

GOSIIE RHODA WUSA

IAR Library,
E-Mail: Mamawusa.77@gmail.com

JIMADA AISHA

Philosophy Departmental Library,
E-Mail: shatuindo@gmail.com

HASSAN HADIZATU

IAR Library,
E-Mail: hhadizatu@yahoo.com

ADEDOKUN ADERONKE OLUBUKOLA

DAC Library,
E-Mail: aoadedokun@yahoo.com

SHEHU KOKAMI

Pharmaceutical Departmental Library,
Ahmadu Bello University, Zaria

Abstract

This research work was on library resources for the visually handicapped in Kaduna state. The work gave the definition of a handicapped as individuals who lack and have a defective functioning of any body part. It also listed the categories of physical disabilities which include visually disabilities, hearing disabilities, mental health disabilities and intellectual disabilities. It also listed the library resources which include Braille embossers, Braille alphabets, Braille duplicators and Braille audio. Literatures were review based on the topic of study. A questionnaire containing 7 (seven) items were designed and used for the study. Interviews were also conducted for both the school librarian, staff and the students using an interview guide. Results of findings were analyzed and tabulated using simple frequency and percentages. The results of findings revealed that the library resources for the visually handicapped are not current and are not also sufficient for the students due majorly to lack of funds. Recommendations such as the provision of funds and the training of the staff and students on how to access the various library resources to be able to meet with the challenges of this twenty first century in librarianship were given.

Introduction

Despite efforts made by the Kaduna State government in recent years to rehabilitate and educate the visually impaired, it is observed that there is

another vital service to be provided to the visually impaired in particular and that is the provision of library resources. There are levels and types of impairments highlighted by Linton (1998), some of which include vision impairment, hearing loss, paralysis.

Handicapped Person

The terms handicapped and disabled persons are generally used interchangeably, but they differ in their real meaning. A 'handicapped person' is an individual who has a physical or mental disability, whereas a 'disabled person' is one with some disability which is generally determined by the physical, mental, or emotional impairment. Handicapped individuals are considered as disabled people. They are the ones who lack and have a defective functioning of any body part. They are the ones who have some physical or mental disability, which may include both, the limited and the non-limited disabilities. These disabilities may result in the functions and limitations of an individual's working and performance. The person who is handicapped has a limitation in the major life activities associated to that part. Majority of the physical disabilities which are highlighted in the societies are: handicapped by leg, hands, eyes, ears or mentally sick individuals.

Vision and Visually Impairment

When eye glasses, contacts, medications and surgery do not improve vision, a person is considered to have a vision impairment (Medline Plus, 2017). Vision impairments can range from having some ability to see and to complete blindness.

Impairment is defined as "any loss or abnormality in an anatomical structure or a physiological or psychological function. Visual impairment is the limitation of actions and functions of the visual system.

Library Resources

Library resources are basically sources of information. Traditionally, these resources were mostly books, journals, newspapers and other editorials, and encyclopedias. But with the advent of the internet, digital sources of information have become prevalent. These digital sources of information include, but not limited to, online libraries and journals, online encyclopedias like the Wikipedia, blogs, video logs like the you tube, etc. Even movie clippings especially from history have played a large role in modern research, and hence are classifiable under 'Library Resources'.

The primary objective of the library media centers is to provide resources to enrich and to support the educational program of the school and also to promote meaningful resource-based and process-based activities and inquiry that will enable students to become "effective users of ideas and information" (AASL, 1998) and responsible lifelong learner.

Library resources are those materials, both print and non-print, found in school libraries which support curricular and personal information needs. Print items include books, magazines, newspapers, pamphlets, biographies, encyclopedias, dictionaries, conference papers, country information, thesaurus, open university archives, microfiche or microfilm. Non-print items include films, disc records, filmstrips, slides, prints, audiotapes, videotapes, compact discs, and computer software.

The library resources for the visually handicapped includes Braille book, Braille alphabet card, Braille magazines e.g. Braille book review, Braille chess magazines, countdown e.t.c. uncontracted Braille, Braille display and note takers, Braille literacy, unified English Braille, music materials, Braille audio and records, Braille talking book, Braille embossers, automated Braille translator and parking Braille's. The equipment includes film projectors, Braille projectors, Braille duplicators, talking calculator, computer generated speech etc.

Objective of the Study

The broad objective of the study was to identify the available library resources for the visually handicapped in Kaduna North Local Government Area, Kaduna State. The specific objective was to:

- Determine the nature and types of resources available for the visually handicapped in the library
- Evaluate how best the needs of the visually handicapped are satisfied
- Determine the problems hindering the use of the resources

Brief Background of Kaduna North Local Government Area

Kaduna North comprises of nine divisions namely Kawo, Kurmin mashi, Ungwan sarki, Ungwan dosa, Ungwan rimi, Malali, Badarawa and Kaduna metropolis.

The Local government secretariat is situated at Magajin Gari area while the education board is along the Abubakar Kigo road and the zonal education

board is situated around U.T.C. motors while the special school is directly under Kaduna state and not under Kaduna north local government area. The school was established on February 1979 with thirty-three students both visually and hearing handicapped pupils. As at the time of the research, the pupils were seventeen in number.

Review of Related Literature

History of the Visually Handicapped

Abang T.B. (1980)'' affirms that the first school for the blind in Nigeria was founded by the Sudan united mission in Gindiri, a town in plateau State''. This was opined in 1953. The school was opened with an enrollment of five students. The aim of these missionaries was to teach blind children to read and write Braille so that they could read the bible. As the school progressed other schools for the blind were established. Among these schools are special education Tudun Maliki in Kano, Orji River School for the blind and Kaduna State special education school at the northern part of Kaduna state.

Library Resources for the Visually Handicapped

Margaret (1981) advanced what appears to be more a realistic approach to solving the educational needs of the handicapped. She states that the library has an important role to play in the education of the handicapped child, and yet all too often, the child is further handicapped by lack of a library for their needs'' Though she admitted with great dismay that selecting materials for the handicapped is cumbersome as a result of their various forms of handicaps, and went further to suggest how their needs can be satisfied by selecting equipment which the visually handicapped can benefit which includes the following; Simple picture book and talking books, Optical aids in large quantity, large print type writer, Braille writer and Tape recorder.

NLS offers a variety of braille materials in hard copy by mail and by download. The collection includes a variety of book titles and magazines. Music appreciation and instructional materials are also available. Registered borrowers learn of books added to the NLS braille collection through a bimonthly publication, Braille Book Review. This publication, like the braille books, is sent by postage-free mail. Users also may search the online catalog, Voyager, to locate braille materials. Users may download books and magazines via the Braille and Audio Reading Download (BARD) service on the Internet. With the BARD Mobile app, readers may access braille titles using a braille display with a Bluetooth connection.

Materials Required in a Library for the Handicapped

The Library is the heart of the school. Given reasonable support, adequate time and an energetic librarian, most school libraries will be self-contained and autonomous to a large degree. Materials must be provided for them in adapted or alternative format. At the same time, they require access to as broad spectrum of educational matter as their non-handicapped peers. The reader of Braille and the reader of ink print need for similar purpose to obtain information to solve problems for similar pleasure. In an integrated program, the blind pupil is supposed to begin reading and writing with his sighted classmates. He uses the same text and workers in Braille that they use in large print. Large type and Braille dictionaries should also be available as are encyclopedias, writing paper with more vivid lines may be obtained making it easier for the visually limited pupil to say on the lines.

Although a library cannot be expected to have specialized equipment for every type of disability, staff should be aware of the options for making library resources accessible and should make available equipment that they can anticipate will be used or is available at relatively low cost. In addition, develop a procedure to ensure a quick response to requests for accommodations to meet the needs of patrons with disabilities.

Information Technology for the Visually Handicapped

The development of the internet and web sites has produced a valuable new resource for the people with visual impairment that they can access independently. Access is facilitated by access or assistive technology, which ranges from screen magnification through customization of screen display by alteration of font size, and background/text colors, and screen reader software combined with speech synthesizer, output to temporary Braille display or permanent Braille output. Many new features are now possible in web page design for examples banners, graphics, patterned backgrounds but these can end up limiting access again for visually impaired people. Ensuring accessibility need not mean avoiding such features but should include relevant solutions.

Adaptive Technology for Computers

The library may not have special equipment on hand for every type of disability. But you can anticipate the most commonly requested adaptive technology and have that available. Start with a few items at first, and add new

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technology as patrons request it. Here is a list of adaptive technology for computers and computer workstations to get one started.

At least one adjustable table for each type of workstation in the library can assist patrons with mobility impairments or who use wheelchairs. Large print key labels can assist patrons with low vision. Software to enlarge screen images can assist patrons with low vision and learning disabilities. Large monitors of at least 17 inches can assist patrons with low vision and learning disabilities. A speech output system can be used by patrons with low vision, blindness and learning disabilities. Braille conversion software and a Braille printer can assist patrons who are blind. Trackballs can assist those who have difficulty controlling a mouse and Wrist rests and key guards can assist some patrons with mobility impairments.

Unified English Braille

As of January 2016, all NLS braille materials will be produced in Unified English Braille UEB. UEB is an updated braille code being used by all English-speaking countries. This code removes 9 braille contractions, adds several new punctuation symbols, and simplifies some rules to enable more accurate automated braille translation and back translation.

Music Materials

Patrons may access a collection of braille, large-print, and recorded instructional materials about music and musicians. They may also obtain free subscriptions to magazines produced in audio, braille, and large print. All materials are circulated postage free, and some digital audio and e-braille materials are available for download over the Internet. Machines needed to use the audio cartridges are provided to eligible users without charge. Musical recordings intended solely for listening are not included in the music collection as they are readily available commercially and from public libraries.

The Braille Alphabet: Provides a brief explanation of the braille reading and writing system and contains a tactile representation of the braille alphabet.

Criteria for Selection of Library Resources for the Handicapped

The criteria for selection of library resources in the District is directly tied to or based on the needs of the individual student, knowledge of the students, on requests of parents and students, needs of the individual school and Provision of materials with superior format.

Hinderances to the use of resources

The library has an important role to play in the education of the handicapped child and yet all too often, the child is further handicapped by lack of a library for their needs (Margaret, 1981).

Kirk (1972) asserts that education of visually handicapped students is an expensive venture in terms of costs/benefits analysis and economics of education. This notwithstanding their education should have similar aims as their sighted peers because the truism that all minds are created equal has become trail and has been interpreted to mean equality of opportunity which logically implies educational opportunity for all children. Furthermore, Abang T.B (1981) pointed out that many special schools and centers in Nigeria lacked resource rooms, itinerant teachers and teaching aids. She further stated that equipment's and other facilities such as special floors and elevators marked on braille were deficient. The use of resources by the visually handicapped will be hindered as long as the following questions remain unanswered or specific issues unattended to, which is typically lacking in the area of study.

Building Access and Environment

Are parking areas, pathways, and entrances to the building wheelchair-accessible? Are doorway openings at least 32 inches wide and doorway thresholds no higher than one half inch? Are aisles kept wide and clear for wheelchair users? Have protruding objects been removed or minimized for the safety of users who are visually impaired? are all levels of the library connected via an accessible route of travel, or are there procedures to assist patrons with mobility impairments in retrieving materials from inaccessible locations? are ramps and/or elevators provided as alternatives to stairs? do elevators have both auditory and visual signals for floors? Are elevator controls marked in large print and Braille or raised notation? Can people seated in wheelchairs easily reach all elevator controls? are there ample high-contrast, large print directional signs throughout the library? Are shelf and stack identifiers provided in large print and Braille formats? Are call numbers on book spines printed in large type? is equipment marked with large print and Braille labels? are library study rooms available for patrons with disabilities who need to bring personal equipment or who need the assistance of a reader.

Statement of Problem

The National policy on Education, categorically states that special education should be given a definite and concrete meaning, thereby equalizing educational opportunities for all children irrespective if they are handicapped or not. It further stresses that one of the objectives is to provide adequate educational opportunities for all handicapped children and adults in order that they may play their roles in the development of the nation.

Until recently, the visually impaired persons (VIP) were poorly served by the library and information provision that is routinely available has declined. They have relied to a great extent on specialist voluntary organizations transcribing a limited range of materials into accessible formats. This situation is expected to gradually change with advances in technology and recent initiatives on social inclusion. Increasingly, visually impaired people will be able to locate and use information independently, as sighted people already do. The internet allows the visually impaired people to access the same resources as sighted people using technology, although features such as graphics can pose a problem. Library Online Public Access Catalogs allows users to locate resources in suitable accessible formats. New formats are extending the traditional range of tactile, audiocassettes and large print into CD-ROM and text, these technical advances are supported by a range of initiatives co-ordinated by the library and information commission and share the vision.

Methodology

The research method or type employed is the mixed method. This was a choice dictated by the nature of the research problems being investigated. The instruments used to collect data for this study were direct observations and interview guides. The interview guide was used for the staff while direct observation was employed to ascertain what was actually available. The researcher employed the use of questionnaires for the pupils available. The study was limited to the special education school Kaduna north local government area.

Results of Findings

Table 1: Response rate from respondents.

S/No.	Special Sch. Kd St	Category of respondent	Sample Size	Response rate
1.	Library	Librarian	1	1
2.	Library	Regular staff	1	1
3.	School	Pupils	17	15
Total			19	17

Source: Field data

The staff that were interviewed were the ones directly involved with the library resources. The response rate was high due to the fact that the researcher had earlier made contact with the Local Government so as to ensure that the staff would be ready for the researcher.

Table 2: Availability of resources in the library Analysis of the information resources available for the visually handicapped in Kaduna state

S/No	Library Resources	No	%
1	Braille book	141	56.17
2	Braille Journals	23	9.16
3	Radio &Tape recorder	2	0.80
4	Braille maps and charts	2	7.97
5	Audio Cassettes	51	20.32
6	Thamophone machines	2	0.80
7	Mabough Braille (Type Writer)	6	2.39
8	Braille Photocopying machine	4	0.80
9	Ordinary Typewriter	4	1.59
Total		251	100

Source: Field data

The Late chief Obafemi Awolowo (1987) observed that any one starved of books especially the right type of books will suffer intellectual malnutrition, stagnation and atrophy. Thus, it is expected that the handicapped should be provided with the library and enough materials necessary to support the curriculum. The number of books were only 141 books which has the large share of the resources with 56.17 percent. The radio and tape recorder / tape thamophone machines and Braille photocopying machines were supposed to have large share of the resources because of the nature of the users but have taken smaller share of the resources there were only two of such machine i.e.

0.80 percent of the resources. This section is lacking some resources only nine categories of the resources were available. They do not have modern resources like electronic text talking Braille, advanced speech recognition and Braille composer.

Table 3: The analysis of how the needs of the visually handicapped are satisfied

S/No	How the needs of the visually handicapped are satisfied	No.	%
1	The number of information in large print	20	54.05
2	The materials provided in audio for speech therapy	10	27.03
3	The reading materials provided in alternative forms	5	13.51
4	Materials in speech record player	2	5.41
Total		37	100

Source: Field data

In table 3 above, the respondents were interviewed to know whether the needs of the visually handicapped are been satisfied. The information gathered when the librarian and the other respondents were interviewed shows that Kaduna state special education school have resources which do not satisfy the needs of the visually handicapped students i.e. 54.05 percent of the materials are not in print Braille and in other alternative format for easy access to the materials from the information also gathered from the students only %1 percent are in speech record player i.e. 2 in number. Most of their materials do not tally with the information needs of the students and therefore brings about low usage of most of the information resources.

Hindrances to effective use of the Resources

Table 4: The analysis of some of the problems hindering the effective use of the resources for the visually handicapped

S/No	Hindrances to effective use of the Resources	No.	%
1	The materials not in braille form	150	50.00
2	The resources that are not in talking book format	50	16.70
3	The materials not in embossed form	70	23.30
4	The resources not in speech synthesis	30	10.00
Total		300	100

Source: Field data

Table 4 above presents the figures of problems hindering the effective use of the resources for the visually handicapped. The information here shows that 50 percent of the resources are not in braille form, 23.30 percent are not in

embossed form etc. The information was gathered when the school librarian was interviewed. The Kaduna State special education school, the blind section does not have most of their materials in braille form except for books, therefore hindering the effective use of the resources for teaching and learning. The librarian stated whilst being interviewed that the resources are obsolete which is largely due to lack of funds to replace or update the needed resources.

Summary of findings

The available library resources at the special education school, Kaduna State are mostly Braille books. There are no Braille embossers, text talking Braille, advance speech recognition machine etc.

The needs of the visually handicapped are not satisfied because the available resources are not actually meeting their information needs.

The major hinderance to the effective use of these resources is the wrong format in which they exist. The visually handicapped are meant to be trained to read Braille and to listen to speeches.

Conclusion

From the summary of findings of this study it can be concluded that the resources in the library for the visually handicapped in Kaduna state special education school (Kaduna North L.G.A.) is inadequate to aid the staff, students and other categories of users of the library to retrieve desired information and knowledge since libraries are vital indispensable aids in teaching, learning and research in an institution like special school Kaduna state. They also lack current sources and resources which hinders the staff and students from accessing current materials to their needs in this twenty first century.

Recommendations Based on the Findings

From the implications from the interview and respondent's perception, the following is recommended.

Kaduna North Local Government should endeavor to establish a special education board which will be independent of the state ministry of education so as to run their affairs independently and also to enable them overcome certain problems like finance which will help in the purchase of modern library resources and equipment that are required for the visually handicapped. The information needs of the visually handicapped should be of great importance in the National education policy. The government should ensure

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the policy adequately takes care of this aspect so that enough funds would be earmarked for this purpose.

The Local Government should lease with the custodian of these library resources so as to know the right resources to purchase that will meet the information needs of these students. Also, there should be students / teachers relationship so that teachers would be able to know those resources that satisfies the needs of the students

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