	0	1	3.6
Colleagues Library	1	3.6	2	7.1	1	3.6	5	17.9	12	42.9

Level of satisfaction with information services and resources of libraries

Table 9 hosts the data related to satisfaction (1=least satisfied; 5=most satisfied) with services provided and resources available with various libraries. Results show that the respondents are most satisfied with the services and resources of their own chamber/firm library (mean score=4.28), followed by District Courts Bar Library (mean=4.00), and High Courts Bar Library (mean=3.56).

Table 9. Satisfaction with Libraries

Libraries	N	Mean	Std. Deviation
Own chamber/firm library	25	4.28	0.890
District Courts Bar Library	27	4.00	0.960
High Courts Bar Library	25	3.56	1.003
Supreme Courts Bar Library	16	2.68	1.537
Colleague's library	19	2.68	1.492

Major problems faced while seeking information

Respondents were asked to rate their perception regarding ten problems on a five-point Likert scale (1=not at all problem, 2=minor problem, 3=moderate problem, 4=serious problem, 5=very serious problem). Table 10 ranks the problems as 'inadequate resources available in law libraries' (mean score=3.50) closer to serious problem, followed by 'cost of information' (mean=3.28), 'up-to-date information is not available' (mean=3.20), and 'lack of legal databases' (mean=3.08) are nearer to moderate problems. Surprisingly 'colleagues are not cooperative' was considered a minor or not at all a problem.

Table 10. Intensity of Problem Faced While Seeking Information

Problem	N	Mean	Std. Deviation
Inadequate resource in law libraries	24	3.50	1.285
Cost of information	21	3.28	1.383
Up-to-date information is not available	24	3.20	1.413
Lack of legal databases	25	3.08	1.497
Poor services of law libraries	25	2.96	1.368
Authenticity of law publication/publisher	24	2.58	1.248
Internet services are not available in libraries	26	2.26	1.372
Library staff is not cooperative/competent	24	2.16	1.274
Lack of computer skills	23	2.04	1.397
Colleagues are not cooperative	26	1.84	0.731

Discussion

Main purpose of the study was to discover the information needs and information seeking behaviour of lawyers of the Islamabad District Courts Bar Association. The respondents exhibited their needs for legal information with changeable degrees and it was found that most lawyers seek information to prepare for legal and judicial proceeding, keeping up-to-date with recent developments in the field, and to prepare for defence or representing client in court. This result is supported by earlier studies (e.g. Al-Daihani, 2003; Haruna & Mabawonku, 2001; Khan et al., 2011; Otike, 1999). The most used types of information sources are court decisions or case laws and legislations aligned with prior studies (e.g. Al-Daihani; Haruna & Mabawonku; Makri et al., 2008; Tuhumwire & Okello-Obura, 2010).

Pakistani lawyers use wide variety of information sources and they give them importance according to their use and information retained. They mostly use books and law journals and rank them in terms of importance as a source and in terms of satisfaction with the information they attain. This finding also conferred the findings of earlier studies carried out by Khan et al. (2011), Otike (1999), and Tuhumwire & Okello-Obura (2010). As the results show that the lawyers may satisfy some of their legal tasks without consulting any source of information, if the issue or case at hand is simple and procedure is well known. This is also similar with the findings of study conducted by Al-Daihani (2003). The majority of respondents of this study have access to various libraries and they claim to use these libraries as a source of information and are satisfied with available services and resources. Pakistani lawyers give top preference to their own chamber or firm library in terms of importance and satisfaction with services and resources. These

findings are aligned with prior studies carried out by Al-Daihani (2003), Haruna and Mabawonku (2001), and Otike (1999). The major problems faced by lawyers are inadequate resources in law libraries, and cost of information. While 'colleagues are not cooperative' is a least important problem. Some of these problems are identical to those identified by Al-Daihani, and Otike.

Conclusion

This study has examined the information seeking behaviour of lawyers of Pakistan sampling the members of Islamabad District Courts Bar Association. It is observed that the information needs of lawyers are significantly influenced by the nature of work they do. Access to latest decisions of courts and case laws is perceived as main information need. It is noted that they specifically seek information on legal proceedings to defend their clients in courts. Books and law journals are discovered as most frequently used source of information. Experience too greatly influences the information seeking behaviour of lawyers; mostly the experienced lawyers do not need source of information if the case is simple and procedure is well known. Own or law firm library is found the most preferred source to get legal information. The major problems faced by lawyers are lack of resources in law libraries and cost of information. Comparison of findings with previous studies manifest that lawyers' information seeking behaviour is almost the same in countries with similar conditions.

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Libraries and Facilitation of Public Access to Information in Nigerian Society

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Abstract

Purpose: This study examined the level of libraries' involvement in facilitating public access to information, strategies used, challenges faced, and best practices used.

Design/methodology/approach: Descriptive survey design was used. A structured online survey on a four-point scale was designed and used as instrument for data collection. A total of two hundred copies were dispatched to librarians from all types of libraries through librarians' online mailing groups. Data were analysed using statistical analysis of simple frequency, percentages and mean scores. A bench mark of 2.5 was used to accept or reject results.

Key findings: It was discovered that every type of library is involved in the facilitation of public access to information with different strategies. The challenges include lack of funds, inadequate skills and insufficient infrastructure.

Research limitation(s): The research did not record any response from research libraries, which otherwise would have added value in drawing conclusions.

Practical implication(s). The erroneous disposition that only public library facilitates public access to information has been cleared as every library indicated its strategies in enhancing services. Every library has a parent institution, host community and affiliations that require open access to information.

Contribution to knowledge: It shows the involvement of all types of libraries and librarians in engaging all sectors of the society as important factor in information service delivery.

Paper type: Research

Keywords: Facilitation; Libraries; Public access to information; Inclusive participation; Nigeria.

Introduction

The modern society today is characterized by diverse needs. The most important is access to information. It is a critical resource germane to every sphere of life and is needed for individual and collective enlightenment and advancement. Libraries of all types (e.g. public, academic, special, national) have the core mission of storing and

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organizing information so that it can be accessed by their patrons (Atkinson, 2018). They facilitate public access to information regardless of any discrimination. (ALA, 2018; IFLA, 2016). The notion is to ensure community involvement, personal productivity and enablement for people to make informed decisions that can improve their lives.

Access to information is explained by IFLA (2017) as the rights and capacity to use, create, and share information in ways that are meaningful to each individual, community or organization. It is about making contact with and using information not only by individuals but also by corporate bodies and the government. The unhindered contact with accurate, timely and relevant data can lead to increased understanding and reduction in uncertainty, when libraries practically facilitate with global perspective and strong understanding of local needs for holistic development. The procedure for enhancing the information process is through facilitation, which holds the entire resources together from the beginning to the end. Hence, libraries as facilitators create spaces for safe participation and provision of access to information with a great display of information content expertise (Smith & Chilocote, 2018).

The new level of involvement and changing roles of librarians, irrespective of type, have entrusted in them the need to accelerate human development, inclusive spaces with professional experiences and evaluations (Drotner, 2015; Igbaroola, 2017; OsuchukwuandAyeni, 2017). Libraries have been raising the expectations about information access through various programs for the users. According to American Library Association (ALA, 2015), libraries have long been champions of free and equitable access to information and education. The human and economic development is closely associated with the level of information accessibility in the society. Hence, libraries provide diverse information services that stimulate contribution and participation for national integration. This is because information bridges the gap between knowledge and ignorance.

In Nigeria, there are different types of libraries serving varieties of people in different locations. The Library Registration Council of Nigeria (LRCN) survey revealed that there are 316 public libraries in Nigeria (2017). There are also school libraries, academic libraries, research libraries, and special libraries all over the country. These libraries have responsibilities of creating access to information for immediate users and host communities for the retrieval and dissemination of information. It is on this basis that LRCN paid a courtesy visit to the Minister of Communication Technology to explore areas of collaboration with the Ministry and its agencies on ICT interventions in various universities,

secondary schools, public libraries and other service centres. This reflects the critical need of presenting libraries as great facilitators of information of all times. It is against this background that this study examines the activities of libraries in facilitating public access to information in Nigeria.

Statement of the Problem

The right of access can be fulfilled only when libraries facilitate open access. It is the ability to facilitate this important factor that will make people to participate and contribute to development in decisions that affect them. Since libraries are at the forefront of access to information, there is a need to assess facilitation in Nigerian society. Public access to information seems to be in the prerogative of public library only not considering the academic, special, school, national and research libraries. Oltmann (2009) claimed that access to information remains, for the most part under-conceptualized and infrequently studied in library and information science (LIS) and in other academic disciplines. This paper thus, seeks to bridge this gap by covering all types of libraries in their involvement, roles and challenges with best practices.

Objectives of the Study

The objectives of this study are to:
1. Find out libraries' involvement in facilitating public access to information in Nigeria.
2. Examine the strategies used in facilitating public access to information in Nigeria.
3. Ascertain the challenges libraries encounter in facilitating public access to information in Nigeria.
4. Identify the best practices for facilitation of public access to information.

Literature Review

An unhindered access to information is essential in any developmental process for individuals and nations. The International Federation of Library Associations and Institutions (IFLA, 2017), in the context of the United Nations (UN) 2030 Agenda, believes that increasing access to information and knowledge across society supports sustainable development and improves people's lives. Based on this, access to information continues to be an issue in the library and information discipline, as it is the basic and fundamental tenet upon which all library policies, activities, operations and resources are built upon (Obasi, 2015).

Libraries have gotten to the level, where ownership of information dissemination is taken with stimulating skills for successful outcomes. According to Oltmann (2009) an initial level of access to information begets competence in accessing and utilizing further information. This is the current stage of libraries where combinations of intellectual, physical and social elements are integrated for strategic facilitation of access for growth. Libraries now advocate and form partnership with government, agencies, organizations and institutions in order to retain the best aspect of incorporating new services in an era of information explosion (Fagbola, Uzoigwe, & Ajegbomogun, 2011; Obasi, 2015). This is to demonstrate how access to information and libraries contribute to the achievement of the United Nations Sustainable Development Goals (Bertolini, 2017). It calls for flexibility and versatility in changing the face of libraries into strategic information facilitators.

Studies have proved that libraries play important roles and adopt effective strategies as facilitators and components of empowering social, economic and political development to enhance public access to information. ALA (2015) in its digital inclusion survey reported that libraries are building digitally inclusive communities. Oyeronke (2012) and Oltmann (2009) affirmed that libraries' roles for access to information help curb unemployment by providing the timely and accurate access to participate and contribute to national development. They also include organizing trainings and workshop on digital and information literacy skills, provision of opportunities for learning, personal development and creativity, supporting formal and informal learning as well as taking advantage of preventative health program. However, so many factors hamper library facilitation and make information not to be publicly accessed. For instance, demoralized and inadequate workforce, inadequate accommodation, lack of basic infrastructure like electricity, lack of funds, illiteracy, lack of awareness of the need for information, poor lighting, non-conducive ambience, poor networking and internet connectivity, challenge effective access to information (Opara, 2008). On the same view, Mugwisi, Jiyane, and Fombad (2016) stated that limited funding, shortage of skills and knowledge, technology and time, among others, are challenges limiting provision of information services in the libraries.

Access to information services remains a key factor in community growth, empowerment, stability and independence which libraries must foster despite challenges. Issak (2009) pointed out that training and retraining of library personnel will enhance access to relevant information needs of the people. Libraries must adhere to core values of effective facilitations even in the face of challenges.

Methodology

This study opted survey research method. Population of the study consisted of librarians in academic, special, school, public, national and research libraries in Nigeria. A structured questionnaire was prepared and administered online via Google docs for data collection. A total of two hundred copies were dispatched to librarians from all types of libraries through librarians' online groups. Four librarians' online groups, namely The groups were Library Advocacy Group of Nigeria, Library Matters Group, Anambra State Chapter WhatsApp group and Ondo State Chapter WhatsApp group, were sampled purposively. The responses were measured on a four-point scale of very involved (VI), moderately involved (MI), fairly involved (FI) and not involved (NI). The second aspect was rated on strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). There was a return rate of 69%. A benchmark of 2.5 mean score was used to accept or reject results.

Results

Table 1. Demographic Information of Respondents (n=138)

Type of library	Frequency	Percentage
Academic	98	71.0
Public	14	10.1
Special	12	8.7
National	5	3.6
School	9	6.5
Qualification		
HND	19	13.8
BLIS	37	26.8
MLIS	70	50.7
PHD	12	8.7
Age		
Below 25 years	8	5.8
26-35	58	42.0
36-45	47	34.1
46-55	17	12.3
56 and above	8	5.8
Years of experience		
Below 5 years	38	27.5
6-10 years	51	37.0
11-15 years	25	18.1
16-20	12	8.7
21 years and above	12	8.7
Gender		
Male	62	44.9
Female	76	55.1

Table 1 shows that the respondents are well spread across all types of libraries. However, the greatest number of respondents are from academic library (71%) followed by public library (10.1%). There was no respondent from research library. The educational qualification shows that MLIS is rated highest above others (50.7%) followed by BLIS (26.8%), Higher National Diploma (HND) (13.8%) and PhD holders (8.7%). The years of experience shows that 37% of the respondents have worked between 6-10 years followed by 27.5% (below five years), 18.1% (between 11 -16 years), and 8.7% (16 years and above). The data also shows that more than half of the respondents are females (55.1%) compared to 44.9% males. The demographic information shows well classification of respondents with credible data who are in good position to attest to the queries of the questionnaire.

Table 2. Level of Involvement of Libraries in Facilitating Public Access to Information (n=138)

Item	VI	MI	FI	NI	Mean	Decision
1. Creation of awareness of information to all spheres of life	65 (47.1%)	48 (34.8%)	23 (16.7%)	2 (1.4%)	3.28	Accepted
2. Provision of public access to information at little or no fee	74 (53.6%)	46 (33.3%)	18 (13%)	8 (5.8%)	3.46	Accepted
3. Training and re-training staff on information provision	48 (34.8%)	42 (30.4%)	27 (19.6%)	1 (0.72%)	2.70	Accepted
4. Advocating for policies and practices that strengthen public rights to access information	34 (24.6%)	59 (42.8%)	35 (25.4%)	10 (7.2%)	2.84	Accepted

Table 2 shows 53.6% of libraries were very involved in provision of public access to information, 33.3% were moderately involved, 13% fairly involved and 1.4% not involved. In creating awareness of information to all spheres 47.1% rated highest as very involved. The other high rated items for very involved were training and retraining of staff on information provision and advocacies for policies and practices were 34.8% and 24.6% respectively. The creation of awareness, training and retraining of staff and advocacy cross the mean bench mark indicate that libraries are involved in strategies that facilitate access to information.

Table 3. Strategies Used by Libraries in Facilitating Public Access to Information (n=138)

Item	SA	A	D	SD	Mean	Decision
1. Acquisition of updated and relevant information resources in print and non-print	70 (50.7%)	64 (46.4%)	4 (2.9%)	-	3.48	Accepted
2. Provision of infrastructural and technological information facilities	68 (49.3%)	58 (42.0%)	8 (5.8%)	4 (2.9%)	3.38	Accepted
3. Ensuring library staff are friendly and can be approached for any information	75 (54.3%)	60 (43.5%)	3 (2.2%)	-	3.52	Accepted
4. Organizing trainings and workshop on digital and information literacy skills	48 (34.8%)	57 (41.3%)	18 (13.0%)	15 (10.9%)	3.0	Accepted
4. Ensuring a conducive library ambience	72 (52.2%)	56 (40.6%)	8 (5.8%)	2 (1.4%)	3.43	Accepted
6. Provision of information software that are usable, even by audiences with specialized needs	38 (27.5%)	46 (33.3%)	38 (27.5%)	6 (4.3%)	2.70	Accepted
7. Supporting formal and informal learning and literacy development for all ages	38 (27.5%)	66 (47.8%)	34 (24.6%)	-	3.02	Accepted
8. Provision of opportunities for learning, personal development and creativity through programs of events and activities	48 (34.8%)	72 (52.2%)	12 (8.7%)	6 (4.3%)	3.17	Accepted

Table 3 shows that libraries in Nigeria use different strategies in enhancing public access to information with the accepted benchmark of over 2.5 mean scores in the options given. Respondents' strongly-agreed strategies were acquisition of updated and relevant resources (50.7%), provision of infrastructure and technological information resources (49.3%), ensuring that library staff are friendly and approachable (54.3%) and ensuring ambience environment (52.2%). They also agree on organizing trainings and workshop (41.3%), provision of information software (33.3%), supporting formal and informal learning spaces (47.8%) and provision of opportunities for learning, personal development and creativity (52.2%). The mean scores above 2.50 substantiate the findings.

Table 4. Challenges Militating Against Facilitating Public Access to Information by Libraries
(n=138)

Item	SA	A	D	SD	Mean	Decision
1. Inadequate financial support by authorities	74 (53.6%)	48 (34.8%)	12 (8.7%)	4 (2.9%)	3.39	Accepted
2. Poor lighting and low ambience	36 (26.1%)	54 (39.1%)	40 (29.0%)	8 (5.8%)	2.86	Accepted
3. Demoralized and inadequate workforce	44 (31.9%)	64 (46.4%)	30 (21.7%)	-	3.10	Accepted
4. Insufficient infrastructural and facilities	40 (29.0%)	64 (46.4%)	26 (18.8%)	8 (5.8%)	2.99	Accepted
5. Poor internet connectivity	65 (47.1%)	50 (36.2%)	16 (11.6%)	7 (5.1%)	3.25	Accepted
6. Inadequacy of facilitation skills	26 (18.8%)	72 (52.2%)	36 (26.1%)	4 (2.9%)	2.87	Accepted
7. Low capacity building and updates on national and global issues	32 (23.2%)	82 (59.4%)	24 (17.4%)	-	3.06	Accepted
8. Indifference by some library staff	40 (29.0%)	76 (55.1%)	22 (15.9%)	-	3.13	Accepted
9. Poor policy and strategic plans in libraries	38 (27.5%)	66 (47.8%)	26 (18.8%)	8 (5.8%)	2.97	Accepted

In Table 4, the data indicated strong agreement to inadequate financial support (53.6%) and insufficient internet connectivity (47.1%) as greatest challenges besieging the effective facilitation of public access to information. The data also agreed with demoralized and inadequate

workforce (46.4%) and insufficient of infrastructural facilities (46.4%), inadequacy of facilitation skills (52.2%), low capacity building (59.4%), indifference by some library staff (55.1%) and poor policy and strategic plans 47.8%.

The benchmark mean score of above 2.5 showed the rate of accepted responses which indicated the challenges of libraries in Nigeria in facilitation of public access to information.

Table 5. Best Practices for Libraries as Facilitator of Public Access to Information (n=138)

Item	SA	A	D	SD	Mean	Decision
1. Advocate for policies and practices that maintain or strengthen the public's right to access information	60 (43.5%)	78 (56.5%)	-	-	3.43	Accepted
2. Develop and make available educational programs and information resources to assist the general public in accessing digital information	70 (50.7%)	62 (44.9%)	4 (2.9%)	2 (1.4%)	3.45	Accepted
3. Monitor and response to technological and policy challenges to public access to information	54 (39.1%)	78 (56.5%)	6 (4.3%)	-	3.35	Accepted
4. Support educational programs, information resources and consulting services to support librarians in providing effective services for public access to information.	68 (49.3%)	66 (47.8%)	2 (1.4%)	2 (1.4%)	3.45	Accepted
5. Encourage research in all dimensions of public access to information	60 (43.5%)	78 (56.5%)	-	-	3.43	Accepted

Table 5 sets out the recommended best practices for libraries as facilitator of public access to information. Respondents agreed with the suggested items with the greatest ranking of advocacy for policies and practices that maintain or strengthen the public rights, monitor and response to technological and encourage research in all dimensions of public access to information at 56.5% respectively. Thus, all the outline best practices were accepted based on the benchmark.

Discussion

The demographic data (Table 1) indicated an overview of all types of libraries in facilitating public access to information. The fact that majority of the respondents are from academic libraries shows that facilitation of public access to information is not the sole responsibility of the public library. This has shown that every library has obligations of facilitating access to information for that is the core mission of library to create and share information (Atkinson, 2018; & IFLA, 2018). However, there was no response from research library which may reduce the chances of access to information by the specialized users. The responses of over 50% of the respondents having MLIS indicates the determined experiences, skills and technical know- how of performing the right duties of information facilitation. Also, data revealed that the younger librarians are more in number showing promising future of facilitation processes.

The indication on the level of involvement of libraries in facilitation of information (Table 2) disclosed responses above the 2.5 benchmark showing creation of awareness and importance, provision of access, advocacy, training and retraining among others. This buttresses the statement that libraries as facilitators create spaces for safe participation and provision of access to information with a great display of information content expertise (Smith & Chilocote, 2018). This implies that libraries must form partnership with government, agencies, host communities, organizations and institutions in order to incorporate new services in an era of information explosion (Fagbola, Uzoigwe, & Ajegbomogun, 2011; Obasi, 2015).

Clearly, the roles of the libraries have gone beyond the simple services of lending and discharging books together with traditional services, only. This has been confirmed in Table 3 with the accepted bench mark. Perhaps this trend might be the reason why ALA (2015) emphasized the digital inclusive communities as parts of the roles of the library, empowering social, economic and political development. Thus, the implication is that the integration of wide societal needs as parts of libraries' roles will curb unemployment, provide timely and accurate information and inform decision making.

Conversely, the factors affecting facilitation of public access to information by libraries (Table 4) as regards the decision based on the bench mark indicates a contradiction of the global agenda where no one should be left behind even in information dissemination. When there is no fund, demoralized work force, lack of facilitation skills and capacity among others (Jiyane & Fombad, 2016), there will be limitation in access to information. The responses (Table 5) showed the librarians' agreement

on support and development of educational programs and research among others. Indeed, enabling environments with the right skill will yield the desired impact on information facilitation for national growth.

Conclusion

This paper has attempted to look into libraries as facilitation of public access to information in the Nigerian society not only from the public libraries perspective but all types of libraries. Libraries have the moral obligation of facilitating public access to information and ensuring equitable access to information and knowledge by all its citizens. This is the essence of facilitation, moving beyond the ordinary services to wide range of connections and social inclusions. Thus, this study discovered that:

1. Every library is involved in the facilitation of public access to information. No one library has the monopoly of facilitating access to information

2. All the libraries play important roles of creating awareness, supporting programs, training users and free services to attain facilitation of public access. Although, roles to people with special needs are discovered to be low

3. There are many challenges to facilitation of public access which includes, funding, lack of infrastructure, skills, capacity, etc. These hamper effective information facilitation

4. The best practices to help libraries in facilitation of public access are advocacy, develop and support educational programs, monitoring and response to technological and policy changes as well as encourage research.

Implications of the Findings

This study has shown the importance of facilitation of public access to information as an important means of contributing to national growth. What this implies is that libraries must live up to the expectation of their establishment in service to humanity and society. The erroneous disposition that public access to information is meant for public libraries alone should be dissipated as every library has a parent institution, host community and affiliations. All these groups belong to the nation that exists from its policies and regulations, thus, necessitates that they must know what goes on to enable improve their lives. Libraries must thus begin now to connect and collaborate with government and agencies who have information needed to be disseminated to every user. This is very important as not adhering to this will alienate library from the people they

are meant to come close to and from the good services they are meant to render. This profession does not need to go into extinct and label unwanted. Libraries and librarians must wake up.

Recommendations

The following recommendations are made based on the findings
1. Libraries, irrespective of type should enhance its information management system to create, organize and share usable information with the people.
2. The notion of ascribing particular type of information to a particular library should be discourages. A librarian is for all first before belonging to a particular library. When librarians begin to believe in that assertion, it will make them function successfully
3. Library management should continually ensure conducive library ambience, creating programs that enrich and build up members of the society. This is a sure means of facilitating public access to information.
4. Library management should explore more channels of generating funds for the library. They can do this by writing proposals, collaborating with other organization for joint activities which induces cost sharing and result oriented
5. Librarians should continue to train and retrain themselves. Regular update and continue professional development will make them relevant and champions in facilitate the provision of public access to information.
6. Libraries should adopt and put to practice all the best practices enumerated in this study to ensure visibility, importance and acceptance by the populace.

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11. See some examples below.

Headings and their Three Levels

Level One Heading (Font Size 12)
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Tables

Table 1. Student Mode of Study (n = 230)

Mode	Frequency	Percent
On-campus	162	70.43
Off-campus	29	12.61
Both (mixed mode)	39	16.96

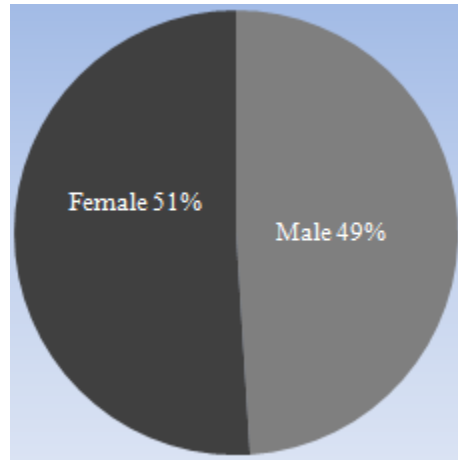*Note. Figures taken from 2015 calendar.*

Figures

Figure 1. Pie chart of population (n = 230)

Title Page

Title of Paper

Author 1
Author 1 institutional affiliation
Author 1 email address

Subsequent authors
Subsequent authors' institutional affiliation(s)

Next to Title Page

Title of Paper

Abstract

Purpose:
Design/methodology/approach:
Key finding(s):
Research limitation(s):
Practical implication(s):
Contribution to knowledge:

Paper type:
Keywords:

Body of Paper

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- Academic writing and publishing in LIS
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- Collection development and management
- Computer supported cooperative work
- Clouding and libraries
- Data curation and linked data
- Digital forensics
- Digital humanities
- Digital/virtual libraries
- Digital youth
- Foundations of library and information sciences
- ICTs and library and information sciences/services
- Information architecture
- Information behavior
- Information/knowledge economy/economics
- Information environment
- Information literacy
- Information retrieval
- Information systems and services in multi-disciplines
- Information trust and privacy
- Informetrics and data analytics
- Integrated library automation systems
- Knowledge management
- Library and database technology
- Library and information services
- Library and web technology
- Library building, spaces and services
- Library/knowledge/information security and safety
- Marketing of library and information services
- Mobile telephony and apps in library and information sciences
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- Professional associations and continuing professional development in LIS
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- Research trends in library and information sciences
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7. Journal of Educational Leadership and Management (JELM)
8. Journal of Inclusive Education
9. Journal of Interdisciplinary Studies in Gender (JISG)
10. Journal of Maarif-e-Islami
11. Journal of Rural Development and Agriculture
12. Journal of Science Education (JSE)
13. Journal of Seerat Studies
14. Journal of Social Sciences and Humanities
15. Pakistan Journal of Distance and Online Learning
16. Pakistan Journal of Education
17. Pakistan Journal of Science and Technology
18. Sabaat (creative journal of Urdu literature)
19. Taabeer (research journal of Urdu language and literature)