LIBRARY AND INFORMATION SERVICES TARGETING POVERTY ALLEVIATION FOR SUSTAINABLE HUMAN DEVELOPMENT

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ABSTRACT

The study examined library and information services that are targeted towards poverty alleviation for sustainable human development by focusing on the physically challenged and special needs undergraduates at selected universities in Southwest Nigeria. Through a survey research approach, the study drew on 105 physically challenged undergraduates from seven universities using the total enumerative technique. A questionnaire was used to gather data from the respondents. Five research questions were raised to guide the study. The results revealed that library and information services which focused on poverty alleviation from the perspective of physically challenged students enabled people to become self-employed, and this is inclusive of physically challenged students. It was unanimously agreed that sustainable development from the perspective of physically challenged students is a programme directed to ensure equitable access to information, ideas, and works of imagination for the social, educational, cultural, democratic, and economic well-being of people. There is a significant relationship between poverty alleviation and sustainable development as the former gives way to the latter. A limited number of university libraries have organised programmes on poverty alleviation for sustainable development that target physically challenged students. A limited number of physically challenged students have attended such programmes. The problems associated with the information services for poverty alleviation and sustainable development of physically challenged students include

funding followed by corruption on the part of those who are directly in charge.

INTRODUCTION

The World Summit on Sustainable Development recognises poverty eradication as the greatest global challenge facing the world today and an indispensable requirement for sustainable development (Sachs 2005). In spite of the world becoming more prosperous from the beginning of the nineteenth century, development has been uneven on the global scale. Because of the uneven development among countries, inequality has grown both between and within countries. We can now see some countries that developed more than others who are less developed.

Population growth, youth unemployment, extremist group activities, the food crisis, environmental problems, structures that maintain inequality (such as poor governance, capital flight and corruption), and internal and regional conflicts within states create a barrier to development in both the developing and developed countries. These problems cannot be solved by means of development cooperation alone, comprehensive and consistent measures are needed. This refers to measures that are comprehensive enough to take care of development in all ramifications by taking all people into consideration, irrespective of their status, abled or physically challenged, and should be continuous and sustained.

The World Commission on Environment and Development (Brundtland Commission 1987, 10) defined sustainable development as "… development that meets the needs of the present without compromising the ability of future generations to meet their own needs." On the other hand, poverty alleviation can be defined as the improvement of the living conditions of people who are already poor by giving them aid, particularly in medical and scientific areas, which is essential in providing better lives. Examples of such aid are the Green Revolution and the eradication of smallpox. It is the reduction of the negative impact of poverty on the lives of poor people, but in a more sustained and permanent way than poverty relief programmes (Twala 2012). It includes the state's (Nigeria) social grant programmes that alleviate the impact of poverty for many people. Poverty alleviation programmes tend to have longer term goals and are in general more developmental than poverty relief programmes. Therefore, the state's social grant policies provide immediate relief for poor people. It has been found that these policies also provide a developmental stimulus to people in households in which members (children, disabled persons or old age persons) receive social grants. These policies empower people to look for jobs or to start their own small businesses and strive to

ensure that children receive sufficient nutrition to enable them to grow up healthier. However, there has not been documented empirical evidence of poverty alleviation and sustainable development from the perspective of physically challenged people.

During her tenure as American Library Association (ALA) president in 1999, Sarah Long introduced "Libraries Build Community." During this time, ALA partnered with Global Learning Inc. of New Jersey and received a $300 000 grant from the United States Agency for International Development. Michael (2010) maintained that this led to the creation of the project, Libraries Build Sustainable Communities (LBSC) of which the purpose was to teach librarians about the concepts and issues of sustainability and to support librarians as builders of sustainable communities. Librarians were encouraged to engage actively with community leaders in fostering community plans and development. The good of the LBSC initiative, in fact, received special recognition in 2001 by the Center of Excellence for Sustainable Development and the US Department of Energy's Energy Efficiency and the National Council for Science and the Environment (NCSE) (ALA 2010). On this basis, libraries are expected to become agencies of community sustainability (Loach, Rowley, and Griffiths 2017; Ogunsola 2011). This requires librarians to develop strong leadership and managerial skills for organising programmes on both poverty alleviation and sustainable development (Akpan 2002).

Poverty is everywhere, in countries and communities, among abled people and physically challenged people. However, the way it is being responded to, or handled differs. Based on this, communities and countries can learn from one another on how the problem is being managed. This research focuses on the physically challenged undergraduates at universities in Southwest Nigeria. This is because literature seems to be silent on how this region handles and responds to poverty alleviation, particularly among physically challenged undergraduates. It is important to realise that unless the problems of poverty are dealt with, there can be no sustainable development for physically challenged undergraduates in this community. However, while there has been much theoretical literature on the issues of poverty alleviation and sustainable development, there seems to be limited available empirical literature on library and information services that target poverty alleviation for sustainable development of physically challenged and special needs people. This means that studies investigating and making empirical data available on library and information services for poverty alleviation and sustainable development are currently lacking, particularly from the perspective of the physically challenged and special needs undergraduates at universities in Southwest Nigeria. It is against this background that this study investigated library and information services on poverty alleviation for sustainable human development and focused on the perspective of the physically challenged and special needs undergraduates. This is a kind of academic interdisciplinary research whose outcomes will be useful in all Nigerian universities.

OBJECTIVES OF THE STUDY

The objectives of this research were the following:

1. Examine the perception of the physically challenged undergraduates at universities in Southwest Nigeria on library and information services for poverty alleviation.
2. Determine the perception of the physically challenged undergraduates at universities in Southwest Nigeria on library and information services for sustainable development.
3. Find out the relationship between poverty alleviation and sustainable development from the perspective of the physically challenged undergraduate students at universities in Southwest Nigeria.
4. Identify from the perspective of the physically challenged undergraduates at universities in Southwest Nigeria the ways through which libraries and information services can adequately alleviate poverty for sustainable development among the physically challenged undergraduates.
5. Identify the problems associated with the university library and information services for poverty alleviation and sustainable development programmes that target the physically challenged and special needs undergraduates at universities in Southwest Nigeria.

RESEARCH QUESTIONS

To achieve the above-stated research objectives, the following research questions were developed and answered:

1. What is the perception of the physically challenged and special needs undergraduates at universities in Southwest Nigeria on library and information services for poverty alleviation?
2. What is the perception of the physically challenged and special needs undergraduates at universities in Southwest Nigeria on library and information services for sustainable development?
3. What is the relationship between poverty alleviation and sustainable development from the perspective of the physically challenged and special needs undergraduates at universities in Southwest Nigeria?
4. What are the ways through which university library and information services can adequately alleviate poverty for sustainable development among the physically challenged and special needs undergraduates?
5. What are the problems associated with the university library and information services for poverty alleviation and sustainable development programmes that

target the physically challenged and special needs undergraduates at universities in Southwest Nigeria?

LITERATURE REVIEW

Physically challenged people have very special and unique needs which must be catered for in order to ensure that they live lives that are as close to normal as possible. Physical handicaps limit these people and the extent to which they can accomplish tasks. Mental handicaps, however, compounds the problem by limiting their communication. Not only are they unable to do things for themselves, in many instances they are unable to express themselves clearly to state what they want to be done for them. This leaves these individuals frustrated and most of them get depressed and throw tantrums.

Physically challenged people otherwise known as people with special needs are those people with one form of disability or the other, capable of limiting their involvement and participation in regular educational programmes, and subsequently affecting their academic performance and functionality in the society. They can be classified with respect to the type and nature of their disability problems. Oladejo and Oladejo (2011) and Sandhu (2001) describe the characteristics of physically challenged people to include the following:

i.   **Mobility impaired:** People who have reduced function of legs and feet depend on a wheelchair or other aid for mobility. In addition to people who are born with a disability, this group includes a very large number of people whose condition is caused by age or accidents or illnesses such as polio. They are physically disabled people who are physically disadvantaged due to conditions that permanently prevent them from exercising normal body control and movement.

ii. **Visually impaired:** These individuals have difficulties in one or more functions of their visual system. They are either totally blind or partially sighted. Blindness implies a total or nearly total loss of the ability to perceive form. Low vision implies an ability to use some aspects of visual perception, but with a greater dependency on information received from other sources.

iii. **Hearing impaired:** These are people with little or no ability to hear sounds through one ear (unilateral impairment) or both ears (bilateral impairment). They can be totally deaf or hard of hearing. Hearing impairment can affect the whole range or only a part of the auditory spectrum. The term "deaf" is used to describe people with profound hearing loss, whereas "hard of hearing" is used for those with mild or severe hearing loss.

iv. **Speech and language impaired:** Speech impairment may influence speech in a general way or only certain aspects of it, such as fluency or voice volume. Language impairment may be associated with an intellectual impairment. People

with speech disorders experience a lack of development and stimulation which affect the effective mental formation of words or their physical production.

Regarding the categories and characteristics of physically challenged people as identified above, it should be noted that each category needs special intervention. In addition, the format of services and types of resources to be developed for each group or category also differs. For instance, Maina (2009) and Lawal-Solarin (2012) put up guidelines on library standards for people with disabilities. It was indicated that libraries and the librarians will need to take into consideration the following for effective library and information services to physically challenged people:

i.   Library services for blind people must enable them to have access to equipment such as Braille printers, Braille embossers and tape duplicators, Kurzweil readers (a text-to-speech reading machine with synthesised speech output), closed-circuit TVs for magnifying regular text, PCs with CD-ROMs, Power Macs with CD-ROMs, large print typewriters, special track tape recorders, and computers with adaptable equipment such as voice eyes.

ii. The library facility must be barrier free to wheelchairs and other mobility devices, and all devices including door handles must be designed for easy manipulation.

iii. Libraries must provide information resources for deaf and hearing impaired people which include a collection of books, caption videos, assistive listening devices, specialised alerting devices, and technological communication aids.

iv. Libraries must provide a reader service section to increase the accessibility of the library as all documents are not available in a technological form such as Braille or talking books. According to Anjiode (2010) a reader service is the only way to provide the "right information to the right user at the right moment".

v.   Libraries must employ librarians who are qualified in sign language and the use of Braille technology.

vi. Libraries must employ sign interpreters for effective communication with deaf people.

A limited number of relevant studies are available. For instance, Olusola-Fadumiye's (2014) findings in a study on sustainable development showed that there was a significant relationship between reducing poverty and achieving sustainable development. Based on this finding, Olusola-Fadumiye (2014) recommended that the government adopt a holistic approach to poverty alleviation in the country.

Ewuim, Agbodike and Igbokwe-Ibeto's (2015) study established among others that many efforts have been made to alleviate poverty in Nigeria through poverty alleviation programmes. However, the reality on the ground indicates that despite these interventions, there is a geometrical increase in the number of the poor both in rural and urban Nigeria. Therefore, there is a need to intensify efforts in poverty alleviation

programmes, especially as regards beneficiaries' participation in decision-making and implementation, human resource training and development and legal frameworks. Nigeria can adopt the template of the Rapti Women Empowerment Project in Nepal. Sustainable poverty alleviation strategies should engage and empower men and women as actors and beneficiaries. It concludes that unless there are genuine, realistic and workable interventions to redress the ugly situation, poverty will remain a vicious circle that could be passed on from one generation to the other in communities, families and the nation at large.

Itedjere, Achugbue and Sokari (2012) examined the significance of the library in technology education institutions for sustainable youth empowerment. It identified that the library is relevant. The paper also pointed out that a technology education institution cannot effectively realise its objective of sustainable youth empowerment without the supporting role of the library. The study uncovered funding as the major impediment to sustainable youth empowerment. Other impediments are material and non-material problems, which include the insufficient number of computers or software, and insufficient knowledge and skills by the reader services librarians. Based on these findings, it was suggested that funding be made available to procure all the necessary library equipment.

Karioja and Niemitalo (2012) investigated sustainability awareness in libraries and compared the results between foreign and Finnish libraries. The study employed a descriptive survey method supported by a questionnaire. There were 141 respondents to the Finnish survey but disappointingly only 28 respondents answered the international survey. This statistically is not significant but the study gives some sense of the potential for investigating international opinion at a major conference such as that of the International Federation of Library Associations and Institutions (IFLA). The study showed that there is much room for improvement in the sustainability of libraries. Environmental communication seems to be the area that needs improvement most. The reduction of the environmental burden is where libraries appear to be performing well. Significant differences were not noticed between Finnish and other libraries although it is not possible to draw definitive conclusions from such a small sample. Further research and more significant comparative studies on sustainability in libraries, in particular on social and economic sustainability, are required.

Michael (2010) examined leadership styles that are highly effective in building sustainable libraries in developing countries. The author studied the leadership of three organisations, namely the Room to Read, the Central Asia Institute (CAI), and the Hester J. Hodgdon (HJH) Libraries for All Program, which focus to some extent on libraries and literacy in developing countries. Following a review of the history of sustainability in the library community, aspects of Andy Hargreaves and Dean Fink's principles of sustainable leadership are referenced in an analysis of the leadership styles found in these organisations. The author concludes that, although the Room to Read, CAI, and HJH Libraries for All Program were not founded by librarians, their successful

modes of leadership represent collaborative initiatives that help build sustainable communities and offer models of leadership for the profession of librarianship.

Based on the foregoing, there seems to be limited available empirical literature on library and information services targeted towards poverty alleviation for sustainable development of physically challenged and special needs people.

METHODOLOGY

The quantitative method was adopted in carrying out the study. The qualitative technique is suitable for taking on board physically challenged respondents' perspective and the meaning they individually or collectively attach to poverty alleviation and sustainable development. In addition, a quantitative approach involving the use of a questionnaire was adopted for the purpose of gathering data from a representative sample of the population of physically challenged and special needs undergraduates across faculties and departments at universities in Southwest Nigeria. A survey design approach was used to conduct the study by focusing on the variables in the aims of the research as the units of analysis. The population for the study comprised physically challenged and special needs undergraduates across faculties and departments at the selected universities. The physically challenged and special needs undergraduates were chosen because they are assumed to be ignored in sustainable development related studies. Yet they are also part of the populace at which sustainable development is being targeted. The physically challenged and special needs undergraduates are assumed to understand the importance of this research which focuses on poverty alleviation and sustainable development better than their counterparts who are not educated. So also, to guard against the stress of explaining the meaning of the focus of the research, which can consume time, to uneducated people, physically challenged people are involved.

A total enumerative technique was embarked upon to select all the physically challenged and special needs undergraduates in all the departments and faculties of the selected universities. This is because this population in any university is always very limited in number; and moreover, to be able to cover a sizable number will ensure adequate representation of the population of the physically challenged and special needs people in Southwest Nigeria. Data were collected through a questionnaire. The data collection procedure was based on a prior arrangement with the contact person in each of the faculties and departments of the universities. Frequency count and percentage were used to analyse the collected data.

Through total enumeration, 105 respondents were identified and therefore a total of 105 copies of the questionnaire were shared among the selected physically challenged students. The copies of the questionnaire were administered and returned to the researcher immediately. All 105 copies were completely filled and useful for the analysis. This represents a 100 per cent return rate. The breakdown is presented in Table 1.

RESULTS

The demographic information of respondents in Table 2 reveals that 88 (83.8%) were male while 17 (16.2%) were female. This indicates that more males than females took part in the study. Moreover, the demographic information on the respondents' university reveals that 20 respondents representing 19.1 per cent each were selected from the University of Ibadan, the University of Lagos, and the Obafemi Awolowo University. A total of 15 respondents representing 14.2 per cent were selected from the Ladoke Akintola University of Technology, Ogbomosho, while 10 respondents (99.1%) each were selected from the Federal University of Technology Akure, the Osun State University, and the Ogun State University. Results of the respondents' level of study revealed that a total of 30 respondents (28.6%), which constitute the majority, were 400 level students, 22 (20.9%) were from 300 level, 20 (19.1%) were from 100 level, 18 (17.1%) were from 200 level, while 10 (9.5%) were from 500 level. On the types of respondents' disability, the results indicated that 40 (38.1%) were auditory impaired, 30 (28.6%) were deaf, 20 (19.1%) were visually impaired, while 15 (14.2%) were mobility impaired.

Table 1: Breakdown of questionnaire administration (N = 105)

Name of university	Total number of questionnaires administered	Total number of questionnaires returned, completely filled
University of Ibadan	20	20
University of Lagos	20	20
LAUTECH	15	15
Obafemi Awolowo University	20	20
Federal University of Technology Akure	10	10
Osun State University	10	10
Ogun State University	10	10
Total	105	105

Table 2: Respondents biodata (N = 105)

Demographics	Frequency	Per cent %
Gender		
Male	88	83.8
Female	17	16.2
Total	**105**	**100.0**
Name of university		
University of Ibadan	20	19.1
University of Lagos	20	19.1
LAUTECH	15	14.2
Obafemi Awolowo University	20	19.1
Federal University of Technology Akure	10	9.5
Osun State University	10	9.5
Ogun State University	10	9.5
Total	**105**	**100.0**
Level of study		
100	20	19.1
200	18	17.1
300	22	20.9
400	30	28.6
500	15	9.5
Total	**105**	**100.0**
Types of challenges		
Mobility impaired (wheelchair)	15	14.2
Visually impaired	20	19.1
Auditory impaired	40	38.1
Deaf	30	28.6
Total	**105**	**100.0**

Table 3:   Perception of the physically challenged and special needs undergraduates on library and information services for poverty alleviation (N = 105)

	What is your perception of the library and information services for poverty alleviation?	YES	NO
1.	Programmes established by libraries to lift people out of poverty	98 (93.3%)	7 (6.7%)
2.	Practicable information literacy skills to enable people to become self-reliant	100 (95.2%)	5 (4.8%)
3.	Empowerment, ability and authority to make decisions and implement change in one's own life	95 (90.1%)	10 (9.9%)
4.	Training organised by libraries through programmes such as entrepreneurship for self-employment	103 (98.1%)	2 (1.9%)
5.	Human resources development by libraries for the whole community	80 (76.2%)	25 (23.8%)
6.	Others	0 (0%)	0 (0%)

The results of the perceptions of the physically challenged and special needs undergraduates revealed in Table 3 indicate that the majority of the physically challenged undergraduates 103 (98.1%) perceived that poverty alleviation is all about training organised by libraries through programmes such as entrepreneurship for self-employment. Similarly, 100 respondents (95.2%) perceived that poverty alleviation is all about practical information literacy skills to enable people to become self-reliant. In addition, 98 of the respondents (93.3%) perceived that it is the programmes established by libraries to lift people out of poverty (including physically challenged people). This implies that programmes by library and information services on poverty alleviation enable people to become self-employed and include physically challenged people.

Table 4:   Perception of the physically challenged and special needs undergraduates on library and information services for sustainable development (N = 105)

	What is your perception of the library and information services for sustainable development?	YES	NO
1.	Sustainable development is an approach to economic planning to attempt to foster economic growth while preserving the environment for future generations	92 (87.6%)	13 (12.4%)
2.	Access to information and knowledge is a right guaranteed to all people	102 (97.1%)	3 (2.9%)
3.	A programme to ensure equitable access to information, ideas, and works of imagination for social, educational, cultural, democratic, and economic well-being of people	105 (100%)	0 (0%)

What is your perception of the library and information services for sustainable development?		YES	NO
4.	It is a commitment to enable all members of society to engage in, and benefit from, their activities without regard to citizenship, disability, ethnic origin, gender, geographical location, language, political philosophy, race, or religion.	100 (95.2%)	5 (4.8%)
5.	Increased access to information and knowledge, underpinned by universal literacy	90 (85.7%)	15 (14.3%)
6.	Others	0 (0%)	0 (0%)

The results of the perception of the physically challenged undergraduates on the sustainable development revealed in Table 4 show that all the respondents 105 (100%) perceived that the programmes are directed to ensure equitable access to information, ideas, and works of imagination for the social, educational, cultural, democratic, and economic well-being of people. Furthermore, the results also indicate that the programmes simply mean that access to information and knowledge is a right guaranteed to all people as indicated by 102 respondents (97.1%). A total of 100 (95.2%) respondents indicated that the programmes are a commitment to enable all members of society to engage in, and benefit from, their activities without regard to citizenship, disability, ethnic origin, gender, geographical location, language, political philosophy, race, or religion.

Table 5:   Relationship between poverty alleviation and sustainable development from the perspective of the physically challenged and special needs undergraduates (N = 105)

What do you regard as the relationship between poverty alleviation and sustainable development?		YES	NO
1.	Without poverty alleviation sustainable development we cannot talk about sustainable development	104	1 (99.0%)
2.	Poverty alleviation gives way to sustainable development	104	1 (99.0%)

The results in Table 5 show that sustainable development cannot be separated from poverty alleviation since poverty alleviation leads to sustainable development, as indicated by 104 (99%) of the respondents.

Table 6: Relationship between poverty alleviation and sustainable development
(N = 105)

Variable	No	Mean	SD	r.-value	P	Remark
Poverty alleviation	105	20.45	5.8	0.83	0.05	S**
Sustainable development	105	21.32	5.4			

*S** Significant*

The Pearson correlation on the two variables was conducted to confirm their relationship as indicated by the respondents, and the results revealed the r.-value of 0.83 < P, 0.05. This implies there is a significant relationship between poverty alleviation and sustainable development.

If the poverty alleviation and sustainable development are related, the respondents were asked to confirm whether or not their institution library has ever organised any of these programmes targeting the physically challenged people at their university. The results are presented in Table 7.

Table 7: Library organisation of information services on poverty alleviation for sustainable development targeting physically challenged students
(N = 105)

		YES	NO
1.	My university library has organised programmes on poverty alleviation for sustainable development targeting physically challenged students	40 (38.1%)	65 (61.9%)
2.	I have attended programmes on poverty alleviation for sustainable development targeting physically challenged students at my university library	40 (38.1%)	65 (61.9%)
3.	My university library has never organised programmes on poverty alleviation for sustainable development targeting physically challenged students	65 (61.9%)	40 (38.1%)

Table 7 reveals that 40 respondents (38.1%) indicated that their library has sometimes organised programmes on poverty alleviation for sustainable development targeting physically challenged students while 65 respondents (61.9%) indicated that their library has not done so. A total of 40 respondents (38.1%) have sometimes attended programmes on poverty alleviation for sustainable development targeting physically challenged students in their university library while 65 (61.9%) have not. In the same vein, 65 respondents (61.9%) indicated that their university library has never organised

such programmes before while 40 respondents (38.1%) indicated their university library has done so sometimes. This implies that limited libraries have organised programmes on poverty alleviation for sustainable development targeting physically challenged students and that a limited number of physically challenged students have attended such programmes.

Table 8: Ways through which libraries and their information services can adequately alleviate poverty for sustainable development among physically challenged and special needs people (N = 105)

		YES	NO
1.	Advocacy and policy dialogue raising awareness and advocating for the promotion of gender equality in education throughout the region	90 (85.7%)	15 (14.3%)
2.	Librarians' engagement with community leaders in fostering community plans and development for physically challenged people	90 (85.7%)	25 (14.3%)
3.	Training and research on poverty alleviation and sustainable development focusing on physically challenged people	85 (80.9%)	30 (19.1%)
4.	Networking and partnership involving physically challenged people	98 (93.3%)	7 (6.9%)
5.	Institutional analysis and capacity building for physically challenged people	80 (76.2%)	25 (23.8%)
6.	Financial support in terms of soft loans to the trainees especially to start up self-employed businesses for physically challenged students	105 (100%)	0 (0%)
7.	Information repackaging training for physically challenged people	87 (82.9%)	18 (17.1%)
8.	Awareness campaign involving physically challenged people	94(89.5%)	11 (10.5%)
9.	Human resources development for physically challenged people	86 (81.9%)	19 (18.1%)
10.	Mobile library and outreach service for physically challenged people	95 (90.5%)	10 (9.5%)

Table 8 reveals the important ways through which the libraries can adequately alleviate poverty for sustainable development of physically challenged people. The most important way identified by all the respondents (105 (100%)) is giving financial support in terms of soft loans to start up self-employed businesses for physically challenged people after undergoing poverty alleviation training programmes in the libraries. The least important

way identified is the organisation of information repackaging for physically challenged people as indicated by 87 (82.9%) of the respondents. This implies that there are many ways in which the libraries can adequately alleviate poverty for sustainable development of physically challenged people, but giving financial support is the most prominent way.

Table 9:   Problems associated with the library and information services for poverty alleviation and sustainable development programmes that target physically challenged and special needs undergraduates (N = 105)

Problems associated with the library and information services for poverty alleviation and sustainable development		Freq.	%
1.	Funding	52	49.5
2.	Lack of cooperation and understanding	8	7.6
3.	Lack of acceptance	5	4.8
4.	Readiness of physically challenged people	10	9.5
5.	Corruption	30	28.6
6.	Others	0	0
	Total	105	100.0

Table 9 reveals some of the many problems associated with the information services for poverty alleviation and sustainable development of physically challenged people. The most prominent problem as indicated by 52 respondents (49.5%) is funding. This is followed by corruption, indicated by 30 respondents (28.6%), and the lack of readiness on the part of physically challenged people, indicated by 10 respondents (9.5%).

DISCUSSION OF FINDINGS

The results revealed that the aim of programmes by library and information services on poverty alleviation is to enable people to become self-employed, and that these programmes include physically challenged people. This is a confirmation of the fact that poverty alleviation is a programme that targets everyone irrespective of status, and of which the essence is self-employment and social reliance.

Sustainable development from the perspective of physically challenged undergraduates is a programme directed to ensure equitable access to information, ideas, and works of imagination for the social, educational, cultural, democratic, and economic well-being of people. Information is for the generality of the people. Acquiring knowledge should result in better living conditions for people. No doubt that the perspective of physically challenged undergraduates of the term sustainable development does not differ from the perspectives of others in any way.

There is a significant relationship between poverty alleviation and sustainable development as the former gives way to the latter. The result is not unexpected considering the fact that poverty alleviation and sustainable development are actually interwoven with one resulting in or giving way to the other. Without eradication of poverty we cannot in any way talk about sustainable development. This is in line with the report by Olusola-Fadumiye (2014) that there is a significant relationship between reducing poverty in the public sector of the economy and achieving a sustainable development in the economy where there are different ways in which a sound and effective strategy for economic growth can be established and implemented.

Limited university libraries have organised programmes on poverty alleviation for sustainable development that target physically challenged people. Similarly, a limited number of physically challenged people have attended such programmes. No doubt about the fact that some libraries in the past have organised programmes on poverty alleviation and sustainable development as a way of enlightening the populace. However, it is quite unfortunate that most of the poverty alleviation and sustainable development programmes by libraries targeted abled people at the expense of physically challenged people. Poverty is ravaging the lives of many people with the inclusion of physically challenged people. The report by Itedjere, Achugbue and Sokari (2012) on the significance of the library in technology education institutions for sustainable youth empowerment is relevant here. The report identified that the library is relevant and also pointed out that a technology education institution cannot effectively realise its objective of sustainable youth empowerment without the supporting role of the library. This implies that libraries have a prominent role to play in this endeavour.

Many problems are associated with the information services for poverty alleviation and sustainable development of physically challenged people with the most prominent being funding, followed by corruption on the part of those who are directly in charge. This finding corresponds to what Itedjere, Achugbue and Sokari (2012) had earlier reported when they uncovered one major impediment to library services which is funding. Other problems mentioned by them are library management, mindset of the library, library services and library management software.

CONCLUSION

The study examined library and information services that are targeted towards poverty alleviation for sustainable human development by focusing on physically challenged and special needs undergraduates at selected universities in Southwest Nigeria. The results revealed that the programmes by library and information services on poverty alleviation are to enable people to become self-employed and that this is inclusive of physically challenged people. It is unanimously agreed that sustainable development from the perspective of physically challenged undergraduates is a programme directed to ensure equitable access to information, ideas, and works of imagination for the

social, educational, cultural, democratic, and economic well-being of people. There is a significant relationship between poverty alleviation and sustainable development as the former gives way to the latter. A limited number of university libraries have organised programmes on poverty alleviation for sustainable development that target physically challenged people. A limited number of physically challenged people have attended such programmes. In addition, there are many ways the libraries can adequately alleviate poverty for sustainable development of physically challenged people, with giving financial support being the most prominent way. Many problems were identified regarding the information services for poverty alleviation and sustainable development of physically challenged people with funding being the most prominent problem, followed by corruption on the part of those who are directly in charge.

RECOMMENDATIONS

Since a limited number of university libraries have organised programmes on poverty alleviation for sustainable development that target physically challenged people, it is recommended that libraries irrespective of their type should endeavour to do so. This is because poverty alleviation and sustainable development programmes are for all people.

The results of the study have revealed that one of the prominent problems associated with poverty alleviation for sustainable development that target physically challenged people is funding. In the light of this, it recommends that federal government through the Nigeria University Commission ensure that they make funds available to all the university libraries and possibly other institutions' libraries for them to organise such services for physically challenged people.

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