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EDITORIAL

The web research on the title Information Navigation: International Journal of Technology and Information Studies (IJTIS) has no specific result bearing the same title and a research by the National Library of Nigeria also Indicated that Starting IJTIS will not in practice be a duplication of title. These research being about this Journal.

This is the December issue of our Journal Information Navigation: International Journal of Technology and Information Studies (IJTIS). Volume 2, Number 1, 2022. The editorial board members congratulate our contributors we appeal to our contributors whose article have not been positively considered in this isssue not to be discouraged

It is the hope of the member of the Editorial Board that high standard will be maintained and the regularity of the appearance sustained

In this issue, we have articles which bring about the possibility of the profession of Library Technology and Information Studies coming out beyond its present scope.

Our lead paper by Okwoli, Mercy Enefu and Ofodu, Patricia Ngozi elaborated on Satisfaction derived from the deployment of cloud computing services in Federal University Libraries in Nigeria are Satisfied with the deployment of cloud computing services in their libraries

The study by Kudirat Abiola Adegoke discussed the utilization of social Media Tools for promotion of National Intergration by Federal University Libraries in Nigeria. The Finding reveled that most University libraries use Facebook more than other social media tools.

Study by Akobe, Oluwatosin Daniel, Dauda, Bilal Arome and Yacim, Hope revealed the ways of meeting the information needs of Garri processing Farmers in Kaswan Gwadebe community of Minna, Niger State. They role of public Libration
The paper by Samuel Aruban Amkpa, Philip Usman Akor, Abdulrazaqu, Baba Abdulrahman, Kehinde Abayomi Owolabi, Wahab, Akanmu Aboyade, Dauda Yahaya, Oladimeji Eyitayo Yemi-peter, Jibrin, Yakubu Azaki, Ayetu Ibn Omale, Ayira Muhammed, Abdulhakeem and Bolaji David Oladokun discussed the role of public libraries in the dissemination of information to rural dwellers in Kogi State. Nigeria.

Martins Dodo and Samuel Yisadoko in their paper accessed Digital and virtual library services during and post Covid-19 pandemic in Nigeria Challenges and Possibilities.

Nura Abba Unguwar Alkali in this paper discussed the readiness to the of online resources by the academics in conventional University Libraries in Katsina State. Odeh Peter, Maryam, Jacob, Salihu and Naomi Bello in their paper revealed the Accessibility and Utilization of Reference Material by students and the services offered by the reference librarian in Professor Jibril Aminu Library, Federal Polytechnic Mubi.

Nze Emmanuel Akwang, Ekanem, B.E. Eyo and Mary Bassey in their paper discussed institutional preparedness and research data Management practices. A study of public University Libraries in Akwa Ibom and Cross- River States, Nigeria.

Chollom, K.M and Obaje, Alfred Michael investigated the provision of resources and services to physically challenged students in the University of Jos Library, Jos Nigeria.

Patricia Ngozi Ofoidu in her paper investigated the use of Online Public Access Catalogue(OPAC) facilities by distance learners for information Retrieval in two distance learning Federal University Libraries in Nigeria.

Solomon Obotu Akor and Abubakar Lawal in their paper revealed Library as a change Agent. Examining the Roles of Library in Higher Institutions of Learning in Katsina State. Nigeria.

In the Study carried out by Aniah Anthony and Aniah Helen, U. They investigated Educational Technology for Sustainable Development in the Era of Covid-19 Pandemic in Nigeria: Problems and prospects.

Fadairo, Esther Uzochikwa and Oloruntoke, Sara olayemi in their study discovered Academic Library Services and the Challenges of Covid-19 in Nigeria.

Finally, we in no small measure appreciate our Multifarious contribution and pray that all our readers will benefit from this work immensely.

Philip U. Akor, Phd, MLS, B.A. (Ed) (Nigeria), NCE (Jos), CLN, MNLA, MNLISE.
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NOTES TO CONTRIBUTORS

Objectives and scope
Information navigation is a referral international Journal by renowned scholars in the field of Technology, Library and Information Studies. The journal deals majorly with publications of results of empirical research in the field of Library, information and communication technology. The journal accepts articles of high quality on the practical aspects and book review in the area of the journal's coverage. Book review, letter to the editor, new items and other brief communication are also accepted.

EDITORIAL GUIDELINES

Abstract
Abstract not exceeding 260 words typed in single line spacing should accompany the paper. 5 keywords based on the content of the article should be written immediately after the abstract.

Manuscript
Articles should not be more than 12 pages including references. Additional pages will attract additional charges. It should be typed using double line spacing on A4 paper using ms word fount size 12. The acceptable language for the journal is English.

References:
The format for citation in the manuscript for references should be strictly based on the latest edition of American Psychological Association (APA) style. At the end of the article(s) a reference list in alphabetical order with authors surname first, initial, year of publication, title of the article/book, place of publication and name of the publisher should be provided e.g.
Udensi, J.N and Akor, P.U.(2012). Fundamentals of Library and Information Science. Zaria: Ahmadu Bello University Press.

Submission of Articles
Author(s) should submit three head copies of their articles to the Editor-in-Chief:
Professor Philip U. Akor,
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Ikot Abasi, Akwa Ibom State. Nigeria. West Africa.

At any time of the year. All online submission should be forwarded to puakor@gmail.com *or +2348036880881 on WhatApp.*

TABLE OF CONTENTS

PROVISION OF RESOURCES AND SERVICES TO PHYSICALLY CHALLENGED STUDENTS IN THE UNIVERSITY OF JOS LIBRARY

BY

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ABSTRACT

The study investigated the provision of resources and services to physically challenged students in the University of Jos Library. The study was guided by five research objectives. A descriptive survey design was adopted for the research. The population of the study was all the physically challenged students of the Special Education Unit of the faculty of Education, University of Jos. The total number of physically challenged students was 113. 113 was used as the sample for the study. Out of 113 questionnaires administered, 104(92%) were returned and used for the study. The researchers also conducted interviews with two library staff, to confirm students' responses. The SPSS tool was used for the data analysis. The study revealed that the University of Jos provides braille makers, large print, textbooks/journals, catalogue selective maker, optical aids, Tape recordings, CDs/DVDs, e-books, twin vision books, and braille library guide resources. The library provides extended loan service, ICT services, photocopying, waived overdue fine maker, book retrieval service, inter-library loan service, search request assistance, online public catalogue, selective dissemination of information, and current awareness service for physically challenged students. The study revealed high awareness and use of most of the available resources and services. Yet, optical aids and e-books were not highly used. The research asserted that the library environment and the available resources and services suit physically challenged students. Nevertheless, the study found dated books and journals in specialized formats, inadequate resources, and services, absence of borrowing by proxy privilege, and library staff's lack of requisite skills on disability matters as barriers faced by the physically challenged students. The researchers made the

following suggestions: provision of current books and journals in specialized formats, borrowing by proxy should be considered for students who, because of their challenges could not enter the library, and staff with requisite skills on disability matters should be employed in the library as subject librarians, there should be adequate teaching on the use of library and provision of unavailable essential services and resources for the physically challenged students of the University of Jos. Also, LIS Departments should be sensitized to include disability issues in their training.

Keywords: Library resources, services, physically challenged, disabilities, students, University of Jos.

Introduction

University libraries provide resources and services to all categories of users without discrimination and exclusion. Physically challenged persons are sometimes referred to persons with disabilities. According to United Nations Convention on the Rights of Persons with Disabilities (UNCRP, 2006), "Persons with disabilities are those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in the society on an equal basis with others". Also, United Nations Resolution No. 27(a) item (iii) of 20 December 1948 similarly states: "all human beings are born free with equal rights and dignity". This resolution affirms: "It is the right of all human beings to participate in the society, hence use its resources for their development and protection. Since a person with a disability is also a human being, he/she is equally entitled to these rights" (UN, 1948). Hence, physically challenged students by right should have equal access to resources and services being provided in libraries.

According to Bano, Rahmatullah and Masud (2013), keeping in mind the views of different authors and organizations, broadly concluded that there are four types of disabilities; namely Physical disability, Visual impairment, Hearing impairment, and Mental retardation. The researchers considered students with all forms of disabilities as 'physically challenged students. Majinge and Msonge (2020), emphasized that Engineers should know the requirements of people with disabilities so that they erect universally accessible buildings that integrate the needs of people with disabilities; IT

professionals should design websites suitable for people with disabilities, and librarians should select and acquire information resources and assistive equipment relevant to people with disabilities. Machell (1996) stated that the ideal library service is one where each individual, regardless of the degree of visual impairment, has access to the materials and information at the time they are required, in a format that can be used, in the quantities that are needed, and where the needs of the user are understood by the staff.

Similarly, Oswal (2017) stressed the importance of engaging the actual stakeholders, that is, the disabled users in both the design and development stages of platforms, user interfaces and content presentation schemas. Phukubje and Ngoepe's (2017) study examined services offered, physical access and availability of study material for students with disabilities in the University of Limpopo in South Africa. They found that the students with disabilities were not satisfied with the library services, majorly because only a few library materials were transcribed into accessible formats. The other problems reported by the participants of this study included inadequate training on how to use the library, restricted library opening hours and inaccessible formats. Also, Farooq and Masnsoor (2021) stated that students

with disabilities form a vulnerable group as they face discrimination, and barriers to access and are excluded from mainstream society. They are as such at a disadvantage and are thus not able to utilize their capabilities and potential. Most libraries are not inclusive, so students with disabilities have to consult the library staff for assistance. There is no special training or induction for the recruited staff to cater to the needs of students with disabilities.

ALA (2018) stated that libraries should provide training opportunities for all staff and volunteers. Training should include effective techniques for providing services for users with disabilities, as well as for working with colleagues with disabilities. Libraries should adopt policies to ensure that people with disabilities have an opportunity to serve as members of the library staff, administrative units, and governing boards. To be truly accessible to all, libraries should provide reasonable accommodations such as sign language interpreters, open captions during presentations, and audio descriptions during programming when requested by users or attendees. Bolt (2018) observed that libraries can play a significant role in helping people with disabilities get access to information through technology, and valuable supporting services. However, more will need to be done to help libraries

assess the needs of their communities, and understand what they can do to help. The study examined the provision of resources and services to physically challenged students in the University of Jos Library.

Statement of the problem

The physically challenged students in University of Jos need library and information resources and services like their able-bodied counterparts. These students need equal access to library and information resources to meet their information needs. If the physically challenged students in the university do not have equal access to and use of library and information resources, it will result in their poor academic performance and quality of life. Provision and use of current and adequate information resources and services enhance the rights of the physically challenged to participate equally in educational achievement.

The researchers' investigation and discussions with some professional colleagues revealed that physically challenged students' population in the university has increased over time. There are special resources and services for physically challenged students that should be provided by the University library. The library may not have shown enough commitment to providing resources and services that will meet the needs of the physically challenged students. Hence the researchers

investigated the provision of library resources and services, awareness, extent of use, challenges and strategies to improve library services to the physically challenged students in the Special Education Unit of the University of Jos.

Objectives of the study

The study objectives are to

1. determine the types of library resources and services available for the physically challenged students in the University of Jos.
2. ascertain the awareness of library resources and services used by physically challenged students.
3. determine the extent of use of library resources by the physically challenged students in the university.
4. determine the challenges faced by physically challenged students in using library resources and services.
5. identify the strategies for alleviating the challenges encountered by the physically challenged students in University of Jos library.

Significance of the Study

The study will be useful to the university librarians, special educators, physically challenged students and other researchers. This study will help University librarians and other library staff to be proactive in identifying the special library resources

and services to be made available for the physically challenged students in the university. It will expose the need for the provision of educational resources that will enhance service delivery to the physically challenged library users and also bring out the basic problems encountered by these set of students in the course of using the library. The physically challenged students who use the university library have the opportunity to indicate the sufficiency and use of existing resources, services, and facilities provided by the library, and make suggestions for the university library to serve them better.

Also, it will change the attitude of university staff towards the provision of physically challenged resources, as they have the same rights as others. In other words, it will help all library managers to create an enabling environment to achieve the aim of equal access and opportunities in library services to all library users without discrimination even in the face of dwindling financial resources.
In addition, the library management will also benefit from the work, as it will showcase the extent of utilization of information resources and services, and problems and provide plausible strategies to alleviate the problems encountered in the use of the library. This research is very apt, as it will be additional literature in librarianship, covering the area of provision of library resources and services to physically challenged users, which hitherto, has been a very scanty but interesting area. Thus, it will be very useful for researchers and scholars in library and information science who have interest in the provision of resources and services to physically challenged users in libraries.

Methodology
The researcher used a descriptive survey, which is aimed at collecting information or data to describe existing conditions, characteristics, or phenomena using a sample of the population (Onwumere, 2015). This design is considered appropriate for this work because there was the need to collect data from the entire population.

Population and Sample
The population of the study comprises all the physically challenged students in the Special Education Unit of the University of Jos. The population of physically challenged students in the University under study was 113 (Department of Special Education, University of Jos, 2022). Hence, the sample size is the entire population of the physically challenged students in the University of Jos, since it was manageable. According to Afolabi (1999), the entire population can be adopted in a study if it is manageable in

terms of cost and accessibility to subjects.

Instrument for data collection

The instruments for data collection were questionnaires and interviews. The instruments were the most appropriate for the study's data collection. The questionnaire was divided into two sections, the first section enquired about the respondent's demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions. Afterward, the researchers conducted interviews with librarians in their offices, to probe for details connected to students' initial responses.

Procedure for data collection
The procedure for data collection in the study was the face-to-face process. The questionnaire was administered by the researchers to the respondents physically. The instrument was completed by the researchers, by reading the questionnaires and ticked as appropriate to the responses for those that were visually impaired. Other respondents filled and submitted their questionnaires. The researchers took two (2) weeks for the administration and collection of the questionnaire.

Results
The researchers used Statistical Package for Social Science (SPSS) tool for data analysis. Data collected from the questionnaires were analyzed based on the research questions. A total number of 113 copies of the questionnaire were distributed to the respondents, 104(92%) were filled and returned for the analysis while 9(8%) were not useful. Out of 104 respondents, 59(57%) were male while 45(43%) were female.

Table 1: Library resources available to the physically challenged students in the University of Jos library

Library Resources	Available (A)	Percent (%)	Not available (NA)	Percent (%)	Remark
Braille Marker	104	100	0	0	A
Large print	104	100	0	0	A
Talking books	26	25	78	75	NA
Textbooks/Journals	104	100	0	0	A
Teletouch	2	2	102	98	NA
Wheel chair, crutches and braces	3	3	101	97	NA
Picture books Marker	15	14	89	86	NA
Audio and electronic CDS marker	15	14	89	86	NA
Catalogue selective marker	89	86	15	14	A
Optical aids	90	97	14	13	A
Tape recordings CDs/DVDs.	70	67	34	32	A
E-books,	94	90	15	14	A
Twin vision books,	100	96	4	4	A
Moon tapes	20	19	84	79	NA
Braille writers	20	19	84	79	NA
Laser cane	0	0	104	100	NA
Sonic guide	0	0	104	100	NA
Mowat sensor	0	0	89	86	NA
Braille library guide,	104	100	0	0	A
Kurzweilreading machines	0	0	90	97	NA
Talking computers	0	0	94	90	NA

The analysis revealed that braille marker 104(100%), large print 104(100%), textbooks/journals 104(100%), catalogue selective marker 89(86%), optical aids 90(97%), Tape recordings,CDs/DVDs 70(67%), e-books, twin vision books 94(90%), braille library guide 104(100%) were available in the University of Jos library. However, talking books 78(75%), teletouch 102(98%), wheel chair, crutches and braces 101(97%), picture books marker 89(86%), audio and electronic CDS marker 89(86%), moon tapes 84(79%), braille writers 84(79%), laser cane 104(100%), sonic guide 104(100%), mowat sensors 89(86%), kurzweil reading machines 90(97%) and Talking computers 94(90%) were not available in the library for use by the physically challenged students of the University of Jos.

The University of Jos provides braille maker, large print, textbooks/journals, and catalogue selective maker, optical aids, Tape recordings, CDs/DVDs, e-books, twin vision books and braille library guide resources for the use of physically challenged students. It was revealed that many of the physically challenged students use specialized resources being provided personally.

Table 2: Available services for the physically challenged Students in the University of Jos Library

Services	Available (A)	Percent (%)	Not available (NA)	Percent (%)	Remark
Extended loan service	101	97	3	3	A
Training on the use of braille	2	2	102	98	NA
ICT services	104	100	0	0	A
Book by mail marker	30	29	74	71	NA
Photocopying service	96	92	44	42	A
Waived overdue fines marker	102	98	2	2	A
Book retrieval service	101	97	3	3	A
Inter-library loan service	104	100	0	0	A
Document delivery service	0	0	104	100	NA
Book by mail	0	0	104	100	NA
Search request assistance	101	97	3	3	A
Online public access catalogue	104	100	0	0	A
Selective dissemination of information	74	71	30	29	A
Current awareness service	101	97	3	3	A

The analysis revealed the services available to the physically challenged students. These include; extended loan service 101(97%), ICT services 104(100%), photocopying service 96(92%), waived overdue fines maker 102(98%), book retrieval service 101(97%), inter-library loan 104(100%), search request assistance 101(97%), online public catalogue 104(100%), selective dissemination of information 74(71%) and current awareness service 101(97%). Services that were not available for the physically challenged students are training on the use of braille 102(98), book by mailmaker 74(71%), document delivery services 104(100%) and book by mail 104(100%).

The University of Jos library provides extended loan service, ICT services, photocopying, waived overdue fine maker, book retrieval service, inter-library loan service, search request assistance, online public catalogue, selective dissemination of information and current awareness service for physically challenged students.

Table 3: Level of awareness of resources for the physically challenged students in the University of Jos library

Resources awareness	VH	%	H	%	L	%	VL	%	Remark
Braille Marker	96	92	8	8	0	0	0	0	Very high
Large print	100	96	4	4	0	0	0	0	Very high
Text books	104	100	0	0	0	0	0	0	Very high
Teletouch	101	97	0	0	0	0	0	0	Very high
Catalogue selective marker	100	96	4	4	0	0	0	0	Very high
Optical aids	0	0	96	92	0	0	0	0	High
Tape recordings	101	97	3	3	0	0	0	0	Very high
E-books	0	0	0	0	100	96	4	4	Low
Twin vision books	100	96	4	4	0	0	0	0	Very high
Braille library guide	100	96	4	4	0	0	0	0	Very high

The analysis revealed very high level of awareness for most of the library resources available in the library for the physically challenged students. The responses indicated very high awareness for braille marker 96(92%), large print 100(96%), textbooks 104(100%), teletouch 101(97%), catalogue selective marker 96(92%),tape recordings 101(97%), Twin vision books 100(96%) and braille library guide 100(96%) and high awareness for optical aids. However there was low awareness for e-books 100(96%).

Table 4: Level of awareness of services available for the physically challenged students in the University of Jos library

Service awareness	VH	%	H	%	L	%	VL	%	Remark
Extended loan services	101	97	3	3	0	0	0	0	Very high
ICT service	104	100	0	0	0	0	0	0	Very high
Photocopying services	104	100	0	0	0	0	0	0	Very high
Waived overdue fines marker	0	0	0	0	102	98	2	2	Low
Inter-library loan services	0	0	0	0	104	100	0	0	Low
Book retrieval services	104	100	0		0	0	0	0	Very High
Search request assistance	101	97	3	3	0	0	0	0	Very high
Online public access catalogue	104	100	0	0	0	0	0	0	Very High
Selective dissemination of information	96	92	0	0	0	0	0	0	Very High
Current awareness services	101	97	3	3	0	0	0	0	Very high

The responses indicated very high awareness for extended loan services 101(97%), ICT services 104(100%), photocopying services 104(100%). book retrieval services 104(100%), search request assistance 101(97%), online public access catalogue 104(100%), selective dissemination of information 96(92%) and current awareness service 101(97%). However, there were low responses for Waived overdue fine 102(98%) and inter-library loan services 104(100%).

Table5: Extent of use of library resources by the physically challenged in the University library

EXTENT OF USE	VH	%	H	%	L	%	VL	%	Remark
Braille Marker	80	77	0	0	0	0	24	23	Very high
Large print	84	81	0	0	0	0	20	19	Very high
Textbooks	84	81	0	0	0	0	20	19	Very high
Telatouch	0	0	0	0	0	0	0	0	
Catalogue selective marker	104	100	0	0	0	0	0	0	Very high
Optical aids	0	0	0	0	96	92	0	0	Low
Tape recordings	100	96	4	4	0	0	0	0	Very high
E-books,	0	0	0	0	100	96	4	4	Low
Twin vision books,	100	96	4	4	0	0	0	0	Very high
Braille library guide,	100	96	4	4	0	0	0	0	Very high

The responses indicated very high extent use of braille markers 80(77%), large print 84(81%), textbooks 84(81%), catalogue selective marker 104(100%), tape recordings 100(96%), twin vision books 100(96%), Braille library guide 100(96%) and low extent use of optical aids 96(92%) and e-books 100(96%). The study revealed very high extent of use for the resources available except optical aids and e-books that had low extent of use.

Table 6: Challenges faced by physically challenged students in using library resources and services

Challenges	Response	Percentage (%)
Lack of current books and journals in specialized formats	104	100
No borrowing by proxy	80	77
Lack requisite skills on disability matters by library staff	60	58
Inconvenient library environment to suit physically challenged students	15	14
Lack of competence in the use of library by physically challenged students	20	19
Some essential services for the physically challenged students are not being provided in the library.	100	96
No library helper to physically challenged students	20	19
Strict access rules and bureaucratic bottlenecks to relevant resources	30	29
Many resources for the physically challenged students are not available in the library	104	100

The responses 104(100%) revealed lack of current books and journals in specialized formats, many resources for the physically challenged students were not available in the library responses 104(100%), some essential services for the physically challenged students were not being provided in the library responses 100(96%), no borrowing by proxy 80(77%), lack requisite skills on disability matters by library staff 60(58%) were the major challenges faced by the physically challenged students in the University of Jos. The responses also revealed that library environment was convenient, students were competence in the use of library, helper was available and there were no strict access rules and bureaucratic bottlenecks to relevant resources in the University of Jos library.

Table 7: Strategies for alleviating the challenges encountered by the physically challenged students in the library

Strategies	Response	Percentage (%)
Provision of current books and journals in specialized formats	104	100
Borrowing by proxy should be considered for students who, because of their challenge could not enter the library	100	96
Staff with requisite skills on disabi lity matters should be employed to work in the library as a subject librarian	78	75
A convenient library environment to suit physically challenged students should be provided	15	14
There should be adequate teaching o n the use of l ibrary for the physically challenged students	74	71
Provision of unavailable essential services for the physically challenged students in the library.	104	100
The university should provide library helper to physically challenged students	20	19
Provision of unavailable resources for the physicallychallenged students in the library	104	100
The strict access rules and bureaucratic bottlenecks to relevant resources should be moderated	30	29

The responses revealed the strategies to alleviate the challenges faced by the physically challenged students in the library. These are, provision of current books and journals in specialized formats 104(100%), borrowing by proxy should be considered for students who, because of their challenge could not enter the library 100(96%), staff with requisite skills on disability matters should be employed in the library as a subject librarian 78(75%), There should be adequate teaching on the use of library for the physically challenged students 74(71%), provision of unavailable resources and essential services for the

physically challenged students in the library 104(100%).

Results from interview
The researchers conducted interviews with two library staff to confirm the students' responses on Tables 1 to 6. The participants indicated similar responses.
Summary of findings

1. The University of Jos provides a braille maker, large print, textbooks/journals, and catalogue selective maker, optical aids, Tape recordings, CDs/DVDs, e-books, twin vision books and braille library guide resources for the use of physically challenged students. It was revealed that many of the physically challenged students use specialized resources being provided personally.

2. The University of Jos library provides extended loan service, ICT services, photocopying, waived overdue fine maker, book retrieval service, inter-library loan service, search request assistance, online public catalogue, selective dissemination of information and current awareness service for physically challenged students.

3. The result revealed a very high level of awareness for most of the library resources and services available in the library for physically challenged students. However, there was low awareness of e-books, waived overdue fines, and inter-library loan services.

4. The study revealed a very high extent of use for the resources available except optical aids and e-books that had a low extent of use.

5. The study revealed a lack of current books and journals in specialized formats, many resources for the physically challenged students were not available, some essential services for the physically challenged students were not being provided, no borrowing by proxy, and library staff's lack of requisite skills on disability matters were the major challenges faced by the physically challenged students. However, the library environment was convenient, students were competent in the use of the library, the helper was available and there were no strict access rules and bureaucratic bottlenecks to relevant resources in the University of Jos Library.

6. Strategies to alleviate the challenges are, the provision of current books and journals in specialized formats, borrowing by proxy should be considered for

students who, because of their challenge could not enter the library, and staff with requisite skills on disability matters should be employed in the library as a subject librarian. There should be adequate teaching on the use of the library for the physically challenged students, and provision of unavailable essential services and resources for the physically challenged students in the library.

Conclusion

The research revealed that physically challenged students have many resources and services available for them in the University of Jos Library but not adequate. Specialized information resources and other support facilities that will enhance the utilization of the library resources by the physically challenged students are either not available or inadequate. Every reader has equal opportunity and universal access to information and education without any discrimination. University libraries need to design programmes and special services geared towards readers who are physically challenged in order not to be discriminatory and disabling. A library can be a friend of all, when library policies are inclusive and meaningful strategies to serve all patrons are developed, thereby ensuring that all users have equal chances of participation and contribution to societal development. Such a person would have improved quality of life for self-reliance and overall national development.

RECOMMENDATIONS

Based on the findings of this study, the researchers make the following recommendations that will help enhance the availability and utilization of library resources and services by physically challenged students.

1. More current (up-to-date) general materials such as journals, microforms, magazines, government documents, reference sources, and student project reports should be made available in the university libraries.

2. Awareness should be created for e-books, waived overdue fines, and inter-library loan services.

3. Caucus on mainstreaming disability interests in Library and Information Science (LIS) programmes should be created.

4. LIS Departments should be sensitized to include disability issues in their training.

5. A staff with requisite skills on disability matters should be employed in the library as a subject librarian,

6. The university should provide library helpers to physically challenged students like sign language interpreters.

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