Information Resources Management and Perceived Academic Achievement of Physically Challenged Students in Ibadan Metropolis, Oyo State

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Certification

This is to certify that this thesis was carried out by **Adedoyin Bukola JOHNSON** with Matriculation Number **LCU/PG/001303,** a student in the Department of Information Management under my supervision in the Faculty of Communication and Information Science, Lead City University, Ibadan, Nigeria and that this work has not been previously submitted.

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Dedication

This project work is dedicated to God Almighty, the most sustainable and efficient God.

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Abstract

For physically challenged students to acquire the kind of education that can make the self-reliant and useful to society, they must be provided with all necessary support including access to relevant information resources. However, the observed level of school library services to physically challenged students is below expectations. This study examined the influence of information resources management on the perceived academic achievement of physically challenged students in Ibadan, Oyo State, Nigeria. The study adopted a descriptive survey research method. A structured questionnaire was adopted as the instrument for data collection. The study population comprises 304 physically challenged students from Cheshire Special School Ijokodo, Ibadan, Oyo State. Total enumeration was used due to the manageable size of the population. The findings show that availability (ß=0.420, t=3.690, p<0.05) and accessibility to information resources (ß=1.008, t=6.297, p<0.05) individually have a positive influence on the perceived academic achievement by the students. However, it was found that library resources use (ß=-.105, t=-.881, p>0.05) has no significant influence on perceived academic achievement among the study respondents. Testing the combined effect of availability, accessibility and use of information resources also revealed that accessibility (ß=1.009, t=6.070, p>0.05) is the only significant predictor of perceived academic achievement while other variables such as availability (ß=.257, t =2.388, p<0.05) and use of library resources (ß=-.282, t =-2.542, p<0.05) are not significant predictors. The study, therefore, concluded that there is a need to reform collection development practices in school libraries especially for physically challenged students to ensure they can effectively meet users' information needs. The study recommended that library services to physically challenged students should be focused on creating access to relevant information resources.

Keywords: Library Information Resources, Perceived Academic Achievement, Information Access, Library Patronage, Physically Challenged Students.

Word Count: 272

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Chapter One

Introduction

1.1 Background to the Study

Perceived academic achievement has consistently been regarded as an important outcome of student engagement in academic activities[1].

Education as an aspect that does not only instill the essential skills, aptitudes and knowledge among people, but also leads to overall growth and advancement of individuals, community and nation at large. The inculcation of academic knowledge, skills, abilities, and proficiency among the individuals is enhanced through teaching and learning. In secondary schools, many factors contribute significantly to enhancing the academic performance of students.

Academic achievement is a means to reach goal or set of goals within an academic time or organization[2]. Primarily, bases for perceived academic achievement of the students consist of, class involvement, class discussions, home-work/ assignments, tests, examinations, participation in competitions and other events in the curricular and extra-curricular events. Furthermore due to the pressure of the parents and other individuals upon educators and school administrators to advance the academic achievement has enabled schools to come up with unconventional policies and strategies such as; additional classes for students, effective teaching-learning approaches, instructional tactics, using technology, rewarding pupils for good performance etc. serves as inspiring factors.

However when the physically challenged students in Ibadan metropolis attain low grades than usual, measures such as self efficacy, learning behavior and academic culture are tend to be used as measures on their academic achievement.

Self efficacy is described as students' perception of their capacities to achieve specific level of performance that have a positive impact on their academics. Self efficacies values influence, feelings, thinking, motivating. Physically challenged students tend to have low expectations and a shaky commitment to the objectives they set for themselves. When confronted with tough tasks, they focus on their personal flaws, the barriers they will face, and a variety of negative outcomes rather than focusing on how to do the task successfully. In the face of adversity, physically challenged students tend to slacken their efforts and give up fast due to their physical predicament. Hence there is need to study information resources and perceived academic achievement of physically challenged students in Ibadan metropolis.

Learning behaviour emphasizes the critical connection between the ways in which physically challenged students learning styles, their social knowledge and attitude towards acquiring new academic knowledge. The emphasis here is on building constructive interactions with three different elements: self, personality, and curriculum. Learning behavior concepts have far-reaching ramifications for students, instructors, parents, and other professionals. The idea is applied to all physically challenged students of any age and not simply to those who are deemed "difficult to handle."Learning behavior is equally applicable to teachers on their interactions with physically challenged students in mentoring, tutoring

and having the right attitudes towards learning to enhance excellence in their academic.

Academic culture has long been the subject of studies in many contexts, stimulated in large part by Schein's early work[3]. In particular, interest in the nature and influence of academic culture was an important feature of early research on "effective schools"[4]. Academic culture refers to the attitudes, beliefs, and values of academics regarding various aspects of work which also has a powerful impact on what is done, how it is done, and who is involved, involving decisions, actions, and communication at the instrumental and symbolic levels of the physically challenged students. Hence, perceived academic achievement determines the future goals and objectives of students; what subject they will specialized in; in colleges and universities, which scholastic institutions they will get registered into, what profession and job opportunities they will take up; these and many more are the foundation of what information professionals, libraries ought to build upon in terms of availability, accessibility, and use of information resources.

Information resources management entail acquiring and providing means by which users could get necessary information resources needed. It attempts to ensure that every user gets document, which could satisfy his/her quest for information[5]. Additionally, availability of information resources refers to readily access to information with small or no hassle to the library users. Information as an essential commodity has become one of the necessities and without appropriate information, no human can survive and if they do it will be in isolation.

Information needs vary from person to person, in terms of discipline, occupation, gender, nationality.

Furthermore availability of information resources in the library is not just suitable, users should distinguish their existence to be able to use them proficiently; and to place what's available, users need to have indispensable skills that will permit them to exploit these resources and services judiciously[6]**.** Hence, to thrive in academics, students whether disabled or not disabled irrespective of their levels be it primary, secondary or tertiary needs information resources to assist them in their class activities. When information resources are made available, it enables decision-making and provides supports in reducing the degree of uncertainty. Similarly, availability of information resources is the access to authoritative, consistent, accurate, and timely access to information[7]. In totaling to this, the availability of information resources can permit innovation in teaching and upsurge timeliness in research. Consciousness is part of availability and it specifies the extent to which users have information and knowledge of accessible resources. Once users of a library have passable information on the information resources, they are encouraged to use them[8]. Furthermore, lack of awareness is a major contributing factor to non-use of information resources. However, the use of these resources is probable to be prejudiced by availability of the resources. This suggests that information resources must be made available in numerous formats to the users[6].

Their contents must also be revealed by the library in order to prompt their usage. Information resources regardless or its form and format unless special materials

should be made readily available to distinguished library users and information professionals should endavour to match make each of the library resources with prominent library users; regardless of their ability and disabilities.

Availability does not equate to accessibility. The truth is that students with disability cannot use a library that has been designed for non-disabled users. In addition, circumstances where a person with disability is not able to deal with negative insight that people have about them may manifest. This can result in stereotyping, belittling labeling, and depersonalization. Incapability to cope may similarly lead to the depiction of people with disability as abandoned, mindless, misery and justifies empathy and alms[9]. Consequently, this study intended to study availability, accessibility, and use of information resources as a predictor of perceived academic performance among physically challenged students.

Accessibility is the current scenery at which information resources are readily processed, packaged, and/ or sorted for the consumption of library clients. Moreover, even when the information resources are accessible, they should be able to meet and please the information needs of the users for which they are being acquired. The job at hand is for information professionals to continually guarantee availability and accessibility of needed information resources, which will ultimately lead to academic use.

These three variables availability, accessibility, and use work hand in hand; therefore, they cannot be pickled in isolation. Initial observations by the researcher specify poor reading habit, replication of assignments, dependent on others during examination or test and so on between physically challenged

secondary students are some of the influences that prompt the researchers to investigate whether the information resources are available, accessible, in which format and are the information resources meeting the information needs of the physically challenged students[10].

Though some physically challenged students' access information resources outside the library while others accessed information resources within the school library and minority did so through ip-address and very few used other mode of accessibility[11]. In eulogizing the significance of accessibility to library resource, availability of an information resource not necessarily imply its accessibility as the source may be obtainable however; access to it is disallowed for one purpose or the other. To buttress it further, availability is a measurement of accessibility, making dissimilarity among them permitted to recognize likely impairments to the achievement of accessibility of information resources.

The more accessible information resources are, the more likely they are to be used and readers tend to use information resources that require the least effort to access. In essence, if the quality and quantity of information resources in secondary school library were to be improved and free access guaranteed, library usage by the physically challenged would be on the rise. Although some challenges of accessibility are beyond the means of librarians/information professionals to address, yet, there may be methods to alleviate some other challenges, thereby edging near full utilization of information resources.

This study therefore focuses on information resources management and perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria. There are challenges in acquiring library resources as studies have revealed that access to library resource materials are often obstructed by limitations of cognitive and non cognitive obstacles such as distance, noise, and incapability to recognize and locate information resources with ease.

Physically challenged students are even more unfavorably antagonized with the challenges of accessibility to information in their school environment where factors such as setting of facilities, conduciveness of the library location and equipment, which often work against successful access to library information resources.

Accessibility suggests the aptitude to enter the libraries without facing any physical or environmental blockades. Accessibility has been acknowledged as one of the pre-requisites of information use. But most of the libraries visited by the researcher were basically designed to provide services for non physically challenged students rather than the physically challenged[12].

There are no ramps, no elevators, flexible shelves or shelve ladder, reading aids, and in most cases, there were no teacher librarian, or library as a place / building. Some of the library visited does not have ceiling, some are with out-dated books, non-availability of reading tables or chairs. In addition, most of the libraries are not expansive for students on wheelchairs to move around while others are with high shelves. Though chairs and tables in some of the libraries visited are comfortable for the physically challenged.

It is likewise observed that the services rendered to the physically challenged students are equivalent as the services rendered to those without any form of disability but the reality is that distinctive devotion needs to be prearranged to the physically challenged students as they tend to be sluggish when carrying out any form of activity.

The facilities which should be available include extended loan, waived overdue fine, borrowing by proxy, inter library loan, study rooms, photocopying, online reference services, Selective Dissemination of Information, book retrieval, search request assistance, voluntary readers etc[13]. The overall well being of physically challenged students is impaired when they are incapable to gain access to the limited available information resources to solve their information need[14].

Use of information resources refers to the level to which library users apply available information resources to meet their information needs[15]. The term "information use" refers to an activity that assesses the value of a given item in a library or information system. The more accessible information resources are, the more possible they are tend to be used. Use is the only criterion that might be used to determine the justification for retaining a document in a library's collection; and information use is critical in leading a library's collection development activity. The demand for a library's items can be used to determine its use. Information use in the library is an elusive action which may mean several things e.g. information are useful in facilitating development programs in many countries. These help in supporting economic and social developments[16]. Also,

use of information resources is important in dealing with the problem of availability and access in a library, especially when planning a library set up and/ or acquiring information resources.

Data obtain from use of resources could be used in decision making. Furthermore, provision of precise information, information match making, information packaging and repackaging, information delivery, information relevancy are the most crucial job description of an information professionals. Hence ability to use adequately lies in the hands of the users which comprises of both the physically and non-physically challenged as they engaged in using the library information resources to meet there academic, social and economic needs. In this context, it is essential to ascertain the information resources management and perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State.

Though all human beings are born equal and completely have privileges to education, equal chances and participation in society. In the real world, there are some groups of people that do not have these rights due to their physical, mental, and social conditions. These people include the physically challenged. There is no single definition appropriate to all people with disabilities. Nonetheless, it is basic to perceive the distinction between the expressions hindrance, incapacity, and impediment. It is the obligation of the library in a unique school to satisfy the data needs of its host local area individuals (physically challenged), which incorporates understudies, workforce (managerial and scholarly), analysts, etc[17].

There are physically challenged people in every culture, family, and institution

around the world. The physical challenged has a long-term negative impact on one's ability to carry out regular day-to-day activities. The causes and consequences of physical disability vary around the world[18]. Ecological, technical, attitudinal, barriers, and subsequent social segregation reduce the prospects for physically challenged to give productively to the household, the community and further upsurge the risk of dwindling into poverty. However, through tutoring and rehabilitation, they cease to be a liability to the public and contribute to the national growth.

Additionally in Nigeria, there are more than 19 million physically challenged people[19]. Among 75 and 90 per cent of them, live below poverty line due to years of neglect by the society, particularly their lack of access to paid employment. Many misconceptions of the physically challenged is express when he detailed that Nigerian society often regards physically challenged persons as ill, incapable to work, study, in need of help, and people that deserve pity[20]. Impairment refers to an abnormality of body structure, appearance, organ and system functioning. Disability is the consequence of impairment in functional performance and activity, handicap is the consequence, which reflected in interaction with, and adaptation to, the surroundings.

Physically disabled populace includes individuals who are blind and visually weakened, persons who are deaf and hearing-impaired, and individuals with mobility impairment[21]. Disability means any constraint or lack of ability to accomplish any activity in the routine within the variety considered regular for a normal being. Physically handicapped children are those whose non-sensory

physical limitations or health difficulties interfere with their attendance or learning to the point where special services, exercise equipment, materials, or facilities are required. The word is now used to describe youngsters who are physically challenged [22].

Furthermore, physically challenged students have similar information needs as students without debility. Just as the students without debility might read a tabloid, listen to a CD, watch documentaries or download electronic information from the Internet, physically challenged students also want access to relevant information in their chosen accessible form[23]. A critical prerequisite for libraries is that the information they acquire, process, stored, retrieved, preserved, and delivered in accessible formats must be made accessible to all its clientele including physically challenged students of Ibadan metropolis, Oyo State, Nigeria.

Libraries are service-oriented institution within the setting of the parental organization, established to support the mission and vision. Libraries tend to meet the information desires of the inhabitants they serve and develop the information literacy capabilities of students whom, it is expected, amid further things, to become life-long learners who are able to discover, retrieve, assess, and apply information and convert it into knowledge. As service oriented organizations, libraries are concerned about service quality and its impact on current and future users. A library is the "heart" of the learning community, providing a space for students to demeanor, study and advanced in knowledge. Libraries and librarians provide access to essential information that people need to participate in the emerging information society[24].

While physically challenged users will require aids in accessing and using the library information resources, normal students may require little or no assistance. School libraries can assist by being aware of official institute policies regarding physically challenged students, providing a personalized educational program, well-structured buildings that can accommodate all types of disability, and giving enough information resources[25].

Although there are skirmishes on the numerous terms used in relating individuals with disabilities, numerous authors however require to accept the term "physically challenged" as a term for persons with numerous forms of disability like sightlessness, deafness, loss of limbs, and mental retardation, as well as other forms of muscular, fretful, and sensory syndromes[26]. Of certain concentration, is the fact that individuals with disabilities encounter physical access confines[27]. The magnificence of a library is to have the tranquility of fulfilling clients require notwithstanding of their physical and mental circumstance. With disabilities are not a problem; they are prospect. Similar to all other students, they are individuals who have potentials, and the library has a role to unbridle and develop such potentials of students in Ibadan metropolis[28].

Physically challenged students has repeatedly been sidelined or disregarded and has remained inappropriately positioned in the similar category as other minority groups in higher education. Because of either physical or learning disability, disabled students have been much more challenged in educational environments than other groups of students[29]. In modern times, a noble number of articles have deliberated technologies tools that would support students with disabilities to take

full benefit of library services[30]. Conversely, the sad certainty is that the explosion of information does not guarantee its accessibility. Most challenged persons suffer refusal, seclusion, and maltreatment from other members of the society[31]. The physically challenged persons are exposed to undesirable attitudes in the traditional society where terms such as 'Abirun' implies handicap, 'Didinrin' meaning imbecile, 'Abami' meaning weird person, and 'Alawoku' meaning psychologically imbalance are used to talk about them. Disability and Health, commonly known as ICF, regards all human beings as having some decrement in health and therefore some disability[32].

Since the school library is devoted to provide outstanding resources and services, it has to develop an upgraded quality of their services in order for the physically challenged student not to have sensation of being left out of the overhaul facility as well as for them to subsist the world of changing information needs. School libraries are established to promote reading culture, support teaching and learning in the school. However, countless problems arises as the library structure and other infrastructure was erected without putting into consideration the aptitude of the physically challenged students to have passable route and movement when entering the library and retrieving information material in the library.

Furthermore, all human beings are born equal and all have rights to education, equal chances, and involvement in society. This agrees with article one of Universal Declaration of Human Rights of 1948 and is in track with the rudimentary tenets of democracy, which is characterized by principle of equality, liberty of information and expression[33]. However, there are some sets of people

that appear not to have these rights and equal opportunity due to their physical, intellectual, and social condition. These people include the physically challenged persons who are also characterized as handicapped, disadvantaged, or disabled. Physically challenged need information on how to manage their disabilities in the business of their daily lives, educational prospects, job callings, politics and governance, socio-cultural among others[34]. It is as well worthy of note that international policies and standards for libraries that are disability- friendly have been qualitative rather than quantitative[35].

In view of the above discussion, this study therefore has examined information resources management and perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

1.2 Statement of the Problem

Education plays a major role in increasing a country's development and competitiveness while academic systems and institutions globally have faced pressures of increasing number of students and demographic changes, demands for accountability, reconsideration of the social and economic role of higher education, the impact of new technologies among others[4]. So also, physically challenged students who enrolled in non-physically challenged institutions are being denied access to the basic tools, equipment, information resources and/ or facilities such as audio information resources, video information resources, audio-visual information resources, ramp, braille books, talking books, twin-vision books, large print materials, tactile or raised surfaces, talking computer, moon types, CDs/DVDs, laser cane, Sonic guide, computer braille, tape recordings,

height-adjustable catalogues, computers with adaptive keyboards, induction loop, audio logical devices, sign language videos, VCDs/ DVD, text telephone, if libraries that are supposed to serve non physically challenged students are not well equipped with the right tools and equipment, resources and facilities, how much more libraries that are created to meet the information needs of the physically challenged.

If physically challenged students are suffering and neglected in schools that are not created to suit them, what more of schools that are basically meant for the physically challenged. That is why it is imperative to consider the information resources management and perceived academic achievement of physically challenged students. Though provision and actual use of library and information resources and services increase the rights of the physically challenged to contribute equally in societal growth. Hence, this study seeks to investigate information resources management and perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate the influence of information resources management and perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

The specific objectives were to:

i. identify the level of perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria;

ii. ascertain the available information resources existing for physically challenged students in Ibadan metropolis, Oyo State, Nigeria;

iii. identify the level of accessibility of information resources by physically challenged students in Ibadan metropolis, Oyo State, Nigeria;

iv. identify the level of use of information resources by physically challenged students in Ibadan metropolis, Oyo State, Nigeria;

v. determine the influence of availability of information resources on perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria;

vi. ascertain the influence of accessibility of information resources on perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria;

vii. determine the influence of use of information resources on perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria;

viii. examine the combined influence of information resources (availability of information resources management, accessibility of information resources management and use of information resources management) on perceived academic achievement by physically challenged students in Ibadan metropolis, Oyo State, Nigeria;

1.4 Research Questions

The study endeavors to answer the following research questions:

i. What is the level of perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria?

ii. What are the available information resources for physically challenged students of Ibadan metropolis, Oyo State, Nigeria?

iii. What is the level of accessibility of information resources of physically challenged students in Ibadan metropolis, Oyo State, Nigeria?

iv. What is the level of use of information resources by physically challenged student of Ibadan metropolis, Oyo State, Nigeria?

1.5 Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

Ho1: There is no significant influence of availability of Information Resources on Perceived Academic Achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

Ho2: There is no significant influence of accessibility of Information Resources on Perceived Academic Achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

Ho3: There is no significant influence of use of information Resources on Perceived Academic Achievement of the physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

Ho4: There is no significant combined influence of Information Resources (availability, accessibility and use of information resources) on Perceived Academic Achievement of Physically Challenged Students in Ibadan Metropolis, Oyo State, Nigeria.

1.6 Significance of the Study

The findings of this study will be of immense benefit to the following stakeholders; librarians, special educators, social workers, government policy makers, physically challenged students, and other academics. So also, this research will assist librarians generally, in finding unique library services that can be provide to physically challenged users in their localities.

The study will also enable librarians to be more proactive in the area of selecting, acquiring, processing, shelving, disseminating, retrieving, and providing adequate and/ or special information services to the physically challenged students. It will similarly educate school librarians on the need of making educational resources available to increase services to disabled library users, as well as the basic issues that these students face while using the library.

Furthermore this work assists special educators in providing proper special education services and inclusive education best practices for physically challenged students. Again, it will assist social workers and government policymakers in developing suitable provisions for physically challenged students in the larger society by recognizing the information needs and unique difficulties that people with disabilities face.

By undertaking this research, physically challenged students who use the school libraries have sufficiency and utilization of existing library services and facilities, as well as the ability to make ideas for the future. Aside from that, this research is timely since it contribute to the literature of librarianship in the domain of special librarianship for persons with disabilities and other handicapped user populations, which has been a sparse yet fascinating subject up until now. As a result, it is extremely valuable for future library and information science researchers and scholars who are interested in users with disabilities by offering ready-to-use information resource. Hence, this study focuses on the relationship between information resources management and perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

1.7 Scope of the Study

The scope of this study focused on information resources management and perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria. The perceived academic achievement is measured by self efficacy, learning behaviour and academic culture while information recourses management is measured by availability, accessibility and use. The researcher considered the students of Cheshire Special School Ijokodo, Ibadan, Oyo- State because out of over seven schools (Ibadan School for the Deaf, Christian Mission for the Deaf, Orita Aperin Special School, Omoyeni Special School "A" & "B", C.A.C Primary School Special, Andrew Foster High School for the Deaf and Cheshire Special School) the researcher visited, Cheshire special school was the only special secondary school in Ibadan that has functioning

library. The respondents of this research work are the physically challenged students from Junior Secondary School 1 to Senior Secondary School 3 in Cheshire Special School Ibadan estimated to be 304 students respectively.

1.8 Limitation of the Study

There are factors such as inadequate of funds and reluctances of the physically challenged students in attempting the questionnaire. Though, some of the physically challenged students refused to participate in answering the questionnaire, some were persuaded by teacher assistant, some attempted but didn't complete the questionnaire, while some voluntarily completed the exercise but not without the assistance of their volunteered classmates. These are the major limitation of this study at Cheshire Special School Ijokodo, Ibadan, Oyo State.

1.9 Operational Definition of Terms

Perceived Academic Achievement: is regarded as the expected overall good grades (GPA) of physically challenged students' engagement in academics activities in Ibadan Metropolis, Oyo State, Nigeria.

Self-efficacy: it refers to physically challenged students belief in their ability to perform the activities necessary to achieve positive academic achievement outcomes in Ibadan metropolis.

Learning Behavior: are learned activities that enable physically challenged students to access learning and interact productively with other members of Ibadan metropolis.

Academic Culture: refers to the beliefs, views, connections, attitudes, written and unwritten regulations that form and affect how physically challenged students of Ibadan metropolis, Oyo State, Nigeria operates within the four wall of their school.

Information Resources Management: they are the information materials that the libraries have in their collection. They can be in print and non-print forms that are solely acquired to meet the information needs of the physically challenged students of Ibadan metropolis, Oyo State, Nigeria

Availability: the presence of information resources in the school library of physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

Accessibility: the concept to make using of information resources effectively easier for use to physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

Use: it is the ability to apply knowledge and / or information effectively among the physically challenged students of Ibadan metropolis, Oyo State, Nigeria.

Physically Challenged Students: these are students whose limitation or health complications interfere with the school attendance or learning to such an extent that special services, exercise equipment, materials, or facilities are required for their effective learning in Ibadan metropolis, Oyo State, Nigeria.

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Chapter Two

Literature Review

This chapter reviews the related literatures on influence, resources and perceived academic achievement of physically challenged students; it further examines conceptual studies, empirical studies, theoretical framework, conceptual framework, and summary. This chapter is organized into under the following subheadings;

2.1 Conceptual Review

Taking into account the variables that will be discussed in this study, the review will combine the existing literatures in order to broaden the understanding of these variables. For this, the definition, type and importance of each variable will be reviewed. The variables that will be analyzed are: Perceived Academic Achievement (self efficacies, learning behavior and academic cultures) and Information Resources (availability, access and use).

2.1.1 Concept of Perceived Academic Achievement

School is a formal learning environment for all students, regardless of their mental, social, cultural, or physical challenges and the totality of all tutelage in the four wall of a school are referred to as student (s). Academic performance of students is critical in producing the best quality leaders and manpower for a community, and the country at large[1]. On the other hand, education is a socially organized and regulated process of passing down socially meaningful experiences from previous generations to succeeding generations[2]. Inclusive education is frequently recommended not only as a direction for changing the education of people with disabilities, but also as a new school model that specifically responds to the diverse needs of contemporary societies while remaining consistent with the democratic values on which these societies are founded[3].

Students' academic achievement refers to the knowledge and abilities students have acquired in school topics. While academic achievement refers to a student's performance in academic topics in terms of their knowledge attainment capacity or degree of competence in school assignments, as measured by standardized tests,

standardized assessments, and the results are expressed in grades or units based on the performance of the students[4]. Students with exceptional academic performance in the form of a high proportion of marks are considered to be successful applicant while students who failed their earlier examination and received poor divisions in their current examination, on the other hand, are considered failed in their current examination attainments[5], while average academic achievements in schools come with higher percentage of students with special educational needs compare to average academic achievement of students who are abled[6].

Self-efficacy is described as students' perception of their capacities to achieve specific levels of performance that have an impact on their academics. Self efficacies values influence, feelings, thinking, motivating. Students who question their talents tend to avoid tough undertakings that they perceive personal dangers. They tend to have low expectations and a shaky commitment to the objectives they set for themselves. When confronted with tough tasks, they focus on their personal flaws, the barriers they will face, and a variety of negative outcomes rather than focusing on how to do the task successfully. In the face of adversity, they slacken their efforts and give up fast. They take a long time to regain their sense of efficacy after failure or setbacks.

Self-Efficacy sources four key of influence which can shape people's perceptions of their own efficacy. Mastery experiences are the most effective method to develop a strong sense of efficacy. Successes instill a strong belief in one's own ability. Failures erode it, especially if they occur before a strong sense of efficacy

has developed. If students only have simple successes, they would expect speedy results and will be easily discouraged if they fail. Experience in conquering challenges through perseverant effort is required for a robust sense of efficacy. Some setbacks and challenges in human endeavors are beneficial in that they teach that success usually takes consistent effort. People who believe they have what it takes to achieve persevere in the face of adversity and bounce back fast after losses. They emerge stronger from hardship by persevering through difficult circumstances.

The vicarious experiences supplied by social models are the second technique of forming and strengthening efficacy self-beliefs. Observers' ideas that they, too, possess the talents to master identical activities required to achieve are strengthened when they see persons similar to themselves succeed via consistent effort. Observing others' failure despite great effort, on the other hand, decreases observers' assessments of their own efficacy and undermines their efforts. Perceived similarity to the models has a significant impact on the impact of modeling on perceived self-efficacy. The more similar the models are, the more convincing their successes and failures are. People's perceived self-efficacy is not changed by the models' behavior or the outcomes they generate if they consider them as quite different from themselves.

Social persuasion is a third way of strengthening people's beliefs that they have what it takes to succeed. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when

problems arise. To the extent that persuasive boosts in self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy.

It's more difficult to build high self-efficacy ideas through social persuasion than it is to weaken them. Unrealistic increases in efficacy are rapidly disproved by the failure of one's efforts. People who have been convinced that they lack ability, on the other hand, tend to shun hard activities that develop potential and give up easily when faced with challenges. Disbelief in one's skills provides its own behavioral validation by restricting activities, diminishing motivation and more than just conveying good feedback is what successful efficacy builders do. They not only increase people's confidence in their skills, but they also structure situations for them in ways that promote success and prevent putting them in situations where they are likely to fail frequently.

They define success in terms of personal growth rather than victories over others. People also judge their abilities in part based on their physical and emotional states. They see their stress reactions and anxiety as warning indicators of impending failure. People interpret exhaustion, aches, and pains as symptoms of physical debility in activities requiring strength and stamina. People's perceptions of their own efficacy are likewise influenced by their mood. Positive mood boosts perceived self-efficacy, while negative mood lowers it. Reduce people's stress reactions and change their negative emotional proclivities and misinterpretations of their physical states as the fourth technique to adjust self-beliefs of efficacy. It's not so much how intense emotional and physical reactions are, but how they're

seen and interpreted that matters. Physically challenged students with a high feeling of efficacy see affective arousal as an invigorating facilitator of performance, whereas those with self-doubt see it as a debilitator.

Physiological efficacy indicators have a particularly important role in health and athletic and other physical activities. Though school is where children develop the cognitive competences, as well as the information and problem-solving skills that are required for meaningful participation in society. Their knowledge and reasoning abilities are tested, graded, and socially compared on a regular basis. Children gain a rising sense of intellectual efficacy as they learn cognitive skills.

In addition to formal teaching, there are many social factors, such as peer modeling of cognitive skills, social comparison with other students' performance, positive goals and incentives to improve motivation, and teachers' interpretations of children's successes and failures. Unfavorable abilities will also affect children's judgments of their intellectual efficacy.

Teachers' skills and self-efficacy are essential for developing a learning environment conducive to the development of cognitive skills. Those teaching talents with a high sense of efficacy can stimulate and strengthen students' cognitive abilities. Teachers with a lower sense of teaching effect prefer the supervision method, which relies heavily on negative consequences to motivate children to learn. Teachers do not operate in isolation, but cooperate within an interactive social framework.

Staff belief systems shape school cultures, which can either energize or demoralize the social system's performance. Schools where the faculty

collectively believes they are impotent to help pupils achieve academic success can foster a collective sense of academic futility that can pervade the school's entire life. Schools with a positive atmosphere for development that promotes academic attainment, regardless of whether they serve mostly advantaged or disadvantaged children, infuse their schools with a positive atmosphere for development that promotes academic performance.

Students' objectives, levels of interest in academic activities, and academic achievements are all influenced by their conviction in their ability to master academic activities. A number of school procedures tend to convert instructional encounters into education in inefficacy for the less skilled or ill-prepared. Lock-step instructional sequences, which lose many youngsters along the way; ability groups, which further reduce the perceived self-efficacy of those placed in the bottom ranks; and competitive behaviors, in which many are doomed to failure for the success of a small number of people. When the entire class studied the same content and the teacher conducted regular benchmarking, the least likely pupils were the ones who were most affected. Students rate by ability with great unanimity in such a monolithic framework.

It is difficult to change one's reputation after it has been established. Personalized training targeted to students' knowledge and capabilities allows all students to enhance their talents while reducing the need for social comparison in a personalized classroom structure. As a result, students are more likely to compare their rate of progress to their personal standards than to the performance of others. The self-comparison of improvements in the custom class structure increases

perception. Collaborative learning structures, in which students work together and help each other, also tend to promote higher self-assessment of academic competence and achievement than individual or competitive structures.

Social cognitive hypothesis have a self-contained framework that allows physically challenged to exert some control over their thoughts, feelings, thought processes, and activities. As a result of the interplay between the framework and its natural affects, this self-governing framework provides reference components and a collection of sub-functions for seeing, managing, and analyzing behavior[7]. As such it performs a self-regulating function by providing individuals with the ability to influence their own cognitive and action processes and thereby modify their environment. The way people interpret their own performance gains informs and changes their environment and beliefs, which in turn informs and subsequently changes performance. This is the basis of conception of mutual determinism, according to which (a) individual factors in the form of perceptions, influences and biological events, (b) behavior vi, and (c) environmental influences that induce interactions that lead to tripartite reciprocity[8].

In this view, what physically challenged students know, what skills they have, or what they have achieved are not always good predictors of later achievement, because of the beliefs they have about their abilities. They strongly influence the way they behave. Thus, the way physically challenged students behave is influenced by their beliefs about their abilities and can often be predicted by those beliefs better than the outcome of their previous activity. This does not mean that physically challenged students can perform tasks beyond their capabilities simply

by believing that they can, for competent activity requires harmony between, on the one hand, belief in themselves and on the one hand skills and knowledge in another. Rather, it means that self-perception helps define what individuals do with the knowledge and skills they possess. More importantly, belief in self-efficacy is an important determinant of how knowledge and skills are acquired in the first place.

In academia, confidence researchers have sought to determine the predictive value of confidence beliefs for other motivational constructs or for different activities. In most cases, statistical models with precision as the dependent variable represent only a small part of the variance. Future surveys may seek to identify sources of information on learning effectiveness in addition to those commonly used on previous skills, abilities and achievements for traceability and the development of beliefs about effectiveness as well as to determine how efficiency perceptions mediate the influence of these sources on self-regulatory strategies, through other constructs, and performance thereafter[9].

As mentioned earlier Self-Efficacy Theory identifies four main sources of self-confidence mastery experiences, indirect experiences, verbal persuasion, and physiological and psychological indicators indirect experience provided by different models; the different influence of theory depends on the extent of the evaluation gap between one's own confidence and the verbal evaluation of others; the role of mood).

Although some of them have been investigated and proven, others still need to be examined and more information gathered. Researchers will also have to look into how information from these many sources is used to form efficacy assessments.

With the exception of finding on the influence of attributive feedback, modeling effects and goal setting on beliefs about accuracy, few know how indirect experiences and verbal persuasion influence the creation and development of beliefs about academic choice. It is especially useful to develop ideas about how and why different explanations for similar achievements and from similar sources lead to different beliefs, as well as how to develop incorrect formulas and why they can survive even in the face of later successes and strong performance gains.

A student cannot complete a task beyond their ability just because they believe they can. Rather, beliefs, as observed, are "rules of action"[10].

As such beliefs become the internal rules that individuals follow when determining the effort, persistence, and perseverance required to achieve optimal goals as well as the strategies they will employ. Researchers have examined the effect of self-efficacy on these variables and reported significant relationships, but it is not entirely clear how these connections are made or under what conditions where similar beliefs can lead to different levels of motivation. Due to the investigative nature of most surveys, impacts are often assessed by the students' self-reported effort and persistence rather than the effort and persistence observed by the interviewers[4].

This is also the case with self-regulatory strategies, often self-reported by students rather than directly observed by the investigator. There are other strategies in

order to assess the origins and effects of self-efficacy through direct observation rather than relying on student self-reports; the second is the increased use of experimental techniques to manipulate sources and effects[11]. Investigators should continue to view motivational and self-adjusting variables as outcome measures and in the real classroom context to better understand the relationship between self-efficacy and other self-efficacy beliefs and other motivational concepts[12]. Quantitative efforts will need to be complemented by qualitative studies that explore how beliefs about effectiveness are developed, how students perceive these beliefs to affect learning outcomes, and the learning paths that they take, pursue, and how beliefs influence choice, effort, perseverance, persistence, and resilience. However, individuals should focus on creating and developing their beliefs of self efficacy from various sources.

In addition self-capacious beliefs can be generated on the self-system and perform new tasks. In fact, most experimental tests of the causal relationship between self-liaison hiring new operations. However, individuals should focus on creating and developing their beliefs of self efficiency from various sources. The previous achievement of the technology selecting and results obtained is a source. The contextual sensitivity and specificity provided by self-efficacy assessments resulted in the superiority of self-efficacy beliefs over perceived competence or more domain-specific self-concepts as predictors of educational outcomes[13].

Self-efficacy is a more consistent predictor of conduct, and this behavior change may be seen in all members of a society, including physically challenged students[14].

The vast majority of children's behavior in school is excellent, as it has always been. When poor behavior occurs, quick, informed, and effective action is required. This intervention must preserve the majority's interests while also attempting to influence the behavior of those who are causing the problems. Physically challenged students must be taught how to act in a socially acceptable manner, and only a small percentage of students are incapable of acquiring these lessons.

Teachers and parents must maintain a clear and consistent approach, but this must be tempered with the understanding that childhood is a time when mistakes are made and lessons are learnt. Although it might be difficult to maintain an informed and sensible discourse on the topic of student behavior in schools, hence "Bad behavior in schools is a complex problem that does not lend itself to simple remedies"[15]. Unacceptable behavior can take numerous forms and be caused by a variety of factors that often fail to distinguish between the essence of poor behavior and the circumstances of the offender as an educational institution and as a society. As a result, we make it more difficult to make progress. This is detrimental to the young person's and society's interests at large. The benefits of school leadership for student learning are mostly indirect[16].

Academic culture has long been the subject of studies in many contexts, stimulated in large part by Schein's early work[17]. In particular, interest in the nature and influence of school culture was an important feature of early research on “effective schools”[18]. Academic culture refers to the attitudes, beliefs, and values of academics regarding various aspects of work which also has a

powerful impact on what is done, how it is done, and who is involved, involving decisions, actions, and communication at the instrumental and symbolic levels. Several terms have been used to describe the academic culture in East Asia, such as integrity, ethics, misconduct, and even corruption.

Academic culture is seen as a major obstacle for higher education in East Asia to achieve world-leading status. A corrupt academic culture severely damages the reputation of institutions and the academic community. An academic culture based on theocratic values, open inquiry and competition is virtually absent in East Asia. Across the region, academic cheating has long been a problem, from cheating students to cheating scientists. Research shows that academic dishonesty is on the rise in Hong Kong and Taiwan.

Koreans refer to their country as "The Republic of Plagiarism". Perhaps more successfully than any other person in the world, the Japanese have developed a social system capable of ensuring order and proper behavior. However, Japan is by no means immune to academic fraud. The 2000s saw many public cases of high scientific misconduct. More recently, the Japanese academic establishment has been stunned by fabricated data, plagiarized images and the plagiarism of Haruko Obokata, a particularly egregious academic misconduct in China. Since the 1990s, academic culture has rapidly become decadent, and this "tinted" culture has deeply penetrated the higher education sector, from major regional institutions to national institutions, and permeated all aspects of university activities. Reflecting society at large, it takes many different forms and participants include students, professors, academics and institutional leaders. Academics are therefore

increasingly stuck in the pursuit of administrative status, rather than devoting their time to legitimate academic research.

Devastating impacts under the influence of a corrupt academic culture, the practice of guanxi restricts the free movement of staff, students and resources, as well as the professional advancement of faculty. Decision making is not based on academic success, but on relationships and personal preferences. Plagiarism and falsification of scientific results are common[19]. Hence, Europe and North America were centers of civilization and were meant to civilize other parts of the world while societies in Africa or in third world countries such as Latin America and Asia cannot develop on their own due to their primitive nature therefore third world countries can only develop if they open their borders to Western civilization[20].

The European education introduced in Nigeria in the 1840s deviated markedly from it. The colonial brand of education saw education as the central body of essential knowledge that must be imparted to all who attend school. Schools were founded in Lagos, Calabar and other coastal towns. In a few decades, the learning of English has gradually established itself in Nigeria. During the colonial years, Britain did not promote education. The schools were created and managed by Christian missionaries. The British colonial government funded only a few schools. It was government policy to provide subsidies to mission schools rather than to expand the system, and though literary education in the four basic points of the system (reading, writing, arithmetic, and religion). Missionary education prepared recipients for new opportunities as teachers, missionaries or church

ministers, missionaries, and interpreters. The curriculum of this type of education is not geared towards achieving the necessary technological advancements and economic development in Nigeria[21].

2.1.2 Concept of Information Resources Management

One of the fundamental functions and responsibility of an information institution is to acquire, store, process, retrieve and disseminate relevant information resources, provide adequate and efficient services to meet the users' information needs using the institutional information prowess. Information resources are those information-bearing materials that are equally in printed, visual and electrical formats, such as textbooks, journals, micro films, abstracts, newspapers and magazines, reports, project work, CD-ROM databases, video tapes/cassettes, diskettes magnetic disk, computers etc. These information resources are the rare materials that the libraries purchase, process, store, conservative, retrieve, and make available to the library patron[22]. In every society there are several amenities but classrooms can contribute tremendously in no small amount to teaching and learning.

In other for learning to occur, learners are required to have access to essential information materials, learning aids and adequate information resources[23]. An ideal library should be well-founded in terms of information resources, furniture's, human resources (professionals, nonprofessionals and paraprofessionals) in all subjects to advance study and research. In line with this, library is seen as an institute that succeeds the intellectual products which enables individuals to gain access to process and readily information[24]. The responsibility of a teacher

librarian is to gather, organize and disseminate information to students, teachers, scholars, and support the generation of new knowledge[25]. Physically challenged implies being unable to perform some or all of the daily tasks, or having a medical condition that makes it difficult to engage in one's daily activities[26].

''Some people are born with disabilities, while others develop them later in life. There are however, many types of challenges or disabilities; both physical and mental, and they vary greatly in causes, degrees and treatments. Common disabilities include blindness, deafness, and deformity, loss of limbs, mental illness, mental retardation, muscular, nervous and sensory disorders"[27].

Information resources management in audience context: The context in which a message is established and deduced. The audience are system which originates (or attempts to derive) information from a message. A system may be an apparatus, an organism, a community, or an organization.

Information as part of the communication process: by dissimilarity, a message considered to be communicated is expected to have two informing contexts: that of the author and the reader. If that signal is to be a message, it is necessary for the sender to be an author, or the recipient to be a reader, or both.

Information resources management in the readership context: Information gotten from a message by the reader rest on a wide range of factors, all of which affect the reader's indulgent of such message. Some of these factors might be geographical (nation, culture, language, physical community), social (interests, pastimes), educational (level of education, subjects studied) professional (area of professionalism, career history). The different contexts overlap. A mathematical

treatise will be understood in the same way by both Russian and American mathematicians. A Birmingham newspaper will be more informative to Jamaican and Punjabi immigrants living in Solihull than it would to a tenth-generation cockney in Lambeth. To understand what makes sense to a reader, therefore, it is necessary to understand the structure of the society of which he or she is a part. Information resources are a vital and crucial resource for all companies, as well as a critical input for all types of organizations. Libraries are organized information centers because they have limited resources with which to meet users' information demands. As a result, libraries must develop their collections and facilities to fulfill the needs of their patrons[28].

The authorial context as well as sharing the characteristics of the readership context, the authorial context has an additional property: that of intention. Two potential states of intention are supposed: Message intended to convey information. The author creates the text with the purpose of informing the reader. This is the usual authorial context, in which a text 'is a collection of signs purposefully structured by a sender with the intention of changing the image-structure of a recipient'. The closer an author's context is to that of a reader, the greater is the chance that the author's work will be informative. In exceptional circumstances, an author may choose to convey more than one message in a given text. Message not intended to convey information. The author ascribes no meaning to the message of the text: any meaning is derived within the readership context. Examples include the predictions of fortune-tellers and output from artificial intelligence programs[29].

Information as a resource or commodity implies the traditionally, information scientists have apportioned largely with focused messages. Highly focused messages are ones in which the context for interpretation is very specific, making ambiguities difficult or impossible. The most obvious example would be a mathematical document, but other examples include command line computer interfaces and technical publications. Messages would include descriptive works and histories, which will be interpreted according to the reader's culture and experience. A less positive example would be poorly written documents, which may be confusing, ambiguous, or misleading: a typical contemporary example of this is email. Totally loose messages would have no obvious interpretation in any context[30].

Information is to describe as one or additional proclamations or facts that are received by a human and have some method of worth to the recipient. Information is frequently understood in terms of knowledge that is transferred to a conscious being[31]. In other to be information literate, a person must be able to identify when information is desired and have the capability to discover, evaluate and use effectively the needed information. Information as an essential commodity has become one of the necessities and without appropriate information, no human can survive and if they do it will be in isolation. Information needs vary from person to person, in terms of discipline, occupation, gender, nationality.

Hence library as a social institution; charged with the responsibility to acquire, process, store, retrieve, disseminate in which the day-to-day activities is headed by a professional (librarian). The main essential purpose of libraries is to provide

adequate services and access to various sources of information with the aid of information professionals along with information and communication technologies, especially computers in accessing electronic sources of information. Moreover, information networks and software applications are making it possible for libraries to provide round the clock information services to their numerous clients. Majorly, it is the duty of the library to identify the information needs of its users and to ensure that such needs are meet adequately[32].

The information resources accessible in institutional information systems (library, archives, records offices, documentation centers, and data centers) must be proficient of supporting teaching, learning and research activities[33]. Hence, the extent of academic success in academia is research productivity, which requires information resources. The school(s) and the community at large should enable to set up libraries to make information resources available to assist the pupils in their day-to-day learning and in achieving success in their academic pursuit. Though for this to be possible, the students must have access to wide range of information resources, which must be current and in line with the school curriculum[34]. Availability, accessibility and use of information resources are indispensable to the teaching, learning, research and community activities of academic staff members in any university system.

Moreover information resources are those information-bearing materials that are equally in print and electronic formats, such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, the Internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms etc[35].

These information resources are the raw materials that library obtained, indexed, stocked, and make available to the library users. A good library should be well furnished with information resources in all subjects to advance study and research[29]. The up-to-datedness of contents in curriculum, the unceasing academic development, competence of teacher librarian members and the superiority of learning environment depend on how effective the school library is in detecting and connecting information on current developments in numerous subject fields with the school community[36].

Information resources refer to print and electronic materials that could be sourced and accessed manually or electronically by users. Sufficient and appropriate information resources offer opportunities for individuals to get the access which has depended on the availability of emerging technologies as means for creating, storing, and distributing, retrieving, and using information resources the existing literature, such as suggest that the library is central to the provision of relevant information resources and services for adequate support of teaching, learning and research in any academic environment[37].

Information resources similarly are those information-bearing materials that are in both printed and electronic formats, such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, the Internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms among others[38]. It was duly noted fervently that there was inadequacy of recent publications and current learning aids in most school libraries. Besides, the information needs of the students were not adequately met by the existing library

resources in most school libraries[39].

It is duly observed that traditional library and informational services (LIS) can no longer adequately meet the information needs of library user, because of the cost of printed materials, the ever-increasing number of academic publications, and changes in learning and teaching methods which has paved ways for online access. There is the need to have access to relevant information resources in school libraries and make effective use of them to improve the teaching effectiveness and to promote reading culture among the students. If the library is to contribute to the development of knowledge, it must not only offer the resources but also ensure effective and efficient use of the resources by its users[40]. If information resources are not in line with the information needs of the users, this might lead to frustration on the users' part owing to the non-availability of the resources among the teachers, library information products and services[41]. The Library is expected to be a unique and premeditated sector of any society due to their services to all sections of the same society for the development of man in all ramifications[42]. It was noted that the contents of libraries have experienced so considerably change over the years.

Today, libraries do not simply have printed materials; they also ensure other forms of information resources are made available and accessible in different formats (photographs, documentaries, CD-ROM, micro film, DVDs among others)[43].

The library should as matter of necessity provide information materials capable of satisfying users' needs which will enable them to appreciate attractive

buildings, good librarians, catalogue cabinet, directories, abstracts, once their needs have been adequately met. Library users will use the library more effectively if they find its services satisfactory. Users' satisfaction has a substantial influence on the use of library services. Thus, to rationalize the existence of any library, such library must afford and make accessible current, sufficient and relevant information resources and services to satisfy all targeted users respectably. Successful user's contentment in the library is a purpose of how resourceful the services are rendered as well as the amount of availability and accessibility of needed information resources[44].

Although information resources may be available in the library yet inaccessible to users owed to one of these reasons; poor organization of library holdings, poor cataloguing and classifying of information resources etc. So also, accessibility means the capability of users to be informed, recognized and use information resources judiciously. The responsibility at hand is for the librarian (s) to always ensure availability and accessibility of needed information materials which will therefore lead to users' satisfaction. Information resource availability includes supplying the library shelf with contemporary, suitable and relevant information materials for users' satisfaction. Among others, one of the most significant obligations to any library is making required information resources available for use. Information resources in any library can explain the need for it and why such library is important. In other words, the absence of relevant and up to-date materials will detect the existence of any school library[45].

Information resources includes the presence of books, serials and

journals publications, electronic source documents (non- print e.g. audio-visual) in the library. In a struggle to guarantee availability, the library should provide adequate, current, effective and relevant information resources that cut across all users' discipline. This will support and help realize the goals of the parent institution. Libraries must ensure they acquire and make available relevant information resources to users; this will help to improve the library's collection and increase user satisfaction. The efficacy of any library is a function of the value of services rendered, that is, how available and accessible information resources are to users. Therefore, appropriate organization of existing information resources will no doubt ensure its accessibility and utilization by users and thereby ensuring user's satisfaction[46].

The idea of librarianship in the twenty-first century has placed a greater emphasis on the endowment of effective information retrieval tactics to meet the growing demand for easy access to information resources by library as a service organization responsible for organizing information resources in such a way that permits access to users and also turning passive users into devoted users by library as a service organization responsible for organizing information resources in such a way that permits access to users and also turning[47]. Today's libraries ought to not just be a stockpile house of information resources and their conservancy, but it should conceive means by which the contented of such resources can be rapidly and effectively be conveyed for use.

A library can be stocked with relevant information resources but the absence of effective information retrieval mechanism could render them inaccessible. Often

times, users' find this phenomenon frustrating whenever they visit the library; knowing that what they require is within the holdings of the library but having difficulties in accessing them. The significance of user satisfaction in the library cannot be over-emphasized. The availability of information resources in the library without their `accessibility will render such library under-utilized however; easy accessibility of available information resources will consequently result to user satisfaction. These three variables work hand in hand hence they cannot be treated in isolation. The above view shows the relationship between "information resources availability, accessibility and user satisfaction", It is owing to the above that this study seeks to find out information resources and perceived academic performance of physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

Even though there are more than 19 million physically challenged people globally; in which between 75 to 90 per cent of the physically challenged people live below poverty line due to years of neglect by the society, especially their lack of access to paid employment. Many fallacies and misinterpretation of the physically challenged were underlined further and stated that Nigerian society often concerns physically challenged individuals as unwell, incapable to work, study, in essential of help and people that warrant pity[48]. 'The wheelchair mobile Nigerians lack access to the banking halls'. This is due to the anti-metal partitions at the entrances to banks in Nigeria, which have deprived some of this underprivileged group the prospects of planning for financial future investment[49]. Information plays a crucial role in the existence of an individual in the society regardless of

status. In that regard, equality in information sources provision is required to meet the needs of the physically challenged since they constitute an integral part of every society.

Physically challenged students are frequently ostracized or overlooked in higher education, and are wrongly lumped in with other minority groups. Disabled students have had far more challenges in educational settings than other groups of pupils due to either a physical or learning handicap[50].

Information resources play substantial roles in meeting several needs of persons with disability and information literacy skills could be an instrument that will enhance maximum utilization of the information resources provided in alternative format to the physically challenged. From the abovementioned, it is deducible that the physically challenged persons are also qualified to possess certain information literacy skills in order to be fully incorporated into the society and maximize their abilities in utilizing varying degrees of information resources.

Information resources are equally needed by the physically challenged to achieve some or all the errands of day-to-day life or a medically diagnosed ailment that makes it knotty to participate in the actions of quotidian life[51]. Also, *"some people are born with disabilities, while others develop them later in life. There are however, many types of challenges or disabilities; both physical and mental, and they vary greatly in causes, degrees and treatments. Common disabilities include blindness, deafness, and deformity, loss of limbs, mental illness, mental retardation, muscular, nervous and sensory disorders"*[52]. In situations where a physically challenged person is not capable to get by, it results in stereotyping,

judgmental labeling and depersonalization[53].

Most physically challenged persons suffer disproof, segregation, and neglect from other members of the public. Physically challenged person's revealed undesirable attitudes and in the *Traditional Yoruba* society terms such as '*Abirun'* meaning handicap, '*Didinrin'* meaning imbecile, '*Abami'* meaning strange person, and '*Alawoku'* meaning mentally imbalance are used to refer to them. The physically challenged are perceived as individuals of disrespect, disgrace and disappointment. Terms such as," retarded" and " lame" are alleged to be considered invasive. Also, the word "wheelchair-bound" is basically deleterious. Hitherto additional term "Mongolism" is centered on stereotypical ideas of certain groups of individuals with disabilities[54].

The physically challenged as schoolchildren encountered barriers in their voyage for learning. They encounter physical access restrains such as retrieving information materials from the library shelves[55]**.** Disappointments of architectural buildings of schools, libraries without ramps, flexible shelves and furniture's which have discouraged many challenged persons from being educated[56]. Physically challenged students start out by similar qualifications and aspiration as their counterparts (normal students), but since they encounter hurdles, they perform poorer[57].

Disability might lead to limitation in various circumstances, and can unfavorably degenerate to a level that an individual may not be capable to portray his goals, aims and objectives. Moreover, the incapacities to grip reveal them as deserted, mindless, suffering, deserving sympathy and alms. However, features such as age,

sex, type of disability etc. define the surviving strategy executed by challenged individual[58].

The development of information resources has transformed a collective consciousness, most specifically in advanced societies due to technological evolution in information technology (IT)[59]. Hence, high school tutelage is a very significant phase to the students. It plays good basis rested for assistances to the students in selecting numerous professional paths[60]. The availability of information resources is critical in education, science, learning, and community services. The third law, "every book its reader". Knowledge resources, services, and facilities must be made available for effective teaching and learning purposes[61].

Information availability creates a new standard of system and network that are continuously on for uses and data that are always available for end users which are always connected. Availability of information resources also entails acquiring and providing means by which users could get necessary information resources needed. It attempts to ensure that every user gets document, which could satisfy his/her quest for information. Indeed, availability of information resources could justify the existence of the library or information center. It is in line with this that this study set to evaluate the availability, access and use of information resources as a predictor of academic performance among physically challenged students. Possibly a study such as this might give an understanding into how the library is used and significance services provided to the users[62].

Availability of information resources refers to readily access to information with

small or no hassle to the library users. Availability of information resources in the library is not just appropriate, users should distinguish their existence to be able to use them proficiently; and to place what's available, users need to have indispensable skills that will permit them to exploit these resources and services judiciously[63]**.** Hence, to thrive in academics, students whether disabled or not disabled irrespective of their levels be it primary, secondary or tertiary need information. This is the main feature in taking decisions and supports in reducing the degree of uncertainty.

Availability of information resources enables students to meet their learning and research needs, enables decision making, tricky solving and decrease uncertainty among students' though some secondary school students realize the essential for information and are keen to seek and utilize information, the resources and sources for information are either inadequate or not available[64]**.** Additionally, availability of information resources is the provision for and enclosure of the resources in the collection of the libraries at the disposal of users. Similarly, availability of information resources is the access to authoritative, consistent, accurate and timely access to information. In totaling to this, the availability of information resources can permit innovation in teaching and upsurge timeliness in research.

Consciousness is part of availability and it specifies the extent to which users have information and knowledge of accessible resources. Once users of a library have passable information on the information resources, they are encouraged to use them. Available of information resources must be known to the users.

Furthermore, lack of awareness is a major contributing factor to non-use of information resources. However, the use of these resources is probable to be prejudiced by availability of the resources. This suggests that information resources must be made available in numerous formats to the users. Their contents must also be revealed by the library in order to prompt their usage. Consequently, this study intended to study information resources management and perceived academic achievement of physically challenged students in Ibadan metropolis, Oyo State[65].

Even though information professionals work hard to provide access to information resources and provide adequate services that can satisfy users' information needs and support the objectives of their parent institutional aims and goals. Libraries have undertaken so much change over the years. Currently, libraries do not only have books, they also have other resources that contain information as well as knowledge in different formats such as printed, audiovisual, visuals and in electronic format. In other to buttress this, it was ascertained that non-printed information resources are nevertheless often referred to as audio-visual resources and are sub divided into audio, visual and audio-visual. Hence these are the products of innovative technology, though some required special machine to operate[2]. Still, displeased users can dismay other users from visiting the library. The librarian is left with the job of exploiting the tools (man, material and machine) at users' disposal and channeling them towards the attainment of effective user satisfaction because user satisfaction has now been considered by many to be a reliable standard for defining the effectiveness of library services.

Nevertheless, the librarian should have a preceding knowledge of the availability and usability of relevant information resources in the library. Librarians can achieve this by evaluating the entire resources of the library and also through the setting up of library users' education and the active usage of information retrieval tools.

Information resource availability contains stocking the library shelf with recent, adequate and relevant information materials for users' consummation. Among others, one of the utmost significant responsibilities to any library is making needed information available and accessible for use. In other words, the absenteeism of relevant and up to-date information resources will weaken the existence of any library. Likewise availability of information resources discusses the existence of printed and non-printed materials in a library and offers the opportunity to access a comprehensive range of topics on diverse subjects[66].

Furthermore, availability of information resources is labeled as the existence of books, serials and journals publications, and electronic source documents (non-print e.g., visual, audio-visual) in the library. In a determination to guarantee availability of information resources, the library should offer an adequate, current and relevant information resource that cuts across all users' discipline. This will back and help realize the aims and goals of the parent institution. Libraries must make sure they obtain and make available relevant information resources to users as this will help grow the library's collection and improve users' satisfaction. The efficiency of any library is a job of the quality of services rendered, that is, how available and accessible information resources are to users. Therefore appropriate

organization of available information resources will no doubt guarantee its accessibility and utilization by users and thus ensuring user's satisfaction. Hence, the impression of librarianship in the 21st century has placed more weight on the provision of, effective information retrieval tactics to meet the increasing demand for easy accessibility to information resources by users**.** In view of this, it is regarded that the kind of information available to the series or sets of people in the society[67].

Availability of information resources is an element that significantly inspired research productivity in terms of information literacy skills and utilization[68]. However, the availability and accessibility of information resources used by students in libraries shown that books are some of the library's information resources[69]. Yet, availability of information resources in libraries are mostly print information resources such as newspapers, textbooks, maps, dictionaries, directories and journal collections whereas the least available includes catalogues, technical reports and scripts[70]. Although dissimilar view on availability, access and use of publications among some students stated that students access information materials by inquiring staff, following directional signs, browsing racks and shelves[71].

The library as a service-oriented organization which is responsible for organizing information resources in such a way that grant access to users and also turning passive users into committed client. Today's libraries ought to not just be a mass house of information materials and their maintenance but it should also devise means by which the content of such materials can be swiftly and effectively

transmitted for use. Today, there is more to libraries than actuality mere shelves with books. Libraries are progressively providing access to enormous amount of information resources in printed form as well as online services[72].

Availability of information resources plays a significant role in teaching and learning. For active teaching to take place information resources must be provided and teachers must have access to various types of resources mainly in their areas of specialization. This will not only widen their understanding base but likewise prepare them ahead of the challenges that may face them in the course of conveying knowledge. A multiplicity of events that are performed by teachers in the advent of carrying out their proficient duties is hinged on close contact with the various information resources in their areas of their specialty. These includes provision of course materials, interacting in the language of the discipline, enablement of learning actions with relevant materials, engaging in elaborate dialogue with learners, giving exercises that involve critical thinking to learners, and so on.

Existing literature affirms that availability of information resources is an inseparable factor in determining information resources utilization. After all, an information system that is not accessible to users when needed is almost as inadequate as none at all. Subsequently, such resources cannot be accessible.

Teachers as the backbone of educational goal cannot but make use of information resources if they are to convey knowledge satisfactorily and successfully, irrespective of the level of teaching. This involves that availability of information resources is central to teaching, learning and research. Hence, to accomplish any

form of actual teaching of vocational subjects in Nigerian secondary schools, the needed educational resources must be available. Not simply that, it must also be made accessible.

Moreover resources may be available and a user might even recognize it bibliographically as relevant to his needs but find it difficult to access, thus rendering such resources unusable. By implication, teachers, irrespective of their level of teaching and the caliber of their students need to have access to relevant information resources in order to improve their teaching abilities and performances for knowledge impartation and teaching efficiency[73].

Accessibility of library facilities to students with disabilities cannot be overstated. Impartial like the overall student population, disabled students require materials and information services in accessible formats in order to meet their information needs and/ or achieve academic excellence. However, the desires of students with disabilities vary from those of the overall populace contingent on the type of disability they have. A student who is visually impaired has different needs from a student who uses a wheelchair or a student who suffers from physical disabilities, or those with learning disabilities. Consequently, to contribute fully in academic events, students with disabilities often need information be transliterated into alternate formats such as auditory, large print or braille, as well as supporting technologies. The fact that information is available is not sufficient for students with disabilities as the information needs to be transformed into accessible formats for them[74]. This study is therefore expected to find out whether the information resources are available, accessible and are meeting the needs of

pharmaceutical science students of University of Jos, for their academic use, with the view to restricting copying of assignments, depending on others during test and examination and to improve their reading habits[75].

Accessibility in the current context depicts the speed with which physically challenged students acquire information productivity in any format. Education is a deed or procedure that communicates or obtains general knowledge, improves intellectual and judgment abilities, and prepares an individual for a settled life. Access to higher levels of education for students with special needs means better opportunities for them to integrate into society in general and into employment in particular, allowing them to support themselves financially and with dignity[76.] It is the result of tutoring, teaching, or research.

Although some accessibility challenges are beyond the ability of librarians/information professionals to address, there may be methods to alleviate some other challenges, allowing for near-full utilization of information resources. This study therefore focuses on availability, access and use of information resources as a predictor of academic performance among physically challenged students. There are challenges in acquiring library resources as studies have revealed that access to library resource materials is often obstructed by limitations of cognitive and no cognitive obstacles such as distance, noise, and incapability to recognize and locate information resources with ease. Physically challenged students are even more unfavorably antagonized with the challenges of accessibility to information in their school environment where factors such as setting of facilities, conduciveness of the library location and equipment, which

often work against successful access to library information resources. When physically challenged students are unable to access the limited available information resources to solve their information needs, their overall well-being suffers[77].

The social model of disability is based on the proposition that it is society and its institutions that are oppressive, discriminatory, and disabling, and that attention should therefore be focused on removing barriers to disabled people's participation in society's life, as well as changing institutions, regulations, and attitudes that create and maintain exclusion. In the context of education, the inclusive restructuring of schools and educational services, including libraries, reflects the social model in action[78].

In a nutshell, the social model states that a person is disabled if the world as a whole fails to take into account needs arising from physical or mental differences. As a result, the social theory of disability is used in this work. Librarians can begin to provide services that are inclusive to all by accepting that the barrier for the disabled patron is not the disability itself, but rather the exclusion that they face. The social model of disability focuses on the fact that so-called "normal" human activities are shaped by the general social and economic environment, which is built by and for non-impaired people.

Libraries need to design programs and special services geared towards readers with disabilities in order not to be discriminatory and disabling to these categories of library users. Special services for the physically challenged are necessary now more than ever in the spirit of democracy. Libraries must democratize their

services and resources to meet the needs of all and sundry. In other words, library services must be inclusive and geared towards egalitarianism, creating equal opportunities to all without discrimination[41].

The use of information can be found in the exchange of society, institutions, regions and programs, as well as the information that best suits the needs[29]. The Library Association of Australia 1998 guidelines on library standards for people with disabilities, stated that librarians will need to take into consideration the following points for effective library and information usage to the physically challenged: i.e. Library services for the blind must enable them to have access to equipment's such as braille printers, braille embosser and tape duplicators, kuzweil reader (a text- to speech reading machine with synthesized speech output), closed circuit TVs for magnifying regular text, PCs with CD ROMS, Power Macs with CD ROMS, large print type writers, special track tape recorders, computers that are having adaptable equipment such as voice eyes[79]. ii. The library facility must be barrier free to wheel chairs and other mobility devices and ensuring that all devices including door handles are designed for easy manipulation. iii. Provide information resources for the deaf and hearing impairment which include collection of books, caption videos, assistive listening device, specialized alerting devices, technological communication aids. iv. Reader service section to increase the accessibility of their library. As all documents are not available in their technological form like braille or talking book and some documents are needed by these users[80]. Reader service is the only way to provide 'right information to the

right user at the right moment'. v. Employ librarians who are qualified in sign language and use of Braille technology[81].

Special education policies in Nigeria are integrated into the general educational policies established by the Federal Ministry of Education. A Ministry department was established to provide several contexts for the advancement of special education in Nigeria[82]. In addition, the Federal Ministry of Education established a committee to carry out special education activities in collaboration with the Ministries of Health, Local Welfare, and Labour. Teachers training colleges were required to provide general and basic courses to all prospective teachers who wanted to teach in special educational institution[83].

Basically there are four categories of physically challenged students namely; visually impairment; hearing impairments, motor impairments and cognitive impairments.

Visually Impairment; these are students with visually challenged ranges from those with poor vision to those who are partially or completely blind. Students with low vision have lost some of their reading and writing abilities. This is accomplished by using optical aids such as spectacles or no optical aids such as large text, as well as environmental modifications such as better lighting in the room or seating near the board. Visual ability may change throughout the day due to changing light intensity or high glare. Students with low vision have difficulty using local large print materials, moving around in unfamiliar surroundings or places, finding transportation, selecting readers for library work, or researching for assignments and written exercises. Students who have completely lost their

sight must read and write entirely in braille. Blind students are unable to see visual aids or demonstrations. To learn, they rely on their touch and auditory senses. As a result, audio taped class sessions, Braille machines for note taking, and explicit verbal descriptions of visual aids or graphics are required in the classroom[71].

Hearing Impairments; hearing impairment or hearing loss occurs when some or all of hearing ability is loss. Other terms used in relation to hearing impairment are deaf and hard of hearing. Hearing loss is classified according to the severity and kind of hearing loss. The least sound that can be heard with the ear is used to classify the severity of hearing loss. The louder the sound, the higher the decibel (dB). The minimum sound that may be heard with modest hearing loss is between 25 and 40 decibels. Physically challenged students with this level of hearing loss are unable to hear subtle noises and may have difficulty following discussions in class or any other noisy environments. The least sound that may be heard with mild hearing loss is between 40 and 70 decibels. At this level, physically challenged students can't hear mild or moderately loud noises and may have hearing problems unless they wear a hearing aid[84].

Motor Impairments refers to the ability to move is hampered by motor limitations. Muscle weakness, tiredness, contracture, impaired balance, and impaired coordination are the major five motor deficits. Fatigue is a multi-faceted motor deficit that involves a decrease in a muscle's ability to create force during sustained motor tasks as well as an increased perception of effort, depletion, or weariness. Impaired balance is also complicated because it might indicate

peripheral failure, multisensory integration failure, and high-level executive functions failure.

Movement impairment can be caused by a number of reasons such as; muscle weakness can be caused by a stroke, neuromuscular disease, or by prolonged bed rest. However, motor impairment from different causes may share a common mechanism, cause similar outcomes, contribute to similar clinical syndromes, and respond to similar interventions[85].

Cognitive Impairments; occurs when a person has trouble remembering, learning new things, concentrating, or making decisions that affect their daily life. Cognitive impairment ranges from mild to severe. With mild functional impairment, physically challenged students may begin to notice changes in cognitive function, but still be able to continue their daily activities. 4,444 severe impairment can cause loss of the ability to understand the meaning or importance of something and the ability to speak or write, leading to inability to live independently[86].

Students who are deaf or hard of hearing have functional hearing loss that ranges from mild to severe. Deaf people are people who have very little or no effective hearing. Those with milder hearing loss may self-identify as deafeningly deafen while some children with hearing loss may only hear certain frequencies or sounds at certain volume levels. They may rely heavily on hearing aids and lip reading. Some people never use sign language and may develop speech problems as a result of their inability to hear their own voices clearly. Deaf students rarely or never talk. They frequently converse with the help of a sign language

interpreter[71]. Other disabilities among physically challenged students includes: mental, speech, cerebral, pulse, hidden disabilities, slow learners and sight disability.

In June 1994, the World Conference on Special Needs Education was held in Salamanca, Spain, where 92 governments and 25 international organizations met and affirmed the need for education for all individuals, as enshrined in the 1948 Universal Declaration of Human Rights. The member countries also agreed to carry out the resolutions passed at the World Conference on Education for All in 1990. The Salamanca World Conference Framework for Action inculcate regular schools should accommodate all students regardless of their physical, intellectual, social, emotional, linguistic, or other circumstances. The framework emphasized on the education for all disabled children in an inclusive environment within the regular education system[87].

The history of special education in America extends back to the early twentieth century, when parents created advocacy groups to assist by providing the educational requirements of children with special needs to the public's attention. Prior to that, parents of special-needs children had no choice except to teach their children at home or pay for pricey private education. All of this changed in 1975, when two laws were passed. The Education for All Handicapped Children Act (EHA) established the right to public education for all children, regardless of disability, whereas the individuals with Disabilities Education Act (IDEA) require all schools to provide individualized or special education to children with qualifying disabilities. IDEA establishes rules for schools to follow in order to

provide education that is adapted to the requirements of each individual child with a disability.This education must benefit the child and prepare him or her for further study or a career, as well as independent living[88].

On the African continent, it is estimated between one and two percent of the disabled people have access to basic services including care, rehabilitation and education[89]. The Secretariat of the African Decade of Persons with Disabilities (SADPD), reports that early efforts aimed at providing education for children with disabilities in Africa have mainly been through special schools. These institutions can only cater for a fraction of disabled children and have the disadvantage of isolating them from their families and society. It also does not equip them with the knowledge and skills required to pursue higher education or access productive employment[90].

In South Africa, studies carried out by the Department of Education showed high levels of exclusion of disabled children especially among the blacks, from the education system. The report went on to establish this fact in reference to the apartheid era. Education was provided separately not only on the basis of race but also on the identification and categorization of learners into those considered 'normal' and those who were considered to have 'special needs. These inequalities in the education system had a profound effect on the number of disabled people who were able to access higher education. Nevertheless, since 1994, there have been changes in the education systems which have helped to break down the many barriers faced by the disabled children. The census of 2001

indicated a great increase in the number of disabled children accessing the school system[91].

In the Kenyan context, a survey carried out in 2008 by the Kenya National Survey for Persons with Disabilities showed that about 1.6 million people in the country are living with disabilities. The Journal of Emerging Trends in Educational Research and Policy Studies reports that about 10% of disabled children are accessing basic and secondary education, yet their representation in institutions of higher learning remains less than 1%[92].

On the 19th of May 2008, Kenya became the 27th country to ratify the UN convention on the Rights of Persons with Disabilities. This led to efforts to include disabled learners in mainstream schools through inclusive education. The Kenyan constitution (2010) provides a firm foundation for policy and legislation on disability in accordance with the universal standards for the promotion of fundamental human rights and freedom for persons with disabilities. Some of the landmark gains in legislation include the Persons with Disabilities Act (2003) which came into effect on 16th June 2014. This act established the National Council for Persons with Disabilities, an autonomous body dealing with disability issues.

The act also established the National Development Fund for Persons with Disabilities (2009), which is used to channel out financial support for persons with disabilities. Others include the Children's Act no. 8 of 2001 and the Employment Act of 2007 both of which outlaw discrimination against persons with disabilities[93].

In Nigeria, special education policies are integrated into the general educational policies established by the Federal Ministry of Education. A Ministry department was established to provide several contexts for the advancement of special education in Nigeria[94]. In addition, the Federal Ministry of Education established a committee to conduct special education activities in collaboration with the Ministries of Health, Local Welfare and Labour, Teachers training colleges were required to provide general and basic courses for all prospective teachers who were willing to teach in special educational institutions[95]. Students with physical disabilities are referred to as physically handicapped.

They may struggle to perform basic functions such as gripping objects with their hands, moving arms or legs, and have a limited range of motion. Students with multiple disabilities have a combination of disabilities such as mobility loss, speech loss, and visual or hearing loss. These students require assistance both inside and outside of the classroom[96].

Students with chronic health conditions can be as those that have a health problem or condition that is long term, affects their normal activities and requires extensive medical care or hospitalization. Examples of chronic conditions include asthma, diabetes, sickle cell anemia, cancer, AIDS, Epilepsy and congenital heart problem[97].

School is a formal learning environment for all students, regardless of their mental, social, cultural, or physical challenges. Academic performance of students is critical in producing the best quality leaders and manpower for the country[67]. On the other hand, Education is a socially organized and regulated process of

passing down socially meaningful experiences from previous generations to succeeding generations[68]. Inclusive education is frequently recommended not only as a direction for changing the education of people with disabilities, but also as a new school model that specifically responds to the diverse needs of contemporary societies while remaining consistent with the democratic values on which these societies are founded[69].

2.2 Theoretical Review and Framework

This section examines the various theories and models that have been proposed to explain the relationship between information resources and perceived academic achievement of physically challenged students. Motivational System Theory, Michael Gorman Laws of Librarianship and Social theory model of disability are the only three theories that will be discussed.

2.2.1 Motivational System Theory

Martin Ford (1992) developed the Complete Theory of Motivation after he conducted a comprehensive score review of the other theories of motivation. Motivational Systems Theory (MST) assumes that motivation involves in the interaction between an individual goals, abilities, beliefs (perception of one's own skills), contextual beliefs (perception of whether the environment provides the necessary support), and emotional arousal processes (feelings of help, mobilize and deploy energy).

This study explored the validity of the Motivational Systems Theory (MST) as a measure of perceived academic achievement of physically challenged students in Ibadan Metropolis pursuing their academic career. This is an essential aspect for

high school students as they approach college life and because having better academic results offers better opportunities in studying familiar courses in higher institutions. The underpinnings for existing theories of motivation and stress may differ from these with regard to Filipino and Asian students' unconscious views of motivation, stress, and learning in schools which opined that motivation for student academic performance is significantly correlated with their academic achievement[98].

The effectiveness of students and their active participation in school are two of the most important factors in their academic success even though various theoretical frameworks, such as Self-Efficiency Theory, Self-Systems Motivation Development Model, and Expected Value Theory, argue for a complex series of relationships between self-efficacy, classroom participation, learning behavior, academic success and learning culture. However, the relationship between these structures varies from one theoretical point of view to another and these theories best represents students' experiences at school while empirical studies rarely challenge these theories[99]. A full understanding of the multidimensional and developmental interplay between self-efficacy, classroom engagement, learning behavior and perceived academic achievement needs further research, especially among elementary and physically challenged school students[100].

The first objective of this study (related to research question #1) was to investigate the relationship between information resources management on perceived academic achievement of physically challenged students in an effort to validate the Motivational Systems Theory which posits:

Achievement = (Motivation x Skill) x Responsive Environment

Biological Structure

The formula assumes that genuine "achievements and abilities result from a motivated, proficient, and biologically competent person interacting with a responsive environment." Existing theories are not replaced or attempted to be replaced by motivational systems theory, instead, the theory attempts to integrate the various motivational constructs of various theories into a single model. Learning behavior, Academic Culture and Self-efficacy beliefs, the role of expectations, and goal orientation are the main components of academic achievement. This formula is based on the assumption that there are four fundamental prerequisites for effective functioning in any behavioral episode.

i. The person must be motivated to begin and continue the activity until the episode's goal is adequately met.
ii. The individual must possess the ability to plan and carry out a series of actions that will result in the desired outcome.
iii. Human biological structure and function must be able to support the functioning of motivational and skill components.
iv. The individual must have the support of a responsive environment in order to make progress toward the set goal.

This model attempts to provide a comprehensive theory of motivation and proposes that achievement and competence are in fact the result of a person's motivations, skills, and biological abilities interacting in a reactive environment response.

2.2.2 Michael Gorman Five New Laws of Librarianship

Michael Gorman was the Dean of Library Services at California State University/Fresno and coeditor of AACR2. He had the temerity to formulate Five New Laws of Librarianship which are reinterpretation of Raganathan's truths in the context of the library of today. The five laws are - (1) libraries serve humanity (2) respect all forms by which knowledge is communicated (3) use technology intelligently to enhance service (4) protect free access to knowledge (5) honor the past and create the future.

The implication of the first law 'libraries serve humanity' infers, location of library, collection, preservation, librarian/ information specialist, ethics, correlation with client's information needs, services. Further, the First Law permeates the basis upon which the books exist to be used. The availability of the library collections (books, images, audiovisuals, hearing aids, and others) are the point emphasized here. Every document in the library must be used. The law also specifies the purpose and extent to which the library's collection has met the information needs of its intended users, including those that are physically challenged. Second law 'respect all forms by which knowledge is communicated; this law implicates libraries for all which includes men, women, society members, library activities for all ages, the library for all different educational background, loan rules, circulation, reference services, reserve and physically challenged students. Creating a society that has full access to the library's information reources[46]. On a second notes, this second law also indicated that any information materials needed by physically challenged and other library users must be made

available in the library. Procurement must accommodate user needs. After all, no one can have all the information materials he/ she sought. Then again, the library must maintain and provide library materials that are beneficial to the physically challenged and other readers and even researchers[47].

Third law- *use technology intelligently to enhance service*: the open/close access system, cataloging, publication, opening hour e.g. new book, collection development, patron participation in the development of library[46]. It emphasizes open access or an open service library. This means that every collection in the library must be made accessible to the physically challenged and so also other library patrons. Hence with it can also be interpreted that every information material (brail, printed, visual, audio- visual and hearing aids) in the library must have a user/reader. So if there is a collection that cannot be found, then it is the librarian's job to find and speed up access to that information materials[47].

2.2.3 Social Theoretical Model of Disability

The following theoretical framework on which this study is based on is social theoretical model of disability; which allows students with disabilities to see themselves in a more optimistic way, which also increases their self-esteem and individuality. This work is based on the social theory of people with disabilities as it supports holistic education and admiration for all physically challenged students in society as well as their right to independent and comfortable life in school and in the society at large. The social theory takes a broad view of how social barriers limit one's ability to engage in any activity. The social model theory proposes that activity restrictions are as result of social organization, or how society is

organized, rather than being caused by impairments. The deaf, for example, cannot hear (impairment) but can participate in meetings if a suitable sign language interpreter is provided.

The social model's scope has tended to focus on removing barriers to inclusion, providing immediate practical applications, and disseminating information to disabled students[101]. It was once again pointed out that the social model of disability is based on the idea that society and its institutions are oppressive, biased, and disabling, and that attention should be focused on removing barriers to disabled people's participation in society, as well as changing the institutions, principles, and attitudes that create and maintain these barriers[102].

In terms of education, the comprehensive reorganization of schools and educational facilities, including libraries, exemplifies the social model in action. The social model indicates a person is disabled if the world as a whole fails to address the needs arising from people's physical or mental differences[103]. This work accepts the social theory of disability on these grounds. Accepting that the barrier for disabled patrons is not the disability itself, but rather the segregation they face, librarians/information professionals can begin to provide services that are inclusive of all. The social model of disability emphasizes the fact that so-called "normal" human actions are guided by the general social and economic environment, which is created by and for non-impaired people. School libraries require designing programs and special services geared in the direction of readers with disabilities in order not to be biased and incapacitating to these categories of library users. Libraries must democratize their services and resources to meet the

needs of all and sundry so also, library services need to be inclusive and geared towards equality, making information materials available and accessible to all without discrimination[104].

2.3 Review of Empirical Studies

2.3.1 Information Resources Management and Perceived Academic Achievement

Some researchers have evaluated self-efficacy assessments according to their specific perception of the skill that is highly consistent with the assessed criterion task. This assessment requires that, if the criterion task involves solving specific problems, the effectiveness assessment requires students to make confident judgments to solve similar problems[105]. If the task involves physically challenged students reading comprehension, they are asked to provide assessments of their cognitive ability to correctly answer various questions affecting understanding the main ideas of a passage or if the task involves writing an essay, students are asked to assess that they have different structural, grammatical, usability, and mechanistic skills to gauge their writing performance[106].

Another researcher reported numerous studies that have examined the role of specific beliefs on self-efficacy in different academic contexts used route analysis to show that modeling treatments increase the persistence and accuracy of division problems by increasing children's confidence in the self-efficacy, which has a direct effect on competence[107]. He then showed that effort-based feedback on past performance increases expectations of self-efficacy in elementary school children. This increase is partly due to the increase in skills in performing

subtraction problems. In later experiments, he found that feedback on possibilities such as "You're great" had a greater influence on self-efficacy and academic performance. He also reported that self-efficacy changes the roles of skill learning and attributive feedback and has a direct effect on the academic performance of division problems among grade students.

Responses from regulations show a moderate direct effect on performance and a stronger indirect effect due to the effectiveness of the mediator itself. In another study, it was gathered that self-efficacy directly affects academic performance (= 0.46) and indirectly through persistence (= 0.30)[108]. The results of these surveys demonstrate that the acquisition of cognitive skills, the impact of modeling, attributive feedback, and goal setting influence the development of self-efficacy beliefs and in turn, these beliefs influence the development of beliefs about learning performance. Physically challenged students with previous performance and similar cognitive skills may differ in later achievement due to different perceptions of self-efficacy, as these perceptions mediate between past performance and learning outcomes. As a result, such performance is often better predicted by self-efficacy than prior learning.

Similar studies suggests that variables such as cognitive control, outcome expectations, perceived value of outcomes, recognition, goals and self-perception may provide a 'kind of clue' used by individuals to assess their beliefs about effectiveness[109].

Though researchers have attempted to explore whether the prediction increases when specific ratings of efficiency and academic performance match directly. A

study reported that confidence in subject had a stronger direct impact on problem solving (= 0.545) than self-perception, perceived usefulness, or previous experience while another study on the influence of writing, self-perception, and anxious writing on high school essay writing, using a pathway model that controls for gender effects[110]. Writing skills and abilities were previously assessed. They report that students' perceptions of selectivity have a direct effect on their writing performance (= 0.395) and act as a mediator as assumed by cognitive social theory. Reported similar direct effects and similar relationships with third, fourth and fifth graders[111].

Although writing apprehension and academic performance were correlated in both studies, the results showed that the effect of apprehension on academic performance was largely the result of a non-causal covariate with confidence constructed pathway models that included confidence in mathematics, general mental ability, self-awareness in mathematics, anxiety in mathematics, confidence in calculus in self-regulation, previous lessons in math[112]. The most important attempt to extend the previous results involved the inclusion of a general intellectual capacity measure, or psychometric g, rather than an assessment of math-related skills. In addition, it was the most important component underlying individual differences in mental ability and was recognized as a strong predictor of academic performance[113].

The important conclusion of these studies is that the direct effect of the elective effect on academic performance (= 349) is as strong as the effect of general mental capacity (= 324)[114]. Insignificant direct effects of anxiety and a reduced

effect of self-acceptance on performance, as well as the effect of confidence on anxiety related to academic performance and self-acceptance supported previous findings that the influence of these determinants on academic achievement diminished when specific measures of effectiveness were included in a model[115]. It was further examined by a researcher the interaction between precision judgments and other subjects of high school students, confidence independently contributed to the problem solving success of continuing education students (= 0.387) and gifted students (= 0.455) in a controlled pathway model for the impact of mathematical anxiety, abilities cognitive, English language scores, self-regulation for studies[116].

As observed by a relative study that physically challenged students are confidence when success scores not guaranteed and similar confidence when success scores warranted higher confidence. Although most students are prone to overconfidence, physically challenged students are less inclined towards this direction, and gifted are more inclined to be self-confident.

Compare with this findings, the results suggest that factors still have a negative impact on some physically challenged students academic confidence. What this line of inquiry has demonstrated is that when beliefs about effectiveness closely match the test task against which they are compared, predictions are improved.

A study calculated that efficacy beliefs are related to performance (ru = 0.38) and account for about 14% of the variance in learning outcomes.

However, the extent of effects depends on the specific characteristics of the studies, including the types of efficacy and performance measures used. The

researchers compared specific performance assessments with measures of the effectiveness of basic cognitive skills (zero-order correlation between self-efficacy and academic achievement in school). The criterion task ranged from r = 0.49 to 0.70; the direct influence in the study path analysis ranges from B = 0.349 to 0.545[117]. Scores tended to be higher in math studies than in other academic areas such as reading or writing, but even in these areas the relationships were significantly higher than in the past where the criteria that students rated their accuracy were used as criteria for scoring essays or assessing reading comprehension[118].

Similarly the judgments to succeed by the physically challenged students in a supernatural course must be more strongly predicted to these courses with register rather than the registration of these courses than the resolution of the specific problems of the execution of tasks or profitable[9]. Recalls an important relationship in the level of generalized domain specificity also found this phenomenon. In addition to each sub-waves, full scale is considerably correlated with each performance. These relationships demonstrate the possibility of generalizing vector perceptions in the field, but forecasts are improved to be more closely tailored to self-capacity and academic achivement[119]. Studies that claim there is no link between self-efficacy and academic achievement frequently have domain specificity or connection issues[120]. Self-efficacy is assessed as perceived study skills or test-taking ability and is measured with items such as "Assess your level of confidence that you can learn when and where that you won't be distracted". This is compared with academic achievement such as test scores and

cumulative course GPA. Hence, there was a weak but significant correlation between self-efficacy in math and academic achievement. A regression model with subject anxiety, quantitative scores on the American College Test (ACTQ), and prior academic experience suggests that self-efficacy is not a significant part of variance in academic achievement[25].

The self-efficacy findings coincide on two points: when confidence in effectiveness is assessed overall and/or does not correspond to the criterion reference tasks to which they are compared, the value of their predictions are reduced or even canceled; when the performance rating matches the task of the criterion, the prediction is improved. In general, there are reasons to believe that self-efficacy is a powerful motivating concept that works well at predicting beliefs and learning outcomes at different levels of tutoring physically challenged students, but works best when are given theoretical guidelines and procedures regarding specificity and respectable correspondence.

Research findings over the past 20 years generally support claim that effectiveness beliefs mediate the impact of one's other skills or beliefs on subsequent academic achievements. Researchers have also shown that self-efficacy beliefs influence of these academic achievements by influencing effort, persistence, and persistence[121]. Students with low, medium, and high learning ability, who had high or low self-efficacy after the tutorial, have new problems to solve and the opportunity to redo the ones they missed. It was reported that ability is related to performance, but regardless of ability, high academic achievements among children solved more problems correctly and reworked more tasks with

high self-efficacy engaged in more effective self-regulation strategies at each ability level. Self-efficacy also improves student retention by improving persistence[122].

School effectiveness affects academic achievement directly (= 0.21) as well as indirectly by increasing students' grade by 34 goals (= 0.36)[123]. Other researchers have found that self-efficacy is related to self-regulating learning variables [99]. Results in this area suggest that physically challenged students who believe they are able to perform learning tasks use more cognitive and meta-cognitive strategie, outlive students who do not[124]. Academic electives are also correlated with semester and graduate grades, homework, tests and quizzes, essays and reports[125]. Perhaps self-esteem plays a "facilitating" role in cognitive engagement, that strengthening beliefs about self-esteem can lead to increased use of cognitive strategies and therefore higher performance and that 'students must have both' will 'and' skills' to be successful in the classroom[126].

In academic settings, research on self-efficacy beliefs is thriving, and the empirical link between self-efficacy and other motivation variables, academic performance, and achievement has now been satisfactorily established[127]. After tracing the path that self-efficacy research has taken over the last two decades, as well as the obstacles it has met along the way, it may now be beneficial to rely on past findings and theoretical insights to make some recommendations that will help to guide future study and practice. These proposals may hopefully aid self-efficacy theorists in charting new avenues and implementing research methodologies that give practical, relevant, and theoretical insights.

A surveyed in 2001 believe that there has been a decrease in student disobedience since the last survey in 1992[128]. However, while the behavior of the majority has improved, the survey only found with a small number of pupils that more serious problems were encountered. Another concern that emerged from the survey was the finding that the majority of teachers interviewed had not received any training in behavior management.

In 2008, the National Association of School Administrators / Association of Teachers (NASUWT) United Kingdom supported a survey of behavior in schools that resulted in the Derrington report of Behavior in Elementary Schools. This report shows the belief of the teachers interviewed that the behavior of a small number of students has worsened. The perception that schools face larger problems with the behavior of a few students, rather than problems with all students, is reflected in other surveys of teachers. Providing effective support for teachers, students, and parents to deal with acute problems as they arise is one of the most important themes of this behavioral review.

While there is overwhelming evidence that the general quality of behavior in schools is good, there is also evidence that certain serious issues persist. In 2007, a survey of 30 newly qualified teachers conducted on behalf of NASUWT revealed some serious concerns: poor student behavior has a substantial impact.

In October 2008, a new survey of instructors revealed some divergent perspectives on the situation of student behavior in our schools (Teacher Voice). According to the survey, 94 percent of instructors say that behavior standards in their schools are acceptable, with a large majority indicating that they are good.

This backs up the evidence gathered during ousted inspections. Less experienced instructors were less satisfied, despite 83 percent believing that their training had prepared them well to control classroom behavior [116].

Teachers' motivation is inherently linked to their work ethic; desire to engage in the pedagogical process within the school setting, and interest in student discipline and control, particularly in the classroom. Societal Studies as a field, if properly structured and effectively taught can aid in the resolution of social issues that face developing countries such as Nigeria, where ancient standards are rapidly fading and no good alternatives are available[129]. Our behavior is generally motivated by the desire to achieve certain goals while these goals can be intrinsic and extrinsic motivations which serve to reinforce attitudes toward behavior. While another study argued that motivation creates the link between attitudes and behavior in the rational action theory model (TRA)[130]. Research shows that students are motivated to each single base salary for the teaching career allowance, as well as high market demand for teachers. This means that learning behavior is motivated by wages (according to the economic theory of wages) in order to achieve high learning outcomes. Most contemporary motivational theories benefit from a substantial amount of supporting research[131].

A behavioral model simulating three main types of students with their various experiences, a student forced by a parent or guardian to take a particular course or be under a specific tutelage; a student influenced by their peers, and a student who essentially decided to take a course. It is assumed that in a typical Nigerian university, these three types of students are common, while keeping the other

things constant [87]. A study revealed that standards in Nigerian schools were neither good or better than other sub African countries but more than two-thirds of respondents believed that poor behavior of teachers, corruption, poor physical condition of classrooms, inadequate learning aids, inadequate access to grants/ students loan, are the major factors of students unpleasant behavior towards learning[132]. There is no single solution to the problem of bad behavior, but all schools can increase the standard if they comply with good practices in learning, teaching and behavioral management.

Although schools are required to develop a policy of behavior and performance lag during inspection. This requirement has helped to increase the importance of behavior management in schools, but it is clear that in this area, as in other areas, there is a big difference in practice. If a school policy is to make sense, it must be reviewed regularly and communicated to students, staff and parents on a regular basis. If that doesn't happen, it's unlikely to have much of an effect. The law requires that the review policies include students, staff and parents. It should also be informed by an audit of behavioral needs in the school. This will include an assessment of the nature of the misconduct, details of the perpetrator's background, location of the incident, and an assessment of the effectiveness of the interventions applied. In 2005, the Group of Practitioners strongly advocated the right of parents to have an independent remedy against the exclusion of their child. Members of the group argue it would be an injustice if this right were removed and question the legitimacy of such a step. They also believe that if parents are denied the right to an independent appeal, the result will be increasing problems

for schools, rather than reducing them. Governing bodies should make every effort to ensure that members take advantage of exclusion training opportunities. Independent exclusion appeals panels should be kept in place, both for the sake of natural justice and to keep schools out of time-consuming and expensive alternative legal proceedings.

Developing students' favorable attitudes towards school in general and learning in particular is the focus of much educational research around the world. Malaysia is no exception in this regard. In the National Master Plan for Education 2013-2025 (Ministry of Education 2013), 11 strategic and operational changes were introduced to improve educational standards and outcomes, especially educational outcome of student's. Academic success is an indicator of a student's adaptation to school and their future success. Guided by a range of theoretical frameworks and empirical models, the researchers identified a set of factors that contribute to success, which can be grouped into two dimensions: internal and outside. Internal psychological processes are internally regulated and malleable.

These include students' participation in school and their confidence in learning[133], as well as their beliefs about abilities and skills efforts[120]. External factors refer to socio-cultural and ecological contexts, such as family, school and culture, which are not regulated internally ecological system theory, in which the student lies at the center of a complex web of contexts that influence each other, from family, to school education, to the community and to social institutions[134].

Empirical findings increasingly support the theory that human development occurs in relation to social contexts and that children's developmental outcomes

are influenced by their interactions with important people in environments that become the foundation of the learning environment they spend with these students. A combination of teachers setting high but reasonable goals, students responding positively to the challenge of those goals, and principals providing resources and influence to achieve those goals are among the earliest correlations of school performance[135.] For schools with low and moderate for social economic status, the greatest influence on outcomes arises from the close association between community and parental assistennce[136].

Instructional leadership has a positive impact on student achievement through parental assistance, even when social economic status is taken into account. Principals who are open, supportive, friendly, and have high expectations, but do not impose bureaucratic duties on teachers, tend to have influence on the levels and rate students learn[137]. Disciplinary issues, classroom interruptions, student absences and delays, student discipline advice, student discipline experiences (students with stolen items), codes of conduct, racial or cultural conflicts in schools, behavior and punishments for bad behavior in schools, teacher behavior, and teacher-student relationships are larger than that of student behavior[138]. A study indicated rural schools showed more favorable results in learning behavioral of students, while limited evidence supports a direct relationship between school and distributed or resilient leadership [126]. The values of variables are supported by much international evidence on learning opportunities, particularly an increase in time spent by students in the classroom[139].

In Organization for Economic Co-operation and Development (OECD) countries, the average duration of learning in regular courses is positively, but lower, related to the average results of the country, while the duration of study in courses, out-of-school learning and individual learning are negatively related to academic performance. The total amount of "time actually spent teaching" had a moderate impact on student learning[140].

Total instructional time is less important than how it is spent, the subject matter and the strength of the curriculum. Time spent on tasks is an important factor contributing to success. The content of the curriculum in which students spend time studying, the "opportunity to learn" has a strong impact on learning[141]. There is little direct evidence of leadership approaches to optimize teaching time. Buffering, one such strategy, protects teachers from the many distractions they face both inside and outside of their classrooms and schools, and helps teachers to spend time teaching in their classroom[142].

Improving attendance is another strategy for maximizing study time. A few studies have reported a significant association between absenteeism (or attendance) and learning. Evidence shows that improving student learning depends on optimizing the use of classroom instructional time[143].

Student participation does not reflect the personality of each student; it refers to the status of being influenced by family, school, and peers in achieving consistent academic expectations and supports. Research has shown that 4,444 interpersonal relationships, family and peer group dynamics, and interactions in the teaching and learning process have a direct influence on how and why students learn[144].

Parents or family members provide physically challenged students with academic support (for example, homework help) and motivational support (for example, school discussions and supervision of children's activities) contribute to students' learning outcomes at school. A study has shown that positive interactions between teachers and students contribute to academic performance and motivation[145]. Student engagement in class and school can be improved if teachers are attentive to and caring about students' feelings [42].

The teacher's role in defining the goals of the collaborative curriculum and providing opportunities for students to personally relate learning in the school to their daily lives and interests is very important in the teaching and learning process[121].

Positive peer relationships are also an important component of educational socialization and, in addition to student relationships with parents and teachers.

Culture is a characteristic that each group owns. It is also a medium that connects people. As previously said, culture is a state in which humans can exist, think, feel, and relate to others; accept and be accepted by others. Culture is the set of attitudes, values, beliefs and behaviors that are shared by a group of people, but different from each other. Culture is also attached to our body like the way we act, behave, talk and learn[146]. Learning in a new environment poses many challenges for everyone. Students face challenges such as culture shock, language difficulties, homesickness, differences in the education system, and loss of their established social network. These challenges make people feel uncomfortable, disoriented,

confused and anxious, especially when they find themselves in a new country they have never been to or cultural barriers[147].

Cultural barriers are obstacle in understanding different languages, spiritual beliefs and social habits. Cultural barriers can arise in both social and academic life. Research conducted shows that the cultures shock that foreign students studying in Indonesia experience in social life, relationship between women and men, different ways of thinking and different habits will be different from the culture shocks that foreign students experience in university life in terms of attitudes of teachers; poorly organized programs; and attitudes of local students[148].

Academic culture is the rules, norms, behavioral patterns, and facilities used by learners as a guide in academic activities, including academic perspectives, academic spirit, ethics, and moral values, academic ethics and academic environment. The study of school culture has developed two distinct axes.

The emphasis in the early work explored contributions to student success on standards of collaborative work between teachers and school leaders' establishment. Academic culture questioned the conditions necessary to provide students with both safe and orderly learning environment and character, as well as a "focused" learning situation.

Using the majority of classroom instructional time to teach and learn without many other distractions offers students the opportunity to meaningfully participate in the achievement of these learning goals. The term "culture" as part of the academic culture brand to recognize the norms and beliefs that will guide school staff to focus relentlessly on the learning goals for all students and to achieve the

most of the time they spend with these students. Among the initial correlations of school performance, was found to be positively associated with achievement in all types of schools, including schools serving disadvantaged and minority students with a greater impact in high schools of low socioeconomic status[149]. For low and middle schools, the greatest success effect is due to a strong combination of community and school[150]. Instructional leadership has a positive effect on student academic achievement, even when taking their grades into account[151]. Principals who are open, supportive, friendly, and set high expectations, but who do not burden teachers with bureaucratic tasks, often have high performance levels in their schools[152].

Performance level was significantly correlated with most dimensions of transformational school leadership (r¼ 0.420.65; score 0.00)[153]. Disciplinary defined as school rules and compliance, was identified by the most important determinant of academic success [24]. The impact of disciplinary experience varies with the number of students. A study, using PISA data from 28,914 of 15-year-old students in 1,528 Canadian schools, found that the single important variable of grades level significantly affected academic performance in reading, math and math in science in the school. While rural schools performed more favorably on four of the seven measures, the difference was small [18].

Limited evidence supports a direct relationship between campus and distributed or resilient leadership. The case study indicates that shared leadership has been successful in reshaping school cultures, especially schools, by engaging more staff (e.g. caregivers), supervisors, security staff, teachers, principals and students)

in the use of behavioral plans[154]. A study similarly shows a direct relationship between school and school culture and leadership flexibility (r¼0.585)[155].

The value of this variable is supported by substantial international evidence of learning opportunities, in particular the increase in the learning time of students in the classroom [12]. ITU teachers understand their teachers' efforts to maximize time spent on teaching and learning, create classroom conditions that allow for consistent instruction, and empower students to be independent in their own work learn in a way that is age appropriate for the children.

In OECD countries, mean length of study in regular courses is positively, but weakly, related to national average achievement, while length of study in out-of-home courses School and individual studies are negatively associated with academic performance. The total amount of "time actually spent teaching had a moderate impact on student learning[156].

Total instructional time is less important than how it is spent, what subjects it spends, and the strength of the curriculum[157]. Time spent on the task is an important factor in success. The content of the curriculum in which students spend time studying, the "opportunity to learn", has a sizable effect on learning[158].

In Western society, university corporate culture has power in terms of tradition and symbolic life. Through the language of titles and diplomas, specific programs and exams shape the rituals of student life and the distinctive organization of faculties, colleges, deans and directors. , Western universities can trace 309 direct relationships with medieval universities, providing a powerful symbol of sustainability continuity in academic work[159].

Because the achievements of many European and American schools are supported by different religious groups, the search for truth and the transmission of knowledge have been historically associated with the sacred, and the respect still devoted to these centers of learning cannot be explained fully by their contemporary secularism. Yet some schools in the United States, often smaller private colleges, have developed a particularly intense and localized form of corporate culture[152]. In this sense, shared institutional traditions and shared symbols give meaning and rewards to an organization's members, generating commitment, loyalty, and extraordinary effort. The second level of culture is that of the collective learning profession.

In Europe, the academic or ecclesiastical profession has a remarkable history, although its contemporaneous basis of meaning and identity has been eroded by the autonomy of faculties and presidents and the absence of any national occupational identification system.

In the United States, the growth of the American Association of University Teachers (AAUP) in the second decade of this century in response to powerful and repressive administrative groups in various institutions opposed the ideological system. While thought of the scientist in favor of liberty attempted to promote the common identity of a collegiate profession founded on a common dogma and articulated in the symbolism of academic freedom and the ritual of tenure. The implementation of the AAUP is guided by scientific and academic values; the guidelines for an AAUP survey are read as the methodological imposition of a field researcher. The result of these efforts is a group of influential

followers, who have succeeded in changing the regulations and contracts of many organizations into a form that matches that of a valuable organization.

Because this faith developed during the intense socialization of higher education, and because it is so central to the belief systems of its adherents, it is rarely recognized as such until a change of paradigm occurs in the proposed theoretical or methodological point of view. A shift, for example, from a qualitative comparative approach to a highly quantitative approach. At these times, the intensity of the conflict between belief systems within the discipline itself dramatizes the value systems operating below the surface of the field. These clashes will do justice to any conflict between religious denominations over basic faith. The distinction that therefore sets academic institutions apart is that they are institutions that empower organizations whose members join and find meaning in particular ideologies. These ideologies manifest themselves in an iconic life or culture at the business, professional, and disciplinary levels. Given the contemporary attention to the means by which Japanese managers create and maintain the culture of their organizations, one would expect university administrators to be equally skilled in presenting and nurture the ideologies or beliefs of their organization. In fact, the discussion and attention of most schools are on the social structural mechanisms necessary to maintain a common culture, are as lacking in American academic institutions in the United States of American business group. This is because the overall strength of university culture and the skills to manage it are diminishing[160].

Though school culture in the broad term that refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence all aspects of school life. The term also includes more specific issues such as the physical and mental safety of students, the order of classrooms and public spaces, or the extent to which schools embrace and celebrate racial, ethnic, linguistic or cultural diversity[161].

The problem of poor secondary school students in Nigeria has been widely documented. For instance, a study in this regard found that of all the high school applicants who applied for the West African school certificate exam in 1960, only 32.36% passed the mark five credits and in subsequent years the pass rate is at five credits dropped to 27.63% in 1968, and only 19.3% in 1974. This shows that the major problem facing the Nigerian education system is the catastrophic failure of students in exams construction, especially at the secondary level.

Evidence at the Archives Office, October 1993, at the Kwara State Department of Education also revealed that of all the high school students who took the 1982 West African School Certificate exam, only 41. 7% passed the 5 credit level and in the following years, 32.59% passed 1983; 38.70% passed in 1984, 37.45% passed in 1985, 40.4% passed in 1986, 34.76% passed in 1987 and 37.7% passed in 1988. Kwara State and National High School Levels commenting (on the issue of massive failure of the NECO exams November-December 2009) in the Nigerian Tribune of April 5, 2010 by Tope Ademola, a commentator for Public Affairs, stating that there could be a worse time for the Nigerian education compared to the disclosure that 98% of students taking the November / December

2009 National Examinations Council (NECO) exam failed, only 4,223 of the 236,613 candidates for the test had credits in five subjects, including English and mathematics.

It is therefore pathetic to infer at this point that given the political and social ups and downs, economic instability and the implications of irresponsible government and incompetence in recent years in the country, to provide capital necessary, qualified teachers for the right audience, infrastructure to cope with the increase in the number of students enrolled in schools, appropriate programs, etc. lowered academic quality standards; Poor academic performance at virtually all levels of education in the country has created a spiral of "disease" at the national level.

The most important educational resource is the teacher. So also, good buildings, conducive environment and equipment, exceptional services and the like can make learning conducive, but the learning experience needs to be led by competent teachers. The success of any teaching and learning process that affects student learning outcomes depends on the effectiveness and efficiency of the teacher. The quality of a teacher is positively correlated with the academic success of students reported that teachers touch the lives of children with varying degrees of ability, including those with significant disabilities. The poor academic achievement of students in Nigeria can be attributed to the poor quality of teachers[162].

Though education is a means of acquiring knowledge, values and skills, provide people the opportunity to adapt to social and cultural changes. This ability in turn, helps people to participate in political, cultural and social activities[163].

At the same time, the performance of educational institutions can be determined by the nature of school culture, including quality management, teacher engagement and motivation. Specifically, the influence of educational variables such as teacher and student behavior as well as school culture in general has a value on student academic achievement[164].

Thus, the qualifications of teachers without commitment, schools without a healthy school culture, the survival of students in school without motivation to learn are false. When a society infuses a particular culture into a school, since schools are miniature societies, the respective communities introduce their own school cultures[35].

In addition, culture can be consciously developed and transmitted and it is the same in schools. Culture is also defined by different scholars with slight differences [157]. Though culture is regarded as including a group of ideas, customs, objects, beliefs, attitudes, languages, arts, technologies and traditions. The above definitions of culture imply that all cultural activities that exist around the school are closely connected with the daily activities of the school. This means that the school culture emerges from the general social culture. This is because elements of school culture (vision, mission, and values) are indistinguishable from social cultures [120]. Supporting this idea, it was reported that "schools have no other choice than to be concerned without community. It's in the context in which teaching and learning takes place without community, there would be no school[157].

This implies that the results of schools are closely linked to the nature of school culture (i.e. ideas, policies and rules and regulations of governing bodies. Due to

the influence of different contexts, school culture is not static. In support of this opinion, a study revealed that situations in today's working organizations, such as schools, are dynamic and uncertain, that is, situations varies over time, from place to place, and the nature of the schools depends on the situation. That is, if the situation is favorable, schools pass and if not, schools fail[164]. However, it should be noted that the situations are within the control of the people.

The school's vision, mission and values derive from the common concerns of society as well as the respective community, as the community is the backbone of education. This idea was further explored by as the wider community influenced the school's development as a center of educational excellence.

As various academics have pointed out, school culture has a great influence on student success in the classroom. Schools with a strong culture of efficiency, confidence and optimism in learning result in better academic results, otherwise it threatens the social development of students. Correspondingly, toxic cultural behaviors and norms such as truancy, cheating, less emphasis on learning, inflation of student grades, lethargy drop in learning tasks is reflected in Ethiopian primary schools. These toxic cultural practices are also reflected in varying ways and degrees in most high schools[165].

In addition, there are other toxic school culture practices that should not be tolerated. In this regard, notes that plagiarism in the form of adapting homework or buying paper for other projects and homework is a strong toxic culture at 4,444 schools learn. These toxic practices of school culture are major obstacles to any attempt to improve student achievement in any society.

Despite these toxic school cultures, homework, class work, and other school practices are believed to play a major role in the development of academic success [33]. Ethiopia's 1994 education policy stresses that student achievement cannot be improved without students with a culture of hard work. However, students today lack the motivation to improve their academic performance through hard work. For example, in support of this claim, found that of 1,879 American high school students, three-quarters of them indicated that their level of motivation was not particularly high[166].

Similar lack of effective study methods, the lack of homework, class work, notes and summaries, use of libraries and reference books, work with charts, tables and graphs in today's schools[167]. As the overall analysis, a study conducted in 2001 clearly shows, student achievement and academic success is affected by the absence of a clear and responsible school culture, student commitment and obligation, teachers and students' lack of interest, motivation, study skills, parents' lack of awareness of how they can follow up with their students, lack of teachers covering textbook content, use of classroom teaching tools, lack of collaborative learning, and lack of hard-working students in school and in class. Also the study noted lack of stakeholders, support, commitment, encouragement, understanding and cooperation[168].

A study on the availability and accessibility of information resources by students in Gboko, Benue State, Nigeria, revealed that the study employed a survey research design, with a population of 562 students and 120 respondents drawn from the population using a simple random sampling technique to form the

sample size. Questionnaire was also used to gather data for the study. The study demonstrates that the library's information resources are completely inadequate. One of the library's shortcomings is a lack of printed information resources (text books, dictionaries, newspapers, light reading materials, maps, directories etc.). However, the few information resources that were available were out of date. The study also found that the information resources available in the library were not accessible. The study also showed that the information resources available in alternative libraries are not accessible. The study recognizes the availability and accessibility of information resources, including lack of understanding of information materials available in libraries, lack of Internet services, lack of library catalogs, lack of access to necessary funding, and lack of qualified library staff. The study concluded that information resources must be available and accessible to students for effective use of the resources[3].

Studies have also examined the availability of information resources to physically challenged students from various countries all over the world. The available literature indicates some differences in the provision of information resources to the physically challenged. A study of availability and utilization of information resources and services in the special education center libraries in South East, Nigeria shows that information resources for the deaf and hard of hearing can be seen as (19) information resources (items) were considered during the research conducted using three special education centers, school I, school II, and school III. It was observed that out of the nineteen (19) information resources (items) considered, nine (9) were available while ten (10) were not available. These

available nine (9) information resources comprise: sign language book (107 quantities), sub-title DVD (5 quantities), assistive listening devices (4 quantities), story books (11 quantities), text books (322 quantities), craft books (16 quantities), toys (18 quantities), and picture books (28 quantities). Hence the total number of information resources available in school I is 514. Also, the information resources available are less than those that are not available.

In school II, out of the nineteen (19) information resources (items) considered, nine (9) were available while ten (10) were not available. The available information resources are: sign language book (169 quantities), sub-title DVD (7 quantities), assistive listening device(6 quantities), story books (8 quantities), textbooks (510 quantities), craft books (31 quantities),

Encyclopedia/reference materials (7 quantities), wall maps (2 quantities), and picture books (28 quantities). Hence the total number of information resources available in school II is 768. Similarly, the information resources available are less than those that are not available.

In school III, out of the nineteen (19) information resources (items) considered, nine (9) were available while ten (10) were not available. It can be seen that the available information resources are: sign language book (115 quantities), sub-title DVD (7 quantities), assistive story books (16 quantities), textbooks (117 quantities), craft books (18 quantities), toys (12 quantities), wall maps (5 quantities), and picture books (24 quantities). Hence the total number of information resources available in school III is 307. Correspondingly, the information resources available are less than those that are not available[170].

Another study in a related work titled information resources for the deaf and hard of hearing available in the special education center libraries further indicated that very few of the listed information resources are available in the center libraries. The study reveals first (100 level) and second (200 level) year with the total of 64.7% physically challenged undergraduates appear to rely more on their roommates/friends in their ADL while those in third (300 level) and fourth (400 level) years 63.2%, rely more on themselves for their ADL. This however is not statistically significant (p<.134). As could be expected, more visually impaired respondents 67.6% rely on their roommates/friends for their ADL unlike other physically challenged students. These other physically challenged students include; hearing impaired, paraplegics, and amputees (Activities of Daily Living)[1]. Hence, it was stated that respondents rely on their friends, roommates, relations and themselves to carry out such activities of daily living like going to lectures, fetching water, washing clothes and going to the market during the focus group discussion. Hence there was insufficient institutional mechanism whatsoever to help them cope with ADL[178].

The more easily accessible information resources are, the more likely they are to be used. Users access information resources that require the least amount of effort. Even when information resources are available and accessible, they must be able to meet and satisfy the information needs of the users for whom they are acquired. The teacher librarians' job is to constantly ensure the availability and accessibility of needed information resources, which will eventually lead to academic use.

Academic success is dependent on the availability and accessibility of resources. As a result, these three variables interact with one another and cannot be pickled separately. Initial observations by the researchers specify poor reading habits, replication of assignments, reliance on others during examinations or tests, and so on among physically challenged secondary students as some of the influences that prompt the researchers to investigate whether the information resources are available, accessible, in what format, and whether the information resources meet the information requirements[179].

Though some of the students' access information resources outside the school while others accessed information resources within and minority did so through ip and very few used other mode of accessibility[180]. Diverse trends are currently distressing the education sector globally, and instructors are being admonished to shift from an emphasis on teaching to one on learning, albeit with an arrangement of teaching, learning, and assessment that boils down to the concept of effective teaching. Currently, a variety of trends are affecting the education sector globally, and educators are being urged to shift from a focus on teaching to one on learning, but with a combination of teaching, learning, and assessment that boils down to the concept of effective teaching[181].

In eulogizing the significance of library resource accessibility, it is important to note that the availability of an information resource does not necessarily imply its accessibility, as the source may be available but access to it is restricted for one reason or another. To bolster it further, availability is a measurement of accessibility, so differences between them allow for the identification of likely

impediments to the achievement of information resource accessibility. One of the prerequisites for information usage is the prominence of accessibility. Furthermore, the easier it is to access information sources, the more likely they are to be used, and readers prefer to use information sources that require the least amount of effort to access. In essence, if the quality and quantity of information resources in secondary school libraries were improved, and free access was made available, library usage by the physically challenged would increase.

There is the need to use library resources to help students meet their information needs[180]. Hence, a study indicated that 56% of the physically challenged students use the internet and other electronic means in quest to quench their information thirst. Also, 27% indicated full-text databases while 17% believes that computer speed and capacity, retrieval of records with high retrieval and low accuracy, retrieval of information related to information needs, lack of knowledge to retrieve information resources effectively, lack of IT skills and problem of access to the Internet makes it difficult for them to use electronic information resources in the library where e- resources is made available. The study recommends mandatory use of electronic information resources, conduct of publicity campaigns on availability, use, training librarians to be professionals in their dealings, and abolishment of power outage with more reliable power source[35].

The term use is defined as the analysis of the interaction between the user and the collection of information professionals. In the process of trying to meet user needs, libraries provide material resources that can help meet users' information needs.

The goal of research is to discover and clarify, understand, influence and, where appropriate, remove obstacles that prevent users from achieving their stated goals. Investigating the availability of information resources plays an important role in teaching and learning. For effective teaching, information resources must be made available. Teachers need access to a wealth of information resources, especially in the professional field. This will not broaden teachers' information base as before, but rather plan ahead for the challenges the teachers will face in the process of providing information. The various exercises that teachers perform in the process of fulfilling their competency obligations focus on the close interaction of different data assets in their professional fields. These include preparing course materials, communicating in the subject language, using relevant materials to promote learning activities, conducting elaborate dialogues with students, and providing students with exercises that involve critical thinking[48].

Based on these findings, the study recommends training library staff to meet the needs of users with physical disabilities, and to incorporate this special user group into the library's decision-making process for collection development[181].

Though libraries are expected to systematically acquire, process, organize, retrieve and disseminate information resources to its intended users, hence in some cases, libraries does not have adequate information resources and in the situation where information resources are available, they tend to be inadequate relevant to users. In view of this, acquisitions of current and relevant materials were suggested as possible solutions[182].

The right to access and use information is a basic human right including persons with disabilities[183]. It is true that limited access to information and knowledge affects everyone, but the consequences are even more serious to the physically challenged. Students with disabilities who need information in accessible formats are the most affected. A study investigated Ogun State University's Library Services for Students with Disabilities there in the researcher interviewed library staff, lobbyists, student affairs officials, and administrative officials from eight institutions. Disabled students from four universities were sampled where 66.7% of the respondents believe that the accessibility of textbooks is underprivileged and 50% of the respondents believe that the accessibility of their journals is poor. The work learnt that the libraries are not adequately funded in terms of acquiring special information resources for the admitted physically challenged students. In the summary and index score, 66.7% of the respondents believe that the accessibility of abstracts and indexes is poor. At the same time, 75% considered accessibility to theses and dissertations low, 79.2%; 66.7%, and 58.3% rated accessibility to CD Rom, OPAC and online bibliographical sources while 50% of the respondents rated accessibility to audio-visual materials are deprived[184].

More information resources and special library personnel who can transcribe or communicate via sign language should be made available in the library as it was discovered that 126% of the physically challenged students who access the library information resources are the deaf, followed by the blind- 40%, and the cripple of 36%[185].

Accessibility is one of the prerequisites for the use of information. As a result, colleges and universities did not receive adequate care for students with disabilities. Judging from the respondents' responses to the questionnaire distributed to them, it was clearly stated that they have suffered many hardships. Even in the architectural design of the library, physically challenged students' interest was never considered. Physical access is the source of educational success hence 74.4% of the respondents received largely textbooks, 17.4% received moderate textbooks, and 8.2% received moderate textbooks. The level of access to textbooks is low. The results showed that 43.6% respondents visited the journal heavily. In newspapers, 57.9% respondents had a high degree of access, 25.6% had a moderate degree of access, and 16.4% had a low degree of access and 32.3% respondents agreed that the level of access is low. Additionally, the survey results show that 42.1% respondents have a large amount of electronic data, 25.6% respondents have moderate exposure to electronic data, and 32.3% respondents have access to electronic data. Opportunities for Electronic contact materials should be moderated.

In maps and atlases, 32.3% respondents have good access rights, 33.3% respondents have medium access rights, and 34.4% respondents have better low access rights. The results show that people with physical disabilities have easier access to information materials such as textbooks, dictionaries and newspapers. The results also show that respondents can obtain information materials such as textbooks and reference books (dictionaries) and information services such as reference services, indexing and abstract services. The main problem faced by

these students is insufficient search time and inability to locate information from the target source[5].

The study similarly concluded that; it is difficult to easily access library resources and facilities, as well as the convenience of library staff when they need help, poor lending privilege policies, lack of path exploration to guide you in the library, etc. These are the main accessibility issues faced by students. The research suggests that the problem of providing basic facilities needs to be addressed, which are essential to effectively provide library services to students with visual impairments[186].

For many students with disabilities, the key to success in the classroom is making appropriate adjustments, studying and modifications in teaching and non-participation in other classroom activities. The purpose of adaptation, modification, and assistive technology is to provide students with disabilities adjustment, machines and tools, special information resources with academic materials that need not be made available for non- physically challenged[187]. The provision of a barrier-free environment on campus is sometimes limited by buildings and budgets, and that colleges and universities generally do not consider the direct personal needs of students with disabilities[188].

Students with disabilities on average expressed concern about physical barriers in the school and their library setting[189]. Students with disabilities often encounter physical disabilities in the higher education environment, which is still a problem that these institutions have not solved[190]. People with disabilities have the right to enjoy a barrier-free and disabled-friendly environment that enables them to use

buildings, roads and other social services, as well as assistive devices and other equipment to promote their mobility.

Persons with Disability Act (2003), Section 22- Act 14 indicated that students with disabilities should not be excluded from participating in the school program because they cannot access or use the facilities therein[191]. Primary, secondary, universities and other higher education institutions must operate every program or activity so that, as a whole, students with disabilities can easily access it. Every facility must be accessible and useful for people with disabilities. Newly built facilities must be easy to use, and existing facilities must be retrofitted, because students are usually limited to where they live on campus and the activities, they can participate in[192].

Accommodating students with disabilities requires careful inspection of the study area so that every information resource available in the library becomes adequately accessible. Some obstacles that can be found in the built environment include: narrow doors, inaccessible wheelchairs, steps leading to buildings, impassable paths that are too slippery and narrow, vehicles that are too high or too steep, showers and no handrails bathroom bars, non-slip surfaces and seats. Others include excessively high or low light switches, inaccessible places of worship, shops or other public places. Such physical obstacles cause frustration for students with special needs because they make their survival dependent on others[19]. A research work recommended that building layout should allow physically challenged students to move easily and established interconnected areas between buildings to achieve fluid movement. The researcher went on to

recommend the use of non-slip materials and floor finishes improving safety and mobility, barrier-free parking lots and toilets for the disabled[94].

Another work emphasized on provision of ramps at the entrance of building, classrooms on the ground floor and accessible restrooms which will enable students with disabilities to use the institution. This work also added that small interventions in the concept and design of the campus can create opportunities not only for people with limited exercise, but also for people with sensory (sight or hearing) and time problems[15].

A study was conducted to evaluate Ogun State University's Library Services for Students with Disabilities. Were a total number of 24 questionnaires were filled and returned by the physically challenged students. The result showed that majority of the respondents 87.5% use the library occasionally while only 12.5% use the library regularly. The interviewee did not receive adequate care. Therefore, the conclusion is that normal students have an advantage over disabled students. Although the library services provided by the four universities are very useful for their studies, respondents were unable to use these services due to their physical challenged[96]. It was found that 65% of those surveyed believed that the information resources provided by the library were insufficient, 27% believed that it was sufficient and 8% did not respond. This shows that the majority of 65% of students with disabilities believe that the library's resources are insufficient to meet their information needs. It was also observed that the more information resources a library made accessible, the more likely such information materials are used[191].

As stated in Articles 19 and 21 of the Universal Declaration of Human Rights (UDHR) of December 10, 1948, information is a fundamental issue in the field of human rights. In this information age, it is now more necessary than ever to prepare people with the skills and means to become information literate and allow them to discover, visit and evaluate information without discrimination. This is in line with the key goals of comprehensive education, equality education, education for all, and library and information services for all, all of which are incorporated into Nigeria's Millennium Development Goals (MDG) and the Federal Republic's national education policy[5]. The knowledge society also emphasizes that all citizens, including those with physical disabilities, should have access to comprehensive information. This is to enable people, especially people with physical disabilities, to be the basis for active citizen participation, because they need to make wise decisions and judgments and take corresponding actions. The availability and use of relevant, accurate and up-to-date library resources and services by persons with disabilities is a real means of developing human resources and emphasizing sustainable self-reliance and national development[190].

The physically challenged students worry about having few friends and want things those other students generally have such as career, and family, job[19]. The self-esteem of students with disabilities has an important impact on learning yet many of the difficulties that the physically challenged students experience in their life have to do with what they can and cannot do[57].

Students with disabilities are often stigmatized and it is often harder to learn to feel good about themselves. Many students who are disabled feel inferior when it

became obvious that their body functions are different from others, it is difficult to establish a positive sense of self-worth[201]. Therefore, some of the challenges faced by students with disabilities include: inappropriate library furniture not suitable for relaxation; insufficient infrastructure 82%, lack of information material 76%, lack of architectural design 73%, lack of specific plans for each project and 67%, attitude of school staff and some librarians remain the key challenge that prevent students with disabilities from accessing and use the information resources where such needed information materials is available[11].

In addition to the information needs of students with physical disabilities are not fully met in terms of necessary, relevant and appropriate information materials, professional services, relationships, and even library buildings. In this regard, a study showed that 83.3% of students with physical disabilities faced challenges such as physical or environmental barriers when accessing or using the library. 75% encounter attitude barriers, while 70% of students with physical disabilities encounter technical barriers. However, many of the libraries the researcher visited were mainly built for ordinary students, not for the disabled[87]. There are no elevators or ramps, and some railings are defective.

Even though most libraries are too small for students in wheelchairs to operate comfortably such as the Ibadan School for the Deaf has an abandoned reading room with low bookshelves and well-stacked (not well organized) textbooks as a library. The ramp in front of the library building stopped when it reached the corridor. There are steps at the entrance and inside the library to be visited. The ramps of some library buildings do not lead to the main entrance of the library.

According to the consulting librarian, the ramp is used to transport carts with newly purchased books in and out of the library.

Additionally some disabled students rely on friends, teachers, and the internet to meet their information needs. Disabled students face enormous obstacles in their desire to receive education[67]. A total of 90% of students with disabilities said that the provision of library information materials could not meet their information needs, 80% of students did not have enough time to find the information they needed 73.8% of people did not have enough search skills, 71.28% of people said that the cost of accessing certain information sources and their materials was high, while 66.15% said that there was information overload and 53.84% said they used the wrong keywords. This means that the most important challenges faced by people with disabilities are the incorrect location of information materials, the lack of time available for searching, and limited skill for searching for information[44].

Physical disabilities are of educational importance to related persons. Therefore, due to environmental degradation, construction barriers, public hostility, insufficient materials / equipment, education costs and high cost of billing materials, the provision of equal and integrated higher education opportunities for People with disabilities in the country can sometimes be controversial for effective teaching and learning. In many countries of the world, it is difficult to provide the necessary facilities to alleviate the educational pursuit of the disabled.

In Nigeria, as in other parts of the world, it is difficult to provide the necessary assistance to help students with disabilities in their education. Compared to rich

countries like Japan, Australia and the United States, many educational products for people with disabilities are not produced locally in Nigeria. People with physical disabilities face major obstacles in accessing some of these resources, and this can only be mitigated by the involvement of governments and non-governmental organizations (NGOs)[45].

As mentioned earlier, equipment, teacher-training facilities, financial, legal, and administrative rigidities are considered major obstacles to the sustainable development of special education in Nigeria[177]. Many higher education institutions in Nigeria obviously cannot allow people with physical disabilities to enter. Obstacles include multi-story buildings with spiral staircases, open gullies, simple toilets, and rugged environments that prevent people with physical disabilities from moving freely in schools. Consistent with this, students with physical disabilities will experience various obstacles and dangers from the psychosocial, emotional, and physical environment, all of which hinder their successful actions[207]. If the government and other stakeholders do not solve these problems, students with physical disabilities may not be able to obtain quality education for the benefit of themselves and the society as a whole. Some important issues faced by physically disabled people are discussed in more detail: Building barriers Due to the existence of high steps, curved stairs and small corridors, many buildings in some schools are inaccessible to students with physical disabilities.

If the public has a positive attitude towards students with physical disabilities, they will be treated more liberally; however, if the public has negative opinions,

they will continue to suffer. Researchers also found that although visually impaired students receive education with their normal peers (the purpose is to promote positive attitudes and more acceptances of visually impaired people, etc.), teachers and normal students continue to receive education with negative attitudes for visually impaired students[125]. Insufficient material / equipment: The importance of materials and equipment in academic activities cannot be overstated because without them, students cannot work normally. Disabled students need special materials and equipment, because these objects almost completely replace the senses they lost. Therefore, these are vital to your school education. These educational materials have been hard-earned and, unfortunately, the available materials are not sufficient to meet your educational needs. Others claim that facilities / equipment are seriously insufficient[200]. Audio recorders, audio books, optical teaching aids, typewriters, typewriters and other media/equipment necessary for effective teaching and learning as well as a quality-oriented education system. Education costs: Providing education for the visually impaired requires substantial funding and careful planning. The following Supported Services are required for students with visual impairments to achieve higher educational goals.

2.4 Conceptual Framework

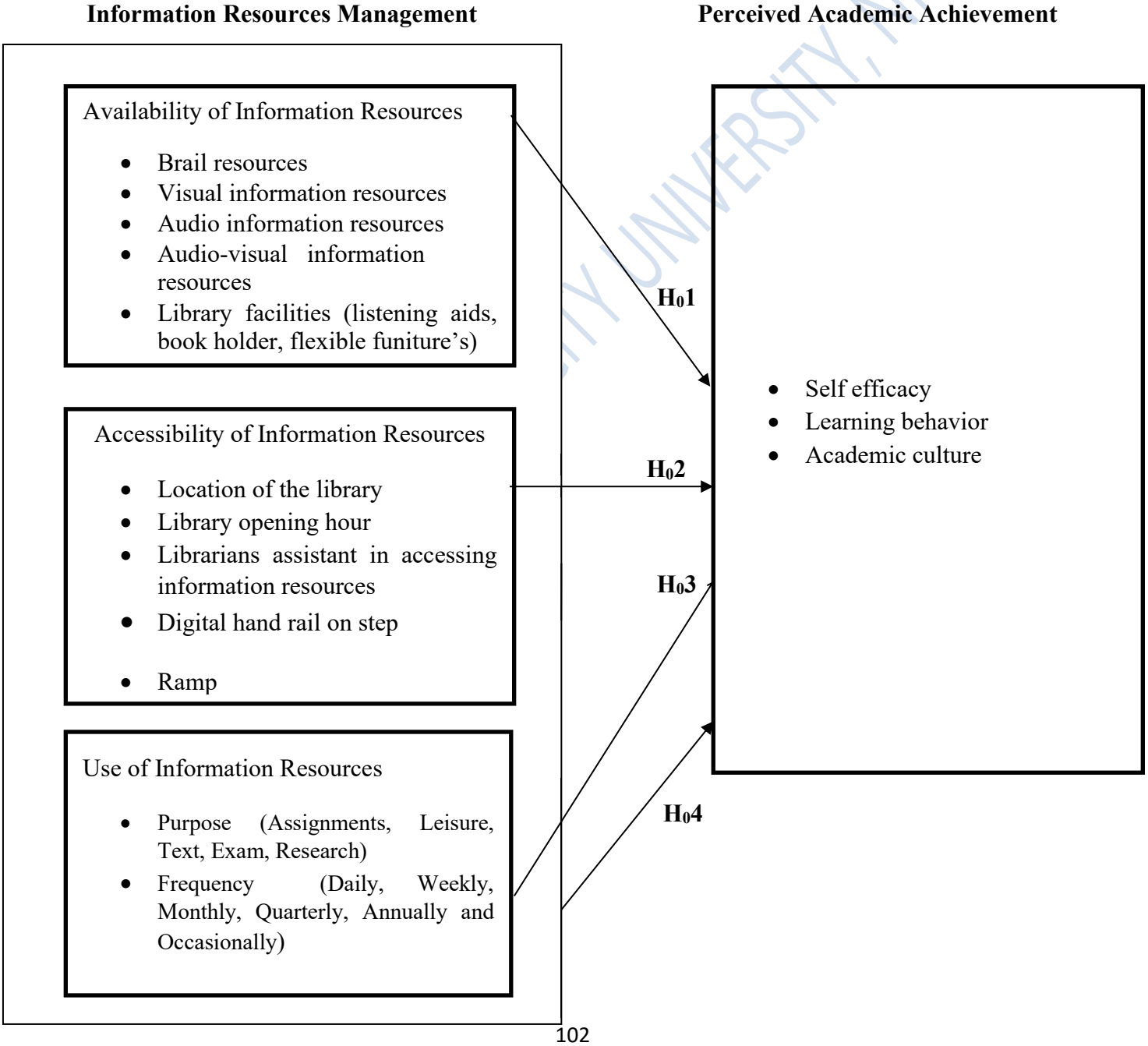

Figure 2.1 Conceptual Framework

Source: Researcher's Conceptual Model, 2021

Fig. 2.1 Researcher's formulated model

The model formulated was a result of the study intended to be carried out, which is expected to spell out how perceived academic achievement; the study's dependent variables and self efficacies, learning behavior and academic achievement are used as measuring indicators to see how availability, accessibility and use of information resources can be a predictor of perceived academic achievement among physically challenged students. Hence, Michael Gorman laws of Library Science, Social theoretical model of disability and Wilson 1981 Model of Information Seeking Behavior were used to underpin the study in relation to the dependent variable.

2.5 Summary of Gaps in Literature Reviewed

The researcher reviewed related works on information resources management (availability, accessibility and use) and perceived academic achievement (self efficacy, academic culture and learning behaviour) of physically challenged students in Ibadan metropolis, Oyo State, Nigeria. The conceptual and theoretical framework, the nature of student disabilities, the provision and use of library and information resources by students with disabilities. A review of comparable empirical investigations is also included. Furthermore, certain hard of hearing or

deaf students who have learned to lip read may be able to manage without the use of a sign language translator, but they must keep an eye on the lecturer's lips at all times. This can be tough if you're talking to them or if the lighting is poor[87].

The physically challenged students especially the deaf need qualified interpreters to give instructions on how, where and when to access and use the library information resources[180]. Most blind students use a combination of methods including readers, tape recorded books and lectures as well as Braille materials. They may also use raised line drawings of diagrams, charts, illustrations, relief maps and three-dimensional models of physical organs, shapes and microscopic organisms. Technology has made available other aids for the blind such as talking calculators, speech time compressors, and computer terminals with speech output, Braille printers, paperless Braille computer terminal and paperless Braille machines[7].

The researcher looked at a lot of journal articles, a lot of electronic information, and a limited amount of peer-reviewed information in the form of textbooks and monographs. There has been no concrete reason given for this apathy ‘availability, access and use of information resources by physically challenged students’, other that it was formerly thought to be a study of a small group of library users. This researcher on the other hand, believes that if this user group ‘physically challenged students’ is completely ignored/ neglected by librarians and information professionals, the world-famous "library without walls" or its corollary "library for all" would not be realized in the shortest period possible.

Again, developing countries have not made a significant contribution to the pool of information on library and information services for physically disabled users. This is regrettable and necessitates consideration on the part of individual scholars, governments, and non-governmental organizations in developing countries, including Nigeria.

Lastly, the researcher was able to build a conceptual model that depicts the relationship between the variables and hypotheses in the study at the conclusion of the literature evaluation.

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Chapter Three

Methodology

This chapter holistically discusses the essential research methods and procedures that were employed in addressing the research objectives and the research questions of this study.

The study focuses on information resources management and perceived academic achievement of physically challenged students in Ibadan Metropolis, Oyo State, Nigeria.

3.1 Research Design

The design of the study is a descriptive survey, which is a type of research design with the aim of collecting data which involves the use of questionnaire as the instrument for data collection to describe existing conditions, features or phenomenon using sample of the population. This design was considered appropriate for this work because of the need to collect data from a large population to show the relationship between the study variables.

3.2 Population of the Study

The population of this study comprised of the physically challenged students of Cheshire Special School Ijokodo, Ibadan, Oyo State. According to the data obtained from the office of the principal as at July 06, 2021, there are three hundred and four (304) students enrolled at the Cheshire Special School.

S/N	Class	Male	Female	Total
1.	J.S.S.1	35	42	77
2.	J.S.S.2	21	27	48
3.	J.S.S.3	09	21	30
4.	S.S.S.1	24	42	66
5.	S.S.S.2	23	33	56
6.	S.S.S.3	9	18	27
	TOTAL	121	183	304

Source: Principal's Office, Cheshire Special School, 2021.

3.3 Sample Size and Sampling Techniques

The sample size for the study is 304 students of Cheshire Special School Ijokodo, Ibadan, Oyo State. The sampling technique adopted is multi-stage in nature. In the first stage, purposive sampling technique was used to select Cheshire Special School Ijokodo, Ibadan, Oyo State. The school was selected because out of over seven schools the researcher visited due to the fact that it is the only special school in Ibadan that has a functioning library. In the second stage, total enumeration was adopted due to the population of the selected school. As a result, the study sample included all the physically challenged students of Cheshire Special School Ijokodo, Ibadan, Oyo State. The respondents are from Junior Secondary School 1 to Senior Secondary School 3 in Cheshire Special School Ibadan who are estimated to be 304 students respectively.

3.4 Instrument(s) for Data Collection

The instrument used in the study is a structured questionnaire titled Questionnaire on Information Resources Management and Perceived Academic Achievement of Physically Challenged Students of Cheshire Special School, Ijokodo, Ibadan. Hence, the study adopted the Likert scale design which allowed the researcher in listing options which respondents will choose from. The instrument is divided into three sections delineating demographic information, questions about the independent variable and the dependent variable.

Section A: contains demographic information of the respondents which is self developed. This contains three (3) items on personal data of each respondent such as educational level, gender and age.

Section B: is envisioned to elicit information about Perceived Academic Achievement scale measured through three dimensions; self efficacy, learning behavior and academic culture. The items were adapted from existing literatures[1,2,3.] The scale will use a 4-point scale ranging from: 4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D), 1 = Strongly Disagree (SD). Examples of question include; I gradually become more active in class because I participated in class activities, I am determined to push myself to learn even though I am physically challenged.

Section C: this section clearly projected Information Resources Management (availability, accessibility, use of information resources and other challenges faced by the physically challenged students). The items were adopted from AULRSQPCS questionnaire[4,5]. The scale will use a 4-point scale ranging from: 4 = Highly Accessible (HA), 3 = Accessible (A), 2 = Somewhat Accessible (SA), 1 = Not Accessible (NA) and 4 = Very Great Extent (VGE), 3 = Great Extent (GE), 2 = Low Extent (LE), 1= Very Low Extent (VLE) respectively.

3.5 Validity of the Research Instrument

Validity refers to the ability of a research instrument to measure the constructs is it designed to measure. Experts have categorized validity into face and content validity. Face validity refers to the ability of the instrument to show at a glance

that its contents are relevant to the subject of research and it is likely to measure the research constructs. Content validity refers to the question of whether the questions and statement in the instrument is relevant to the subject of research. To ensure its validity, the instrument was checked for face and content validity by the supervisor and other senior professional in the field. Their suggestions and corrections were duly followed to ensure the validity of the instrument.

3.6 Reliability of the Research Instrument

Reliability refers to the ability of a research instrument to replicate a reliable result in time and space, or from diverse observers, presenting characteristics on coherence, stability, uniformity and homogeneity. To test the reliability of the research instrument, thirty copies of the questionnaire was subjected to pre- test; using thirty (30) students from Daniel Akintonde Model for Children with Special Needs, which was not among the research population but have traits in common with the study population respectively. The findings of the pretest revealed sections of the questionnaire that are reliable and the ones that needed to be readjusted. After the necessary adjustments, the Cronbach Alpha score for Perceived Academic Achievement scale is 0.691 while Information Resources Management scale is 0.782. This shows the reliability of the instrument.

3.7 Administration of the Instrument and Method of Data Collection

Data collection refer to the procedure of collecting and evaluating information on targeted variables in an established logical manner, which then permits one to reply appropriate questions and evaluate results[2]. A primary data was collected to address the objectives of the study through a structured questionnaire in line with

existing literatures. A letter of introduction was obtained from the Department of Information Management, Lead City University which was used to gain permission to conduct the survey from the selected school. The researcher and other four research assistants (who are teachers in Cheshire High School) administered copies of questionnaire for two days (10-11:30 am) to the study respondents who are the physically challenged students of Cheshire High School Ijokodo area, Ibadan.

3.8 Methods of Data Analysis

Data collected from the respondents was analysed with the use of statistical package for social sciences (IBM SPSS). This was done through the use of descriptive statistical measures such as percentages, mean and standard deviation to analysed research questions 1- 4, hypotheses was tested using inferential statistics such as regression analysis for hypotheses 1-3, and multiple regression analysis was used to analyse hypothesis 4. The hypotheses were tested at 0.05 level of significance.

Endnotes

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Chapter Four

Results and Discussion of Findings

The aim of this chapter is to present the results of the data collected and analysed to achieve the objectives of the study. The data was obtained to answer the research questions and test the hypotheses formulated for the study. This was achieved with the use of a questionnaire which dictates that the descriptive statistics is used to answer the research questions and inferential statistics used for the study hypotheses. The decision rule is that all items with mean score equal to or greater than 2.5 is accepted as significant while any item with mean less than 2.5 is considered not significant and rejected.

In all, three hundred and four (304) copies of the questionnaire were administered. However, the properly filled and returned ones were one hundred and ninety-four. Only these were included in the analysis. This means that the return rate is about 60% which is considered adequate for generalization

4.1 Demographic Data Analysis of Respondents

Table 4.1: Demographic distribution of respondents

		Frequency	Percent
Gender	Male	99	51.0
	Female	95	49.0
	Total	**194**	**100.0**
Age Range	10-15	50	25.8
	16- 21	87	44.8
	22 and above	57	29.4
	Total	**194**	**100.0**
Educational Level	J.S.S.1	59	30.4
	J.S.S.2	41	21.1
	J.S.S.3	23	11.9
	S.S.S.1	28	14.4
	S.S.S.2	25	12.9
	S.S.S.3	18	9.3
	Total	**194**	**100.0**

Source: Field survey, 2021

The demographic distribution of the study respondents is presented in table 4.1. The table shows that there 99 male respondents which constitutes 51% of the total respondent while female respondents are 95 which is 49% of the total respondents. This shows that there were more male

than female among the respondents. The demographic data also include the age range to which the respondents belong. Respondents in the age range 10-15 were 50 in number which constitutes 25.8 % of the total respondents; this is followed by those in the age range 16-21. Those who belong to this category are 87 in number which is 44.8% of the total respondents. Those between age 22 above are 57 or 29.4% of the total respondents and those between. This shows that majority of the respondent are in the age range 16-21. Furthermore, the analysis of the level of respondents in the school shows that 59 (30.4 %) of the respondents are in J.S.S.1; 41 (21.1%) are in J.S.S.2; 23 (11.9%) indicated that they are in J.S.S.3. the senior classes are also represented. There are 28(14.4%) respondents from S.S.S.1; 25 (12.9%) form S.S.S.2 and 18 (9.3%) from S.S.S.3 .

4.1.2 Presentation of Research Questions

Research Question One: What are the available information resources for physically challenged students of Ibadan metropolis, Oyo State, Nigeria

Table 4.2: Available information resources for physically challenged students of Ibadan metropolis, Oyo State, Nigeria

Information Resources	VGE	GE	LE	VLE	Mean
Visuals (pictures/ diagrams, illustration aids)	139 (71.6%)	32 (16.5%)	16 (8.2%)	7 (3.6%)	3.56
Printed Information Resources (text books, newspapers, story books etc.)	137 (71%)	22 (11.4%)	11 (5.7%)	23 (11.9%)	3.41
Sign L anguage Book	126 (64.9%)	16 (8.2%)	30 (15.5%)	22 (11.3%)	3.27
Reference Information Resources (dictionaries, maps, directories, atlases, encyclopedias etc.)	114 (58.8%)	30 (15.5%)	10 (5.2%)	40 (20.6%)	3.12
Talking books	63 (32.5%)	17 (8.8%)	28 (14.4%)	86 (44.3%)	2.99
Braille books	105 (54.7%)	24 (12.5%)	20 (10.4%)	43 (22.4%)	2.99
Audio (news, recordings, listening aids etc.)	80 (41.2%)	31 (16.0%)	20 (10.3%)	63 (32.5%)	2.66

ICT/ Internet Facilities	78 (40.6%)	15 (7.8%)	36 (18.8%)	63 (32.8%)	2.56
Audio- Visuals (VCDs, DVD)	70 (36.1%)	32 (16.5%)	26 (13.4%)	66 (34.0%)	2.55
Subtitled DVD	76 (39.6%)	13 (6.8%)	30 (15.6%)	73 (38.0%)	2.48
Specialized alerting device	69 (35.8%)	14.5 (28%)	9 (4.7%)	87 (45.1%)	2.41
Technological communication aids	52 (26.8%)	13 (6.7%)	20 (10.3%)	109 (56.2%)	2.04
E-books	32 (16.7%)	20 (10.4%)	35 (18.2%)	105 (54.7%)	1.89
Average mean					**2.76**

Source: Field survey, 2021 **Decision Rule: 2.50**

The level of availability of various information resources necessary in the education of physically challenged students are analysed and the results presented in table 4.2. The responses from the respondents clearly outlined those resources that are available and those that are not. Going by the mean scores of each item, Visual materials such as pictures, diagrams, illustration and graphical teaching aids (3.56) are the most available followed by various printed information resources such as textbooks, newspapers etc (3.41). furthermore, the library is well resourced in reference materials Information Resources (3.12) sign language books (3.27); talking books (2.99), braille books (2.99); Audio recordings, listening aids etc (2.66); ICT/Internet Facilities (2.56) Audio- Visuals (VCDs, DVD) (2. 55). While the responses obtained showed that all these were available, the other essential resources such as; Subtitled DVD (2.48); Specialized alerting device (2.41); and Technological communication aids (2.04); and e-books (1.89) were reported to be not adequately available. However, the average mean score of the available resources is 2.76 which indicate that the available resources go a long way in making up for the unavailable ones.

Research Question Two: What is the level of accessibility of information resources of physically challenged students of Ibadan metropolis, Oyo State, Nigeria

Table 4.3: the level of accessibility of information resources of physically challenged students

Items	HA	A	SA	NA	Mean
The library does not open on time	134 (69.1%)	22 (11.3%)	17 (8.8%)	21 (10.8%)	3.39
The library facilities are barrier free to wheel chairs and other mobility devices.	121 (62.4%)	28 (14.4%)	21 (10.8%)	24 (12.4%)	3.27
Our library is located far away from the classroom	110 (56.7%)	34 (17.5%)	24 (12.4%)	26 (13.4%)	3.18
The librarian assist me in accessing and using the information resources	106 (54.6%)	29 (14.9%)	27 (13.9%)	32 (16.5%)	3.08
I can access the available information resources in the library	95 (49.0%)	44 (22.7%)	19 (9.8%)	36 (18.6%)	3.02
All devices including door handles, shelves, reading tables and chairs are designed for easy manipulation.	34 (17.5%)	27 (13.9%)	67 (34.5%)	66 (34.0%)	2.49
Average mean					**3.07**

Source: Field survey, 2021 **Decision Rule: 2.50**

The data presented in table 4.3 highlight the level of accessibility of the available resources and what determine their accessibility. From the responses to the metrics used to measure accessibility, it can be seen that respondents are mostly concerned that the library does not open

on time (3.39). Also, the library is located far away from the classrooms (3.18) and devices such as door handles, shelves, reading tables and chairs are not designed for easy manipulation by physically challenged students (2.49). However, there are also things that facilitate easy accessibility as reported by the respondents that the library facilities accommodate wheel chairs and other mobility devices user (3.27) respondents also reported that librarians assist them in accessing and using the information resources (3.08) and they can access the available information resources in the library (3.02). Overall, the average mean of level of accessibility of information resources is 3.02 which, on a four-point likert scale if above average.

Research Question Three: What is the level of use of information resources by physically challenged student of Ibadan metropolis, Oyo State, Nigeria

Table 4.4: Use of Information Resources Available in the Library

Items	SA	A	D	SD	Mean
Daily	36 (18.6 %)	23 (11.9%)	54 (27.8%)	81 (41.8%)	2.07
Weekly	54 (27.8%)	26 (13.4%)	40 (20.6%)	74 (38.1%)	2.31
Monthly	97 (50.0%)	33 (17.0%)	15 (7.7%)	49 (25.3%)	2.92
Occasionally	69 (35.6%)	26 (13.4%)	19 (9.8%)	69 (35.6%)	2.43
Never	66 (34.0%)	28 (14.4%)	22 (11.3%)	78 (40.2%)	2.42
Average mean					**2.42**
Purpose of using the library resources?					
Leisure	52 (26.8%)	29 (14.9%)	25 (12.9%)	88 (45.4%)	2.23
Assignments	107 (55.2%)	30 (15.5%)	19 (9.8%)	38 (19.6%)	3.06
Test	109 (56.2%)	42 (21.6%)	4 (2.1%)	39 (20.1%)	3.14

Exams	118 (60.8%)	30 (15.5%)	4 (2.1 %)	42 (21.6%)	3.15
Research	106 (54.6%)	34 (17.5%)	8 (4.1%)	46 (23.7%)	3.03
Average mean					2.92

Source: Field survey, 2021 **Decision Rule: 2.50**

Table 4.4 shows the results of data collected on the level of use of available information resources by the physically challenged student. The use of information resources is measure by frequency of library visit and the purposes for using library resources. The frequency of library visits shows that a significant number of respondents visit the library monthly (2.92). Those who visit the library daily (2.07), weekly (2.31) and occasionally (2.43) are not significant enough. Similar, only a few (2.42) reported to have never visited the library. Overall, the average mean score of the frequency of library visits by the respondents is 2.42 which is below the accepted and indicate that frequency of library visits among the respondent is very low.

The other part of use of resources measurement is the purpose of using the library by the respondents. The responses show that the students mostly used the library to prepare for examinations (3.15) and tests (3.14). This is followed by the purpose of writing school assignments (3.06) and conducting personal research (3.03). The students rarely used the library for leisurely [purposes as this item has the least score (2.23) which is way below the decision rule. Computing the average means of frequency of library visit (2.42) and purposes of using library resources (2.92) yielded an average mean score of 2.67 which indicate that use of library among the respondents is average.

4.1.3 Presentation of Test of Hypotheses

The following null hypothesis was tested at 0.05 level of significance.

Ho1: There was no significant influence of Information Resources (availability) and Perceived Academic Achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

Table 4.5: Summary of result of influence of Information Resources (availability) on Perceived Academic Achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.262[a]	.069	.064	10.223

a. Predictors: (Constant), Availability

Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
	B	Std. Error	Beta		
(Constant)	47.676	4.061		11.739	.000
Availability	.420	.114	.262	3.690	.000

a. Dependent Variable: Academic_Achievement

ANOVA[a]

Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Regression	1423.181	1	1423.181	13.617	.000[b]
Residual	19335.932	185	104.519		
Total	20759.113	186			

a. Dependent Variable: Academic_Achievement

Source: Field survey, 2021

Table 4.5 measures the influence of Information Resources management as represented by adequate availability of relevant information resources essential to the teaching and learning of physically challenged students. From the data presented in the table, it can be seen that availability of relevant information resources (ß=0.420, t=3.690, $p<0.05$) has a significant statistical value which indicates that is has a positive influence on the perceived academic achievement by physically challenged students. This means that when libraries serving physically challenged are able to put in place all the necessary information resources, physically challenged students will make use of them and it will enhance their perceived academic achievement. The null hypothesis which states that there will be no significant influence of Information Resources management (availability) and Perceived Academic Achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria, is therefore rejected.

Ho2: There was no significant influence of Information Resources management (accessibility) on Perceived Academic Achievement of physically challenged physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

Table 4.6: Summary of result of influence of Information Resources (accessibility) on Perceived Academic Achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.417a	.174	.170	9.646

a. Predictors: (Constant), Accessibility

Coefficients

Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	44.015	3.019		14.579	.000
Accessibility	1.008	.160	.417	6.297	.000

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3689.772	1	3689.772	39.657	.000[b]
Residual	17491.707	188	93.041		
Total	21181.479	189			

a. Dependent Variable: Academic_Achievement

b. Predictors: (Constant), Accessibility

Source: Field survey, 2021

Table 4.6 measures the influence of Information Resources management as represented by through the creation of proper accessibility to relevant information resources essential to the

teaching and learning of physically challenged students. From the data presented in the table, it can be seen that accessibility to relevant information resources (ß=1.008, t=6.297, p<0.05) has a significant statistical value which indicates that is has a positive influence on the perceived academic achievement by physically challenged students. This means that when libraries serving physically challenged are able to put in place all the necessary information resources, physically challenged students will make use of them and it will enhance their perceived academic achievement. The null hypothesis which states that there will be no significant influence of Information Resources management on Perceived Academic Achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria, is therefore rejected.

Ho3: There was no significant influence of information Resources (use) and Perceived Academic Achievement of the physically challenged students in Ibadan metropolis, Oyo State, Nigeria.

Table 4.7: Summary of result of influence of Information Resources (use of library resources) on Perceived Academic Achievement of physically challenged students in Ibadan metropolis, Oyo State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.064[a]	.004	-.001	10.593

a. Predictors: (Constant), Library Uses

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	65.329	3.290		19.855	.000

Library Use	-.105	.120	-.064	-.881	.379

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	87.092	1	87.092	.776	.379[b]
Residual	21094.387	188	112.204		
Total	21181.479	189			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Library Use

Source: Field survey, 2021

Table 4.7 shows the influence of library resources use on the adoption and use on perceived academic achievement of physically challenged students in Ibadan metropolis. As indicated in the table, library resources use(ß=-.105, t=-.881, p>0.05) has no significant statistical value which shows that is has no significant influence on perceived academic achievement among the study respondents. This means that the use of library resources is not a deciding factor in perceived academic achievement of physically challenged students. The null hypothesis is therefore upheld

Ho4: There was no significant of combined influence of Information Resources Management (availability, accessibility and use) and Perceived Academic Achievement of Physically Challenged Students in Ibadan Metropolis, Oyo State, Nigeria

Table 4.8: Summary of result of combined relationship of Information Resources Management (availability, accessibility and use) and Perceived Academic Achievement of Physically Challenged Students in Ibadan Metropolis, Oyo State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.477[a]	.228	.215	9.361

a. Predictors: (Constant), Availability, Use of Library, Accessibility

Coefficients

Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	42.424	4.982		8.515	.000
Use of Library	-.282	.111	-.172	-2.542	.012
Accessibility	1.009	.166	.421	6.070	.000
Availability	.257	.107	.160	2.388	.018

ANOVA[a]

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	4722.832	3	1574.277	17.965	.000[b]
	Residual	16036.281	183	87.630		
	Total	20759.112	186			

a. Dependent Variable: Academic_Achievement

b. Predictors: (Constant), Availability, Use of Library, Accessibility

Source: Field survey, 2021

Table 4.8 shows the results of the linear combination test of Accessibility, Availability, and Use of Library resources by physically challenged students. This is done to find out determine their combined influence on the perceived academic achievement of physically challenged students. The result yielded a coefficient of multiple regression of R=0.477 and multiple R-square of 0.228. The result also revealed that adjusted R^2=0.215. The implication of the result is that the joint contribution of Accessibility, Availability, and Use of Library resources can lead to 21.5% change in academic achievement of physically challenged students.

However, from the coefficient table, it can be seen that, individually, only accessibility of library resources(ß=1.009, t=6.070, p>0.05 is the significant predictors of perceived academic achievement among the study respondents while other variables such as Availability of library resources, (ß=.257, t =2.388, p<0.05) and use of library resources (ß=-.282, t =-2.542, p<0.05)are not a significant predictors of perceived academic achievement among the study respondents. This means that, there is a significant perceived joint influence of only accessibility of library resources on the perceived academic achievement among physically challenged students in Ibadan Metropolis. Other variables such as availability of library resources and use of library have no significant joint contribution. The null hypothesis is therefore rejected.

4.4 Discussion of Findings

The analysis data in this chapter in line with the research questions and hypotheses has led to new findings which are discussed as follows;

The first research question focus on finding out the library resources available to physically challenged students in Ibadan metropolis. The results show that the library resources available

are above average as the average means of data on the availability of resource is 2.76 which are considered acceptable on a 4-point Likert scale. However, while basic and relevant resources such as Visual materials, printed information resources, reference materials, sign language books, talking books, braille books; Audio recordings, as some ICT based materials are available. The physically challenge students still lace essential materials such as specialized alerting device and Technological communication among other. The availability of these would have added more value to the library collection and make them more useful to physically challenged students.

Scholars have emphasized the need for the availability of adequate information resources in any type of library. It is opined that sufficient and appropriate information resources offer opportunities for individuals such as physically challenged students to get the access which has depended on the availability of emerging technologies as means for creating, storing, and distributing, retrieving, and using information resources the existing literature. It is also suggested that the library is central to the provision of relevant information resources and services for adequate support of teaching, learning and research in any academic environment[3].

However similar to the current study, other researchers have also found that Nigerian libraries at all levels are mostly stocked with books at the expense of modern information resources. An evaluation of the availability and accessibility of information resources used by students in libraries shown that most of the information resources that make up the collection of a typical library are books[3]. Yet another scholar also pointed out that, available information resources in libraries are mostly print information resources such as newspapers, textbooks, maps, dictionaries, directories and journal collections[4].

Contrary to this study, other studies such as the one conducted in the special education center libraries in South East, Nigeria, and show that information resources for the deaf and hard of

hearing were not widely available. Out of 19 information resources (items) were considered during the research conducted using three special education centers, only nine (9) were available while ten (10) were not available. The authors concluded that many special education libraries in south east-Nigeria only make available a fraction of the information resources needed by their students[1].

Research question two focus on the accessibility of the available resources. The finding of this study indicates a significant level of accessibility of the available resources to the physically challenged students. This is due to activities of the management, librarians and teachers in the school. One, the library is accommodating to wheel chairs and other mobility devices user which makes it easy for the students to navigate the library. Respondents also reported that librarians assist them in accessing and using the information resources and they can access the available information resources in the library probably due to information literacy program by teacher librarians. However, there are also issues that negatively impact on accessibility. These include the fact that the library does not open on time. Also, the library is located far away from the classrooms and devices such as door handles, shelves, reading tables and chairs are not designed for easy manipulation by physically challenged students. All these can negate efforts to make the information resources accessible. The findings of this study have also been supported by previous studies.

Researchers in Ogun state who investigated accessibility of information resources to physically challenged students from four universities reported that half of the physically challenges students reported that the accessibility of textbooks is low while even greater number believe that the accessibility of their journals is poor. In the summary and index score, 66.7% of the respondents believe that the accessibility of abstracts and indexes is poor. At the same time, 75% considered

accessibility to theses and dissertations low, 79.2%; 66.7%, and 58.3% rated accessibility to CD Rom, OPAC and online bibliographical sources while 50% of the respondents rated accessibility to audio-visual materials as virtually nonexistent[2].

In another study, it was reported that the provision of a barrier-free environment on campus is sometimes limited by buildings and budgets, and that colleges and universities generally do not consider the direct personal needs of physically challenged students when designing school building and this also affect libraries[3]. Physically challenged students have also been reported in developed countries as being affected by physical barriers in the school and their library setting[4]. Physically challenged students often encounter physical disabilities in the education environment, which is still a problem that these institutions have not solved[9]. The discussion of the availability and accessibility of information resources to physically challenged students have also raised concern about their use of library resources.

The third research question of this study focus on the use of library resources by physically challenged students. This variable was measured by two sub-variables i.e.; frequency of library visits and purpose of using library resources. It was found that the students rarely visit the library with the highest frequency of visit common among the student being monthly followed by 'occasionally'. The low uses of library resources among physically challenged students have also been noted in other studies. Researchers who explored the experience of physically students in using tertiary institution libraries reported low use of the library by physically challenged students. The researcher found that, although the library services provided are very useful for their studies, respondents were unable to use these services due to their physical challenges[5]. It was found that 65% of those surveyed believed that the information resources provided by the library were insufficient, 27% believed that it was sufficient and 8% did not respond. This shows

that the majority of 65% of students with disabilities believe that the library's resources are insufficient to meet their information needs[6]. It was also observed that the more information resources a library made accessible, the more likely such information materials are used[7].

For those who use the library, it was found that they make use of the library mostly for academic purposes. This is shown in their reported purpose of using the library which includes preparation for examinations, test, assignment and research. Using the library resources for recreational purposes is lowest on the list. This can explain why students do not use the library regularly[8]. The failure of the school to provide interesting information resources and to provide proper access to the available resources may discourage physically challenged students from making use of the library unless it is highly necessary such as during examinations[9].

Researchers have also found low level of library use among physically challenged students. In some cases, this is caused by human made barriers. Many students who are disabled feel inferior when it became obvious that their body functions are different from others, it is difficult to establish a positive sense of self-worth[1]. When such students have to be carried or assisted at every corner of the library, they may feel embarrassed and stay away from using the library. From another perspective, researchers opined that some physically challenged students do not visit the library because they rely on friends, teachers, and the internet to meet their information needs.

Disabled students face enormous obstacles in their desire to receive education[10]. A total of 90% of students with disabilities said that the provision of library information materials could not meet their information needs, 80% of students did not have enough time to find the information they needed 73.8% of people did not have enough search skills, 71.28% of people said that the cost of accessing certain information sources and their materials was high, while 66.15% said

that there was information overload and 53.84% said they used the wrong keywords. This means that the most important challenges faced by people with disabilities are the incorrect location of information materials, the lack of time available for searching, and limited skills for searching for information[11]. Apart from the research questions, the study also formulated and tested hypotheses to determine the influence of independent variables (availability, accessibility and use of information resources) on the dependent variable (perceived academic achievement of physically challenged students)

Hypothesis one examined the relationship of Information Resources management (availability) and Perceived Academic Achievement of physically challenged students in Ibadan metropolis. The test of hypothesis revealed that availability of information resources has positive influence on the perceived academic achievement by physically challenged students. This is finding is supported by the findings of several other studies across the world.

Researchers have asserted that availability of information resources enables students to meet their learning and research needs, enables decision making, help them in solving tricky questions and decrease uncertainty among students[12]**.** Hence, to thrive in academics, students whether disabled or not disabled irrespective of their levels be it primary, secondary or tertiary need information. This is the main feature in taking decisions and supports in reducing the degree of uncertainty[13].

In another study, it was similarly argued that availability of information resources has transformed a collective consciousness, most specifically in advanced societies due to technological evolution in information technology (IT)[14]. Hence, the secondary school phase is a very significant phase to the students. It plays good basis rested for assistances to the students in selecting numerous professional paths and they must be exposed to the relevant information

resources in order to make the best decisions and develop into well-grounded adults[15]. The availability of information resources is also regarded by another scholar as critical in education, science, learning, and community services. The third law, "every book its reader". Knowledge resources, services, and facilities must be made available for effective teaching and learning purposes[16].

Hypothesis two focuses on the influence of accessibility to library resources on the perceived academic achievement of physically challenged students. The test of hypothesis also revealed that accessibility to library resources is significant to perceived academic achievement by the students. The importance of accessibility of information resources to students' academic achievement was also emphasized in another study which submitted that accessibility of library facilities to students with disabilities cannot be overstated. More than the general student population, physically challenged students require materials and information services in accessible formats in order to meet their information needs and/ or achieve academic excellence.

Studies also find that accessibility to physically challenged students extend beyond physical access[17]. A student who is visually impaired for instance, has different needs from a student who uses a wheelchair or a student who suffers from physical disabilities, or those with learning disabilities. Consequently, to contribute fully in academic events, students with disabilities often need information be transliterated into alternate formats such as auditory, large print or braille, as well as supporting technologies. The fact that information is available is not sufficient for students with disabilities as the information needs to be transformed into accessible formats for them[18].

Hypothesis three focuses on the influence of use of library resources on the perceived academic performance of physically challenged students. The test of hypothesis revealed that the use of

library does not have a significant influence on the perceived academic achievement among the study population. The finding is contrary to what was reported by other studies. However, there is evidence from the literature reveal that the influence of the library on academic achievement depends on certain factors. For instance, a study on the use of library resources showed that majority of the respondents (87.5%) use the library occasionally while only 12.5% use the library regularly. Although the library services provided by the four universities are very useful for their studies, respondents were unable to use these services due to their physical challenged[19].

Apart from the frequency of use, studies have also shown that the quality of resources and services available in a library determine the effectiveness of such libraries. It has therefore been suggested that library use may not yield the expected benefits unless students are provided with relevant resources and services. These are vital to all academic development of students at all levels. However, several scholars have found that the available materials in libraries are usually insufficient to meet the educational needs. Others claim that facilities/ equipment are seriously insufficient[2]. Audio recorders, audio books, optical teaching aids, typewriters, typewriters and other media/equipment necessary for effective teaching and learning as well as a quality-oriented education system are often missing.

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Chapter Five

Conclusion

5.1 Summary of Findings

The findings of this study can be summarised as follows:

i. The study found that the basic library information resources needed by physically challenged students are available in the library. However, there are still some key information resources capable of improving the academic achievement of physically students that are not available in the library.

ii. The study also found that the information resources available in the library are mostly accessible to the physically challenged students with aid from the teacher

librarian and other teaching staff of the school. However, there are still some factors that limit accessibility such as the library opening hours and the lack of adaptable equipment for physically challenged students to make better use of the library

iii. Regarding the use of the library, the finding showed that the physically challenged students make use of the library monthly or occasionally. When they make use of the library, they use the resources to prepare for examination, tests, assignments, research and, to a least extent, recreational purposes.

iv. The test of hypothesis one shows that the availability of information resources have effect on the perceived academic achievement among the physically challenged students.

v. The test of hypothesis two shows that the accessibility of information resources available in the library has a significant influence on the perceived academic achievement among the physically challenged

vi. Hypothesis three which examined the influence of library use on the perceived academic achievement among the physically challenged students indicate that the use of the library does not have a significant effect on the perceived academic achievement among the physically challenged.

vii. Hypothesis four focused on the joint influence of availability, accessibility and use of library resources on the perceived academic achievement among the physically challenged students. It was revealed that only accessibility to information resources has a significant combined influence on the perceived academic achievement among the physically challenged students**.**

5.2 Conclusion

The study has shown that library services to the physically challenged students in Ibadan metropolis is not at the level required for modern day education. The era of building school libraries and stocking them with randomly picked items is over. There is a need for proper community assessment in the collection development for school libraries especially those that deal with physically challenged students. This is the only way to ensure that the library can make available all the necessary information resources needed by the patrons.

It is also obvious that accessibility is still a major issue in libraries, even in those serving physically challenged students. Successive library managers and educational policy makers are yet to imbibe the culture of inclusiveness which could ensure that all children have access to education and educational services such as libraries by designing all access library build which can accommodate the need of physically challenged students and enhance the accessibility to information resources. It is not surprising that the frequency of library visits among the respondents is low and they mostly used the library for academic purposes. The use of the library at the school level is supposed to be for knowledge discovery and self-directed learning which can pave the way for lifelong learning and quest for additional knowledge. In view of these, it is obvious that there are still a lot to be done to ensure that libraries serving the physically challenged students achieve their objective of creating critical thinkers and not just students who would perceive the library as irrelevant to their personal development.

5.3 Recommendations

In line with the finding and conclusion of this study, the following recommendations are considered as relevant;

i. There is a need for proper community assessment to ensure that all necessary information resources are acquired for the library. The librarian should work with teachers and other education stakeholders to have a broad understanding of the resources needed by physical challenged students.

ii. Libraries serving physically challenged students should be redesigned to ensure that people with various challenges can easily access the library. Not only to get inside but to navigate and have access to necessary information resources.

iii. There is a need for proper awareness on the usefulness of the library to physically challenged students. This should enable them to see the library as a fun place and not just another classroom where they will be under pressure to learn.

iv. Since availability of information resources affect perceived academic achievement, it is important to ensure the availability of more relevant resources especially recreational materials such as games and toys in the library.

v. In the same vein, accessibility of information resources should not only be considered in term of physical access but in also in term of format. The library should infuse technology and digital resource to diversify the collection and make them more accessible even beyond the library building

vi. With the finding that the use of library does not have significant influence on the perceived academic achievement among the students, it is important to reevaluate

the entire library services to understand the missing ingredient as the library is expected to contribute to academic achievement

vii. Above, the combination of accessibility, availability and use of library resources have further showcase the importance of accessibility. This implies that librarians should ensure that they make the right information accessible to the students. This also has to be in the format which they prefer. This is the best way to ensure that they will use and understand the information in these resources.

5.4 Contributions to Knowledge

This study has shown conceptual, theoretical and empirical contribution to the existing knowledge. Conceptually, the study has been able to identified gaps in literature which has been largely addressed by the current study. The study has come up with a conceptual framework which can be adopted or adapted by other researchers wishing to study the role of library in the perceived academic achievement of physically challenged students.

Theoretically, the study has been able to extract constructs from several theories and combined them together to form a basis for the current study. The study is based on theories such as Michael Gorman Five Laws of Librarianship, Wilson Information Behaviour Model and the Social Theoretical Model of Disability. All these theories have influenced the study and provided a unique insight into the

study of perceived academic achievement and role of information resources management in it.

Empirically, the study has also come up with primary data which have never been collected before. This data has provided empirical evidence on the role of information resources management on the perceived academic achievement of students with disability. The data can also be used by researchers interested in the same subject.

5.5 Suggested Areas of Further Research

The study examined the influence of resources management, i.e.; availability, accessibility and use of information resources on the perceived academic achievement of physically disabled students in Ibadan metropolis. This study can further be expanded to cover the whole of Oyo state or the entire South-west of Nigeria.

Furthermore, there are physically challenged students in tertiary institutions. These can also be studied to determine the impact of information resources usage on their academic performance.

Libraries need to design programs and special services geared towards patrons with disabilities in order not to be discriminatory and disabling to these categories of library users. Special services for the physically challenged are necessary now more than ever in the spirit of egalitarianism. Libraries must democratize their services and resources to meet the needs of all and sundry. In other words, library services must be inclusive and geared towards impartiality, creating equal opportunities to all without discriminations.

Also during the cause of this work, it was observed that there are physically challenged teachers, special teachers that teaches in sign language(s) in other to facilitate learning; as information professionals, study should be conducted as to the reason(s) why we have law librarians, university librarians, medical librarians and not special librarian(s) who's major responsibility is to efficiently provide adequate information resources to the physically challenged.

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Appendix

Questionnaire on Information Resources Management and Perceived Academic Achievement of Physically Challenged Students in Ibadan Metropolis, Oyo State, Nigeria (QIRMPAAPC)

Dear Respondent,

Request for Completion of Questionnaire

I am a student in the above-mentioned department. I humbly request for your support in concluding this questionnaire. The study is intended at studying concerns on information resources and perceived academic achievement of physically challenged students of Cheshire Special School, Ijokodo, Ibadan. The responses provided will be used purely for academic purposes and will be kept confidential.

Yours faithfully,

Johnson, Adedoyin B

Instruction: Kindly tick (√) where suitable

Section A

Demographic Information

1. **Educational Level:**(a) J.S.S.1 [ ] (b) J.S.S.2 [ ] (c) J.S.S.3 [ ] (d) S.S.S.1 [ ] (e) S.S.S.2 [ ] (f) S.S.S.3 [ ]
2. **Gender:** (a) Male [ ] (b) Female [ ]
3. **Age:** (a) 10-15 [ ] (b) 16- 21 [ ] (c) 22 and above[ ]

Section B: Perceived Academic Achievement (self efficacy, learning behavior and academic culture) of physically challenged students of Cheshire Special Home, Ijokodo, Ibadan

4 = Strongly Agree (SA), 3 = Agree (A), 2 = Disagree (D), 1 = Strongly Disagree (SD)

Kindly thick (√) where appropriate

S/N	Items	SA 4	A 3	D 2	SD 1
	(Self- Efficacy)				
1.	I do pay attention during every class lesson, that's how I improved on my academic achievement.	**4**	**3**	**2**	**1**
2.	I am more happy in class because I participated in-class activities	**4**	**3**	**2**	**1**
3.	I enjoy reading despite how am physically challenged I am	**4**	**3**	**2**	**1**
4.	I can do my assignments and class work without supervision	**4**	**3**	**2**	**1**
5.	When I am tired but have not finished writing my work, I can find a way to motivate myself until the work is completed.	**4**	**3**	**2**	**1**
6.	When I am having trouble understanding assigned reading material, I can ask my classmate who understand to explain everything clearly to me.	**4**	**3**	**2**	**1**
7.	I think ever since I have access to information resources, my academic performance improved tremendously.	**4**	**3**	**2**	**1**
	Learning Behavior (Action)				
8.	I frequently ask questions in class	**4**	**3**	**2**	**1**
9.	I often respond to questions asked by my teachers in class	**4**	**3**	**2**	**1**
10.	I frequently participate in class task because of what I want to become in the future	**4**	**3**	**2**	**1**
11.	I can honestly say that I am really doing my best to learn	**4**	**3**	**2**	**1**
12.	I am determined to push myself to learn even though I am physically challenged	**4**	**3**	**2**	**1**
13.	I express the desire to learn, re- learn and unlearn in class activities.	**4**	**3**	**2**	**1**
14.	I always take on new tasks without fear	**4**	**3**	**2**	**1**
15.	I find learning really interesting	**4**	**3**	**2**	**1**
	Academic Culture (psychological observation)				
16.	I often understand what I hear or read in class	**4**	**3**	**2**	**1**
17.	I treat textbooks assigned to me to read as a starting point and I try to develop my ideas from it	**4**	**3**	**2**	**1**
18.	I have a control over my academic performance in my subject.	**4**	**3**	**2**	**1**
19.	The more effort I put into my courses, the better I do in them.	**4**	**3**	**2**	**1**

20.	When I do poorly in a subject, it's usually because I haven't given it my best effort	**4**	**3**	**2**	**1**

Section C: Information Resources Management (Availability, Accessibility and Use)
Kindly tick (√) where appropriate
Key: 4 = Very Great Extent (VGE), 3 = Great Extent (GE), 2 = Low Extent (LE), 1= Very Low Extent (VLE)

S/N	Items	VGE 4	GE 3	LE 2	VLE 1
	Availability				
1.	Printed Information Resources (text books, news papers, story books etc)	**4**	**3**	**2**	**1**
2.	Reference Information Resources (dictionaries, maps, directories, atlases, encyclopedias etc.)	**4**	**3**	**2**	**1**
3.	Visuals (pictures/ diagrams, illustrations)	**4**	**3**	**2**	**1**
4.	Audio (news, recordings, listening aids etc.)	**4**	**3**	**2**	**1**
5.	Audio- Visuals (VCDs, DVD, projected resources)	**4**	**3**	**2**	**1**
6.	Sign Language Book	**4**	**3**	**2**	**1**
7.	Specialized alerting device	**4**	**3**	**2**	**1**
8.	Technological communication aids	**4**	**3**	**2**	**1**
9.	E-books	**4**	**3**	**2**	**1**
10.	ICT/Internet Facilities	**4**	**3**	**2**	**1**
11.	Sub-titled DVD	**4**	**3**	**2**	**1**
12.	Braille books	**4**	**3**	**2**	**1**
13.	Talking books	**4**	**3**	**2**	**1**

4 = Highly Accessible (HA), 3 = Accessible (A), 2 = Somewhat Accessible (SA), 1 = Not Accessible (NA)

Kindly thick (√) where appropriate

S/N	Items	HA	A	SA	NA
	Accessibility of Information Resources				
14.	I can access the above listed information resources	**4**	**3**	**2**	**1**
15.	The library opens on time	**4**	**3**	**2**	**1**
16.	The librarian assist me in accessing and using the available information resources	**4**	**3**	**2**	**1**
17.	The library facilities are barrier free to wheel chairs and other mobility devices.	**4**	**3**	**2**	**1**
18.	Our library is located near our classrooms	**4**	**3**	**2**	**1**
19.	All devices including door handles, shelves, reading tables and chairs are designed for easy manipulation.	**4**	**3**	**2**	**1**
	Use of Information Resources Available in the Library (I visit the Library)				
20.	Daily	**4**	**3**	**2**	**1**
21.	Weekly	**4**	**3**	**2**	**1**
22.	Monthly	**4**	**3**	**2**	**1**
23.	Occasionally	**4**	**3**	**2**	**1**
24.	Never	**4**	**3**	**2**	**1**
	What is your PURPOSE of using the library information resources?				
25	Leisure	**4**	**3**	**2**	**1**
26	Assignments	**4**	**3**	**2**	**1**
27	Text	**4**	**3**	**2**	**1**
28	Exams	**4**	**3**	**2**	**1**
29	Research	**4**	**3**	**2**	**1**

Bio- Data

Personal Data

Full Name:	Johnson, Adedoyin Bukola
Address:	1, Olorunkemi Street, Idi-Oya, New Garage, Ibadan, Oyo State
Email:	johnsonadedoyinagbeke@gmail.com
Date of Birth:	09 December, 1987
Place of Birth:	Ilesa

State of Origin:	Osun State
Nationality:	Nigerian
Religion:	Christianity
Mobile Number:	08022253356
Marital Status:	Single
Nationality:	Nigerian
Next of Kin:	Temitope JOHNSON
Address:	1, Olorunkemi Street, Idi-Oya, New Garage, Ibadan, Oyo State
Phone Number:	07033057955

Educational Background

L.A Primary School, Ilesa, Osun State:
First School Leaving Certificate (1995-1997)

Arulogun Community High School, Oyo State:
Senior Secondary School Certificate (2006)

The Federal Polytechnic, Offa, Kwara State- Ordinary National Diploma in Library and Information Science (ND): (2008-2010)

The Federal Polytechnic Offa, Kwara State,
Higher National Diploma in Library and Information Science (HND): (2011-2014)

National Open University of Nigeria
Post Graduate Diploma in Education (PGDE): (2017-2019)

Lead City University, Ibadan, Oyo State
Masters of Library and Information Science (MLIS): (2019- Ongoing)

Working Experience with Dates
Organisation: Lead City University, Ibadan, Oyo State
Role: Faculty members and Students
Date: (2016 till date)

Award:
National Association of Library and Information Science Students,

The Federal Polytechnic Offa Chapter:
Most Influential Student **(**2012/2013)

Research Work/ Academic Publications

Unpublished Manuscript
A term paper on Knowledge Management
Evaluation of Digital Libraries Products and Services by Students of Selected Universities in Oyo State (2019)

Perception of Students on the Influence of Single Parenthood on Academic Performance in Tertiary Institution (A Case Study of Lead City University, Ibadan) (2017)

Students Perceptive and Attitudes towards Using of Information Materials (A case study of Ire State Polytechnic) (2010)

The Use of Library and Information Materials in Secondary Schools (A Case study of Selected Secondary Schools in Offa, Kwara State) (2014)

Major Conferences, Seminars and Workshops Attended

i. Training on how to search for cases on Law Databases (Law Pavilion, Legal Pedia, Hein Online) and printed Law Reports (All Federation Law Reports, Nigeria Weekly Law Reports, Supreme Court Judgments, etc.) at Lead City Law Library November, 2018.

ii. Applications of KOHA open Sources Integrated Library System on 29th January, 2017 at Main Library, Lead City University, Ibadan

iii. Library and Information Service in Scholarly Environment: Opportunities and Challenges on 28th February, 2017 at International Conference Center, Lead City University, Ibadan

iv. Workshop on Capacity Building in Tertiary Institution with the theme: Research Grant Writing on 20th-21st September, 2016 at International Conference Center, Lead City University, Ibadan

v. Library Staff Development Workshop/Seminar with the theme: Proactive Librarianship on 4th November, 2016 at Lead City University Library, Ibadan

University Compliance Certificate

This is to certify that this thesis by Johnson, Adedoyin Bukola with Matric No LCU/PG/001303 in the department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

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Signature