GATEWAY LIBRARY JOURNAL

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EDITORIAL

This issue of the Gateway Library Journal has ten well researched articles covering diverse aspects of the library and information science profession. The articles ranged from resource availability and accessibility, patronage of indigenous library journals, information literacy, utilization of Web 2.0, job motivation of cataloguers, use of information resources, user satisfaction study, newspaper clipping services, ICT skill acquisition to LIS academic staff productivity.

In their own paper, Unegbu and Ladan reported on their findings in a study on library resources availability and accessibility at the Lagos State University Library. Availability and patronage of indigenous library and information science journals to library school lecturers was the concern of Osuji and Agim in their own study while information literacy and the use of ICT resources in Olabisi Onabanjo University was reported by Odunewu and Aluko-Arowolo. The issue of librarians' perception and utilization of Web 2.0 was covered by Aina and Oduwole in their own study.

Madukoma, Bamidele and Unegbu addressed the issue of job motivation and performance of cataloguers in Nigerian university libraries while Dirisu in a study covering university libraries in the North Eastern zone of Nigeria examined the issue of librarian awareness and perception of the use of electronic information resources available to them. In their own study of the Olabisi Onabanjo University Library, Okewale and Oyedipe looked into the issue of user satisfaction and came out with some recommendations on how to improve services to the library clientele.

Clifford et.al. in their own contribution focused on newspaper clipping services in Hezekaiah Oluwasanmi Library of Obafemi Awolowo University, Ile-Ife and their contribution to academic research in that university while Otuza, Badmus and Simisaiye reported their findings on ICT skills and service provision in some universities in Ondo and Ekiti States. Finally, Emerole, Madu and Idoko in their own paper, reported on LIS lecturers' academic productivity and gender inequality and came up with some interesting findings and recommendations.

It is hoped that these well researched papers will stimulate our professional colleagues to further carry out more research on these and related areas of the library and information science profession so as to extend the frontiers of knowledge leading to better service provision and delivery in Nigerian libraries.

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LIBRARY AND INFORMATION SCIENCE ACADEMIC STAFF PRODUCTIVITY AND GENDER INEQUALITY IN LIBRARY SCHOOLS IN NIGERIA

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ABSTRACT

This study examined gender inequality and academic productivity among academic staff in some selected departments of Library and Information Science Schools in Nigeria. A survey research design was adopted in this study. The target population of this study was staff of six departments of library and information science in Nigerian universities. The sample size was composed through a multi-stage sampling technique using proportionate stratified random sampling. First, the country was grouped into strata based on the six geopolitical zones. A Department of Library and Information Science was chosen from each of the six geopolitical zones, giving a total of six departments. The staff of these six Departments were purposively taken and used as sample size of the study. This gives a total of 75 staff made up of 50 male and 25 female. A questionnaire was used as the instrument for data collection. The data collected was analyzed using frequency counts and percentages. The findings of the study revealed that the largest percentage (50.0%) of the male academic staff in the Department of Library and Information Science in the universities studied had low level of academic productivity. The largest percentage (52.0%) of the female academic staff had very low productivity. Some of the inequalities identified include perception of the female gender by the academia, overt sexual harassment, lack of mentor, etc. Some of the factors responsible for this inequality include family responsibility, work overload, human capital possession (Ph.D), separation/divorce, etc. The study recommends that the universities should create enabling environment for all staff especially in promotion and prevention of work overload. Also, the staff are advised to take advantage of the new enabling environment to improve on their deficiencies especially in human capital development.

Keywords: Library Schools; Gender Inequality; Academic Staff Productivity; Nigeria.

INTRODUCTION

Academia in Nigeria and the world over has been perceived as traditionally elitist and dominated by male in its composition, structure and value. According to Caplan and Sutherland cited by Poole, Bornholt and Summers, (2006), women academics have been found to be less well integrated with their academic departments and discipline than male counterparts. They explained that women do not have mentors and relevant networks which assist their professional integration and productivity. Citing Leary and Michell, they listed the relevant networks to include information exchange, collaboration, career planning and strategizing, professional support and encouragement and access to visibility and upward mobility.

According to Banet-Weiser (2009), gender inequality in the academia involve such issues as, extra-curricular pressures where female faculties are often over loaded with student advisory duties and frequently juggle pressures of family and motherhood in university setting. The pressure of what is called the "Second shift"where the additional labor that women perform in the context of familial and domestic relation is rendered invisible, becomes quite complicated in academia because of the time constraints of typical university practices such as tenure and promotion.

These university practices of tenure and promotion are functions of academic productivity. Academic productivity in relation to the objectives of university education is seen as the measure or the required output expected of an academic staff. Academic Analytical (2008) which specialized in the creation of faculty scholarly productivity index has what it called the only objective measure of faculty productivity. The competences here include how many books, journal articles are published, grants and awards won and how many times publications have been cited http://www.academianduyties.com.

Academic productivity has now assumed international dimension. With information technology, it is possible to use the Internet to access information internationally. It is now possible to use the Internet to gauge the visibility and impact of any country or any academic. In most cases, this is measured by the research output of the individual academic. Unfortunately, women from developing countries have been reportedly underrepresented in ICT utilization(Igun, 2010). The gender differences in ICT use is brought about by the way women view technology awareness. According to Ighoroje and Ajayi cited by Igun (2010), women feel that ICT use is male dominated and that since men perform better in technical areas, women may not fit in. This no doubt affects academic productivity which is enhanced by the use of information communication technology.

Many female academics in Library and Information Science (LIS) departments in Nigeria are hardly known outside their institutions and are not recognized for the quality of their knowledge or scholarship. To be acknowledged as an international scholar, an academic must publish internationally. In view of this therefore, what is the role of gender if any, in the academic productivity of female faculty members? This is the central focus of this research as it addresses a case study of female academics in some selected library and information science schools in Nigeria.

OBJECTIVES OF THE STUDY

The broad objective of this study is the influence of gender inequality on academic productivity among academics staff in some selected LIS departments. The specific objectives include:

a. To determine the level of academic productivity of male academic staff in the LIS department;
b. To ascertain the level of academic productivity of female academic staff in the LIS department being studied;
c. To determine the various forms of inequality among the staff in the LIS department being studied;
d. To ascertain the factors responsible for gender inequality in academic productivity in LIS departments.

RESEARCH QUESTIONS

The study is guided by the following research questions:

1. What is the level of academic productivity of male academic staff in the LIS departments universities being studied;
2. What is the level of academic productivity possessed by female academic staff in the department of library science of the universities being studied;
3. What are the various forms of gender inequality in the LIS departments of the universities being studied;
4. What are the factors responsible for gender inequality in academic productivity among the academic staff in the LIS departments of the universities being studied

RESEARCH METHOD

A survey research design was used in this study. The target population of this study was the staff of the six LIS departments in Nigeria universities. The sample size was composed through a multi-stage sampling technique using proportionate stratified random sampling. First, the country was grouped into a strata abased on the six geopolitical zones. A LIS department was chosen from each of the six geopolitical zones giving a total of six departments. The staff of these departments were then used as sample of the study. This gives a total of 75 staff made up of 50 male and 25 female staff. A questionnaire was used as the instrument for data collection. The data collected was analyzed using frequency counts and percentages.

RESULTS AND DISCUSSION

Table I:
Distribution of Respondents by Library Schools

Geographical Zone	Selected Department of Library and Information Science	No. of Respondents	%
North East	University of Maiduguri, DLIS	11	14.6
North West	Umaru Musa Yar'Dua, DLIS	10	13.3
North Central	Federal Univ. Technology, Minna, DLIS	15	19.9
South East	Imo State University, DLIS	10	13.3
South South	Delta State University, Abraka, DLS	14	18.6
South West	University of Ibadan, DLIS	15	19.9
TOTAL		75	100%

Table II:
Distribution of Respondents by Gender

Gender	No. of Respondents	Percentage
Male	50	66.7%
Female	25	33.3%
TOTAL	75	100%

Research Question 1:
What is the level of productivity of male academic staff in the Department of Library Science of the universities being studied.

Table III:
Frequency and Percentage of the Levels of Academic
Productivity of the Male Staff in the Universities.

Levels	Frequency	Percentage
Below 40 (Very low productivity)	10	20%
41-60 (Low productivity)	25	50%
61-80(High Productivity)	9	18%
81 and above (Very High Productivity)	6	12%
TOTAL	50	100%

Table 111: shows the frequency and percentage of the levels (very low, low, high, very high) of male academic staff productivity in the universities. From this table, 10 male staff representing 20.0% have very low productivity level; 25 male staff representing 50.0% have low productivity level; 9 male staff representing 18% have high productivity level while 6 male staff representing 12.0% have very high productivity level.
Therefore majority of the male staff have low productivity level.

Research Question 2:
What is the level of female academic staff in the LIS departments of the universities under study?

Table III:
Frequency and Percentage of the Level of
Female Academic Staff Productivity in the Universities

Levels	Frequency	Percentage
Below 40 (Very Low Productivity)	13	52%
41-60 (Low Productivity)	5	20%
61-80(High Productivity)	5	20%
81 and above (Very High Productivity)	2	8%
TOTAL	25	100%

Table II1 shows the frequency and percentage of the levels (Very low, Low, High and Very high) of female academic productivity in the LIS Departments of the universities under study. From this table, 13 staff representing 52% have very low productivity level; 5 staff representing 20% have low productivity level; 5 staff representing 20% have high productivity level and 2

staff representing 8% have very high productivity level. Therefore from this result, majority of the female (52.0%) academic staff have very low productivity level.

The finding of Research Questions 1 and 2 are in line with the findings of the study conducted by Madu (2013) which examined the of productivity of academic staff in the universities in the North Central geopolitical zone of Nigeria. The reason therefore why the female academics have very low productivity could be as a result of such factors as family responsibility, human capital possessed, i.e. Ph.D., work overload, separation/divorce etc. There is no doubt that these will have negative effects on their productivity.

Research Question 3:
What are the various forms of gender inequality in the LIS departments of the universities under study.

Table IV:
Forms of Gender Inequality in the Universities

Forms of Gender Inequality	Agree		Disagree		unneeded	
	NO	%	NO	%	NO	%
Perception of academic	40	5.33	25	33.3	10	13.2
Lack of intervention	10	80	10	13.2	5	66
Lack of information exchange	45	60	20	26.6	10	13.2
Lack of collaboration	35	46.4	17	23.0	23	28.0
Lack of mobility and career profession	40	53.5	18	24.0	17	23.0
Lack of professional support	50	66.6	10	13.2	15	20
Lack of access to visibility	50	66.6	15	20.0	10	13.2
Overt sexual harassment	65	86.6	10	13.2	0	0
Salay disparity	60	50	5	6.6	10	13.2
Lack of mentor and network	45	60	5	6.6	25	33.3
TOTAL	75	100	75	100	75	100

Table IV shows clearly the various forms of gender inequality in the universities. Some of them include overt sexual harassment which ranked highest as indicated by 65 representing 86.6%; lack of integration and salary disparity were each indicated by 60 representing 80% of the respondents. The factors of lack of professional support indicated by 50 respondents (66.6%) and lack of access to visibility indicated by 50 respondents(66.6%) ranked third. Ranking fourth are lack of information exchange (45,60.0%) and lack of mobility and career progress (45.6%) as forms of gender inequality in the universities. They are closely followed by the perception of the academia and lack of mobility and career progression were indicated by 40 respondents each representing 53.3% of the respondents. Ranking least in this order is lack of collaboration which was indicated by 35 (46.4%) respondents. or 46.4%.

The results as shown in Table IV are corroborated by studies by Poole (2006), and Banet-Weiser (2009). According to Banet-Weiser (2009), "gender inequality in the academia takes many forms, ranging from overt sexual

harassment, salary disparity between male and female faculty, promotion and hiring decisions, issues of family and maternity leave and general work distribution". Poole (2006), also argued that the academia has been perceived as traditionally elitist, male and patriarchal in work culture, structure and value. According to Poole (2006), women academics have been found to be less well integrated into their academic departments and disciplines than men because they lack mentors and networks which assist their professional integration and productivity.

Research Question 4
What are the factors responsible for gender inequality in the academia among academic staff in the LIS Departments of the universities under study.

Table V:
Factors Responsible for Gender Inequality in Academic Staff Productivity.

Factors	Agree		Disagree	
	NO	%	NO	%
Family responsibility	70	93.4	5	6.6
Human Capital Possession of Ph.D	65	86.6	10	13.3
Work Overload	61	81.2	14	18.6
Separation/Divorce	75	100	0	0
Rate of Partnership	60	80.0	15	20
Specialization	55	73.3	20	26.6
Career Preference	50	66.6	25	33.3
Objective Experience in Appointment and Promotion	55	72.6	20	26.6
TOTAL	75	100%	75	100%

The result presented in Table 5 shows clearly that separation or divorce is the most pronounced factor in gender inequality in academic staff productivity. This factor is indicated by 75 representing 100% of the respondents. Closely following this is the factor of human capital possession of Ph.D which is indicated by 65 representing 66.6%. The factors of overload in responsibility and rate of partnership were indicated by 61 respondents representing 81.2% and 60 respondents representing 80.0% respectively. Specialization and objective experience in appointment and promotion were equality indicated by 55 each of the respondents, representing 72.2% each. Ranking last is the factor of career preference which was indicated by 50 respondents representing 66.6%.

The findings of the study is in line with the position of Banet-Weiser (2009) who argued that the female faculty members are often overloaded with students advisory duties, pressures of family and motherhood in the university setting. Banet-Weiser (2009) argued further that the context of the familial and domestic relations which female faculty members perform are rendered invisible especially in the typical university practices such as tenure and promotion.

CONCLUSION AND RECOMMENDATIONS

This study was undertaken to find out the influence of gender inequality on academic productivity among male and female staff in some LIS departments in Nigerian universities.

The findings of the study indicated that:

a. The largest percentage (50.0%) of the male academic staff in the departments of library and information studies of the universities studied possessed low level of academic productivity.

b. The largest percentage (52.0%) of the female academic staff in the department of the universities studied possessed very low academic productivity.

c. Some of the forms of inequality in the department of library and information science in the universities studied include: perception of the academics, lack of integration, lack of professional support, lack of collaboration, overt sexual harassment, lack of mentors and network, etc.

d. Some of the factors responsible for gender inequality in the departments of library and information science in the universities studied include: family responsibility, human capital possession (Ph.D), work overload, separation/divorce, etc.

RECOMMENDATIONS

The following recommendations have been made based on the findings:

a. The universities should create an enabling environment for all the staff, especially in promotion and overload.

b. Academic staff, male and female should take advantage of this enabling environment to improve on their deficiencies.

c. The female academic staff in the universities studied should improve on their human capital possession by reading up to Ph.D level and increase their rate of partnership and collaboration with their male counterparts, etc.

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Information Provision and the Use of Management Information Systems (MIS) in Microfinance Banks in Nigeria

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Abstract
This study was undertaken to find out the extent to which Management Information Systems correlate with transactions in microfinance banks. The design adopted for this study is correlational survey, this is used basically as a statistical technique to establish the extent of relationship between two or more variables questionnaire was used as instrument for data collection. A total population of 227 was purposively chosen as the sample size for this study. Data for the research question 1 was analyzed using descriptive statistics. Research questions 2 – 6 were analyzed with the use of Pearson correlation to establish the extent of relationship between variables, Hypothesis I was tested with Stepwise t-test to determine the significance of relationship between Management Information Systems and transactions in Microfinance Banks. The findings of the study revealed that the level of Management Information Systems (MIS) competencies among the staff is very low. On the influence of Management Information Systems on Microfinance Transactions, the study revealed that there is positive relationship. The study recommended staff training and retraining in the area of ICT to improve the competencies and for management to increase financial resource in that area.
Keywords: Use, Management, Information, Systems, Microfinance, Bank.

Introduction:
Information which is basically data that have been processed in such a way as to be useful to the recipients and have value like factors of production. Like money, it gives economic, Political and other forms of powers to those who have or control it, Nzotta, (1995). This includes: the power to achieve things, to take advantages of opportunities, to control people and provide informed decisions for the benefit of the organization. Information therefore can act as an input in the management structure of an organization.

As an input in decision making, information is expected to reduce uncertainty which is relevant in planning and decision making, monitor performance and control operations. The quality of information is therefore determined by the way it is used as it is expected to have influence on the style of decision making thereby making management style highly innovative and personalized, Kelkar, (2009). Management therefore needs information first of all to inform itself about various aspects of business and protect its assets. It also needs information about relevant aspects of business with a view to increasing profit with applicable laws and regulations

The processing of data into information and communicating the resulting information to the user is the very essence of Management Information Systems (MIS), Lucy (1997). Management Information Systems (MIS) therefore according to Lucy (1997), is a system to convert data from internal and external sources into information and convert that information in an appropriate form to managers at all levels in all functions to enable them to make timely and effective decision for planning, directing and controlling the activities for which they are responsible.

According to Kelkar (2009), Information plays a key role in all decision-making. Prior information according to Kelkar (2009), means Wealth, information about money is more important than money itself as providing information to users leads to prosperity.

In order to utilize information effectively and efficiently, managers at all organizational levels are being forced to learn better ways of managing information resources Hussaini and Hussaini, (1992).

Taking a critical look at Management Information Systems (MIS), Lucy (1995), maintained that MIS often using advanced computer equipment, have had relatively little success in providing management with the information it needs. The problems militating against the achievement of the great success expected of the use of Management Information Systems (MIS) in organizations have been articulated by Lucy (1995) to include lack

of management involvement with the designers of the MIS. Sometimes, designers fail to include some objectives of management which make it difficult for management to succeed, closely related to this is management lack of knowledge of computers. Since this is the main tool for MIS, it becomes difficult to achieve the objectives of MIS Designers of MIS sometimes fail to appreciate management true information requirements and of organizational problems, this has in many cases caused a setback for management. The use of MIS is capital intensive which requires top management support, in some cases, there is apparent lack of top management support which has negative effect in the use of MIS.

In the case of Microfinance Banks, These Management Information Systems (MIS) have transformed the way the organizations manage their business models Mohapatra (2011). In essence, resources are managed optimally and compete with global market.

This study is predicated on the theory of Technology Acceptance Model (TAM) which explains how users come to accept or use newly introduced technologies. It also deals with how users perceive new technologies. Accordingly to this theory which was propounded by David (1999) , there are two factors which influence the decision of users about how, when and why they would use new technologies.

One of these factors is what is called perceived usefulness of the technology. This is how much a person believes that using the new technology would enhance his or her tasks. The second factor has to do with how a person believes that the new technology would make it ease in term of use and minimize the effort engaged in the manual approach. This factor is called perceived ease of use which makes people to decide if they would use the technology or not. Both factors predict or determine the attitude towards the use of the system.

With regard to Management Information System (MIS) this Technology Acceptance Model (TAM) model is an important theoretical contribution towards explaining information system usage and information system acceptance behavior.

Microfinance banks the world over according to Mohapatra (2011), are considered to be an effective tool in alleviating poverty by increasing the income of poor households and reducing their vulnerability. This position is not different from the reasons for the establishment of microfinance Banks in Nigeria majority of these poor households and low income individuals must be reached to be able to achieve the lofty objectives of Microfinance Banks which include: -

a. To reduce poverty
b. To empower people and create employment
c. To create new business opportunities

The use of information as an imputed in the achievement of these objective is very necessary. Management Information Systems (MIS) can therefore be a strategic tool in making Microfinance Banks in Nigeria more efficient and effective. In this case the microfinance Bank will be in a position to achieve the idea that low income individuals are capable of lifting themselves out of poverty if given access to financial services. According to Alabi, 2003, whenever technology intervenes in human activities, the essential feature is how to bridge time, and spaces, to minimize cost and efforts as well as the maximization of quality, efficiency and effectiveness.

In view of this therefore, what is the influence if any of management information systems in the transactions of Microfinance Banks in Nigeria. This is the central focus of attention of this study as it addresses the following specific objectives: -

1. Access the level of Information Technology competencies possessed by the staff of microfinance banks.
2. Determine the relationship between MIS and Minimization of transaction cost and efforts in Microfinance Banks
3. Ascertain the influence of MIS on increased efficiency and effectiveness.
4. Determine the relationship between MIS and easy to track information of clients in Microfinance Banks.
5. ascertain the relationship between MIS and reduced risk of failure in Microfinance Bank.
6. Determine the influence of MIS on access to accurate and up – to – date information in Microfinance Banks.

Research Questions

The following research question guided this study

1. What is the level of information technology competencies possessed by the staff of microfinance bank?
2. What is the relationship between Management Information Systems (MIS) and minimization of transaction in cost and effort of microfinance bank?
3. What is the influence of Management Information Systems (MIS) on increased efficiency and effectiveness of microfinance bank?
4. To what extent is Management Information Systems (MIS) and easy to track information of clients in microfinance bank related
5. To what extent is Management Information Systems (MIS) and reduction of risk of failure in