

**AWARENESS AND PERCEPTION OF CENSORSHIP BY LIBRARIANS OF PUBLIC
LIBRARIES IN NIGERIA**

BY

DAUDA MUHAMMAD YAKASAI

SPS/14/PLS/00005

AUGUST, 2018

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**BEING A THESIS SUBMITTED TO THE DEPARTMENT OF LIBRARY AND
INFORMATION SCIENCES, FACULTY OF EDUCATION, BAYERO UNIVERSITY,
KANO IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD
OF Ph. D IN LIBRARY AND INFORMATION SCIENCE.**

2018

DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Prof. ShehuOnipe Bello and Dr. ManirAbdullahiKamba and the work has not been presented anywhere for the award of a degree or certificate. All sources have been duly acknowledged.

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Date.....

CERTIFICATION

This is to certify that this research work titled Awareness and Perception on Censorship by Librarians of Public Libraries in Nigeriawas undertaken by me Dauda Muhammad Yakasai, SPS/14/PLS/00005 and it is the product of my personal efforts under the close supervision of Professor ShehuOnipe Bello and Dr. ManirAbdullahiKamba. All the data and information sources collected and used in the course of this research have been duly acknowledged by the researcher.

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APPROVAL PAGE

This thesis has been examined and approved for the award of Doctor of Philosophy (PhD) in Library and Information Science for meeting the requirement of the Department of Library and Information Sciences, Bayero University, Kano.

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DEDICATION

This thesis is dedicated to my children, Zahradden, Barrister Aisha, Dr. Hafeez, Hafsat, Abdulwahab, Zahra'u and Asma'u. May Allah Ta'alah bless all of us.

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ABSTRACT

The study was conducted to examine awareness and perception of public librarians' about censorship in public libraries in Nigeria. Quantitative research methodology using cross-sectional survey research design was adopted in the conduct of the study. The population of the study comprised of librarians working in public libraries in Nigeria. Three hundred and nineteen librarians were found to be working in public libraries in the 36 state public libraries in Nigeria. There was no sampling because the entire population of 319 public librarians was manageable, and could therefore be studied. Consequently 319 copies of the questionnaire were administered and 294 were returned and found usable. The data collected was analysed using descriptive and inferential statistics. The findings of the study revealed there existed policy guidelines on censorship in the 36 public libraries in Nigeria while four major types of censorship practices were found in the libraries. The study found that about two third (65%) of the respondents had low level of awareness on censorship, while 102 respondents representing 35% had high level of awareness of censorship policy and 66% of the respondents were equally found to have low level of perception on censorship with only 34% of the respondents with high level of perception. Lack of consensus among the librarians on what should be censored, lack of commitment by the authorities concerned with the affairs of public libraries and lack of adequate clear-cut selection policy were the major challenges facing censorship practices in Nigeria's public libraries. In the same vein, the study revealed that there was no statistically significant difference in the awareness level of male and female public librarians on censorship in Nigeria. However, a statistically significant gender difference was found in the perception level of public librarians. The findings showed that female public librarians had higher level of perception on censorship than their male counterparts. Similarly, a statistically significant difference existed across mean scores of awareness and perception level on censorship due to work experience among public librarians in Nigeria. Librarians with higher work experience had high level of awareness and perception on censorship. The study recommends the provision of sound and robust policy guideline on censorship, an awareness campaign, and an indiscriminate effort should be made to promote the awareness level of male and female public librarians on censorship. Similarly, workshops and conferences should be organized to accelerate the rate of work experience of public librarians. In addition, the study further recommends a holistic review of curriculum to include courses such as censorship, intellectual freedom and ethical study.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Censorship has been an issue from time immemorial. From the beginning, it has been used by individuals and groups to prevent and control the creation, access and dissemination of ideas and information. It has taken many different forms and has occurred for many reasons, whether for the suppression of a culture or to retain power.

The first major research into censorship in public library collections was carried out by Fiske in 1956 and the key finding of her research was anti-censorship attitudes held by librarians are not always indicative of their censorship behaviours. However, literature has shown a conflicting relationship between the social responsibilities of librarians and censorship. Policy Information Professionals regard it as a social responsibility to provide access to information regardless of content or conflict with their personal points of view.

To this regard, the communities librarians serve do not seem to share the fact that they have the total responsibility to make every information available to people anywhere and anytime. Issues of religion, politics and gender and moralities are potential constraining factors. Public librarians have not through their libraries, promoted free access to all kinds of information. At no time have they -made attempt to publicly denounce censorship or support freedom of access to information to everyone, everywhere and every time.

Perhaps, they (librarians) have no satisfactory knowledge about censorship as a concept and as one of the societal policy that must be respected or legitimately fought against. In other words, public librarians in Nigeria appear to have poor perception about censorship, which perhaps is why they are nonchalant about its continuous extent as an aspect of our public library policy. Censorship encompasses those actions which significantly restrict free access to information.

There are many definitions of censorship. However, the general sentiment characterizing most definitions is that something is withheld from access (Curry, 1997).

The Dictionary of Library and Information Science (1994) defines “censorship” as the prohibition of the reproduction, distribution circulation or display of a work by a governing authority on grounds that it contains objectionable or dangerous materials. In Ancient Rome, speech, art and literature were all censored. Freedom to exercise these mentioned rights were continuously challenged through application of multitude of techniques (Bryne, 2003). Many of these directly affect libraries and information services. Such censorship techniques include fund restriction, filtering and blocking the Internet, community pressure to exclude materials from collections and, at extreme book burning. Censorship is seen as a threat to intellectual freedom granted by the constitution of most countries of the world and expressed in various human rights articles (Bower, 2004). The fight for intellectual freedom has been long and complex and many institutions and associations have been involved in the process. Today, the American Library Association [ALA] is one of those involved in the debate for intellectual freedom.

Librarians often times face the problem of deciding what best books to select as well as avoiding those that may stir controversy. In these circumstances, therefore, librarians have involved themselves in censorship covertly. Dewey (1876) for example noted that only the books on the best subjects were to be collected by the library (Joudrey, Taylor & Miller, 2015). This already opened the door for librarians to endorse and censor the materials they provide for their patron. Ideally, librarians should provide patrons with information resource covering or pertaining to all shades of opinion and not to be seen or heard to be the proponent of a particular ideology at the expense or peril of the other side of the divide, or viewpoints. However, librarians’ professional callings favour provision of needed or relevant information resources. Naturally, this

presupposes vetting or selection of information resources before provision. Discrimination among information resources in the process of making them available in the library may be looked at as another form of censorship. This censorship is a legitimate one as library patrons do not seek just any kind of information but only those relevant to their needs.

Given the above scenario, therefore, the question that comes to mind is what is the role of the public librarian in facilitating information access and the subsequent question is what are the hurdles librarians need to navigate in order to achieve this? This research work attempts to examine this question in order to define to what extent the duty of the public librarian should cover the issue of censorship, the capacity of the librarian to influence censorship issues, and to identify the solutions librarians have developed.

These indices principally hinge on the variable of awareness; what awareness do librarians have on censorship issues, and this in turn will inform what perceptions they have about or on censorship. The type of perception held plays significantly on the readiness or willingness to implement censorship policy in public libraries by their librarians in Nigeria.

1.2 Statement of the Problem

This study sought to examine the awareness and perception of public librarians on censorship. Censorship of ideas and information have been practiced in various forms and intellectual freedom advocates oppose censorship, which places restriction on dissemination of idea, information, images transmitted through any communication medium” (American Library Association, 2004; World Encyclopedia of Library and Information Services, 2001). Librarians and information professionals in general and public librarians in particular are supposed to be advocates of intellectual freedom, which encompasses freedom to have an inhibited access to any form of information in any library of any type. As evident in article 19 of the Universal

Declaration of Human Rights (1948/as cited by International Federation of Library Associations and Institutions [IFLA, 2013]: Everyone has the right to freedom of opinion and expression. This right includes freedom of opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. The concept of intellectual freedom involves protecting the rights of all individuals to pursue the type of information they want and to read anything that interests them. Attempts by a member of the community to remove materials from a library collection or to restrict access to them may be the most common challenges to intellectual freedom that any library particularly public library has been facing.

Censorship attempts to restrict access to certain information resources. In other words, the censor usually comes up with a policy on what and what should the library make available to the public. Censorship is an issue that affects the public because a public library as the name denotes is a public utility owned and financed by the government from public funds.

Birland (2001, p20) states that an action tagged“Public Policy” is usually made in the name of the public and it’s always interpreted and implemented by official actors. Generally, it consists of political decisions for implementing programmes to achieve societal goals. Selection and acquisition of information resources for any library, public library not an exception, is usually guided by selection or acquisition policy. Ideally, the policy should be written and with an explicit provision on censorship policy incorporated to be used as a buffer against challenges or criticism of a library’s resources or some titles in the public library especially.

Although research has been done on a variety of aspects of censorship in developed and developing world libraries, no study has been done to determine how much knowledge or insight public librarians had towards censorship in public libraries in Nigeria, and to examine their attitudes towards censorship and its policy. There is no research available on whether library

workers in Nigeria would opt for censorship when confronted with controversial library materials, which types of self-censorship actions they may take, which types of material may cause this to happen and the reasons why these take place.

Though, there is little or scanty literature in the Nigerian context on censorship, studies of similar nature have been conducted elsewhere, and have revealed that some of these public libraries do not have written selection/acquisition policies that have provision on censorship, and censorship policy have not been properly articulated. The hallmark of this exercise focuses attention on examining or assessing awareness and perception of public librarians on censorship in their libraries in Nigeria. This is informed by the fact that the right awareness and perceptions are central to the practice of any profession, librarianship inclusive.

1.3 Research Questions

1. What are the policy guidelines on censorship in public libraries in Nigeria?
2. What types of censorship are practiced by the librarians of public libraries in Nigeria?
3. What is the level of awareness of censorship among public librarians in Nigerian?
4. What is the perception of public librarians about censorship in the libraries under study?
5. What are the challenges faced by librarians on censorship in public libraries in Nigeria?
6. What is the difference on account of gender with regards to the awareness level on censorship among public librarians in Nigeria?
7. What is the difference on the account of gender with regard to the perception level on censorship among public librarians in Nigeria?
8. What is the difference on account of qualification with regard to the awareness level of public librarians in Nigeria?

9. What is the difference on account of qualification with regard to perception level of public librarians in Nigeria?

1.4 Research Objectives

This study sought to achieve the following objectives;

1. To determine the availability of policy guidelines on censorship in public libraries in Nigeria.
2. To identify the types of censorship practiced by public libraries in Nigeria.
3. To determine the level of awareness on censorship by librarians in public libraries in Nigeria.
4. To determine the level of perception on censorship by librarians in public libraries in Nigeria.
5. To identify the challenges faced by librarians on censorship in public libraries in Nigeria.
6. To find out if there is significant gender difference in awareness level of censorship among public librarians in Nigeria.
7. To find out if there is significant gender difference in perception level on censorship among public librarians in Nigeria.
8. To find out if there is significant difference in awareness level of censorship among public librarians in Nigeria due to qualification.
9. To find out if there is significant difference in perception level of censorship among public librarians in Nigeria due to qualification.

1.5 Hypotheses

1. There is no significant gender difference in awareness level on censorship among public librarians in Nigeria.
2. There is no significant gender difference in perception level on censorship among public librarians in Nigeria.
3. There is no significant difference in awareness level on censorship among public librarians in Nigeria due to qualification.
4. There is no significant difference in perception level on censorship among public librarians in Nigeria due to qualification.

1.6 Significance of the Study

This study dealt with the awareness and perception of librarians towards censorship in public libraries in Nigeria. It is hoped that the findings of the study would contribute to the existing body of knowledge in the area of librarianship. The study would be of benefit to policy makers, librarians, researchers and students. Equally, the findings of the study would help create awareness to the managements of public libraries in Nigeria in order to formulate and recommend policy on censorship of materials in the public libraries in the country.

The study would avail policy makers with trends on the nature and processes of censorship and its practices in Nigeria's public libraries. This would serve as a mirror to policy makers about the actual state of censorship in public libraries in Nigeria. Additionally, they would equally be acquainted on the major challenges faced by public librarians as they censorship with a view to developing a blueprint for a more robust censorship policy. The study will also benefit practicing librarians in terms of knowing the types of censorship and the rationale behind the censoring of materials. It is hoped that the knowledge would reduce the rate of haphazard censoring of

materials among the librarians. Researchers will equally benefit from the study by being informed on the trends in censorship so as to take the necessary steps in further research. Students will equally benefit from the study as the findings will provide information on censorship that will be useful to library and Information science students. The managements of public libraries will benefit from the study through carefully drafted selection policies. This would influence the selection policy of libraries by increasing emphasis on the issue of censorship of materials. Also, the findings would be of benefits to professional librarians to be aware of their own biases and preferences so that personal prejudices do not inadvertently affect selection decisions.

1.7 Scope and Limitation

This study focused on the awareness and perception of censorship practice among public libraries in Nigeria. The study covered all the public libraries in Nigeria. The focus of the study was on public librarians' awareness and perception on censorship. Thus other issues within the public libraries were not covered in the study.

The study was limited to only the 36 public libraries in Nigeria. Thus, other forms of libraries, their librarians and the types of censorship practiced were not covered in this study.

1.8 Operational Definition of Terms

To ensure that readers understand how key terms are used in this research, the following definitions are provided.

Awareness: refers to knowledge of censorship practices in the public libraries by the library staff.

Perception: refers to the public librarians' views, process of recognizing or identifying censorship.

Censorship: refers to the prohibition of the production, distribution, circulation, or display of a work by a governing authority on the grounds that it contains objectionable or dangerous materials.

Selection Policy: refers to written or unwritten policy governing the choice of materials and the procedures to be followed when material are challenged.

Public Librarian: This refers to male or female persons, employed in a public library, either full time or part time at any level other than managerial, with a minimum qualification of national diploma in library and information science, who frequently provides library and information services to anyone who visits the library.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Review of related literature is important to any empirical study because it is through such reviews that the researcher would be able to know what other previous studies had been carried out. It is also through reviews that the researcher would be able to establish gaps as this will enable the researcher to avoid duplicating or repeating what already had been studied. The review of related literature for this study was carried out under the following sub-headings:

2.2 Historical Development of Public Libraries in Nigeria

2.2.1 Importance of Public Library Services

2.3 Concept and Significance of Censorship

2.3.1 Censorship in Public Libraries

2.3.2 Censorship Policy

2.4 Types of Censorship Practice in Libraries

2.4.1 Self-Censorship

2.4.2 Economic/Political Censorship

2.4.3 Internet Censorship

2.4.4. Censorship through Intimidation

2.4.5Censorship by Curriculum

2.4.6 Meta-Censorship

2.4.7 Moral Censorship

2.4.8 Military Censorship

2.4.9 Religious Censorship

2.4.10 Corporate Censorship

- 2.5 Awareness and Perception of Librarians towards Censorship
- 2.6 Legal and Ethical Issues of Censorship in Public Libraries
- 2.7 Factors Responsible for Censorship in Public Libraries
- 2.8 Challenges Associated with Censorship Practice in Public Libraries
- 2.9 Review of Related Empirical Studies
- 2.10 Theoretical and Conceptual Framework
 - 2.10.1 The Consequentialist Moral Theories
 - 2.10.2 The Deontological Theories
- 2.11 Conceptual Framework
- 2.11 Summary of the Review and Uniqueness of the Study

2.2 Historical Development of Public Libraries in Nigeria

Public libraries play fundamental roles in providing free and open access to knowledge, especially in developing countries like Nigeria. They serve as conduits of timely information, equipping young adults with lifelong learning and literacy skills such that they are empowered to positively shape the future of their societies, (IFLA, 2003).

Libraries have traditionally been key providers of information. They are considered learned institutions, equipped with treasures of knowledge which are maintained, organized, and managed by trained personnel to educate children, men and women continuously and to assist in their self-improvement through an effective and prompt dissemination of the information embodied in the resources, (Islam, 2004). Likewise, the librarian is a link between the library resources and library user, bringing both together and ensuring that library resources meet the information needs of patrons in the most effective and efficient way. Public libraries in particular

facilitate access to information by all, serving people from all walks of life no matter who they are, and young adults are one of their most important patrons (Abiola, 2015).

Public library service in Nigeria was particularly nonexistent before World War II because the British Government was not interested in establishing library services in Nigeria and British colonies. The primary concern of the colonial government was purely economic. Ekpe (1979) clearly states education and social services as essential to economic improvement played a minor role in government activities. The colonial doctrine which prevailed in the interwar years required each colony to finance education and ancillary services like libraries from its own revenue. Unfortunately, the Nigerian economy was not as buoyant as cannaas for development expenditure.

Ochai (1984) further corroborates this assertion and postulated that the European power feared and distrusted the few educated Africans and would not provide libraries for their intellectual development as this was considered inimical to the continued existence of the colonial system. However, during the World War II (1939-1945) as earlier mentioned, the British Government established reading rooms throughout the country as war propaganda apparatus to persuade Nigerians to participate in the war. But no sooner had the war ended, then those libraries folded up due to lack of active government participation and their situation deteriorated.

Nonetheless, the Second World War brought about a significant change in official attitude towards education and library. It became necessary to enlarge facilities for higher education without which local leaders could not be brought up. It was towards the realisation of this objective that the colonial government in 1943 appointed two commissions to look into the issue of higher education and university education in colonial West Africa. The reports contributed immensely to the development of libraries in colonial Africa.

Ekpe (1979) stressed the importance of these reports to library development in Nigeria. Both commissions emphasised the essential role of libraries in the work of the colonial University Colleges. The Asquith Commission was very articulate on the issue of library provision. Ekpe (1979) states that it is this recommendation which gave birth to the University of Ibadan and its library in 1948.

Nnaji (1986) observes that before 1946, the only libraries of importance were in Lagos. According to the writer, the very notable and first subscription library in Lagos was founded from the estate of Mr. Tom Jones and the oldest libraries are the present day high court library and the Federal Ministry of Justice library both of which were launched in 1900. There was the Lagos library, which was a subscription library and which had a reference collection, and the Tom Jones Library, which was donated to the Government by a Lagos citizen. In the 1946, the Lagos public library, jointly owned by the Lagos Town council and British Council, replaced the Lagos library. A travelling library scheme was also launched in Lagos the same year.

Towards the end of the 1950s, The Federal Government at the instance of West Africa Library Association (WALA) founded a federal library advisory committee "to advise the Federal and Regional Governments and the Government of southern Cameroon on library and bibliographical policy and problems (Nnaji 1986). This committee, as well as successive British council librarians, had put forward different proposals for a national library service. The crash education programme which worked out with some degree of success, created a favourable climate for library development in Nigeria. This climate brightened up in 1976 with the introduction of Universal Primary Education Scheme in the country.

Public library existed in the Western Region of Nigeria, especially Ibadan the headquarters. There were also public libraries in some major towns in the region. With creation of states within

the region in 1967, many libraries were established especially in the state capitals of Oyo, Ondo, Lagos, and Ogun. Mid-Western Region (later Bendel state and now Edo and Delta states) was created out of the old Western Region in 1963. The Mid-Western Region Library Board was established in February 1971 by the Mid-Western Board edict. Since then Edo and Delta states Library Boards have been very active in the provision of library services in the two states.

The Eastern regional government established a Regional Library Board in 1955 to render library services to the people of the region. United Nations Educational, Scientific and Cultural Organisation (UNESCO) later became involved in a pilot project with the Eastern Regional government to establish a Library Board in the area. Some states were created out of the Eastern Region in 1967. The East central state Library Board was created in 1971 by Edict No. 17, the River State Library Board was established by Edict in 1971, and the South-Eastern state Library Board was created by an Edict in 1973. These Boards were charged with the responsibility of providing library services to the people. Since 1976, there has been further restructuring and changes in the names of the states in this area. New names are Anambra, Enugu, Imo, Ebonyi, Rivers, Cross-River, AkwaAbom, and Bayelsa states. All these states have library boards charged with the duty of providing library services to the citizens.

The Northern Regional government started its library services in 1952. The aim was to help the Native Authorities in the region develop the Reading Rooms established during the Second World War into public libraries. The government planned to purchase books and send them to the Reading Rooms. According to the arrangement, qualified staff would come from the headquarters in Kaduna to supervise the work that was being done in the provincial libraries.

This plan was far from being adequate, and consequently the Northern Region government appointed Mr. F.A. Sharr to look into the library needs of the region. Sharr in his report

recommended that, public library should be established in each of the thirteen provincial towns of the region. These libraries later formed the nucleus of library services in the various provinces. The Northern Region was broken into six states in 1967 this resulted into sharing the library facilities and the resources into six state and subsequently into nineteen states in 1996 (Saliu, nd).

In a survey of public libraries in Nigeria, Olanlokun (1993) noted that there was a substantial increase in the number of branches in some states (over the 1978 survey). For instance, over fifty per cent of the states had established library boards with Edo, Delta, Kano, Kaduna, Kwara, Imo, Anambra and Lagos maintaining a lead.

The development of public library in Nigeria plays a significant role in the society. This prompted Onadiran cited in Abubakar (2013) to observe that the "public library is a resource for scholar, an information centre, an aid for student, a means of self-education and also a centre of amusement." It is thus, a place for the acquisition of knowledge, as well as a place for entertainment. Similarly, Igbinoba cited in Abubakar (2013) maintained that public libraries in Nigeria have the same universal function of serving the general public by providing educational opportunity for self-development, awareness and potentialities for both rural and urban persons.

Although it could be argued that the general advancement in political, economic, social and other sphere of Nigerian society, gave rise to the development and establishment of the types of libraries including special and school libraries. However, the key factors in the development of public library service in Nigeria were identified as education and politics. Okiy (2008) observes that, the state structure in Nigeria have greatly influenced the spread of public libraries because states were encouraged to establish their own library boards. Indeed, it must be said that "regional" public library services in Nigeria actually started before 1960; similarly, the need for

educational development is a major reason behind the development of public libraries in Northern Nigeria and the society at large.

Badawi (2009) maintained that libraries in Northern Nigeria were regarded by the local people as alien. This was because libraries initially stocked only books and newspapers written in English language and in those early years, majority of the people in Northern Nigeria could not read, the only few that could only read documents written in Arabic. For that reason, most of the population in Northern Nigeria seldom ventured to use libraries.

2.2.1 Importance of Public Library Services

The library is a living agent of progress, cultural enlightenment and enrichment which forms part of the foundation of civilised life and which keeps people abreast of different happenings around them. The library, as an institution is charged with the responsibility of selecting, acquiring, organising, storing, retrieving and dissemination of information carrying materials to broad and varying needs of people for information, knowledge, recreation and enjoyment.

Libraries in general and public library in particular play an important role in all of societal development especially when viewed against its users which consist of all categories of people in the society. Public library according to Saleh and Lasisi (2011) had been defined variously. Many see it as a place built for the collection of books and other printed resources and the personnel to provide and interpret such resources as required in meeting the information, research, educational, recreational, cultural and aesthetic needs of the varied users and it is usually financed with public funds. Similarly, Iya, Ekwueme, Gumel and Ohayaga (2005) defined public library as:

Libraries found in different locations in the town and cities. It serves all patrons and maintained from public funds. In other words, public libraries are generally supervised, financed and supported by Federal, State and Local Governments. It is a library that serves different groups of people in the

community and contains materials from all works of life. Its main objective is to provide maximum services in form of information and educational materials to its clientele.

On the other hand, Iwhiwhu and Okorodudu cited in Abubakar (2013) were of the opinion that the public library primarily exists in order to serve the entire members of its locality referred to as its general public. Its functions include acquiring, selecting, organising and making information available in the form of print and non-print and non-book, published and unpublished for use. It provides its services to all groups of people in various formats and it is characterised by certain missions and objectives.

The core-mission of public library according to International City/country Management Association (2011) is information literacy and public education but they can also serve as a valued asset on meeting a community's strategic goal. These public libraries provide variety of information resources to the variety of information needs of the community they serve. These needs cover a variety areas of political-life, economic, social and culture (Alokun, 2003). In the light of this, the relevance and significance of the public libraries to the society are enormous. Any attempt, therefore, to remove from the collection or non-inclusion of certain materials because of the political or religious bias of such materials is tantamount to denial of information or knowledge to users.

2.3 Concept and Significance of Censorship

Censorship and the ideology supporting it could be traced back to ancient times, and to the fact that every society has customs, taboos or laws by which speech, dress, religious observance and sexual expression are regulated. In Athens for instance, where democracy first emerged, censorship was well known as a means of enforcing the prevailing orthodoxy (orthodoxy means a generally accepted way of life). Indeed, Plato was the first recorded thinker to formulate a rationale for intellectual, religious and artistic censorship. In his ideal state outlined in "The

Republic", official censors would prohibit mothers and nurses from relating tales deemed bad or evil. Plato also proposed that unorthodox notions about God or the hereafter be treated as crimes and that formal procedures be established to suppress heresy. Freedom of speech in Ancient Rome was reserved for those in positions of authority. The poets, Ovid and Juvenal, were both banished, and authors of seditious writings were punished severely. The emperor Nero deported his critics and burned their books.

Unique historical considerations, beliefs, culture, religion and other related factors have originated the idea of censorship in any society. Perhaps, the best example is the "Habsprache" (hate speech) law in Germany. It states that it is illegal under German law, to depict any kind of glorification of the Nazis or even to display the emblem of the Swastika. The law is enforced to the point where even historical battle simulations may not use the actual emblems that were used during World War II. Significantly, almost all of Germany's close neighbours and allies have similar laws.

Censorship had been defined variously. However, the general sentiment behind most definitions of censorship is that something is withheld from access by another. In this study, the following definition is used "an official with power to suppress parts of books, films, letters, news, etc on the grounds of obscenity, risk to security, etc to treat (books, films, etc) in this way" (Hawkins, 1988:144). The word "censorship" can be traced to its Latin root *censere*, meaning to "estimate or assess" (Curry, 1997). "Census" and "censure" also derive from the same Latin root. Since then, it has changed from a word whose meaning lay in that of duty and obligation to one which is currently associated with restriction and morality (Hole, 1984). As yet, there is no agreed definition for the term "censorship" and this is because, as Molz(1990) explains, censorship is "difficult to delimit."

The Dictionary for Library and Information Science(1994)defines 'censorship' in the following manner: "[...] prohibition of the production, distribution, circulation or display of a work by a governing authority on grounds that it contains objectionable or dangerous material" (Reitz, 2004).Smolla and Nimmer (2006) further give insight into the meaning of censorship through their recognition of censorship as involving the 'silencing' of 'viewpoints'.

Jonsen (1991) divides censorship into what she calls regulative and constitutive or existential censorship. Regulation censorship is censorship which aims to put a stop to the expression of ideas that are perceived by some groups of individuals as threatening or harmful to the conventions or ideals of religion, personal morality or protection of the state. This is the most familiar and visible form of censorship. Constitutively existential censorship instead is silent and so the more troubling of the two. It is when the powerful invoke censorship to create, secure and maintain their control and this was achieved in Molz's (1990) opinion by "monopolistic domination in which public access to some forms of knowledge and information is either subverted or denied."

There are two further areas of debate within the field of censorship. The first is whether censorship should or should not exist and the second debater accept that censorship must exist but is over what should be censored and in what way it should be applied. This is the issue of intellectual freedom and right to privacy. To draw a line between material that requires control and of which that does not, could be another way to define censorship. However, before this is possible, what is obscene or pornographic (for example) should be defined. This is said to be difficult, according to Jones(1999) because attitude to morality vary over time and culture. The possibility of capturing a universally accepted definition of censorship grows more unlikely as

external factors such as the Internet, which facilitates increased access to information and an awareness of the wide range of material that can now be viewed by people of all ages.

Censorship has been around for many years. Traditional censorship has been associated with the removal of material from open access by any governing authority including removal of material from general use by any means solely for the purpose of restricting access to the ideas or information in the item (McDonald, 1993). It has been explained as a moral core legislative process by which society agrees to limit what an individual can do, say, think, or see (Depken II, 2006). All societies have forms of censorship, effective only with sufficient threat and severity of punishment for violating the censorship rule (Depken II, 2006). Munro (1979) explains that censorship is a convenient description encompassing all the process whereby the dissemination of information, opinions or ideas are suppressed. According to Malley (1990), censorship is polarised along political lines such that political control determines what may or may not be censored, and thus, involves the banning of material on political grounds. Censorship is totally different from 'selection' which matches information sources with users' information need and it is usually exercised in accordance with the laws of the country in which it is being practiced (Malley, 1990).

Censorship is a long-lasting operation (Oboler, 1980), and as such, it has been part of human history. There is no evidence that it is likely to decrease (Robotham& Shields, 1982); in fact it seems to be increasing in some countries. It came as the result of concerns raised by philosophical, moral, ideological, military, corporate and educational reasons, where people feel material offers an attack in themselves and their personal values (Oboler, 1980). The focus and the degree of such censorship differ between countries.

To this extent, censorship is a difficult term to define. Its meaning, like its practical application, to an extent, changes over time in line with changes in the attitudes of the communities in which it operates (Curry, 1997). Censorship encompasses those actions which "significantly restrict free access to information. This can take many forms, some of which are overt, such as the classification scheme required under the Australian Classification (Publications, films and Computer games) Act 1995; but some are less obvious. Some forms of censorship are so unconscious that even the individuals perpetrating them have no idea that they are in fact censoring. Still, other forms are systemic and can only be mitigated via deliberate librarian actions.

Based on this premise, censorship can be seen as an issue which has been present throughout recorded history (Emery, 1994). From the beginning, it has been used by individuals and groups to, prevent and control the creation, access and dissemination of ideas and information (Hannabus and Allard, 2001). It has taken many different forms and occurred for many different reasons, whether it is the suppression of a culture, to stretch the understanding of a reader (Thompson, 1975) or to retain power. The relationship between librarians and censorship is, and has been, a troubled one. Information professionals typically feel that they should provide access to information regardless of content or conflict with their personal points of view. Where the difficulty arises is in the obligation of the librarian to the communities, customers and governing bodies that they serve (Anderson, 1974) and are funded by. The area which can be particularly problematic is collection management, e.g. budgeting, selecting and cataloguing. Other problematic aspects are the legal one, e.g., copyright, race hate material, pornography and the ethical one, e.g. intellectual freedom versus protection of the individual.

In the final analysis, censorship is seen as the control of the information and ideas circulated within a society. Reichman (1988) sees censorship as "the removal, suppression or restricted circulation of literary, artistic or educational materials on the grounds that they are morally or otherwise objectionable in the light of standards applied by the censor." Yet, as he points out, "virtually any decision made by school board members concerning what is taught, used and learned in school can be viewed as censorship." It could also be seen as the examination of books, plays, films, television and radio programmes, news reports and other forms of communication for the purpose of altering or suppressing ideas found to be objectionable, harmful or offensive. It is these more subtle forms of censorship in the library context that this study aims to explore.

2.3.1 Censorship in Public Libraries

Many of the purposes and the similarly numerous methods of censorship date from early times. Speech, art and literature were all censored in ancient Rome and the free exercise of all of these continues to be challenged by applying a multitude of techniques (Byrne, 2003). Many of these directly affect libraries and information services. Such methods include funding restriction, filtering and blocking of the Internet, community pressure to exclude materials from collections and, at the extreme, book burning. Smolla and Nimmer (2006) have observed that censorship can utilise indirect means that are facially 'content neutral.'

Thompson (1975) summarised the history of censorship in libraries by saying "censorship in public libraries is as old as the public library movement itself." This is borne out by Kelly (1977), Moyce (1977) and Black (2000), who all cite instances from the previous two centuries when librarians and libraries have been the cause of or subject to censorship. Even the twentieth century is said to be littered with accounts of censorship in British public libraries. The literature

reveals that library committees had a particularly strong hold on the selection of items for collections until after the Second World War. Professionals in the field of librarianship found censorship difficult to overcome. The blacking out of racing news in newspapers was carried out as a practice from the late nineteenth century and only fizzled out in 1968 (Black, 2000). The Second World War had a surprising influence in that it brought about a drop in the number of cases of censorship in libraries, though there were still instances such as the defence authorities requesting that maps only be issued to "people whose motives are unquestionable" (1975).

During the early 1950s, the cold war led to censorship of socialist and left newspapers (Noyce, 1977). The latter half of the 1950s and the 1960s saw literature containing sex, violence and obscenity (Jones, 2001) to become the focus of the censor. The 1970s brought no enlightenment on the issue either and in 1976, the issue of book certification was discussed again this time at the Weekend School of the Public Library Group of the then Library Association. Moyce (1977) wrote, as a contemporary of the time, that librarians of the 1960s and 1970s had a tendency to pretend that censorship did not exist while in fact it did. It is at the mid-1970s that literature about censorship in libraries appears to stop but censorship in libraries was said to continue.

Censorship is evident in various contexts such as public libraries (Thompson, 1975), school libraries (Oboler, 1980), and in press as evidenced in the monograph on censorship and the press in Britain and the Netherlands edited by Duke and Tames (1987). Such censorship often takes the form of e.g. age restriction and parental guidance. It is also evident in other contexts such as theatre, religion and politics as revealed in a monograph edited by Hadfield (2001) on literature and censorship in England. In that monograph, there is also evidence that censorship was applied to educational sources, music and entertainment, pictures, etc. Therefore, censorship can take many forms. For instance, McDonald (1993) alludes to voluntary censorship which occurs when

the librarian, as a result of real or anticipated pressures from school boards and communities, removes or restricts resources or does not purchase certain titles.

Mills (2012) asserts that all libraries have the mandate to support intellectual freedom; but Librarians can often be tempted to censor by selection. Books can be rejected based on: budget, lack of demand, literary quality, limited shelf space, content, relevance to the community, fear of a challenge and poor reviews. It is difficult to know when these criteria are used as legitimate selection tools or as an “excuse for self-censorship”. Nevertheless, some libraries censored their resources due to the official challenge policy which usually affects the collections of such libraries. A challenge is an attempt to remove or restrict materials, based upon the objections of a person or group. A banning is the removal of those materials (ALA, 2012). However, the following are the censorship processes that usually take place in the libraries:

- Library user discovers material in the library that he/she find objectionable.
- The user alerts library staff about the materials and often assumes staff are not aware of the material and will agree with them to remove it
- Materials are seldom removed through this process because materials have already met selection policy standards. Materials are usually removed for political purposes.
- After discovering the library does not intend to remove it, patron seeks more official routes: Filling out a challenge form, writing a letter of challenge to the library director/administration and speaking at a library board meeting.
- The complainer may go through unofficial routes: Contacting the local media, organizing an ad hoc protesting group, staging a peaceful protest and outright theft or destruction of the material from the library circulation.
- Library will consider complaint and review material in question.

- Materials will be compared to materials selection policy i.e. guidelines by which libraries choose materials for their collection.

However, in order to solve the problems of censorship in the library, Curry (1997) grouped the actions that can be taken as follows:

- Relocating material within the library or the library system (e.g. moving to a branch library)
- Discarding material, particularly that which is in paperback format
- Locating sensitive material in a reserve or restricted section immediately after purchase
- Gathering positive reviews in anticipation of a challenge
- Encouraging staff to offer verbal cautions to patrons
- Labeling the material or its catalogue record.

2.3.2 Censorship Policy

Policy can be viewed as a plan of action, a statement of aims and objectives, especially when made by government. Policy can be individual matter or an official enactment. In the words of Anderson (1979), public policy consists of guidelines developed by governmental bodies and officials to regulate official actions that are influenced by non-governmental factors. Policies are crucial to the success of human endeavours. They clarify existing conditions and objectives are articulated, as well as relevant actions and strategies to reach the desired conditions. They also involve taking the necessary actions, evaluating their outcomes and impacts, drawing lessons to guide future conducts and performances, and varying what is (to be) done in the light of the lessons. The incidence of policy failure could be tantamount to a worsening of the said living conditions. This is especially so in the socio-economic sphere. Nigeria's poor socioeconomic conditions since the attainment of political independence have been ascribed to a variety of

causes. Prominent among these is policy failure, which itself derives from a panoply of adverse influences (Ogunsola, 2008).

Information policy is any law, regulation, rule or practice (written or unwritten), that affects the creation, acquisition, organisation, dissemination, and/or evaluation of information (Yusufu, 2007). Most often, information policy is discussed in terms of government legislation. The goals of any policy may vary widely according to the organisation and in the context in which they are made.

Since the 1990s, efforts are being intensified for the formulation of information policy instruments by different bodies or stakeholders. Some of these efforts can be traced to:

- i. Mass media practitioners
- ii. Librarians/information scientists
- iii. Computer Association of Nigeria
- iv. Ministry of Science and Technology and several other government ministries and parastatals.

The National Library of Nigeria, a parastatal under the Federal Ministry of Education in its crusade for an information policy in Nigeria, has organised several seminars, workshops, conferences with a view to coming out with a blue-print to enable the government formulate an information policy. The Nigeria Library Association (NLA) has also played similar roles. For example, "Draft of the National Policy on Information Resources and Services" was produced at an NLA Conference held at ASCON, Topo, Badagry from 18-20 1991 (Yusufu, 2007). The 'draft' amongst others recommended as follows:

- i. All information must be available to all people, in all formats purveyed through all communication channels and delivered at all levels of comprehension.

- ii. All types of information resources and services produced in Nigeria constitute a vital investment in the national development efforts. Such information should be systematically collected, preserved and effectively managed as basic inputs to national development efforts at all levels.
- iii. Information resources in all forms, oral, book, serial print, electronic media, etc, must be harnessed and repackaged, using the most cost effective processing, communication and transport technologies available to deliver appropriately target information to all categories of Nigerians, and especially the illiterate and rural population who constitute more than 80% of the population.

It should be noted though, in spite of several efforts made by a variety of stakeholders in the information policy process, that though a single white paper on 'national information policy does not yet exist (Ayo, 2000). It is saddening to note that even the Nigeria's freedom of information Act which was passed into law on May 28, 2011 has in section 32, "all recorded, documents and information stored in whatever form, written, electronic, visual images sound, audio-recording, etc" is more like in principles than in practice. This is because according to Ani (2005), libraries in Nigeria face varying degree of challenges in their ability to provide access to information resources demanded by the FOI due to such issues as poor funding, power supply, Internet bandwidth with infrastructure and human capacity.

But it is saddening to note that in Nigeria today, policy making generally and information policy in particular have not been guided by scientific models or principles, but by incrementalism i.e., an experimental process by which government reacted to problems and situation as they arose, (Akpan, 2000).

In the light of these scenarios, therefore, the Nigeria information policy and the Freedom of Information (FOI) Act recently passed into law have not been explicit on what constitute censorship, censorship of materials and how intellectual freedom has been guaranteed. The librarians' code of practice is not pragmatic enough to challenge any censorship act.

This study is therefore set to access the perception of librarians on censorship and action they may deem to take when faced with censorship challenges in their efforts to present all shades of opinion as represented in the collection of public libraries in Nigeria.

There are several public policy matters bedeviling the librarianship profession and one of them is the public policy debate surrounding censorship. The esteemed constitutionalist, Smolla and Nimmer (2006) have discerned the very essence of the policy debate concerning censorship: "Freedom of speech for all people, whether or not they qualify as artistic creators, is the basic principle that underlies the opposition to governmental censorship". As they have pointed out, a legal issue lies at the core of this policy debate.

It is however, imperative to initially determine what action qualifies as public policy. According to Birkland (2001), an action labelled a public policy usually has the following elements. It is usually made in the name of the public and it is always interpreted and implemented by official actors. Generally, it consists of political decisions for implementing programmes to achieve societal goals. Censorship, therefore, qualifies as a public policy issue because it is a course of action or inaction chosen by public authorities to address a problem, and this could be expressed in the body of laws, regulations, decisions and options (Birkland, 2001).

Censorship is seen as a threat to intellectual freedom granted by the constitution and identified in various human rights articles (Bower, 2000). The fight for intellectual freedom has been long and complex and many entities have been involved in the process. Today, the American

Library Association (ALA) is one of the stakeholders in this debate. Dewey noted that only the best books in the best subjects were to be collected (Hindman, 2004). This opened the door for librarians to endorse and indeed censor the materials they provided for their patrons.

The legal trends in censorship issues, as they can be deduced from Supreme Court cases in Nigeria, are very broad and tend to support the schools, but they embody a stern warning to educators to stay in touch with the communities they are supposed to be serving. The First Amendment applies to both "the students' rights to know and the teachers' rights to academic freedom", says Jenkinson (1986). But parents also, he argues, "have the right to protest", particularly regarding materials they consider detrimental to their children or unsuitable for students in general. In the landmark case, *Island Trees Union Free High School vs Pico* (1982), the Court ruled that the school board has to give a legitimate reason for removing a number of books from its library. Six years and three court battles later the banned books were returned to the shelves after the court declared that the "Constitution does not permit the official suppression of ideas" (Parer and Weiss, 1983; Jenkinson, 1986). While the courts appear to be allowing school boards' discretion with respect to curriculum materials, methods and programmes, Haidman (1987) points out that "there are limits to this discretion."

It is not permissible to promote politically partisan or narrow ideological views, it must not violate contractual obligations, and it must basically respect due process rights of both students and teachers." Thus, in the *Pico* case, Justice Brennan's plurality opinion indicated that the use of "established, regular and facially unbiased procedures for the review of controversial materials" would help to provide a basis for resolving such conflicts both locally and, when need be, in the courts.

In selection and collection management often times, resolving ethical issue in theory may seem far simpler than when actually faced with the situation. It is relatively simpler to come to conclusion that censorship should not be tolerated in a public library under no circumstance, until faced with an actual problem. Emery (1994) reflects on this issue by posing the following questions:

Should librarians be expected to prevent such controversial items from being admitted in a library collection? Is it a librarian's job to decipher truth from lies? Is it morally and ethically acceptable to include in library collections, information which may be morally offensive to those in the community they serve?

Oboler (1980) has no qualms as to Emery's dilemma. He lays the responsibility of the librarian clearly and only on the side of freedom, "(The Librarian)... must, obviously, be a staunch defender of intellectual freedom. He must go beyond the perhaps, comparatively passive posture of simply defending it, but must actively promulgate it." Hielsberg (1994) noted that librarians were in 1994, "avoiding, purchasing books they... feared could spark public outrage." One may say this is not unexpected when the librarian is faced with on the one hand, the high probability of stirring controversy by buying a certain book or avoiding controversy altogether by choosing a non-controversial title that is equally as valuable to the library. However, to not buy a book because of the problems it might cause is still censorship. This is kind of self-imposed which comes from within the library. Asheinas quoted in Froehlich (2000) defines the difference with selection and censorship in the following way: Selection... begins with a presumption in favour of liberty; censorship, with a presumption in favour of thought control. He continues by saying

that, selection is a positive action which judges the book as a whole, while censorship is negative and purposely seeks out "vulnerable characteristics."

It is a common place to read about certain individuals or scholars who hold a divergent view on an issue that a lot majority concurs on. In defending either the case for or against censorship, Froehlich and Stever (1994) argue that suppression of one text is not necessarily censorship, which, as Froehlich (2000) see it, occurs "... in the systematic suppression or inclusion of certain types of materials." This can be said to be a 'slippery-slope' position. No matter any amount of argument put up or forward, censorship remains what it is and advocates.

A fence sitting argument cannot justify the suppression of an idea put up by some individuals in the attempt to express their fundamental rights which include right of expression. Censorship and censor cause a lot of psychological trauma for the persons whose idea is suppressed and that of the other who is equally denied access to such information. A better way to protect against censorship is the use of, a collection management policy. Jone (1999) gives eight points which a policy should incorporate to promote intellectual freedom, amongst which is that: "Selection becomes censorship when the library decides against an item, even though it satisfies all the collection development policy criteria" Froehlich (2000) though still does not consider this as a complete safeguard, as according to him, there are inconsistency and censorship in selection, and in his words "selection development policies could be developed that de facto manifest some forms of censorship."

Professional librarians in general and public librarians in particular, are often faced with the responsibilities for selecting materials for their libraries. There arise the questions,-in selection

process, to buy or not to buy a particular or some items for the institution (Library) for which the librarians are appointed 'gate-keepers.' According to Ashein (1953),

To the selector, the important thing is to find reasons to keep the book. Given such a guiding principle, the selection look for values, for virtues, for strengths, which will overshadow minor objectives. For the censor on the other hand, the important thing is to find reasons to reject the book. His guiding principle leads him to seek out the objectionable features, the weaknesses, the possibilities for misinterpretation.

What may be deduced from this is that the selector is saying, if there is anything good in the book, it should be chosen or selected. Whereas the censor is saying if there is anything bad in the book, it should be rejected. Ashein (1953) asserts that there is seldom a flawless work in any form; the censor's approach can destroy much that is worth saving.

It is however, imperative to initially determine policy. According to Birkland (2001), an action qualified as public policy usually has the following elements. It is usually made in the name of the public and it is always interpreted and implemented by official actors. Generally, it consists of political decisions for implementing programmes to achieve societal goals. Censorship therefore qualifies as a public policy issue because it is a course of action or inaction chosen by public authorities to address problem and this could be expressed in the body of laws, regulations, decisions and actions (Birkland, 2001).

The Dictionary for Library and Information Science (1994) defines censorship in the following manner: Reitz (2004) views it as the "prohibition of the production, distribution, circulation or display of a work by a governing authority on grounds that it contains objectionable or dangerous material". A further insight into the meaning of censorship is provided by Smolla and Nimmer (2006) as involving the 'silencing' of viewpoints. This may be viewed from political, religion and cultural perspectives. The material in question may be viewed to affect national

security or some very important governmental interest. The government as an institution makes policy to protect itself and the general public. However, such protection may be tantamount to censorship and denial of freedom of expression.

In democratic dispensation like the one currently being practiced in Nigeria, an informed public is the very foundation of a true democracy. This is further corroborated by ALA (2001) statement on Free Access to Information: Freedom can be protected in a democratic society only if its citizens have unrestricted access to information and ideas. Librarians and public librarians especially, have an important role to play in the maintenance of a democracy because when librarians have free hands to carry out their jobs properly, they connect people with the information they want and need.

The reality of the situation or of the contemporary library environment is that all libraries have budget limitations, public libraries inclusive which impact on their collection development process. Lee (1998) notes that while library budgets have been reduced in recent years, the volume of information items has increased, so that now 'we are certain to exclude a lot more material than we add. Choices must therefore be made because not all publications can be afforded by all libraries; hence, selection of some information item needs to be made. In this kind of situation, selection has to be made because the resources to buy everything published are not within reach and the space to house or shelf the material is also not feasible. The selection and de-selection of some informational items cannot and should not be equated with censorship. This is because such materials would have been in place without the financial constraint faced libraries. Thus, the management of libraries should as a matter of necessity be prudence in their procurement of library resources through appropriate selection policy that would be cost

effective. Such doing would make public libraries endowed with valuable resources with the little budget at their disposal.

2.4 Types of Censorship Practice in Libraries

Statistically, the amount of information produced in Nigeria, like any other country in the world, increases by 30% every year (Dafiagbor, 2011). Every day with the invention of the printing press, telephone and computers, Nigerians are bombarded with plethora of information in all forms. In the morning, citizens pick up the paper, watch the news, people listen to the radio and as we step out of the house, there are advertisements on bill boards and on buses. Also, at the work place, there are mass e-mails, papers, work orders, forms to fill out, there is the web to surf, and in the library, there are different types of information materials to read.

A study conducted by the University of California at Berkeley, showed that 800, mega bytes of stored information are produced per person, per year (Dafiagbor, 2011). Even in recent years, the production of information has increased to a very great extent; it is overwhelming, it is mind boggling. This may be viewed as information explosion and overload (that is, information without adequate control).

Reichman (1988) asserted that books are so prolific and tend to be "turning against human kind." He added, "We might be informing ourselves to death." He however, concluded that information flow does not have to be negative and just as technology is evolving, so is the society's ability to cope with it. According to Dafiagbor (2011), in this age of information explosion and overload in Nigeria, censorship is inevitable else, some information disseminated would do more harm than good. He further added that every ethnic group in Nigeria had its own unique cultural heritage and stories of where its ancestors came from. There are such tales of people descending from the sky to stories of migration from far-off places. This, to a very great extent, according to

Dafiaagbor (2011), regulates the kind of information that is allowed to circulate in the Nigerian society as there is the need for tolerance of all cultures for the purpose of peaceful coexistence.

The word 'regulate' is an outright and open form of censorship which finds a comfortable place to hide under deontological premise.

According to the theory, right of an individual or group of individuals takes precedence over the utility value to be derived from reading or listening to the viewpoint expressed in an information source.

The phrase 'some information disseminated would do more harm than good' is a hypothetical assumption which has not been validated. The censor only assumed that if such and such information was made available would cause ill-feelings to some but not to all. The censored information may contain a great lot of good to a larger majority and one which such majority have the right to read or listen to. It is myopic and usurpation of the right to freedom of expression of a people which the censor attempts to do, through his narrow judgement to 'regulate' free dissemination of information of all types.

The attempt to control the information and ideas circulated within a society is a negation and rape of fundamental human rights, typical of despotic rulership.

Little doubt, therefore, that censorship exists in Nigeria. This is supported by a comprehensive report published by the National School Boards Association. Chion-Kenney (1987) indicates that censorship challenges are widespread in Nigeria (occurring in almost every state).

This research work is, therefore, poised to investigate the perception of professionals in charge of public libraries in Nigeria including their reactions to censorship as well as determining the types of materials censored and methods by which censorship of information is carried out in Nigeria.

Literature has indicated that not all censorship arises from government or external forces. There are various ways materials are being censored. Some of these ways are:

2.4.1 Self-Censorship: People self-censor all the time; such restraint can be part of the price of rational dialogue. The artist Shahn's (1969) poster illustration reads: "You have not converted a man because you have silenced him." Silence can indicate a forced assent, or conversely, it can be contemplative, a necessary part of dialogue that rises above the din off quotidian life.

2.4.2 Economic/Political Censorship: Individuals tend to censor information for economic or political reasons. Economic censorship has its roots in the Roman Essayist Cicero's immortal phrase "Cui Bono?" (Who Profits? "Follow the Money"). In situation where there is economic censorship, is it isolated or undertaken in conjunction with some types of political censorship. Is there a monopoly within Nigeria that is threatened by competition, or a class of oligarchs that is threatened by the emergence of real economic opportunity for smaller firms? Is the economy in a locale in Nigeria more prone to monopolistic arrangements than to genuine competition and innovation? There are questions to be answered if the economic censorship is necessary in Nigeria. This type of censorship occurs when the Nigerian government needs to keep secrets from its civilians in order to prevent disruption. Though democracy does not support this, yet, in some circumstance, it is necessary for the saving of the state, calling to mind that Nigeria has always have the tendency of splitting.

2.4.3 Internet Censorship: On a different level, the actions and reactions of large corporations to the Internet has to be factored into any discussion of economic censorship. Some firms have paid search engine companies for preferential placement in particular subject categories when a user submits an online search inquiry. Is the information tainted because someone has paid for it to be "found", or should the standard be that so long as all responsive information is displayed to

the user, placement is irrelevant? So many nations of the world are now considering the filtering system known as PICS (Platform for Internet Content Selections) as an answer to their concerns, thus, the question of parental controls also must be addressed.

In many countries, the state justifies censorship with the claim that it is acting in loco parentis. Such claims, whether interpreted as "state as parent" or "State as Big Brother", are responsible for many of the restrictions on information distribution found today across the world. Usually, that question is most clearly seen in the restriction of the so-called "obscene" or "pornographic" material online. This is probably the most pervasive type of censorship around the world. The behaviour it seeks to limit is, almost by definition, private and personal in the most fundamental way. I know it when I see it," a U.S. Supreme Court Justice once said of obscene material; the judge spoke more truth than he realised: different nations across the world have different thresholds for what they consider pornographic material. In some locales, it is a bare male torso that crosses the line, while in others, any depiction of public hair, whereas still others permit between consenting adults.

2.4.4. Censorship through Intimidation: there is also a form/method of censorship that is not so obtrusive, and that has to be examined very carefully to define. This is referred to "censorship through intimidation." It can be anything from threats against individuals to a government proposing to monitor all activities online, if citizens feel their activities will be screened by governmental agencies, their inclination to engage in expression will be much less than if governments stay away (Yaya, Achonna&Osisanwo, 2013).

2.4.5 Censorship by Curriculum: What schools should teach and what materials they should use are fundamental questions that cannot be answered easily in a democracy. For example, Reichman (1988) argues that censors "produce a sterile conform it and a lack of textual and

emotional growth in students." Others see a need for a censorship process in education and believe "children are being harmed from our failure to protect them from the tension of premature adulthood" (Wayne, 1985).

2.4.6 Meta-Censorship: In this form of censorship, any information about existence of censorship and the legal basis of the censorship is censored, rules of censoring are classified, and removed treats or phrases are not marked (Yaya, Achonna&Osisanwo, 2013).

2.4.7 Moral Censorship: This is the banning of materials because they are morally objectionable to the various/some of the cultural norms in the society, knowing that Nigeria is a heterogeneous society, having numerous sects of norms and values(Dafiaghor 2011).

2.4.8 Military Censorship: that is, the banning of information materials that tends to expose military tactics and national information, for security reasons (Dafiaghor 2011).

2.4.9 Religious Censorship: two major religions dominate - Christianity and Islam. Religious censorship is therefore the banning of materials because they are religiously questionable (Dafiaghor 2011).

2.4.10 Corporate Censorship: corporations can ban (by negotiation, unless it has monopoly) materials unfitting to them or their partners. This kind of censorship is very rear as there are no many corporations with monopoly. Many of the public corporations are yet under government control. Hence, the only monopoly is the government, but fortunately to say, it is democracy (Dafiaghor 2011).

2.5 Awareness and Perception of Librarians towards Censorship

The distinction between selection and censorship was famously described by Asheim (1954) that the selector primarily seeks reasons to include an item, whilst the censor primarily seeks reasons not to include an item. A key finding of Fiske's (1959) seminal work, Book Selection and Censorship, was that the Californian librarians interviewed were in fact, the individuals most

likely to sensor their collections. Much of this censorship pertained to controversial materials with two thirds of the respondents admitting to censoring materials due to controversy, and one fifth habitually avoiding the purchase of items they believed to be potentially controversial (Fiske, 1959). It is likely that some librarians suppress controversial materials without considering their actions to be censorship. Subjective measures such as 'literary quality' can easily be employed to justify exclusion of materials, as can claim such as 'lack of funds' or 'no demand.' Evans (2000) notes that these may be true or they may be ways of rationalising the exclusion of materials which may prove troublesome. Fiske's (1959) research found that of the librarians who expressed strong freedom to read convictions, 40 percent took controversy into account during book selection, but sought other reasons, such as a lack of literary quality to justify their decision to avoid controversial items. From the literature, it is clear that there are three key reasons for librarians to view materials as controversial: the content of the material may conflict with the librarian's personal values, it may violate perceived "community standards" or it may be controversial as a result of the socio-political environment of the time.

Malley (1990) notes that the conflict between personal convictions and professional practice is the most important factor in the issue of censorship by librarians. It is clear from the (Australian Library and Information Association, 2001) Statement on Free Access to Information that the role of the library professional is to take an inclusive, anticensorship approach to their professional tasks. This is likely to create situations where a librarian's professional role is in conflict with their personal values. However, Schweinsburg (1995) notes that individuals must be conscious of their own personal values and prejudices in order to minimise their influence on professional roles.

Curry's (1997) research into the experiences of public library directors in the UK and Canada revealed that just over 50 percent of respondents had taken professional action which was contrary to their personal moral beliefs. However, not all library professionals are this committed to intellectual freedom or this conscious of their personal prejudices. Research in the USA by Robotham & Shields (1982) revealed situations in which personal beliefs were allowed to influence professional behaviours, for example one professional library staff member refused a patron's request for material on homosexuality on the grounds that she did not wish to be responsible for the person becoming homosexual.

Research by Fiske (1959) and Busha (1972) identified that librarians frequently censored materials in order to avoid complaints from external parties such as community pressure groups. Evans notes that even librarians who are consciously committed to the principles of intellectual freedom may in fact, censor subconsciously or even consciously when potential personal threats are perceived, such as conflict in the workplace or community (Evans, 2000). The community standards argument is one commonly advocated by conservative pressure groups. Lee (1998) suggests that the aim of community standards appears to be to reduce the library collection exclusively to items which could not possibly offend anyone.

Curry (1997) stated that the 1990/91 research revealed that 67 percent of British and 37 percent of Canadian library directors agreed that community standards should be upheld by librarians. He further indicated that it was interesting that 1974 research conducted in Ontario by Claire in England indicated only 13 percent of respondents that agreed with that statement. This could indicate that, as with other aspects of the censorship debate, the influence of community standards will be different at different points in history. However, Robotham & Shields (1992) note that "in any community, there are many publics", and stress that public library collections

must aim to satisfy the needs and wants of the various 'minorities.' This highlights the problem with the community standards approach, which is that it rarely incorporates the 'standards' of all the communities within our society. That has led Parkinson (1987) to describe the community standards justification for censorship as "dangerous."

Research into censorship in public libraries in Nigeria is almost non-existent, although such research has been conducted at various levels and with varying foci in other western countries. While many small-scale research projects have been conducted in Canada, Britain and the US, there are three major projects which could be said to dominate the literature. A brief introduction to each of these is outlined below, by way of providing a research context for the current study:

The first major research into censorship in public library collections in the West was conducted by Marjorie Fiske between 1956 and 1958, with the cooperation of the California Library Association and the (US) School Library Association. Fiske coordinated 204 face- to-face interviews with school librarians and public library administrators throughout California, focusing on three key areas: book selection policies and procedures, handling of objections to library materials and attitudes of librarians towards censorship.

In 1970, Charles Busha distributed a written questionnaire entitled: "Opinion Survey of Midwestern Public Librarians" to 900 public librarians in Illinois, Indiana, Michigan, Ohio and Wisconsin as part of his PhD studies. The response rate of the questionnaire was very impressive: 76 percent of questionnaire were returned and 69 percent were usable. Busha's questionnaire focussed on librarians' attitudes towards authoritarianism, censorship and intellectual freedom. However, few questions related to actual practices (Busha, 1972).

During 1990 and 1991, Ann Curry conducted face-to-face interview with 60 public library directors, 30 from Canada and 30 from the United Kingdom (excluding Northern Ireland), as part

of her PhD studies. All were from public library systems serving populations of 150,000 or more. The interviews focused primarily on attitudes and experiences of library directors with regard to selection processes, attitudes towards the inclusion of specific types of controversial materials, their experiences of external challenges to selection processes, and on conflicts between their personal beliefs and their professional responsibilities (Curry, 1997).

It is possible to note that the most insidious form of censorship is the self-censorship of librarians. Even librarians who consciously do not agree with censorship of library collections may in fact censor subconsciously or even consciously when potential personal threats are perceived such as conflict in the workplace or community (Evans, 2000). If individuals are conscious of their own personal values and prejudice, they may be able to minimise the censorial influence of these biases on their professional role (Lee, 1998&Schgweinsburg, 1995). However, if the librarian is unaware of their biases, self-censorship decisions can often be justified via claims of 'inaccuracy' or misguided concerns about 'balance' (Moody, 2004).

Librarians may also be tempted to censor their collections, not based on their own personal references, but rather, along-the lines of 'community standards.' The community standards argument is one commonly advocated by conservative pressure groups. Lee (1998) suggests that the aim of community standards appears to be to reduce the library collection down exclusively to items which could not possibly offend anyone. This issue is commonly heard originating from the US, where items on topics such as evolution and sex are frequently the subject of debate. In Australia for example, there is a lobby group who publicly endorse censorship practices as their policies highlight. The following quotes from UK and Canadian public librarians offer some explanation of the pro-community standards perspective: 'Of course you uphold the community standards, why would somebody knowingly buy something he (sic) knows is going to be totally

provocative? We do ourselves more harm than good when we make statements like this about purpose and philosophy. We should try to make libraries welcoming places for the community and just get on with it' (Curry, 1997).

According to Bundy (1981) in an American survey conducted in 1981 as cited by Curry (1997), public librarians were asked whether public libraries should carry literature put out by the Ku Klux Klan (American white supremacist hate group) and the Nazi Party, fifty percent of the respondents thought that these items should be included in the library collections. The remainder of the respondents were split between disagreement and indecision. The issues around such 'hate items', be they racist, sexist, homophobic, anti-Semitic etc may indeed be the toughest for librarians to work through. It may be a relatively easy decision in fairly liberal society, to include positive representations of homosexuality, religion, etc but what about negative representations? What about items which are outright offensive to a person, such as racism or Holocaust revisionism? What about books which advocate violence?. Bringing these scenarios to Nigeria would be debatable. This was due to the variations Nigerians had as a people in their religious, culture and ethnicity. While certain library collection might be deemed fit to certain peoples' belief and culture, it would be outrightly rejected by others. Thus, public librarians need to balance their library contents in a manner that would not heat the polity particularly on contents they have to do with religious and cultural belief of the people.

2.6 Legal and Ethical Issues of Censorship in Public Libraries

Information that is censored or challenged will generally fall into one of the four following areas: political, sexual, social or religious. In each area, there are laws defining what is permissible. Malley (1990) stated that "... the law does not always keep pace with society and its new standards and consequently may be considerably out of phase with present society." Significant

concern today come not so much from legislation that is out of date due to falling behind standards in society, but from legislation which has raced ahead.

For example, in response to September 11th 2001, the US government passed the Patriot Act 26th of October that same year. The Act was intended to help fight terrorism, but has become the foremost issue of concern for libraries regarding intellectual freedom (ALA<http://www.ala.org/ala/of/ifissues/uspatriota-tlibrary.htm>.2002). Although the Act itself does not enforce censorship, it does substantially weaken the privacy of individuals and their right to intellectual freedom. Censorship is not normally far behind such issues and the Act may encourage it indirectly, through the climate it generates, i.e., less tolerance and more criticism of the types of material and the validity of that material contained in a library collection.

A second area, and one that appears to cause the greatest moral discomfort, is obscenity. An item that is obscene is one in UK law which "tend(s) to deprave or corrupt a person" McLeod and Cooling (1990). The word "obscene" is sometimes used as a charge against material in libraries. Bosonayiam (1983) mentions that in the cases that he considers, the term obscene was very rarely mentioned in charges brought against a book. The words preferred were 'filthy', 'vulgar', or 'indecent.' The term held true looking at "censorship watch" in the January, February and April 2004 editions of American Libraries.

The confiscation of the Robert Mapplethorpe's book in 1997 by the Police from the Library of the University of Central England in Birmingham (UCE) has probably been the most significant incidence of literary obscenity in the UK (Mapplethorpe <http://www.uce.ac.Uk/mapplethorpe/Qi.d>). The book was confiscated after a chemist alerted the Police to images taken by a female undergraduate to be developed. The police removed the book from the library and referred the case to the Crown Prosecution Service (CPS) for decision as to

whether it contravened the UK Obscene Publications Act. The Vice Chancellor of UCE staunchly upheld the principle of intellectual freedom by refusing to destroy the book, which government lawyers had informed Police they had the right to ask the University to do so voluntarily. In March 1998, the CPS came to the conclusion although the book by Mapplethorpe contained sexually explicit images it was unlikely to deprave or corrupt as it would mainly be consulted by Art students and found to be "for the public good" (Dyer, 1998).

American Libraries (1998) and Oppenheim and Pollecutt (2003) observe that it was not clear whether any librarian had asked the then Library Association (LA) for help or advice, but that the LA had written to the Home Secretary asking for his intervention with the Police. According to Oppenheim and Smith (2004), a brief scan of British newspaper articles from the time revealed nothing of the library's involvement except for the place where the book was located. What this suggests is that the response of UK librarians to censorship is invisible and poorly documented.

Pornography attracts little attention than racial hatred in the UK. Charlesworth (2004), in discussing criminal law and the library, states that a person is guilty of such an offence if they intend "to stir up racial hatred or if in the circumstances, racial hatred is likely to be stirred up." The offence in the UK is said to fall under the Public Order Act 1986 and "may take the form of the display of written materials," the publication or distribution of written material, the distribution, showing or playing of a recording of visual images" (Charlesworth, 2004). All the three clauses according to Charlesworth are applicable to a library and could cause difficulty for a librarian who is intent on upholding the ideal that a library should be committed to presenting as many sides of an issue as possible, even if that material challenges or criticises an accepted truth such as the Holocaust. Equally, it is believed that there may be instances when

controversial materials, which border around race hatred should be removed in consideration of the feelings of certain communities that may thought. Colley (1990) in his discussion of political bias, "to ban the more extreme right-wing material invites the question how far right is 'extreme right'?" The issue then of where to draw the line, and an ethical question quickly becomes a legal issue. The 1986 American Public Order Act makes it an offence to possess "racially inflammatory material with a view to its publication in circumstances where racial hatred is likely to be stirred up" (Robert, 1989).

Books of "genuine historic interest" are protected by the Attorney-General, but Robertson(1952)says that it "might be argued that uncritical displays of Nazi memorabilia or unvarnished publications of Hitler Diaries... could revive old hatreds." Although not directly linked, as libraries frequently display material, such a possibility may still need to be thought of.

The Official Secret Act is the strongest and most silent of the UK's censorship laws. In 1987, the then UK government led by Margaret Thatcher attempted the total suppression of Peter Wright's autobiography Spy Catcher. Wright was a former Senior Intelligence Officer of MI 5 and the government felt that his book would "lead to a loss of confidence in M15's ability to protect classified information, would damage national security and would violate secrecy oaths taken by intelligence officers (Karolides, Bald and Sova, 1999). The government invoked Section two of the Act which relates to breach of confidence (Robertson, 1989). The government took legal action against the book in the UK and Australia but failed in its attempt in the US. The outcome in each instance was that the book should not be suppressed; however, if Wright had been resident in the UK, the book would have been prevented from being published in Britain.

Two questions which arise from ethical discussion of intellectual freedom and censorship are whether, censorship should exist or not, and if censorship is to exist, what should be censored

and in what way it should be applied. In discussing how to resolve these issues, there are two ethical theories, the consequentialist theory from which utilitarianism comes and the deontologist theory. Ward (1990) best describes them by saying that "consequentialist moral theories... hold that the rightness of an action is determined solely by the degree to which it produces good consequences" and that deontological theories... hold that the rightness of an action depends upon factors other than the consequences of an action." According to Ward, the most suitable theory in making a decision depends upon the individual and the situation.

The general consensus in the literature is that censorship need not be practiced and this is in line with the guidance given by both CILIP (2004) and the ALA (2004) in their codes of ethics. The other conclusion that can be drawn on the subject is that although no ethical theory or ethical model is considered best practice, ethical consideration is felt to be a very important issue within the profession and one that should be practically applied in routine work such as book selection as well as to resolve adhoc issues e.g. "resolving conflicting views about library collection policies between librarians and parents of school children" (Garba and Almagno, 2001).

The most recent and challenging issue of the moment is, without doubt, whether or not to allow the filtering of internet access. What the librarian juggles now is the individual's right to intellectual freedom and the individual's right not to be exposed to material which they find objectionable.

To filter means in effect, that the librarian is playing the role of a censor and is said to be responsible for restricting access to information, be that information of a controversial nature or not. A utilitarianist will frown at this because the value to be derived from an information material underscores the consequence of same materials on others who may feel to allow such Internet accessibility will be tantamount to abuse of their psyche. To not filter on the other hand,

can lead to offensive material, in particular pornography and racial material, being accessed accidentally by a user at a terminal while searching or viewing it over the shoulder of another user. The response of ALA according to Oppenheim and Smith (2004) has been to treat the issue as they would approach any issue or censorship, i.e. to campaign against it. Thus, what is deemed to be censored by one party may be consumable to others and hence, awareness and perception of librarians on what censorship entails is crucial particularly in Nigeria with diverse cultural and religious groups.

2.7 Factors Responsible for Censorship in Public Libraries

The factors that lead to censorship are fear, usurpation of power, individual morality and religious interpretation (Lee, 1999). The fear could be one of corruption, of destruction of culture, of offending the sensitive and of discussing controversial issues. Obscene material is attacked because of a fear that it will corrupt personal morality or perhaps, even lead to deviant sexual acts. The usurpation of power could be through the limiting of the distribution of knowledge or through the hiding of information. Morality may be based on a set of standards of rights and wrong and some may have the inability to accept the standards of others. Under a religious interpretation, some have religious beliefs that do not allow for the beliefs of others (Lee, 1999).

The librarians may also be seen as censors because of their acts of labelling, restricting access and expurgation. Labelling makes libraries vulnerable to libel suits brought by publishers, who may object to their materials being branded with a subjective designation. Expurgation is seen as a direct violation of the Library Bill of Rights because it restricts access to the full intent of the author, and thereby constitutes censorship. Under the First Amendment to the United States Constitution, each individual has the right to read, view, listen to and disseminate constitutionally protected ideas, even if a censor also finds those ideas offensive (Rubin, 2004).

Many of the arguments canvassed by those in support of censorship are as follows: To prohibit obscenity, indecency, and pornography; and to prevent bad language, sexism, and sexual harassment. At the societal level, the intention can be to ensure the suppression of advancement of specific ethnicities and languages, to prevent hate speech and racial vilification, or to protect religion by punishing blasphemy. At a private level, justifications can include the protection of private property, maintenance of privacy, or avoidance of defamation. There are also special provisions of the government which usually apply to protect National security and to address war-related concerns.

Those in support of censorship are motivated by the need to protect the status quo. The very powerful often feel threatened by the dissemination of knowledge. In the case of national security, the government always tries to justify its actions. The arguments by those opposed to censorship vary and depend on the particular stakeholder. The students and patrons are opposed to censorship because it restricts their access to materials to which they feel they ought to have unrestricted access. The libraries and librarians oppose censorship, for example, because they see the USA Patriot Act as a breach of the library and the patron's right to privacy. The publishers and booksellers oppose censorship because they may perceive censorship in the librarians' acts of restricting access, expurgation and labelling, making the libraries vulnerable to libel suits brought by publishers who may object to their materials being branded with a subjective designation.

Amongst stakeholders that are opposed to censorship are human rights activists who believe that the act is a flagrant violation of the Universal Declaration of Human Rights provision, which provides everyone with the right to freedom of opinion and expression. This right includes freedom to hold opinions without interference and to seek, receive and impart information and

ideas through any media and regardless of frontiers. For instance, the International Federation of Library Associations and Institutions (IFLA) is one of the opponents of censorship which defends and promotes intellectual freedom "[...] as defined in the United Nations Universal Declaration of Human Rights" (IFLA/FAIFE, 1999). The First Amendment of the United States Constitution also emphasises freedom of speech and is cited time and again in issues concerning publication of information in everything from books to internet content. Many other library associations and such bodies have statements along these lines. From the foregoing, freedom of opinion and expression is cardinal and as such, public librarians should treat the cases of censorship with caution. This called for a robust awareness campaign to librarians on what censorship entails with a view to ensure important library collections are not restricted for public consumption in the name of censorship.

2.8 Challenges Associated with Censorship Practice in Public Libraries

In using a large variety of materials which readers are urged to read widely, users must realise that they will likely encounter problems and challenges with censorship. A comprehensive report published by the National School Boards Association (Chion-Kenny, 1987) indicates that censorship challenges are widespread in Nigeria (occurring in almost every state) and effective (almost one-third of them resulted in materials being removed from schools or their use restricted). Ultimately, Chion-Kenny (1987) asserts, that "the challenge is not to avoid censorship, but to meet it head on with adequate policies and procedures that provide an open forum for deciding what should - or should not - take place in Nigerian public schools." Another major challenge of censorship is obvious in the question, "how can those who hold to minority viewpoints seek to have their concerns addressed by the schools without being labelled censors"? Likewise, how is the professional judgement (and at the secondary level, academic freedom) of

educators to be weighed against the desires of the Nigerian community and parents that their children may not be exposed to certain materials or experiences?

Mills (2012) asserts that all libraries have the mandate to support intellectual freedom, but librarians can often be tempted to censor by selection. Books can be rejected based on: budget, lack of demand, literary quality, limited shelf space, content, relevance to the community, fear of a challenge and poor reviews. It is difficult to know when these criteria are used as legitimate selection tools or as an excuse for self-censorship." Nevertheless, some libraries censored their resources due to the official challenge policy which usually affects the collections of such libraries. A challenge is an attempt to remove or restrict materials based upon the objections of a person or group. A banning is the removal of those materials (ALA, 2012).

In the unfortunate circumstance that the library is confronted with a challenge to an item in the collection, there are many things that one can do. The online version of Intellectual Freedom Manual for Arizona Libraries outlines procedures that one should follow. Other State Library Associations, as well as the American Library Association (2012) provide extensive practical information about handling challenges. It contains extensive information to help one develop appropriate policies, handle challenges and operate the library in accordance with First Amendment Rights. One of the most important things to remember is to be prepared. One should not wait until faced with a challenge to devise a strategy. Plan ahead, have guidelines in place, and to make sure everyone who works in the library understands the procedures. Library boards and school officials should be reminded of the procedures and policies regarding Intellectual Freedom at least once a year.

As stated by Seymour (1980), responsive library service is not simply a product of the Dewey Decimal system but it also requires intelligent planning, ability to learn from experiences, and

sensitivity to human needs. Concerned library personnel who want to provide responsive service must keep themselves constantly alert to changing library roles and ensure that library users derive maximum benefits from the services provided. The public library is essentially a medium of education. In fact, the various roles, which the public library could play to ensure the realization of national development in Nigeria, include the following:

- I. Provision of information for planning,
- II. Provision of educational, information and facilities,
- III. Provision of political information,
- IV. Undertaking Researches
- V. Provision of economic documents
- VI. Organisation of enlightenment programmes

Intellectual freedom involves protecting the rights of all individuals to pursue the types of information they want and to read anything that interests them. Attempts by a member of the community to remove materials from a library collection or to restrict access to them may be the most common challenges to intellectual freedom that any library will encounter in the course of discharge of its day-to-day activities. The American Library Association (2007) has been interested in intellectual freedom for a long time, with the first Library Bill of Rights written in 1939.

In the struggle to ensure that individuals' right to both access and use information in public institutions is guaranteed, IFLA (2011) declares as follows:

1. That human beings have a fundamental right of access to expressions of knowledge, creative thought and intellectual activity, and to express their views publicly.

2. That the right to know and freedom of expression are two aspects of the same principle.

The right to know is a requirement for freedom of thought and conscience; freedom of thought and freedom of expression are necessary conditions for freedom of access to information.

3. That a commitment to intellectual freedom is a core responsibility for the library and information profession.

IFLA (2011) therefore calls upon libraries and library staff to adhere to the principles of intellectual freedom, uninhibited access to information and freedom of expression and to recognize the privacy of library user. IFLA urges its members to actively promote the acceptance and realization of these principles.

2.9 Review of Related Empirical Studies

Phillips, Oyewole and Akinbo (2018) explored the “Awareness and Perception of Ethical Issues in Library Service Delivery by Librarians in the Polytechnic of Ibadan, Nigeria”. The study was phenomenographic in nature and five professional librarians were interviewed. The qualitative data from the interview were analysed in line with conventional qualitative data analysis procedures. Results showed that there was a high level of awareness of the ethical issues by the librarians. Their responses also revealed a favourable response indicating that ethical issues should be taken seriously. The prominent inhibiting factor that could affect the librarians from upholding code of ethics was conflict of interest. It was recommended that the Librarians’ Registration Council of Nigeria with the collaboration of the Nigerian Library Association should conduct periodic capacity training for librarians on how to handle ethical dilemmas.

Matingwina’s (2015) study titled; “ethical dilemmas confronting information professionals in the 21st century: a Zimbabwean perspective” sampled 58 practicing librarians who were questioned

to find out the ethical issues that they faced. The major ethical issues they cited included: (i) equitable access to library materials; (ii) accuracy of information provided; (iii) protection of intellectual property; and (iv) protection of personal privacy and confidentiality. The respondents indicated that the most prevalent ethical issues confronting the information professionals were protection of personal privacy and confidentiality (94%) and equitable access to library materials (94%). On the challenges in applying ethical principles, majority of the respondents (78%) identified lack of local policies as a challenge. Other prominent challenges include; conflicting interest between key information stakeholders, lack of reading resources and complexity of ethical codes.

Onoyeyan et al (2014) conducted an assessment of ethical concerns among practicing librarians in Nigeria. The study population consisted of 50 professional librarians in three selected universities in Ogun State Nigeria; namely Federal University of Agriculture Abeokuta (FUNAAB), Olabisi Onabanjo University (OOU) Ago Iwoye and Babcock University, Ilishan-Remo. The questionnaire was the tool for data collection. Results showed that most of the respondents (93.2%) were aware that librarians are professionals and have a code of ethics they must follow. They identified the ethical issues faced by librarians in practice as intellectual property right issues, issues of information accuracy and selection decision. Their findings further revealed that most of the respondents (95.4%) had the perception that ethics should be learned like any other library skill (88.7%), noting that copies of the Librarian Registration Council of Nigeria (LRCN) code of ethics should be given to certified librarians free of charge.

Mbofung and Popoola (2014) studied the legal and ethical issues of information service delivery and library information science professionals in university libraries in Nigeria. The authors used a questionnaire for data collection from 429 practicing professionals in 24 federal universities in

Nigeria. The instrument was prepared using excerpts from International Federation of Library Associations and Institutions/Freedom of Access to Information and Freedom of Expression (IFLA/FAIFE) Intellectual Freedom Statements. Their findings showed that most of the respondents were aware of the ethical principles that relate to: enforcement of restriction permitted by law; selection of library materials representing all points of view, individual taste and void of interest; restriction of access or censorship involving use of filtering software; confidentiality, privacy and response to queries. Others included: exclusion of materials because of race, nationality, political, social, moral or religious views or partisan or doctrinal approval or pressure; adherence to institutional policies and professional development.

Lang (2013) conducted a critical examination of censorship practices in the Republic of Korea (ROK). The objectives of the study were to determine what censorship was occurring, why censorship occurred, and who was responsible for propagating and implementing the censoring practices. Additional analysis examined what effects censorship in public libraries had on adult users relative to the ROK's democracy. The findings indicate that (1) The ROK's public libraries censor various subjects – including but not limited to: sexuality (educational and otherwise), homosexuality, information about North Korea (the Democratic People's Republic of Korea), violence, anti-governmental materials, and political discourse; (2) There are a myriad of reasons why censorship occurs: established ROK law requires it, local governmental entities institute their own restrictive directives upon the public libraries, individual librarians' preferences dictate the exclusions, and cultural norms facilitate censorship in public libraries; (3) Adult library users are limited in their ability to participate in and sustain the ROK's democracy because of the censorship in public libraries.

Ball and Oppenheim (2005) surveyed the attitudes of librarians and library science students in the United Kingdom to ethical issues in the profession. The questionnaire was the data collection instrument and the practicing librarians that participated in the study were 100. Results indicated that majority of the respondents (74%) were aware of the CILIP's code of ethics. In addition, 55.7% of the practicing librarians indicated that they had a positive perception of the code of ethics as they agreed that their colleagues who violate the CILIP's code of ethics should be disciplined. Majority of them also agreed that personal attitude should not interfere with the provision of library service.

Juznic et al (2001) conducted an investigation in Slovenian public libraries where researchers posed as patrons in order to collect the information they needed for the research. They purposely requested materials on suicide, necrophilia (a pathological attraction to dead bodies, especially sexual attraction or intercourse or a pathological fascination with death) and photographs of corpses. The librarians' verbal and non-verbal responses and the quality and appropriateness of the received materials were evaluated. The results showed that the librarians were not shocked by the questions posed, and did not appear to recognize that they were encountering an ethical dilemma. The implication of this result is that the librarians may not be aware of the ethical issues in information service delivery that was why they did not express shock or decline to provide such information materials.

2.10 Theoretical and Conceptual Framework

This study used two basic types of moral theories in examining the awareness and perception of public librarians on censorship in public libraries in Nigeria. The two basic types of moral theories are: the Consequentialist theories and the deontological theories.

2.10.1 The Consequentialist Moral Theories

The consequentialist moral theories are those which hold that the rightness of an action is determined solely by the degree to which it produces good consequences. Utilitarianism is a consequentialist theory which holds that the best actions are those which produce the greatest amount of good (understood by a number of people). It is the moral theory underlying modern cost-benefit and risk-benefit analysis from which people are directed to choose the action with the most favourable ratio of cost or risks to benefits (Ward, 1990).

2.10.2 The Deontological Theories

The deontological theories are most important alternatives to consequentialism, hold that the rightness of an action depends upon factors other than the consequences of the action. These include such things as whether the intentions with which the act is done were good, whether the action is just, whether it respects the right of those affected by it, whether the action is consistent with the demands of duty, and whether whatever its consequences, something in the nature of the action makes it intrinsically wrong (Mill, 1950 cited in Ward, 1990)

According to Ward (1990), there are a variety of deontological theories, from the first deontologists, Immanuel Kant to W.D. Ross in the twentieth century. The question or rather, the major issue that need to be resolved, is, how-to determine which of the two ethical theories expresses the more fundamental and overriding moral concerns. That is, whether issues of intellectual freedom are to be decided primarily by appeal to utilitarianism or to deontological considerations.

The classical objection to utilitarianism according to Ward (1990) is that it makes insufficient provision for considerations of rights and justice. Utilitarianism, it is argued, would countenance, even mandate, actions which violated individual's rights or which were unjust in other ways, so long as those actions maximised utility. This objection could be said to be a well placed one

because right ought to take precedence over utility. Given that man is born free and has his rights to freedom of expression, such expression, however, should stop short at blaspheming others in whatsoever ways.

However, though, this is not to say that utilitarian positions are wrong or weightless, only that they do not express the most fundamental truths about ethical issues. Utilitarian positions may also have their way in a situation where free expression or display of an information material in a library, does not constitute injustice or violation of rights is not the issue at stake. In this kind of situation, utilitarian arguments or stands take precedence. In addition also, utilitarian points of view can be used in support of deontological arguments. It should be borne in mind that deontological prepositions cannot be answered by utilitarian counter arguments, but need to be dealt with directly in deontological terms.

Mill (1950), the leading proponent of utilitarianism gives an elegant and detailed defence of freedom of expression. He offers four arguments against censorships. The first is that:

The opinion which it attempts to suppress by authority may possibly be true. Those who desire to suppress it, of course, deny it truth; but they are infallible. They have no authority to decide the question for all mankind, and exclude very other person from the means of judging. To refuse a hearing to an opinion, because they are sure that it is false, is to assume that their certainty is the same thing as absolute certainty. All silencing of discussion is an assumption of infallibility.

- ❖ The second, according to Mill, is that even if the opinion some wish to censor is largely false, it may contain some portion of truth, a portion denied the user or listener is equal to suppression of the entire speech or idea.
- ❖ The third reason why freedom of expression should be allowed is that any opinion "however true it may be, if it is not fully, frequently and fearlessly discussed..., will be

held as a dead dogma, not a living truth" (Mill, 1951). Merely believing the truth is not enough, Mill points out, or every true opinion held without full and rich understanding of its justification is "a prejudice, a belief independent of, and proof against argument - this is not the way in which truth ought to be held by a rational being. This is not knowing the truth. Truth thus, held is, but one superstition the more, accidentally clinging to the words which enunciate a truth" (Mill, 1951).

Censorship is undesirable according to Mill because whether the ideas censored are true or not, the consequences of suppression are bad. Censorship is wrong because it makes it less likely that truth will be discovered or preserved, and it is wrong because it has destructive consequences for intellectual character of those who live under it.

Deontological arguments that stand in favour of freedom of expression and of intellectual freedom in general, are based on claims that people are entitled to freely express their thoughts, and to receive the expressions made by others, quite independently of whether the effects of that speech are desirable or not, such a stand may be said to be functional and most probably desired in some societies. In some, such a freedom is liable to be abused and or wrongly applied in others. To cite a particular incidence, one which attracted the attention of the global community was the publication of satanic verses. The book written by Salmon Rushdie was found to be insulting to Islam and Muslims, because it contained a lot of heresy, libels, falsehood and deformation. The Muslim Ummah all over the world did not take kindly to the publication, hence, a spontaneous objection and total rejection of the publication and a condemnation of the author.

The arguments are that if the author had freely expressed his opinions, as argued by the deontological theorists in favour of freedom of expression of intellectual freedom in general, the

same deontological arguments can be invoked to support the Muslim Ummah's reaction because injustice and violation of rights are issues at stake. In the circumstance thereof, arguments determine the issue. Additionally, however, utilitarian arguments can be used in support of deontological arguments. Taking cognisance of the claim that deontological concerns take precedence over considerations of utility because in cases of conflict, rights and justice are more important than its maximisation of utility.

A major issue that begs for an answer is: what is the ethical position for librarians in such cases as the removal or banning of books from publicly supported libraries because of their politics, sexual, racial or ethnic contents? Given that public libraries are publicly supported. Furthermore, does the public have the right to determine which books will and will not be included in the collection? In addition also, the question that may equally be asked: isn't the librarian a public employee obliged to carry out the public's will, as expressed in the constitution of the nation? The answer to this question is a qualified 'yes', if he or she must remain in that position, he/she must acknowledge the public rights of the public to be selective about what it wants in the libraries it finances. In Nigeria for example, because the public is not a reading one, what and what is included in the collection may hardly be challenged and the public unaware of the consequences. Yet, censorship exists in these libraries.

Ekoja (2008) asserts that there are silent or subtle forms of censorship in this country and these are as dangerous to intellectual access to information as the open forms of censorship. It may be summarised here that utilitarian right-based arguments for intellectual freedom and against censorship are stronger than and take precedence over deontological right based. A people should be allowed and have right to express their views as well as have the privilege to listen or

read what others thought. This goes to explain why a public library should have in its collection information resources representing all shades of opinion.

2.11 Conceptual Framework

In this study, a number of published literature were examined and analyzed. Subsequently, some of the existing factors that are eminent towards censorship particularly in public libraries were identified and described in relation to the mandate of an ideal public library. Public libraries have as part of their responsibilities to provide essential support for lifelong learning, independent decision making and cultural development for both individuals and groups. To achieve these, there should be unmitigated access to information resources covering all shades of views whether or not such resources may be opposed or challenged by some individuals or groups. Public libraries have mandate to ensure and to provide access to unfiltered expressions of knowledge. To this end, it shall acquire, preserve and make available the widest variety of materials reflecting the plurality and diversity of the Nigeria's society. The core-mission of the public library according to ICMA (2011) is information literacy and public education but they can also serve as a valued asset on meeting a community's strategic goal. These public libraries provide variety of information resources to the variety of information needs of the community they serve. These needs cover a variety areas of political-life, economic, social and culture (Alokun, 2003). In the light of this, the relevance and significance of the public libraries to the society are enormous. Any attempt therefore, to remove from the collection or non-inclusion of certain materials because of the political or religious bias of such materials is tantamount to denial of information or knowledge to users.

On the contrary, censorship is a convenient description encompassing all the processes whereby the dissemination of information, opinions or ideas are suppressed. Conversely, public librarians need to be aware that human beings have a fundamental right to access information. Thus, they

need to be aware of the types and processes involved in censorship. They equally need to have a clearer and unbiased perception towards the censoring of materials by being dully in compliance with legal and ethical issues. They should equally have the tenacity to endure all challenges in the discharge of their duties as librarians.

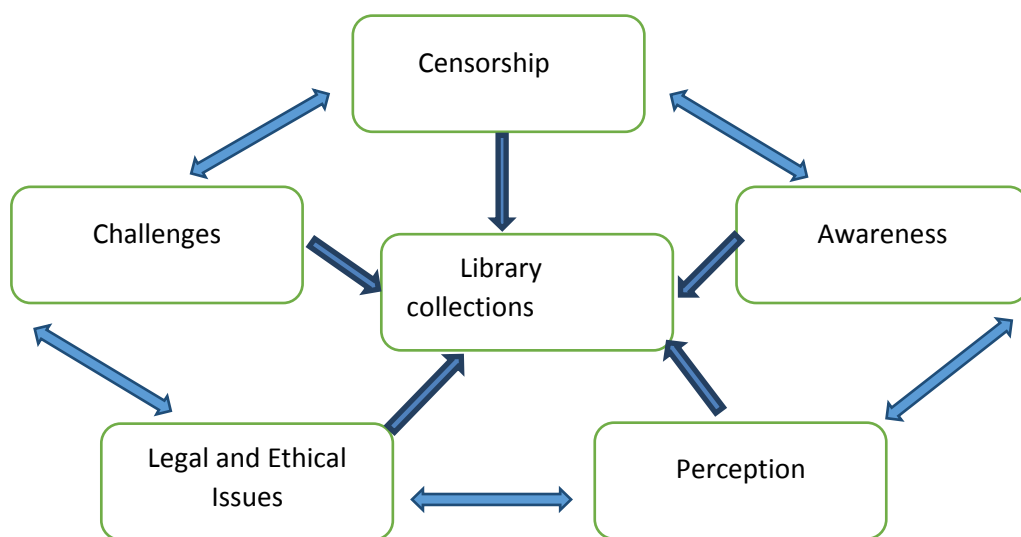


Figure 2.1: Proposed Conceptual Framework on Censorship in Public Libraries in Nigeria

Figure 2.1 provides the proposed conceptual framework of the study. From the diagram, it was argued that a prerequisite condition for public librarians to discharge their responsibilities amidst censorship is awareness. Public librarians need to be aware of what censorship entails and its areas of coverage. This is so because Nigeria as a plural society has varieties of information users. Thus having full awareness on what censorship is all about would guarantee the smooth resistance to censorship. This could be achieved through education and training. However, awareness alone is not an end towards censorship. Another vital component is the issue of perception. Public librarians ought to have a neutral perception without prejudice with respect to

gender, religion, culture or political lineage. This practice would go a long way in ensuring intellectual freedom. Additionally, while discharging their mandate, public librarians should be swift in considering legal and ethical issues. Malley (1990) notes that the conflict between personal convictions and professional practice is the most important factor in the issue of censorship by librarians. Thus, librarians must be conscious of their own personal values and prejudices in order to minimise their influence on professional roles. This brought the case of challenges particularly with respect to religion and culture. Where the acquisition of a particular resource is challenged, the librarian shall still purchase the materials going by the provision of the selection/acquisition policy. Such challenged materials should not be removed from the library but instead the challenged materials can be kept in close-circulation and should be provided on demand by the user. This practice should be upheld by public librarians without the fear of complaints from external parties such as community pressure groups to fulfil the principle of intellectual freedom.

2.12 Summary of the Review and Uniqueness of the Study

The public library system represents an important public physical and social space that serves cultural, civil and educational functions. Its origin in Nigeria was traced to the efforts of handful of expatriate civil servants who formed the Lagos Book Club in order to have some books circulated among themselves and later on, the Lagos Library which was then a subscription library had branch at Ibadan, Enugu and Kaduna.

However, though, a purview of the literature revealed that public library service in Nigeria was particularly non-existent before World War II, because the British government was not interested. The primary concern of the colonial government was purely economic.

Ekpe (1979) clearly states that education and social services essential to economic improvement played a minor role in government activities. Ochai (1984) further attests to this assertion when

he observed that: The European power feared and distrusted the few educated Africans and would not provide libraries for their intellectual development as it was considered inimical to the continued existence of the colonial system. Nonetheless, the colonial government appointed two commissions to look into the issue of higher education and universal education in colonial Africa. Ekpe (1979) stressed the importance of these reports to library development in Nigeria.

A further summary of the literature review for this study identified two basic types of moral theories: consequentialist theories and deontological theories: The consequentialist moral theories hold that the rightness of an action is determined solely by the degree to which it produces good consequences, which according to Ward (1990), is the moral theory underlying modern cost-benefit and risk-benefit analysis from which people are directed to choose the action with the most favourable ratio of cost or risk to benefits. Whereas deontological theories, the most important alternative to consequentialism hold that the rightness of an action depends upon factors other than the consequences of the action which include such thing as whether the intentions with which the act was done were good, whether the action is just, whether it respects the right of those affected by it, whether good, whether the action is just, whether it respects the right of those affected by it, whether the action is consistent with the demands of duty and, whether whatever its consequences, something in the nature of the action makes it intrinsically wrong (Mill cited in Ward, 1990).

The major issue that needs to be resolved as raised in the literature is, how to determine which of the two ethical theories expresses the more fundamental and over-riding moral concerns. This is whether issues of intellectual freedom are to be decided primarily by appeal to utilitarianism or to deontological considerations.

In selection and management of library collection, that at times, the librarian is faced with the dilemma as to whether or not to select a particular information material for fear the material may generate some controversy. However, to not buy a book because of the problems it might cause is still censorship. A better way to protect against censorship is the use of a collection management policy which Jone (1999) gives eight points which policy should be incorporated to promote intellectual freedom as a basic responsibility of the librarian.

To conclude this summary, it has been established from the purview of the literature that censorship exists in Nigeria, according to Dafiaghor (2011), in this age of information explosion and overload "censorship" is inevitable in Nigeria. This is because, some information disseminated would do more harm than good.

The aim of this study is to ascertain the perception of librarians towards censorship and intellectual freedom in public libraries in Nigeria and to discover what actions have been taken in response to the challenges. The review of the literature also revealed that the principle of intellectual freedom in libraries has been emphasised throughout the years in statements from professional organisation (Cilip, 2005) by those who develop statement of value and principles for the library profession (Gorman, 2000), and by research such as that performed by Curry which involved interviews with public library directors in the UK and Canada, all of whom agreed that "the library has an important role to play in maintaining intellectual freedom" (Curry, 1997). Without gain saying, censorship exists amongst public libraries in Nigeria.

The gap established from the provision of the literature, is that there is little or no empirical research as to what actually is tantamount to censorship, extent of censorship, what materials are likely to be censored or that are likely to generate controversy, who are the agents of censorship and in whose interest is censorship practiced or carried out in public libraries in Nigeria.

The literature has revealed the actions and reactions of librarians particularly librarians in public libraries in the United States (U.S), United Kingdom (UK), Australia, Canada, etc. when confronted with censorship issues often times resulting to legal battle.

The gap that has further been established as earlier stated, is that there is little or no research that has been found on or about censorship of information materials in public libraries in Nigeria, the perception and actions of librarians in public libraries hence, the present research. These and some others are the fundamental problems and questions which inform the bottom line for undertaking this research work.

Nigeria, a country usually referred to as Giant of Africa and "nation aspiring to become one of the world's 20-2020" giants cannot be assumed to be unconcerned about censorship issues.

The literature has revealed the perception and action of librarians in the developed societies towards censorship. What obtainson the Nigerian scene particularly in public libraries in Nigeria is the focus of this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The success and acceptability of results from any research work depend largely on the methodology employed. Akogun (2007) stated that, “the need to adopt a sound methodology is a good starting point for any research”. This serves as the philosophy or the general principle, which guides research and the overall approaches to the research.

This chapter discuss the research methodology adopted for the study. The chapter is presented under the following subheadings: Research Methodology, research Design, Research Settings, Population and sampling Techniques, Data collection Instrument and Data Analysis.

3.2 Research Design

The research design employed in this research is cross-sectional survey research design. The cross-sectional survey research is defined by Yin (2003) as the type, which allows the researcher to collect data at one point in time, have the advantage of measuring correct awareness practices and perceptions of people toward certain actions, and provide information in short possible time. Also Cohen, Manion and Marrison (2007) described cross-sectional survey as “one that produces a “Snap shot” of a population at a particular point in time”.

Therefore, cross-sectional survey was employed to find out the awareness level and perception of public librarians on censorship and extent of implementation of the censorship policy in public libraries in Nigeria. Furthermore, cross-sectional survey can lay the ground for decisions about future studies.

3.3 Research Setting

The research environment within which the research was conducted were the public libraries in Nigeria made up of 36 states with a public library established in each state; referred to as State

Library Board Public Library Board. A public library is a that library owned and fully or partially funded by a state or local government and opened to all members of the public regardless of age, gender, class or creed. A public library as the name denotes, is a public utility most commonly referred to as the “Peoples Universally” where every member of the community where the library is located is a potential user or member.

3.3.1 Preliminary Study

As a prelude to the main study, a preliminary study was conducted by the researcher. The objective of the preliminary study were to find out:

- a. The existence of the censorship policy in public libraries in Nigeria.
- b. The types of censorship policy that exist in public libraries in Nigeria.
- c. Population of public librarians in Nigeria.
- d. Censorship practices.

The findings of the preliminary study revealed that there existed censorship policies across all the public libraries in Nigeria. The findings further revealed that the policies were both written and unwritten. A total of 319 public librarians were found across all the 36 public libraries as at 2016 and the public libraries were found to practice censorship.

3.4 Population of the Study

In research, the term population is used in more specialized sense to include not just peoples but also events, animals and objects which are members of the target population of the study as defined by the aims and objectives of the researcher. Bello (2006) states that population is “one complete set of individuals, objects and measurements from which a sample is drawn”.

The population of this study comprised of all practicing librarians in public libraries in Nigeria with a total number of 319 as at 2016, and the 36 directors of the libraries consisting of both male and female, spread across the 36 states of the federation. Population is a group of people that share similar Characteristics, the population covered personnel with different educational qualification and working experience. The public library employer had among its staff professionally trained, that is, those that had a university degree or above qualifications in librarianship as well as those with equivalent qualifications and others as well.

3.5 Sampling Procedure

Sampling according to Ifidon and Ifidon (2007), is the procedure, which the researcher used to gather people, places or things to involve in a study of this nature. The application of sampling in educational research is fundamental because, it helps the researcher to derive certain generalization applicable to the population from which the sample was drawn. Macmillan and Schumcher (2006) state that “a small portion selected for observation and analysis”.

3.5.1 Sample Size

Since the population of the study was not too large, the entire population was involved in the study. Thus, 319 practicing librarians working in public libraries and the 36 directors of the libraries in Nigeria constituted the study population of the study.

Table 3.1 Public Libraries and Number of Librarians According to States in the Federation.

S/No	States in the Federation	State Library Board	No. of Professionals in Each Library
1	Abia State	Abia State Library Board	11
2	Adamawa State	Adamawa State Library Board	15
3	AkwaiBom State	AkwaiBom State Library Board	12
4	Anambra State	Anambra State Library Board	21
5	Bauchi State	Bauchi State Library Board	18
6	Bayelsa State	Bayelsa State Library Board	5
7	Benue State	Benue State Library Board	4
8	Borno State	Borno State Library Board	5
9	Cross River State	Cross River State Library Board	8
10	Delta State	Delta State Library Board	21
11	Ebonyi State	Ebonyi State Library Board	10
12	Edo State	Edo State Library Board	21
13	Ekiti State	Ekiti State Library Board	5
14	Enugu State	Enugu State Library Board	7
15	Gombe State	Gombe State Library Board	5
16	Imo State	Imo State Library Board	10
17	Jigawa State	Jigawa State Library Board	11
18	Kaduna State	Kaduna State Library Board	6
19	Kano State	Kano State Library Board	21
20	Katsina State	Katsina State Library Board	7
21	Kebbi State	Kebbi State Library Board	5
22	Kogi State	Kogi State Library Board	4
23	Kwara State	Kwara State Library Board	6
24	Lagos State	Lagos State Library Board	10
25	Nassarawa State	Nassarawa State Library Board	2
26	Niger State	Niger State Library Board	6
27	Ogun State	Ogun State Library Board	12
28	Ondo State	Ondo State Library Board	8
29	Osun State	Osun State Library Board	8
30	Oyo State	Oyo State Library Board	10
31	Plateau State	Plateau State Library Board	4
32	Rivers State	Rivers State Library Board	6
33	Sokoto State	Sokoto State Library Board	4
34	Taraba State	Taraba State Library Board	3
35	Yobe State	Yobe State Library Board	3
36	Zamfara State	Zamfara State Library Board	5
Total			319

Source: LRCN- Statistical Digest of Libraries and Librarians in Nigeria, 2016

3.6 Data Collection Instrument

Two researcher made instruments were used in the study. The first instrument was a questionnaire titled ‘Librarians Awareness and Perception on Censorship’. The instrument was administered on practicing public librarians in Nigeria. The second instrument was a structured interview with the directors on ‘censorship practices in Nigeria’s’ Public Libraries.

The first instrument which was for the practicing public librarians consisted of four section (A-D). Section A of the instrument covered demographic information of the respondents soliciting responses such as gender, work experience and educational qualification and age of the respondents. The section B of the instrument solicited for responses on public librarians’ awareness of censorship. The section consisted of 14 items on five pointLikert scale ranging from 1 strongly disagree to 5 strongly agree. The section C of the instrument solicited responses on public librarians perceptions towards censorship in public libraries. The section consisted of 20 items on five pointLikert scale ranging from 1 strongly disagree to 5 strongly agree. Section D of the instrument solicited the opinions of respondents on the challenges faced on censorship in the form of checklist. Eight possible challenges were provided and the respondents were asked to tick an item they deemed as a challenge towards collection building in public libraries.

The second instrument structured interview, which was for the directors of the public libraries. It consisted of two sections. Section A covered demographic information of the respondents soliciting responses such as gender, work experience, educational qualification and age of the respondents. Section B of the instrument covered censorship issues in public libraries,which incorporate IFLA policy statement on Censorship.

3.7 Validity and Reliability of the Instrument

3.7.1 Validity

In order to establish the validity of research instrument (questionnaire for public librarians awareness, perception of censorship and existence of policy), the researcher presented the entire developed instrument to experts in Library and Information Sciences Departments, English Language experts and specialists in Test and Measurement to ascertain for content relevance and face value of the questionnaire. Their expert inputs were integrated in the final draft of the instruments.

3.7.2 Reliability

The reliability of the instrument was established through a pilot testing using a sample of 20 librarians serving in institution libraries (Bayero University Kano; Yusuf Maitama Sule University, Kano; Sule Lamido University, Kafin Hausa and Umar Musa Yar'Adua University, Katsina). The researcher personally, through a purposive Sampling Technique, visited five institutions of higher learning from which he drew a sample. The instrument was administered through on-spot procedure, where respondents were urged to complete the Questionnaire Instantly and return to the researcher. After the pilot administration, completed questionnaire were scored and analysed using Cronbach Alpha test of reliability.

The instrument had an overall reliability coefficient of 0.87 while Cronbach reliability of Awareness subscale was found to be $\alpha = 0.722$, and perception subscale was found to have reliability of index of $\alpha = 0.716$.

Since the reliability indexes were found to be, 0.722 and 0.716 which are statistically high, it was concluded that, the instrument has internal consistency considered to be appropriate.

In qualitative research “Credibility”, “Transferability”, “Dependability” and “Conformability” are the terms used instead of the terms of validity and reliability as used by quantitative researcher to obtain credibility, the copy of the interview guide was produces and shown to the two (2) supervisor and other P.G Coordinators in the faculty. Also during the interview copy of the interview guide was made available to the interviewee, while the researcher/ research assistance read out the question and also the responses. In addition a validation check list accompanied the interview guide on the check list the facilitators were requested to indicate if any items are ambiguous, irrelevant or poorly worded. The result obtained from the two pilot studies and the validation check list indicated that both instrument, the questionnaire and the interview guide will serve the purpose to which they developed. The respondents interpreted and responded to the items of the questionnaire as well as interview guide as intended.

Table 3.2 Reliability Test

Variables	Cronbach’s Alpha
Overall Construct	.872
Awareness	.722
Policy perception	.725

Malhotra (2004) stated “the coefficient varies from 0-1, Alpha coefficient below 0.6 is weak in reliability, 0.6- 0.8 are strong while 0.8-1.0 are very strong reliability”. Thus, the instrument used for this study had a strong reliability base on the assertion of Malhotra (2004).

3.8 Administration of the Instrument

To obtain the necessary data for this study and to ensure appreciable responses from the research subjects, the copies of the questionnaire were personally administered by the researcher in some public libraries, while the researcher employed the use of research assistants in other libraries

who helped in the administration and retrieval of the questionnaire. The research assistants were given adequate orientation on how to go about administering the research instrument in line with the objectives of the study.

3.9 Method of Data Analysis

Obtained data from the questionnaire was statistically analyzed using descriptive and inferential statistics. At the descriptive level, frequency counts and simple percentages were used in summarizing the data. Similarly, frequency counts, simple percentages and thematic analysis were used in answering research questions. On the other hand, an independent sample t-test and analysis of variance (ANOVA) were used at the inferential statistics level in testing the formulated null hypotheses at 0.05 level of significance. The analysis were carried out with the aid of Statistical Package for Social Sciences (SPSS) version 22. The responses of the interview was analyzed using thematic analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

In this chapter, the data collected were presented, analyzed and interpreted. The chapter was presented under the following sub-headings.

- a. Response Rate of the Questionnaire
- b. Demographic Characteristics of Respondents
- c. Policy Guideline on Censorship Practices in Public Libraries in Nigeria
- d. Types of Censorship Practices by Public Libraries in Nigeria.
- e. Awareness of Librarians about Censorship Practices in Public Libraries
- f. Perception of Librarians about Censorship Practices in Public Libraries
- g. Challenges Associated with Censorship Practices in Public Libraries in Nigeria
- h. Inferential Statistics

4.1 Response Rate

The questionnaire administered and the responses achieved are shown in Table 4.1

Table 4.1: Response Rate

Questionnaire	Frequency	Percentage (%)
Number of questionnaire administered to librarians	319	100
Number of questionnaire returned	294	92
Number of questionnaire not returned	25	8

Table 4.1 shows that a total of 319 questionnaires were distributed to the practicing public librarians in Nigeria. Out of the 319 questionnaire, 294 were retrieved which represented 92% of the distributed copies of the questionnaire while only 25 questionnaire representing 8% were not

retrieved. All effort to retrieve the unreturned questionnaire proved abortive due to the diverse area of the respondents, 92% response rate is an impressive turnover and this is largely attributable to self-administration of the questionnaire, though with some research assistant.

4.2 Demographic Information of Respondents

4.2.1 Respondents Gender

Table: 4.2 Gender of Respondents

Gender	Frequency	Percentage
Male	193	66%
Female	101	34%
Total	294	100%

Table 4.2 showed the breakdown of respondents based on their gender. From the table, there were 193 male respondents that participated in the study representing 66% of the sample size, with 101 female respondents representing 34% of the study sample.

4.2.2 Respondents Working Experience

Table: 4.3 Respondents' Work Experience

Number of Years	Number of Respondents	Percentage
1 to 5 years	---	---
6 to 10 years	25	9%
11 to 15 years	60	20%
16 to 20 years	85	29%
21 years and above	124	42%
Total	294	100%

Table 4.3 showed the breakdown of the study sample based on their working experience. From the table, none of the respondents were within 1 to 5 years of work experience; 25 respondents

representing 9% of the study sample had 6 to 10 years of working experience; 60 public librarians representing 20% of the study sample had 11 to 15 years of work experience; 85 public librarians representing 29% of the study sample had 16 to 20 years of work experience; and 124 public librarians representing 42% of the study sample had 21 years and above of work experience.

4.2.3 Respondents' Qualifications

Table: 4.4 Respondents' Qualification

Qualifications	Number of Respondents	Percentage
First Degree	235	80%
Master's Degree	55	19%
Ph. D.	4	1%
Total	294	100%

Table 4.4 provides the breakdown of the study sample based on their qualification. From the table, there were 235 respondents representing 80% of the study sample with first degree as their highest qualification; 55 respondents representing 19% of the study sample with master's degree as their highest qualification and only 4 respondents representing 1% of the study sample with Ph. D. as their highest qualification.

4.3 Policy Guidelines on the Censorship Practice in Public Libraries in Nigeria

Directors of public libraries were interviewed on whether there existed policy guidelines on censorship practices in their respective libraries. A synthesis of their responses showed that Nigeria's public libraries across the thirty six states of the federation had a selection policy in their respective libraries. Thus, it was found that there existed policy guidelines on censorship in Nigeria's public libraries. However, on whether the selection policy was functional, there was no

uniformity in their opinions. A total of 21 directors were of the view that the selection policy was very functional, nine were of the view that the policy was just fairly functional while only six directors were of the opinion that the policy was not functional.

4.4 Types of Censorship Practices by Public Libraries in Nigeria

Table: 4.5 Types of Censorship Practices

Censorship	Number of Public Libraries Practicing	Percentage
Corporate Censorship	28	78%
Censorship of the Curriculum	36	100%
Government Censorship	36	100%
Religious Censorship	29	80%

The director of the public libraries were also interviewed on the type of censorship they practiced in their libraries. List of the type of censorship practices that included corporate censorship, censorship of the curriculum, government censorship and religious censorship were presented to them to select the type practiced in their libraries, the completed responses showed that, 28 out of the 36 public libraries were practicing corporate censorship, all the 36 public libraries were practicing censorship of the curriculum. Similarly, all the 36 public libraries were practicing government censorship while 29 out of 36 public libraries were engaged in religious censorship. This shows that public libraries were engaged in a number of censorship practice. However, their practice was uniform in the areas of curriculum and government censorship but varied in the areas of corporate and religious censorship.

4.5 Awareness of the Librarians about censorship practices in public libraries

Table 4.6 Determination of Awareness Level of Censorship Policy among Public Librarians

Awareness Level	Frequency	Percentage (%)
Low level of Awareness	192	65%
High level of Awareness	102	35%
Total	294	100%

Table 4.6 provides a breakdown of the level of awareness among public librarians on censorship in Nigeria. For this study, awareness level was categorized into two namely, low and high level of awareness. Analysis of the questionnaire indicated that a total of 192 respondents which represents 65% of the study sample indicated that they have low level of awareness on censorship while 102 respondents representing only 35% of the study sample indicated that they were having a high level of awareness of censorship. Based on the obtained result, the study revealed that majority of public librarians in Nigeria were having low awareness level of censorship.

4.6 Perception of the Librarians about Censorship Practices in Public Libraries

Table 4.7 Perception Level of Censorship Policy among Public Librarians

Perception Level	Frequency	Percentage (%)
Low level of Perception	194	66%
High level of Perception	100	34%
Total	294	100%

Table 4.7 provides a breakdown of the level of perception of censorship among public librarians in Nigeria. Perception level was categorized into two namely, low and high levels of perception. Analysis of the questionnaire indicated that a total of 194 respondents which represents 66% of the study sample indicated that they were having low level of perception on censorship while

100 respondents representing 34% of the study sample indicated that they were having a high level of perception to censorship. Based on the obtained result, majority of public librarians in Nigeria were having low level of perception towards censorship. This was based on the obtained result which shows that a total of 194 respondents (out of 294) representing 66% of the study sample indicated having low level of perception towards censorship policy in Nigeria. With only 100 respondents (out of 294) representing only 34% of the study sample indicated to have high level of awareness on censorship in Nigeria.

4.7 Challenges associated with the censorship practice by public libraries in Nigeria

Some challenges gleaned from the literature were presented to the librarians in order to find out which among the list affected their libraries. Challenges that affect public libraries in Nigeria are presented in table 4.8

Table 4.8 Challenges against Implementation of Censorship Policy

Challenges	Frequency	Percentage
Lack of adequate clear-cut selection policy	221	75.17%
Non-compliance by librarians	128	43.53%
Lack of proper articulation of the policy	211	71.76%
Lack of consensus among the librarians on what should be censored	294	100%
Low level of awareness on censorship	22	7.48%
Lack of professional judgement against the desires of the community	33	11.22%
Lack of commitment by the authorities concern with the affairs of public libraries.	294	100%
Politicization of issues on censorship.	56	19.04%

As can be seen, Table 4.8 showed the responses of the librarians on the challenges of censorship in Nigeria's public libraries. Obtained responses showed that there were series of challenges to proper implementation policy. From table 4.9, a total of 211(75.17%) respondents out of the 294 public librarians that participated in the study were of the view that lack of adequate clear cut selection policies as a challenge, 128 (43.53%) respondents viewed noncompliance by public

librarians as a challenge, 211 (71.76%) respondents views lack of proper articulation of the policies while the whole 294 (100%) respondents that participated in the study were of the view that lack of consensus among the librarians on what should be censored as a major challenge. On the other hand, only 22 (7.48%) public librarians out of the 294 that participated in the study viewed low level of awareness on censorship as a challenge. An additional 33 (11.22%) respondents were of the view that lack of professional judgement against the desires of the community as a challenge. On their part, a total of 294 (100%) respondents that participated in the study were of the view that lack of commitment by the authorities concerned with the affairs of public libraries was a challenge while only 56 (19.04%) respondents were of the view that politicization of issues on censorship was a challenge. This shows that lack of consensus among the librarians on what should be censored, lack of commitment by the authorities concerned with the affairs of public libraries and lack of adequate clear-cut selection policy were the major challenges facing implementation of censorship policy in Nigeria's public libraries while low level of awareness on censorship, lack of professional judgement against the desires of the community and politicization of issues on censorship were found to be the least challenges facing implementation policy in Nigeria public libraries.

4.8 Inferential Statistics

The null hypotheses were tested using an independent sample t-test (for hypotheses 1&2) and analysis of variance (ANOVA) (for hypotheses 3&4) to determine the degree of difference between the study variables. The hypotheses were tested at 0.05 level of significance. The significance level of 0.05 serves the bases for acceptance or rejection of the null hypotheses.

4.8.1: Hypothesis 1: There is no significant gender difference in awareness level on censorship policy among public librarians in Nigeria.

Table 4.9. Difference on Awareness Level on Censorship between Male and Female Public Librarians in Nigeria

Awareness	N	Mean	S D	t-value	Df	p-value
Male	193	52.56	5.02	-.126	292	.899
Female	101	52.64	5.16			

In order to test the null hypothesis that there is no significant gender difference in awareness level on censorship policy among public librarians in Nigeria, an independent sample t-test was performed. From Table 4.9, the mean score on awareness level for each group was $M=52.56$ for male public librarians and $M=52.64$ for female public librarians. The results revealed that the mean score of awareness level on censorship policy for male public librarians ($M = 52.56$, $SD=5.02$) is not significantly different from that of the mean score of awareness level on censorship policy for female public librarians ($M=52.64$, $SD=5.16$) at t-value ($t=-.126$, $p=.899$, $p > .05$). Thus, our P value .899 is $> .05$. Based on the obtained result, the stated null hypothesis that there is no significant gender difference in awareness level on censorship among public librarians in Nigeria was upheld. The study revealed that no statistically significant difference existed in the awareness level of male and female public librarians on censorship in Nigeria.

4.8.2: Hypothesis 2: There is no significant gender difference in the perception level on censorship among public librarians in Nigeria.

Table 4.10 Differences in Perception of Censorship Policy between Male and Female in Public Libraries in Nigeria

Perception	N	Mean	S D	t-value	Df	p-value
Male	193	62.04	3.48	-9.369	292	.000
Female	101	66.20	3.85			

In order to test the null hypothesis that there is no significant gender difference in perception level on censorship policy among public librarians in Nigeria, an independent sample t-test was performed. From table 4.10, the mean score on perception level for each group was $M=62.04$ for male public librarians and $M=66.20$ for female public librarians. The results revealed that the mean score on perception level of Censorship for male public librarians in Nigeria ($M = 62.04$, $SD=3.48$) is significantly different from that of the mean score on perception level of Censorship for female public librarians in Nigeria ($M=66.20$, $SD=3.85$) at t-value ($t=-9.369$, $p=.000$, $p < .05$). Thus, our P value .000 is $< .05$. Based on the obtained result, the stated null hypothesis that there is no significant gender difference in perception level on censorship among public librarians in Nigeria was rejected. The result revealed that female public librarians in Nigeria were having a higher perception level on censorship than male public librarians.

4.8.3: Hypothesis 3: There is no significant difference in awareness level of censorship among public librarians in Nigeria due to qualification.

Table 4.11 Differences on Awareness due to Qualification

Qualifications	N	Mean	Standard Deviation
First Degree	235	53.01	4.93
Master's	55	50.54	5.15
Ph.D	4	55.75	4.78

Table 4.11.1 Analysis of Variance (ANOVA)

	Sum of Square	Df	Mean Square	F	Sig
Between Groups	312.702	2	156.351	6.310	.002
Within Groups	7210.318	291	24.778		
Total	7523.020	293			

In order to test the null hypothesis that there is no significant difference in awareness level of censorship among public librarians in Nigeria due to qualification, a one-way analysis of variance was performed. From table 4.11, the mean score on awareness level on censorship due to qualification were (M=53.01, SD=4.93) for first degree holders, (M=50.54, SD=5.15) for master's degree holders and (M=55.75, SD=4.78) for Ph D holders.

Result from the Analysis of Variance table (Table 4.11.1) shows that a statistically significant difference existed across the mean scores on awareness level on censorship due to qualification among public librarians in Nigeria. This was based on the obtained F statistics value of 6.310 at $p = .002$, $p < .05$ level of significance. Based on the obtained p value of .000, a statistically significant difference existed in the mean scores of awareness level on censorship due to qualification among public librarians in Nigeria.

However, the ANOVA result does not indicate the groups which significantly differ from each other. Thus, post hoc analysis was performed using Turkey's HSD (see Appendix IV) test to determine where the significance lies. Results from the Turkey test shows that the awareness level of degree holders, significantly differs from that of masters and Ph D holders. The result shows that librarians with Ph D were having higher level of awareness on censorship, followed by first degree holders while master's holders were found to possess the least level of awareness on censorship. Based on the obtained result, the stated null hypothesis that there is no significant difference in awareness level on Censorship due to qualification among public librarian in Nigeria was rejected. The study revealed that a significant difference existed in awareness level on censorship due to qualification among public librarians in Nigeria.

4.8.4: Hypothesis 4: There is no significant difference in the perception level of censorship among public librarians in Nigeria due to qualification.

Table 4.12 Differences in Perception due to Qualification

Qualification	N	Mean	Standard Deviation
Degree	235	63.52	4.07
Masters	55	63.14	4.32
Ph D	4	65.25	4.50

Table 4.12.1 Analysis of Variance (ANOVA)

	Sum of Square	Df	Mean Square	F	Sig
Between Groups	19.126	2	9.563	.562	.570
Within Groups	4948.208	291	17.004		
Total	4967.333	293			

In order to test the null hypothesis that there is no significant difference in the perception level on censorship among public librarians in Nigeria due to qualification, a one-way analysis of variance was conducted. From Table 4.12, the mean scores on perception level on censorship due to qualification were (M=63.52, SD=4.07) for degree holder, (M=63.14, SD=4.32) for masters holder and (M=65.25, SD=4.50) for Ph D holders.

Result from the Analysis of Variance table (Table 4.12.1) shows that no statistically significant difference existed across the mean scores of perception level on censorship due to qualification among public librarians in Nigeria. This was based on the obtained F statistics value of .562 at $p = .570$, $p > .05$ level of significance. Based on the obtained p value of .570, no statistically

significant difference existed in the mean scores of perception level on Censorship due to qualification among public librarians in Nigeria.

4.5 Discussion of Findings

This study explored awareness and perceptions of public librarians on censorship in public libraries in Nigeria. The objectives of the study were to determine the availability of policy on censorship in public libraries in Nigeria, the types of censorship policy existing in Nigeria for implementation by public libraries. The study equally sought to determine the extent of awareness of the existence of censorship, the perceptions of public librarians on censorship and to identify the challenges for the implementation of censorship policy by public libraries in Nigeria.

Findings of the study revealed that there was policy provisions on censorship in Nigeria's public libraries. This was based on the fact that all the 36 public libraries in Nigeria which represents 100% of the public libraries were having a selection policy. Lee (1999) is of the view that the factors that led to censorship are fear, usurpation of power, individual morality and religious interpretation. Additionally, further arguments canvassed by those in support of censorship are as follows: To prohibit obscenity, indecency, and pornography; and to prevent bad language, sexism, and sexual harassment. At a societal level, the intention can be to ensure the suppression of advancement of specific ethnicities and languages, to prevent hate speech and racial vilification, or to protect religion by punishing blasphemy. At a private level, justifications can include the protection of private property, maintenance of privacy, or avoidance of defamation. There are also special provisions of the government which usually apply to protect national security and to address war-related concerns. Thus, the existence of selection policies in Nigeria's public libraries depicts that library contents are censored in Nigeria.

The study found that public libraries were engaged in a number of censorship practices such as self-censorship, censorship of the curriculum, government censorship and religious censorship in existence in Nigeria's public libraries. Analysis of the obtained responses showed that 28 out of the 36 public libraries were practicing self-censorship, all the 36 public libraries were practicing censorship of the curriculum. Similarly, all the 36 public libraries were practicing government censorship while 29 out of 36 public libraries were engaged in religious censorship. This corroborated the assertion of Mills (2012) that all libraries have the mandate to support intellectual freedom, but librarians can often be tempted to censor by selection. Books can be rejected based on: budget, lack of demand, literary quality, limited shelf space, content, relevance to the community, fear of a challenge and poor reviews. It is difficult to know when these criteria are used as legitimate selection tools or as an excuse for self-censorship. Nevertheless, some libraries censored their resources due to the official challenge policy which usually affects the collections of such libraries. A challenge is an attempt to remove or restrict materials, based upon the objections of a person or group. A banning is the removal of those materials. (ALA, 2012).

The study found that public librarians were having low level of awareness on censorship. This was based on the obtained result which showed that a total of 192 public librarians out of 294 which represented 65% of the study sample were having low level of awareness on censorship policy while 102 respondents out of 294 representing only 35% of the study sample indicated that they were having a high level of awareness of censorship policy. This contradicts the findings of Onoyeyan et al (2014) in their work on ethical concerns among practicing librarians in Nigeria whose findings revealed that practicing public librarians were having high level of awareness of censorship.

Public librarians were equally found to have low level of perception about censorship. This was based on the obtained result which indicated that a total of 194 respondents which represented 66% of the study sample showed that they were having low level of perception on censorship policy while 100 respondents representing 34% of the study sample indicated that they were having a high level of perception no censorship policy. On the other hand, the study found notable challenges towards implementation of censorship policy in Nigeria's public libraries. Lack of consensus among the librarians on what should be censored, lack of commitment by the authorities concerned with the affairs of public libraries and lack of adequate clear-cut selection policy were the major challenges facing Implementation of censorship policy in Nigeria's public libraries while low level of awareness on censorship, lack of professional judgement against the desires of the community and politicization of issues on censorship were found to be the least challenge facing implementation of censorship policy in Nigeria's public libraries. These findings are in line with the report of Chion-Kenny (1987) who indicated that censorship challenges are widespread in Nigeria (occurring in almost every state) and effective (almost one-third of them resulted in materials being removed from schools or their use restricted). Ultimately, Chion-Kenny (1987) asserts, "the challenge is not to avoid censorship, but to meet it head on with adequate policies and procedures that provide an open forum for deciding what should - or should not - take place. Consequently, there is a need for an overall cleansing of our public library system because as pointed out by Abubakar (2013), the "public library is a resource for scholar, an information centre, an aid for student, a means of self-education and also a centre of amusement."

The study also revealed that no statistically significant difference existed in the awareness level of male and female public librarians on censorship policy in Nigeria. This was based on the

result from the analysis of t-test ($t=-.126$, $p=.899$, $p > .05$). Based on the obtained result, it follows that gender has no bearing towards awareness of censorship among public librarians in Nigeria. Thus, the Library as an institution exists for the benefit of a given constituency, whether it is the citizens of a community, members of an educational institution or some larger or more specialized group. As such, those who enter the library profession assume an obligation to maintain ethical standards of behaviour in relation to the governing authority under which they work, to the library constituency, to the library as an institution, to fellow workers, to colleagues and to society in general. IFLA (2011) posits that the core mission of library and information professionals is to facilitate access to information for all for personal development, education, cultural enrichment, economic activity and informed participation in and enhancement of democracy.

On the other hand, a statistically significant gender difference was found in the perception level of public librarians. The findings showed that female public librarians were having higher level of perception on censorship than their male counterparts. This was based on the obtained result from the analysis of t-test ($t=-9.369$, $p=.000$, $p < .05$). Conversely, no statistically significant gender difference was found in the implementation of censorship policy among public librarians in Nigeria's public libraries. This was based on the obtained result from the t-test analysis ($t=-.742$, $p=.459$, $p > .05$).

A statistically significant difference was found in the level of awareness on censorship among public librarians due to qualification. This was based on the obtained result with F statistics value of 6.310 at $p=.002$, $p < .05$ level of significance. The result of Turkey test revealed (See Appendix IV) that awareness level of first degree holders, master's degree holders and Ph D holder significantly differs with each other. The result shows that Ph D holders were having the

highest level of awareness on censorship, followed by first degree holder and lastly masters holders.

No statistically significant difference was found in the level of perception of public librarians towards censorship. This was based on the obtained result from with F statistics value of .562 at $p = .570$, $p > .05$ level of significance. The findings showed that public librarians qualification does not in any way determine their level of perception towards censorship. The general consensus with the literature is that censorship need not be practiced and this is in line with the guidance given by both CILIP (2004) and the ALA (2004) in their codes of ethics.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents and discusses summary of the study, major findings, conclusion and recommendations based on the findings as revealed by the study, and also suggests areas for further studies.

5.2 Summary of the Study

Chapter one is the introduction to the study. The chapter established a comprehensive background to the study, where it was established to the study that censorship presents an age-old dilemma in which those who purport intellectual freedom are at odd with those who seek to preserve their own ideology and values within society. One such measure utilized by individuals and groups is to control library materials in public libraries. Statement of the research problem, research questions and objectives, statement of hypotheses developed, significance of the study as well as definition of concepts and key operational terms were also parts of this chapter.

Chapter two presents a review of related and empirical literature on awareness and perception of public librarians towards censorship in public libraries. However, there was dearth of literature on censorship in Nigeria. Thus, ethical literature on censorship were reviewed. The review was based on the variables of the study. The first section provided a historical overview of censorship. Here, the literature showed an underlying desire of people from ancient civilization to the present to maintain their belief and value system, followed by censorship as public policy issue, awareness of censorship by librarians in public libraries, perception of librarians toward censorship, types of censorship in public libraries, implementation of censorship in public libraries, and challenges to implementation of censorship policy in public libraries. Theoretical

and conceptual frame works, summary of the review and the uniqueness of the study were also highlighted in this chapter.

Chapter three focused on research methodology and techniques adopted for the study. A quantitative research design was used as guide to the study where questionnaire and a structured interview was used to generate or collect data from the public librarians.

Chapter four presents the analysis and interpretation of finding gathered from 294 completed and returned questionnaire as well as testing the hypotheses developed for the study. The summary, conclusion, recommendations and areas of further study are contained in chapter five.

5.3 Summary of the Major Findings

Consequent on the analysis conducted, the major findings of the study based on the variable of the study are as follows:

- I. There existed policy guideline on censorship across the 36 public libraries in Nigeria.
- II. Four censorship practices were found to exist in public libraries in Nigeria, namely corporate censorship, censorship of the curriculum, government censorship and religious censorship.
- III. Majority of public librarians in Nigeria had low awareness level of censorship policy.
- IV. Majority of public librarians in Nigeria had low level of perception of censorship policy.
- V. Lack of consensus among the public librarians on what should be censored, lack of commitment by the authorities concern with the affairs of public libraries and lack of adequate clear-cut selection policy were the major challenges facing censorship policy in Nigeria's public libraries.
- VI. No statistically significant difference existed in the awareness level of male and female public librarians on censorship in Nigeria.

- VII. Female public librarians in Nigeria were having a higher perception level on censorship than male public librarians.
- VIII. A statistically significant difference existed in awareness level on censorship due to qualifications among public librarians in Nigeria.
- IX. No significant difference existed in the perception level of Censorship due to qualifications among public librarians in Nigeria.

5.4 Conclusion

Based on the major findings from the study, it was concluded that the 36 public libraries in Nigeria had policy guidelines on censorship. The policy guidelines focused on four censorship practices namely; corporate censorship, censorship of the curriculum, government censorship and religious censorship. Public librarians in Nigeria had low awareness and perception level on censorship while lack of consensus among the public librarians on what should be censored, lack of commitment by the authorities concerned with the affairs of public libraries and lack of adequate clear-cut selection policies were the challenges facing censorship policy in Nigeria's public libraries. Public librarians' gender had no significant bearing on their awareness level on censorship. On the contrary, female public librarians had high perception level on censorship. Public libraries in Nigeria had selection policies. Public librarians' qualification level was a factor on their level of awareness on censorship. Conversely, public librarians' qualification level has no bearing on their perception on censorship.

5.5 Recommendations

Based on the findings from the study, the following recommendations were made:

- I. There should be the availability of sound and robust policy guideline in our public libraries.

- II. Other censorship policy should be incorporated into the selection policy of our public libraries.
- III. There should be an awareness campaign targeted towards informing librarians on censorship policy.
- IV. An enlightenment programme should be initiated by Library Council of Nigeria (LRCN) with a view to developing positive perception on censorship on the side of the librarians.
- V. Proper sensitization exercise should be embarked to remedy the notable challenges towards proper implementation of censorship policy in Nigeria.
- VI. An indiscriminate effort should be made to promote the awareness level of male and female public librarians on censorship practice and policy in Nigeria.
- VII. Effort should be made towards boosting male public librarians' perception of censorship practice and policy to enable them compete with their female counterparts.
- VIII. Workshops and seminars should be organized to accelerate the rate of work experience of public librarians in Nigeria. This is because librarians with higher qualifications had higher level of awareness than those with low qualifications.
- IX. Lectures, presentations and seminars should be provided by Library Council of Nigeria (LRCN), Nigeria Library Association (NLA) and other stakeholders with a view to improving the perceptions of public librarians on censorship.

5.5.2 Suggestions for Further Studies

- I. This study could be replicated or a similar study could be done at master's degree level.
- II. Studies of censorship could be done that involve other populations such as principals, teachers, and parents, to gain knowledge of their perception of the issue.
- III. This study could be broadened to include censorship of curricular materials in the schools.

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APPENDIX I

Department of Library and Information Sciences,
Bayero University, Kano.

Dear Sir/Madam,

I am a Post-graduate student of the above named Department currently undertaking a research on **“Awareness and Perception of Public Librarians on Censorship in Public Libraries in Nigeria”**

I request your cooperation and assistance in answering the attached questionnaire. All responses to the questions will be used for the purpose of study and will be kept strictly confidential.

Thank You.

Yours Faithfully,

Dauda Muhammad Yakasai

SPS/14/PLS/00005

LIBRARIANS AWARENESS AND PERCEPTION OF CENSORSHIP.

(FOR PRACTICING PUBLIC LIBRARIANS)

SECTION A: DEMOGRAPHIC INFORMATION

1. Name of your library.....
2. Gender
 - a. Male ()
 - b. Female ()
3. Please kindly indicate your experience working with public library
 - a. 1-5 years ()
 - b. 6-10 years ()
 - c. 11-15 years ()
 - d. 16-20 years ()
 - e. 21 years and above ()
4. Highest level of education
 - a. Degree ()
 - b. Masters ()
 - c. PhD ()
5. Age of the respondents
 - a. 20-30 years ()
 - b. 31-40 years ()
 - c. 41-50 years ()
 - d. 51-60 years ()
 - e. 61 years and above ()

SECTION B: AWARENESS ON CENSORSHIP

SN	Statement	SA	A	UD	DA	SD
1	I am fully aware of the existence of censorship practices in my					

	library.					
2	I have full knowledge on the adverse effect that could arise from non-censorship of library materials.					
3	My knowledge on censorship has immensely assisted me in accepting it practices without prejudice.					
4	I do not associate censorship practices as an act of infringement on individuals' freedom to information.					
5	To add to my little knowledge on censorship I do attend gathering that is geared towards strict compliance to ethical practices.					
6	I am optimistic that censorship practices are not geared towards restraining individuals from accessing certain resources in the library.					
7	Due to my awareness level of censorship, I could easily identify victims of uncensored materials.					
8	I often remind my colleagues about the relevance of censorship.					
9	I have the conviction that censored materials limits the rates of undesirable behaviors from information users.					
10	Censorship practices does not have any negative consequences.					
11	I do communicate with my colleagues about the adverse effect uncensored materials could posed into the community.					
12	Censored materials provide conformity with intellectual and emotional growth of information users.					
13	Censored materials avoid intimidation or threats against individuals in the library.					
14	I have the conviction that censorship of materials in our public libraries is for the good of all.					

SECTION C: PERCEPTION OF PUBLIC LIBRARIANS ON CENSORSHIP

SN	Statement	SA	A	UD	DA	SD
1	Censorship in my library pertained only to controversial					

	materials.					
2	Materials censored in my library have contents that conflict with the librarians personal values.					
3	Materials censored in my library violates perceived community standard.					
4	Materials censored in my library is controversial to the socio-political environment of our time.					
5	I agree that materials that bring conflict between personal convictions and professional practices are the most important factor in the issue of censorship by librarians.					
6	Librarians must take an inclusive anti-censorship approach to their professional tasks in order to avoid conflict with their personal values.					
7	Librarians must be conscious of their own personal values and prejudices in order to minimize their influence on their professional roles with regards to censorship issues.					
8	Materials are censored in order to avoid complaint from external parties.					
9	Libraries who are committed to principles of intellectual may impact censor or sub-conscientiously certain materials when potential threats are perceived.					
10	Community standards appears to be reducing library collection exclusively to items that could possibly offend anyone.					
11	Community standard in terms of censorship should always be upheld by librarians.					
12	Attitude of librarians towards censorship in Nigeria is negative					
13	The most insidious form of censorship is the self-censorship of librarians.					
14	Majority of librarians in Nigeria do not agree with censorship of library collections.					
15	Majority of the censorship taking place in Nigerian public libraries are due to the conflict in the workplace or community					
16	Awareness of personal values and prejudices may minimize the censorial influence on the role of librarians.					
17	Librarians may be tempted to censor some of their collection not based on their own personal references.					
18	Censorship of library materials should be based on personal interest.					
19	Censorship of library collection should include both positive and negative representation of collections.					
20	Censorship of library collections should be based on bools that advocate violence.					

SECTION D: CHALLENGES FACED BY LIBRARIANS ON CENSORSHIP

SN	Possible Challenges	Tick (√)
1	Lack of adequate clear-cut selection policy	
2	Non-compliance by librarians	
3	Lack of proper articulation of the policy	
4	Lack of consensus among the librarians on what should be censored	
5	Low level of awareness on censorship	
6	Lack of professional judgement against the desires of the community	
7	Lack of commitment by the authorities concern with the affairs of public libraries.	
8	Politicization of issues on censorship.	

APPENDIX II
Interview Guide
CENSORSHIP PRACTICES IN NIGERIA’S PUBLIC LIBRARIES
(FOR DIRECTORS OF PUBLIC LIBRARIES)

SECTION A: DEMOGRAPHIC INFORMATION

1. Name of your library.....
2. Gender
 - a. Male ()
 - b. Female ()

SECTION B: CENSORSHIP

1. Is there the provision of policy guidelines on censorship in your library?
 - a. Yes ()
 - b. No ()
2. If yes, how functional is the policy on the censorship issues in your library?
 - a. Very functional ()
 - b. Functional ()
 - c. Not functional ()
3. What types of censorship do you practice in your library (Tick as applicable)
 - a. Government censorship ()
 - b. Religious censorship ()
 - c. Corporate censorship ()
 - d. Censorship of the curriculum ()

4. How effective are the types of censorship in your library?

a. Very effective ()

b. Effective ()

c. Not effective ()

APPENDIX III

SPSS Output

Frequencies

Statistics

		GENDER	WORK_EX P	QUALIFICATI ON	AGE
N	Valid	294	294	294	294
	Missing	3	3	3	3

Frequency Table

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	193	65.0	65.6	65.6
	FEMALE	101	34.0	34.4	100.0
	Total	294	99.0	100.0	
Missing	System	3	1.0		
Total		297	100.0		

WORK_EXP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-10YRS	25	8.4	8.5	8.5
	11-15YRS	60	20.2	20.4	28.9
	16-20YRS	85	28.6	28.9	57.8
	21 AND ABOVE	124	41.8	42.2	100.0
	Total	294	99.0	100.0	
Missing	System	3	1.0		
Total		297	100.0		

QUALIFICATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DEGREE	235	79.1	79.9	79.9
	MASTER	55	18.5	18.7	98.6
	S				
	PH D	4	1.3	1.4	100.0
	Total	294	99.0	100.0	
Missing	System	3	1.0		
Total		297	100.0		

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30YRS	38	12.8	12.9	12.9
	31-40YRS	102	34.3	34.7	47.6
	41-50YRS	91	30.6	31.0	78.6
	51-60YRS	47	15.8	16.0	94.6
	61 AND	16	5.4	5.4	100.0
	ABOVE				
	Total	294	99.0	100.0	
Missing	System	3	1.0		
Total		297	100.0		

DESCRIPTIVES VARIABLES=AWARENESS IMPLEMENTATION PERCEPTION
/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AWARENESS	294	39.00	63.00	52.5918	5.06713
IMPLEMENTATION	294	41.00	68.00	56.6122	6.14495
PERCEPTION	294	49.00	74.00	63.4762	4.11745
Valid N (listwise)	294				

Frequencies

Statistics

		Awareness_level	Implementation_level	Perception_level
N	Valid	294	294	294
	Missing	3	3	3

Frequency Table

Awareness_level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low level of awareness	192	64.6	65.3	65.3
	high level of awareness	102	34.3	34.7	100.0
	Total	294	99.0	100.0	
Missing	System	3	1.0		

Awareness level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low level of awareness	192	64.6	65.3	65.3
	high level of awareness	102	34.3	34.7	100.0
	Total	294	99.0	100.0	
Missing	System	3	1.0		
Total		297	100.0		

Perception level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low level of perception	194	65.3	66.0	66.0
	high level of perception	100	33.7	34.0	100.0
	Total	294	99.0	100.0	
Missing	System	3	1.0		
Total		297	100.0		

T-Test

Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
AWARENES S	MALE	193	52.5648	5.02879	.36198
	FEMALE	101	52.6436	5.16446	.51388

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AWARENESS	Equal variances assumed	.159	.690	-.126	292	.899	-.07880	.62334	-1.30561	1.14802
	Equal variances not assumed			-.125	198.414	.900	-.07880	.62857	-1.31834	1.16075

T-Test

Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
PERCEPTION	MALE	193	62.0466	3.48403	.25079
	FEMALE	101	66.2079	3.85828	.38391

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PERCEPTION	Equal variances assumed	4.832	.029	-9.369	292	.000	-4.16129	.44415	-5.03543	-3.28715
	Equal variances not assumed			-9.075	185.920	.000	-4.16129	.45857	-5.06595	-3.25663

T-Test

Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
IMPLEMENTATION	MALE	193	56.4197	6.20106	.44636
	FEMALE	101	56.9802	6.04976	.60197

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
IMPLEMENTATION	Equal variances assumed	.203	.653	-.742	292	.459	-.56051	.75524	-2.04692	.92590
	Equal variances not assumed			-.748	207.520	.455	-.56051	.74941	-2.03794	.91692

Oneway

[DataSet6]

Descriptives

AWARENESS

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between - Component Variance
					Lower Bound	Upper Bound			
6-10YRS	25	49.8400	4.73181	.94636	47.8868	51.7932	41.00	56.00	3.99841
11-15YRS	60	50.1333	5.12047	.66105	48.8106	51.4561	39.00	62.00	
16-20YRS	85	52.7765	5.06946	.54986	51.6830	53.8699	40.00	61.00	
21 AND ABOVE	12	54.2097	4.41777	.39673	53.4244	54.9950	40.00	63.00	
Total	294	52.5918	5.06713	.29552	52.0102	53.1735	39.00	63.00	
Model			4.78633	.27914	52.0424	53.1412			
Fixed Effects									
Random Effects				1.14841	48.9371	56.2466			

ANOVA

AWARENESS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	879.426	3	293.142	12.796	.000
Within Groups	6643.595	290	22.909		
Total	7523.020	293			

Robust Tests of Equality of Means

AWARENESS

	Statistic ^a	df1	df2	Sig.
Brown-Forsythe	12.402	3	168.294	.000

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

AWARENESS

Tukey HSD

(I) WORK_EXP	(J) WORK_EXP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
6-10YRS	11-15YRS	-.29333	1.13937	.994	-3.2375	2.6508
	16-20YRS	-2.93647*	1.08898	.037	-5.7504	-.1226
	21 AND ABOVE	-4.36968*	1.04934	.000	-7.0812	-1.6582
11-15YRS	6-10YRS	.29333	1.13937	.994	-2.6508	3.2375
	16-20YRS	-2.64314*	.80705	.006	-4.7286	-.5577
	21 AND ABOVE	-4.07634*	.75271	.000	-6.0213	-2.1314
16-20YRS	6-10YRS	2.93647*	1.08898	.037	.1226	5.7504
	11-15YRS	2.64314*	.80705	.006	.5577	4.7286
	21 AND ABOVE	-1.43321	.67399	.147	-3.1748	.3084
21 AND ABOVE	6-10YRS	4.36968*	1.04934	.000	1.6582	7.0812
	11-15YRS	4.07634*	.75271	.000	2.1314	6.0213
	16-20YRS	1.43321	.67399	.147	-.3084	3.1748

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

AWARENESS

TukeyHSD^{a,b}

WORK_EXP	N	Subset for alpha = 0.05	
		1	2
6-10YRS	25	49.8400	52.7765 54.2097
11-15YRS	60	50.1333	
16-20YRS	85		
21 AND ABOVE	124		
Sig.		.989	.420

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 52.290.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Oneway

Descriptives

PERCEPTION

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	Between- Component Variance
					Lower Bound	Upper Bound			
6-10YRS	25	62.9600	4.59601	.91920	61.0629	64.8571	49.00	70.00	
11-15YRS	60	62.1500	3.68149	.47528	61.1990	63.1010	53.00	71.00	
16-20YRS	85	63.2118	3.44375	.37353	62.4690	63.9546	56.00	74.00	
21 AND ABOVE	12	64.4032	4.45377	.39996	63.6115	65.1949	53.00	74.00	
Total	294	63.4762	4.11745	.24013	63.0036	63.9488	49.00	74.00	
Mod el			4.04400	.23585	63.0120	63.9404			
Fixed Effects				.56962	61.6634	65.2890			
Rando m Effects									.86624

ANOVA

PERCEPTION

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	224.696	3	74.899	4.580	.004
Within Groups	4742.637	290	16.354		
Total	4967.333	293			

Robust Tests of Equality of Means

PERCEPTION

	Statistic ^a	df1	df2	Sig.
Brown-Forsythe	4.493	3	128.598	.005

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

PERCEPTION

Tukey HSD

(I) WORK_EXP	(J) WORK_EXP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
6-10YRS	11-15YRS	.81000	.96266	.835	-1.6775	3.2975
	16-20YRS	-.25176	.92008	.993	-2.6293	2.1257
	21 AND ABOVE	-1.44323	.88659	.365	-3.7342	.8477
11-15YRS	6-10YRS	-.81000	.96266	.835	-3.2975	1.6775
	16-20YRS	-1.06176	.68188	.405	-2.8237	.7002
	21 AND ABOVE	-2.25323*	.63597	.003	-3.8966	-.6099
16-20YRS	6-10YRS	.25176	.92008	.993	-2.1257	2.6293
	11-15YRS	1.06176	.68188	.405	-.7002	2.8237
	21 AND ABOVE	-1.19146	.56946	.158	-2.6629	.2800
21 AND ABOVE	6-10YRS	1.44323	.88659	.365	-.8477	3.7342
	11-15YRS	2.25323*	.63597	.003	.6099	3.8966
	16-20YRS	1.19146	.56946	.158	-.2800	2.6629

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

PERCEPTION

TukeyHSD^{a,b}

WORK_EXP	N	Subset for alpha = 0.05	
		1	2
11-15YRS	60	62.1500	
6-10YRS	25	62.9600	62.9600
16-20YRS	85	63.2118	63.2118
21 AND ABOVE	124		64.4032
Sig.		.537	.264

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 52.290.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

APPENDIX IV
VALIDATION CHECKLIST

Sir/Madam

Kindly fill in the checklist after you have completed the questionnaire.

1. Did you understand the purpose of the questionnaire from reading the covering letter?

Yes [] No []

2. How long did it take you to complete the questionnaire?

- a. Less than 5 minutes
- b. 6-10 minutes
- c. 11-15 minutes
- d. 16-20 minutes
- e. 21-25 minutes
- f. 26-30 minutes
- g. Above 30 minutes

3. Was the length of time taken to complete the questionnaire acceptable?

Yes [] No []

4. Were the directions clear concerning where to place your response?

Yes [] No []

5. If your answer to question 4, above is No, please indicate the areas

6. Did you find any of the questions ambiguous

Yes [] No []

7. If your answer to 6 above is yes please indicate the item(s) or question (s)

8. Did you find any of the questions or items irrelevant to the study?

Yes [] No []

9. If your answer to 8 is Yes please indicate them
