Thesis By

EMMANUEL CAMBLE

UNIVERSITY OF IBADAN

ACCESS TO AND UTILIZATION OF QUALITY INFORMATION IN RIRAL DEVELOPMENT PROGRAMMES IN BAMA ZONE OF BORNO STATE
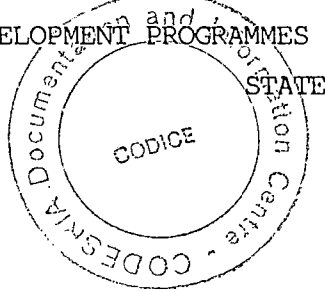
NOVEMBER 1992

ACCESS TO AND UTILIZATION OF QUALITY INFORMATION IN
RURAL DEVELOPMENT PROGRAMMES IN BAMA ZONE OF   BORNO
STATE

By

EMMANUEL CAMBLE
B.L.S. (UniMaid.), M.L.S.(Ibadan)

A thesis in the Department of
LIBRARY, ARCHIVAL AND INFORMATION STUDIES

Submitted to the College of Education in Partial

Fulfilment of the requirement for the

Degree of DOCTOR OF PHILOSOPHY
of the

UNIVERSITY OF IBADAN

NOVEMBER, 1992

:1

ABSTRACT

The broad objective of the study is to determine the quality of information available to rural people as well as rural development workers for rural development programmes. This was carried out by analysing the information transfer activities in the various rural development programmes in Bama Development Zone of Borno State. Specifically, the information environment of rural people as well as rural development workers in the survey was determined. The role of "public librarians" in the process was examined and problems militating against the free flow of quality information for rural development programmes were identified.

The study involved 161 rural development workers, 12 "public librarians" and a sample of 400 rural people. The results of the various analyses showed that majority of the rural people are non-literates and all of them are involved in agriculture either as part-time or full-time farmers. A sizeable number of them are also involved in non-farm economic activities. They expressed their desire for information in all the major sectors of integrated rural development as well as in

socio-cultural and recreational activities. This, they have obtained through rural development agencies rather than through library/community information centres but more from agricultural extension workers, educated people and village heads within their communities.

The study further showed that majority of rural development workers in the survey possess Ordinary National Diploma or its equivalent. Although none of them has an additional qualification in information and communication skills to enhance their role as purveyors of information, many had attended workshops, conferences, and seminars on information dissemination for rural development programmes to enhance their work. Also, majority of the rural development workers expressed high information needs in socio-economic characteristics of rural people, programme planning, implementation and supervision. Their non-documentary sources are their bosses, and colleagues while their documentary sources include posters, leaflets, pamphlets, personal correspondence, manuals, government publications and handbooks. They use posters, personal contacts and village meetings to disseminate information on rural development programmes to rural people.

Furthermore, the study showed that in addition to the traditional duties in the library, librarians in the survey ranked very high other duties designed to provide information services to people in the rural areas. While majority of them were never invited to participate in planning rural development programmes, a few who were invited were involved in planning the education sector. Thus, this explains the problem of integrating quality information in development programmes because the official understanding of information at all levels of governments in Nigeria continues to be "soft information" which is mass-oriented, public enlightenment and propaganda, using communications media such as radio, television and newspapers. The impact of the mass media in disseminating information to rural areas is transient and temporary. This affects the quality of information currently available to rural people in Bama development area.

Finally, the analysis showed that the efforts by all rural development agencies involved presently in information transfer activities in the rural areas are unstructured and unco-ordinated. It also showed the

absence of in-built formal information dissemination mechanisms that would enhance the information dissemination process. These have affected the quality of information being provided to rural people which has some serious negative implications for the success of rural development programmes in Bama development area.

eac(?)

ACKNOWLEDGEMENTS

Since this thesis is a product of the contributions of many individuals and a few organizations, I would like to express my profound gratitude to them.

I sincerely thank Dr. L.O. Aina of the Department of Library and information Studies, University of Botswana with whom I started this work for his sound ideas and suggestions. I am greatly indebted to my Supervisor, Dr. G.A. Alabi, for his criticisms and suggestions that culminated to this work. I was encouraged by his cheerful, simple and human nature.

I am grateful to the Borno State Government for approving the research project. My profound gratitude also goes to the Directors-General in the Borno State Ministries of Health and Co-operative and Community Development, Borno State Agricultural Development Programmes, Director, Borno State Agency for Mass Literacy, Director and Secretary, Borno State Library Board, Deputy Chairman, DFRRI, Borno State and other officers in these ministries and agencies for their cooperation and assistance. Many thanks to the Local Government Chairmen and Secretaries in the study area for their immense help during the data collection

exercise.

I would like to extend my thanks to key friends at the University of Ibadan for their encouragement. They include Dalhatu U. Sangari, Sammy Shaibu, G.O. Oyelekan, Adeche Apeji, Ben Kanchok, Bade Suara Kyari Mohammed and Yinka Akande. To Ihuaku L. Mbuko, my bosom friend and source of inspiration, I say thank you for your kindness and human nature. Many thanks to Mrs. Grace Akinnibosun and Madu of the Department's Library for their assistance. I am grateful to Mrs. A. Nwamadi for typing the thesis.

Finally, I thank Almighty God for a hitch-free programme.

DEDICATION

To my mother Ayi A. Fada

and

Ihuaku L. Mbuko

CERTIFICATION

I certify that this work was carried out by Mr. Emmanuel Camble in the Department of Library, Archival and Information Studies, University of Ibadan.

....
(SUPERVISOR)

G.A. Alabi
B.Sc. P.G.D.L. (Ibadan)
M.S.L.S. (Case Western Reserve)
Ph.D (Ibadan), M.I. Inf. Sc.
Senior Lecturer
Department of Library, Archival and
Information Studies, University of
Ibadan, Nigeria.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION

Until recently, most developing countries had not
been able to improve the quality of life of majority
of their people living in the rural areas, although
rural development continuous to be an important
development issue among policy-makers, development
planners and various development agencies.

The realization that this serious development
lacuna exists has compelled governments, policy-makers,
development planners as well as development agencies
to employ various rural development strategies in an
effort to raise the standards of living of people in
the rural areas. Such strategies have been changed
from time to time in developing countries, depending
on previous achievements and problems experienced.

Nigeria has witnessed quite a number of these
efforts since the colonial period. Development plan-
ning in Nigeria dates back to 1946 when the colonial
administration formulated the ten-year development
plan. Since then there have been a number of develop-
ment plans in the country. Despite this long planning

tradition, the Nigerian rural dwellers are yet to
witness a significant change in their life styles
(Awogbade, 1982).

According to Olatunbosun (1975), rural areas in
Nigeria consist of about 80 percent of the population
of the country. Because majority of Nigerians live in
the rural areas and depend on subsistence agriculture
and allied occupations, it is incumbent on the govern-
ment to pay special attention to the development of the
rural areas. Idachaba (1986) observed that previous
administrations have regarded Nigeria's rural sector as
mere source of surplus food and fibre to feed the urban
economy. He then concluded that any rural development
that occurred in the process was not the original inten-
tion of the urban political class. Consequently, "rural
and urban Nigeria have continued to develop in parallel
fashion with little hope of evolutionary convergence"
(Idachaba, 1980). This disparity, according to a
report of workshop on rural development (1976) manifests
itself in several ways, most important of which are
the low level of agricultural productivity and general
lack of basic infrastructure. Also, poverty, illiteracy,

hunger and malnutrition are common features in the rural areas.

A World Bank Report (1975) approximated that 85 percent of about 750 million poor in developing countries are considered to be in absolute poverty. The report also highlighted that the rural areas have a smaller share of economic infrastructure services and that even where the services exist, the poor often do not have access to them.

From the point of view of government of Nigeria, Koinyan (1986) enumerated the main features of our current rural society as: the endemic and frustrating poverty of the rural population, the dependence on primary production by a large percentage of the popula- tion, the unfavourable terms of trade against rural producers and net transfer of vital resources from rural to urban industrial sectors, thereby increasing the depth of rural poverty. Others are the rigid and suffocating control over rural institutions by the State bureacracy, the absence or weak development of strong economic organizations among rural population and the pervasive powerlessness of the rural population

to compel attention to their problems of under-development.

The sordid picture of majority of Nigerians who live in the rural areas has prompted successive Federal and State governments in Nigeria to employ various rural development strategies aimed at transforming the rural areas. Ayeni (1982) aptly observed thus:

> In recent years there is a growing interest in the problem of rural development as a result of new insights and perceptions such as the increasing awareness of the inability of the modern sector to provide enough employment to absorb growing numbers of non-productive rural labourers,d the need to increase and improve food crop production, the need to stem rural-urban migration and genuine need to raise the living standards of rural inhabitants. (P.41).

Similarly, Idachaba (1982) observed that it is now recognised that the concurrent development of Nigeria's rural sector, where the majority live, holds the key to the balanced development of the nation.

According to Baba (1988), the perception of the rural problem in the first and second National Development Plans seemed to have been dominated by growth

considerations, leading to policies which emphasised
the increase of agricultural production as synonymous
to rural development. The first direct statement of
rural development policy was in the Third National
Development Plan, 1975-1980. It was stated thus:

> The main objective of rural development is
> to increase productivity and income,diversify
> rural economy and generally enhance the
> quality of life in rural areas. Since agricul-
> ture constitutes the dominant form of activity
> in rural areas, the most important instruments
> for achieving these objectives are the agricul-
> tural programmes of both the Federal and State
> Governments. In the main, the programmes
> encompass efforts to increase output by expand-
> ing the area under cultivation and increasing
> yield per acre through the dissemination of
> improved input such as higher yielding seed-
> lings, machinery, fertilizers, and improved
> storage and marketing practices. In addition
> to raising agricultural productivity, effort
> will be made to enhance the quality of life in
> the rural areas through the provision of basic
> social amenities such as health centres, pipe-
> borne water, feeder roads, and electricity.
> The combined effect of these measures should
> be to narrow the disparities in living stand-
> ards between urban and rural population (P.292).

This objective was reiterated in the Fourth National
Development Plan, 1981-85. To achieve this objective
successive Federal and State governments have employed
various rural development strategies, depending on

previous experience and problems and the perception
of rural development by a government. These strate-
gies include:

a)   Agricultural growth strategy under which we
     had Farm Settlement Schemes, Agricultural
     Extension Services, Agricultural Pricing and
     Marketing, Input Subsidization and Institutional
     Provisions and Legislative controls.

b)   Community development strategy.

c)   Integrated rural development strategy.

d)   River Basins Development Authorities.

     Dissatisfied with the achievements of successive
governments in rural development programmes that were
agriculture based and apparently prodded by the long
neglect of the rural areas, President Ibrahim Babangida
established the Directorate of Food, Roads and Rural
Infrastructure (DFRRI) in February, 1986. This Agency
is charged with the responsibility to plan and execute
Integrated Rural Development Programme (IRD) in
collaboration with other relevant departments,
ministries and agencies in the country. President

Babaginda emphasised that the moral, social, cultural, political, economic and security reasons for this position remains valid and compelling for as long as the rural areas where about 70 percent of Nigerians live remain underdeveloped.

At the Federal level, the DFRRI, headed by a Chairman, is administratively in the office of the President. At the State level, it is administratively located in the office of the State Governor. Each State governor is the State Chairman of the State directorate. The directorate's programmes include organization and mobilisation of people in the rural areas for rural development, improving rural agriculture, rural housing, rural health, rural industrialization and rural technology. Others are rural infrastructure development, grassroots level sports and promotion, political development, community and social mobilisation, information services, home economics, conferences, seminars, workshops, data collection and analysis and performance monitoring and evaluation.

The directorate's favourite strategy for achieving
these programmes is the mobilisation approach through
sustained dissemination of information using a variety
of channels such as radio, television, community
viewing centres, newspapers, magazines, pamphlets,
posters and brochures. Others include mobile informa-
tion units using audio-visual aids and by using local
communication channels like local leaders, town criers,
market places, local musicians and cooperative societies.
Ekpere (1985) observed that the planning process for
rural development in the country can acquire further
meaning if the people not only associate themselves
with planning for their development, but also participate
in the implementation of the plan. However,
Mabogunje (1986) warned that any programme of rural
development that begins by marginalising the contribution
of the primary beneficiaries of the scheme can hardly
be expected to last beyond the life of the programme.
Also, Idachaba (1986) cautioned that unless the
programmes of the DFRRI are well articulated, the
exercise will degenerate into programmes implementation
confusion in which the Directorate gets pulled in

different and quite often conflicting directions in response to pressures of the moment.

1.1 Rural Development Programmes in Borno State:

Borno State, the study area for this research, is one of the three States that were carved out of the then North Eastern State when additional States were created in 1976. It is one of the most northerly States in the country. It has the largest land area among the 30 States of Nigeria. Borno State is bounded to the North by the Republic of Niger and to the North East and West by the Republic of Chad and Cameroun respectively. It also shares common boundry with Adamawa, Bauchi, Yobe and Jigawa States.

Generally, for the greater part of the year, the climate is hot and dry with a short spell of rainfall between June and September. However, in areas like Biu and Uba, the rainy season starts as early as April and lasts until October. The harsh climatic conditions of the State explain in part the low population density of Borno State. It is one of the least densely populated States in Nigeria, its average density being only 26 persons per square kilometre.

Borno State is pluralistic with a strong Islamic tradition, which, according to Aguolu (1983), may partially account for the reluctant acceptance of western education and for wide diffusion of koranic education which has, for centuries, served the social, religious and intellectual needs of the people. Prominent ethnic groups are Kanuri, Bura, Shuwa and Fulani. However, English, Kanuri and Hausa are widely spoken throughout the State. Borno State has a total population of about 2.6 million (1991 Population Census Provisional Result).

Prior to the establishment of the DFRRI in the Office of the State Governor in February, 1986, programmes designed to improve the quality of life in the rural areas were planned and executed by State Ministries and agencies and the Lake Chad Basin and Rural Development Authority. These ministries and agencies include: Agriculture, Education, Rural and Community Development, Information, Health, Borno State Water Board and Borno State Library Board. The programmes range from increased agricultural production to provision of health and education services,

information, pipe-borne water and feeder roads. Unfortunately, most of these services were concentrated in local government headquarters and a few urban areas where the majority live.

Borno Accelerated Area Development Programme(BOADAP) which started operation in 1982 and jointly financed by the Federal Government of Nigeria and Borno State Government was aimed at increasing food production under the harsh climatic conditions of Borno State by providing advance agricultural technology to the rural farmers. BOADAP covered twelve local governments areas in the northern part of the State where rain falls for only two or three months in the year. BOADAP was expected to have achieved its objective of increasing food production in 1987. Because it failed, in 1988 it was merged with the Southern Borno Agricultural Development Programme (SBADP), a World Bank assisted agricultural development programme which was initially planned to cover six local governments where rainfalls between April and October in the year. The objective of SBADP is improvement in the quality of life of rural people through increased income from agriculture. BOADAP and

SBADP were merged to form Borno State Agricultural Development Programme (BOSADP), assisted by the World Bank.

Borno State Ministry of Health, through the epidemiological unit, has been planning and executing rural health education programmes in the State. Such programmes as Environmental Sanitation, expanded programme on immunization (EPI), oral rehydration therapy (ORT), family planning and many others have been executed by this unit in conjunction with other ministries and agencies in the State.

The Borno State Ministry of Rural and Community Development was established during the Fourth Development Plan, 1981-85. It was stated that the urgent need to develop the rural areas through the provision of basic economic and social infrastructure and the need to mobilise rural development potentials in terms of human and material resources prompted the establishment of the ministry. Through its development officers, the ministry encourages rural communities to form Cooperative and development associations and embark on self-help projects. Also, the ministry used to

organise adult literacy programmes in rural and urban areas until 1987 when the Borno State Agency for Mass Literacy was established. The main objective of the Agency is to eradicate illiteracy in Borno State by 1992. It is hoped that rural development programmes stand a good chance of success with a literate rural populace. However, this ambitious objective is far from being achieved.

In the Borno State Fourth Development Plan (1981-85), the basic objective of the information sub-sector is to keep rural people informed of government's development activities in the State which would concern them as citizens and thus encourage them to be involved in the development process. According to the plan, the media for discharging this function include the press, radio, televison, cinema, films, library etc. Accordingly, an allocation of ₦38.66 million was provided in the Fourth Development Plan to develop and utilize these media for covering even the remotest part of the State. To this effect, the Borno State LIbrary Board was established by Law in 1982 and inaugurated in 1984. The main objectives of the Board is to provide

information services to all parts of the State.
Consequently, the Board is empowered to establish
branch libraries in all local government headquarters
and maintain information centres in rural areas to
provide information which would enable rural people to
participate effectively in the development process.

In his maiden speech as Governor of Borno State,
Lieutenant-Colonel Abdulmumini Aminu (1985) stressed
that integrated rural development would be the centre
piece of the policies and programmes of the State
government. This, he said, was based on the realisation
that majority of people in Borno State live in the rural
areas and depend to a large extent on subsistence
agriculture and allied occupations for existence. The
aim, he said, was to make people in the rural areas
more productive and eventually self-sufficient in food
production and allied occupations.

In summary, therefore, despite the perception of
the rural problem by successive governments and
subsequent employment of various rural development
strategies, the rural areas are still not developed.
Committed to transforming the rural areas, the Ibrahim

Babaginda·· administration established the DFRRI to
plan and execute rural development programmes in the
country. In Borno State, the ministries and agencies
that are actively involved in rural development
Programmes are Ministries of Cooperative and Community
Development, Health, the Borno State Agency for Mass
Literacy, the Borno State Agricultural Development
Programme, Borno State Library Board and the Directorate
of Food, Roads and Rural Infrastructure. The success
of these programmes, to a large extend, depends on
articulate planning and conscientious execution of
the programmes, supported by relevant information at
all levels. For integrated rural development projects
to succeed in the third world countries, it is
essential that such projects be guided by clearly
defined concepts and goals (Adeniyi, 1983).

1.2 Quality Information

For several years now, we have witnessed the
intervention of successive Federal and State governments
in the efforts to develop the rural areas without
desired results. Several factors have been identified

as responsible. But recently, rural development experts, planners and information scientists have identified information as an important input in rural development programmes. The importance of information as a vehicle for development is increasingly becoming appreciated by planners, decision-makers and even entrepreneurs in the private sector (Ndavi, 1990).

According to Whittemore (1974), the word 'information' is one of the most overusedwords in the English language, it has a large variety of meanings and is used in a large number of different contexts. However, Burch (1990) defined information as data that have been put into a meaningful and useful context and communicated to a recipient who uses it to make decision. This consists of data, images, texts, documents, and voice, often inextricably interwined, but always organised in a meaningful context. Similarly, Ndavi (1990) observed that by 'information' we are not only referring to the radio or television bulletins which reach us everyday or the daily newspaper headlines which catch our eyes as we head to our offices every morning. In the context of rural development we are referring to the mass of data

stacked in government and company files, reports,
statistics, projects and whatever information in
whatever form that can assist institutions or indivi-
duals in their decision-making. As Burch (1990)
rightly put it, "making decisions without relevant
information is like trying to shovel smoke or see
through a dense fog."

In recent years, information experts and indeed
development planners have argued that there is no
scarcity of information for development purposes,
(Cochrane, 1980, Aboyade, 1987, Mchombu, 1988). They
argued that what is lacking now is quality information,
identified, acquired, repackaged (if necessary) and
delivered at the right time to all those involved in
rural development programmes. Mchombu observed that
many rural people are confused by a profusion of
information from health, education, cooperative
organizations and agricultural extension workers,
each of whom is concerned primarily with the furtherance
of their own departments. The massive amount of
relevant information currently being generated does
not 'trickle down' to potential users in the rural areas.

According to Saunders (1980), information is an
unscarce resource. What is perhaps scarce is the
right information, in the right place and the right
time. In the same vein, Burch (1990) maintained that
although we may indeed be swamped by printout,
memomania, and misinformation, many users still lack
quality information in decision-making.

Although the term 'quality information' may mean
many things to many people, Burch (1990) observed
that quality information rests solidly on three pillars-
accuracy, timeliness, and relevancy. While accuracy
means that the information is free from bias, time-
liness simply means that recipients can get information
when they need it. Relevancy implies whether the piece
of information specifically answers the user's question
of what, why, where, when, who and how. He, however,
cautioned that what is relevant information for one
user is not necessarily relevant for another. In
other words, relevlancy of information varies among
users.

Similarly, Salasin (1987) observed that the value (quality) of information can be defined in terms of attributes of information and factors related to the setting in which the information is used. The attributes include relevance, timeliness, comprehensiveness, authsoritativeness, specificability, locatability, acquirability and suitability of form and content for the intended user. He also cautioned that the value of a piece of information with respect to the above attributes may vary with respect to several factors. These factors include the ways in which the information is used, characteristics of the individual seeking information, social and organization factors, and task requirements.

It can be concluded that, for any piece of information to be qualitative, it must be relevant, accurate and delivered at the right time. In the context of the attributes of quality information provided by Burch and Salasin, quality information, relevant information, accurate information are used interchangeably in this thesis to mean quality information.

Because it has been realised that
national development cannot be achieved without the
development of the rural areas, rural development has
received greater attention in recent years.
Consequently, planning and implementing rural develop-
ment programmes entail the optimal allocation and
utilization of mobilizable resources, including human
resources based on reliable forecasts and gainful
decisions. These exercises, according to Neelmeghan
(1981) require timely, reliable and precise data and
information on the mobilizable resources, on the
characteristics of and trends, in the development
milieu. He observed further that relevant information
is not merely an input resource for effective national
and rural development planning and implementation but
it is essential to ensure the optimal allocation and
utilization of other resources in urban and rural
areas.

Despite this vital role of quality information
in the development process, it has not received
adequate attention as other physical variables have
received from decision-makers and development planners.

Information is essential for all types of development,
be it economic, social, political, or educational.
Lack of relevant information for a desired objective
impede the progress, whereas, accurate and reliable
information is indispensable for sound decision-making
(Tesfaye, 1990).

1.3   The Problem:

In recent years, there has been an emerging
realisation in Nigeria of the need to develop the rural
areas where over 70 percent of the total population
live. It has also been realised that for rural
development programmes, particularly integrated rural
development programmes to succeed and subsequently
improve the living standards of rural people, adequate
quality information is an important input as any
physical variable in the development process. Viro
(1983) correctly observed that the transfer of quality
information as a legitimate component of development
projects is highly desirable.

Idachaba (1986), Oyaide (1988) and Lele (1975) have observed that past governments' efforts in rural development in Africa and Nigeria in particular have failed to develop the rural areas. The reasons, they said, are because rural development programmes are planned from top without adequate consideration for economic, social and cultural aspirations of the rural people, the narrow conception of the rural man as mere sources of surplus food and fibre to feed the urban and export market, policies and programmes were designed and implemented without the meaningful involvement of the primary beneficiaries and the fact that rural development programmes were ad-hoc isolated responses to pressures of the moment that were not derived within an overall policy framework for developing the sector.

However, Aboyade (1984), Lawani (1981) and Mchombu (1992) attributed the failure of rural development programmes in East Africa and Nigeria to perhaps the process of information transfer within the rural sector. While rural people at the moment are exposed to quite a variety of information, it is doubtful

whether these sources are in forms that are usable
or of lasting benefit to them. According to Mchombu
(1992), inspite of considerable expenditures by
governments, donor agencies, and policy shifts in
favour of rural development, the amount of relevant
and usable information for rural areas is dismally
low, and its impact in creating conditions which
foster rapid rural delvelopment negligible. Aiyepeku
(1982) observed that the problem of integrating
relevant information at all levels of government in
Nigeria has been the official understanding of informa-
tion, which continuous to be "soft information," which
is mass-oriented, public enlightenment and propaganda,
using time-tested communication media such as radio,
televison and newspapers.

Policy-makers, programme managers and other rural
development workers require quality information to take
important decisions as they affect programme benefi-
ciaries and which would enhance programme planning
and implementation. Rural people who are the beneifi-
ciaries of rural development programmes require quality
information to make important decisions about such

programmes and issues directed to them. To lack information on how to obtain services is tantamount to lacking the services themselves (Martin, 1984).

Central to this study is how quality information is promptly made available and accessible for use by rural people and initiators and planners of rural development programmes and how it could subsequently enhance the success of such programmes. There is a serious gap in the information exchange process and in the information transfer chain, linking rural communities with knowledge centres. The study also explores the role of public libraries in the information transfer process. It then becomes necessary to analyse the information transfer activities in the various rural development programmes within the scope of this study. A lot of material and human resources have been committed to rural development such that without built-in information mechanisms, we will continue to witness more and more frequently a considerable waste of money, time and effort without successful results (Tam and Valls, 1982).

1.4 Research Questions:

This study attempts to answer the following research questions:

1. What are the information needs of rural people and rural development workers?

2. What are their sources of information for rural development programme?

3. What are the existing communication channels through which information on rural development programmes reached rural people?

4. What are the communication channels used by rural people to transmit their problems to rural development workers?

5. What are the communication channels used by rural development workers to disseminate rural development information to rural people?

6. What socio-economic characteristics hinder or facilitate the use or non-use of information in the study area?

7. To what extend do rural development workers contribute to the enrichment of the information environment of rural people in the study area?

8. What is the level of awareness of the rural
   population about government rural development
   programmes?

9. To what extent do the rural people participate
   in rural development programmes in the study
   area?

10. To what extent are public libraries involved in
    the process of disseminating information to
    rural people for development purposes in the
    study area?

1.5 Objectives of the Study

The broad objective of the study is to determine
how rural people and rural development workers access
and utilize quality information in rural development
programmes. This was carried out by analysing the
information transfer activities in rural development
programmes in Bama zone. Specifically, the study
determined the following:

a) the information environment of rural people
   and rural development workers;

b)   the extent to which rural people participate
     in rural development programmes in Bama zone
     as a result of their use of information;

c)   the contribution of rural development workers to the
     enrichment of the information environment
     in the rural areas in Bama zone;

d)   the problems militating against the availability
     and utilization of adequate quality information
     in the rural areas in Bama zone;

e)   the extent to which public libraries in collabora-
     tion with other appropriate agencies that are
     involved in the provision of quality information
     for rural development programmes in the study
     area;

f)   recommendations based on the findings of the
     study on how best rural people and rural develop-
     ment workers can access and utilize adequate
     quality information for rural development
     programmes; and

g)   the implications of the findings of the study

for planning library and information services

and policy and library education in Borno State

in particular and Nigeria in general.

1.6   Assumptions of the Study:

The study is predicated on the following
assumptions:

a)   the information component in rural development

programmes is equally as important as the physical

variables of the programmes;

b)   the non-availability and utilization of adequate

quality information by rural people and rural

development workers in rural development programmes

is one of the main factors militating against the

success of rural development programmes in

Nigeria;

c) the lack of infrastructure in the rural areas
conditions the attitudes of rural people.(These
attitudes are fundamental in development work
particularly when trying to apply mechanisms for
information transfer in the rural areas); and

d) until the government or its agents do realise
the need to use, inform and transfer information
effectiveldy and economically to rural people
and rural development workers, the provision of
quality information cannot be seen as an integral
part of rural development programmes.

1.7 Significance of the Study

This study is significant for two reasons. Firstly,
the study has been conducted at the time everything is
being put in place in an effort to develop Nigeria's
rural areas. The findings and recommendations, if
viewed seriously, will enhance the success of the
programmes designed to transform the rural areas.
Secondly, a good national information policy requires
the study of the information needs of all members of
the society. The results of this study will serve as

an important input in the efforts to formulate a
national information policy for Nigeria.

1.8 Scope of the Study

For effective administration of rural and
community development programmes, Borno State was
divided into five zones. They are Bama, Biu, Fika,
Nguru and Monguno zones. Using simple random sampling
technique, Bama zone was chosen. This study concentrated
on one zone because of the enormous cost of the research.
Also, it seems reasonable and realistic to concentrate
on one zone in order to have indepth analysis of the
problem within time limitation. Furthermore, the
study is limited to the information transfer activities
for rural development programmes in the Borno State
Ministry of Health, and Cooperatives and Community
Development; the Borno State Agency for Mass Literacy;
the Borno State Agricultural Development Programme; the
Directorate of Food, Roads and Rural Infrastructure;
and the Borno State Library Board in Bama Zone.

1.9 Definition of Terms

The working definition given below are sysntheses of various ideas on the terms defined and as used in this thesis.

Information: That which adds to our awareness or understanding of some topic, problem or event. It is variously perceived as facts, data, intelligence, news and knowledge. This information can be delivered orally, or it can come in visual form as data, text or graphics.

Information Environment: This embraces the information requirements, sources · of information and information services currently available to rural people and rural development workers.

Rural Develospment: It is a strategy designed to improve the economic and social life of a specific group of people – the rural poor (World Bank, 1975).

Rural Areas: Settlements ranging from single isolated compound to a group of hamlets koccupied by members of a common clan or with diverse backgrounds, forming

the village proper, with populations varying
from less than 1,000 to 20,000 inhabitants
(Olatunbosun, 1975).

Quality of Life: The qualitative changes among a popula-
tion as a result of the availability of
basic services and utilities.

Quality Information: Accurate, timely, and relevant
information.

Successful Rural Development: When relevant inter-linking
sectors are systematically functioning and
reinforcing themselves and the personality
of the individuals or the collective
personality of the individuals is enhanced,
there is some measure of success in rural
development programmes.

REFERENCES

Aboyade, B.O. "Communication potentials of the Library for Non-Literates: An Experiment in Providing Information Services in a Rural Setting." Libri 34(3), 1984, 243-262.

___The provision of Information for Rural Development, Ibadan: Fountain Publications, 1987, 104P.

Adeniyi, Eniola, O. An Overview of the Rural Development Project in Nigeria: The case of Kainji Dam, In: Report of a meeting on Innovative Approaches in Rural Development. Romne, 24-26 June, 1983, 273P.

Aguolu, C.C. "Libraries as Agencies of Research and Scholarship with Special Reference to Borno State." Annals of Borno, Vol.1, 1983, 17-28.

Aiyepeku, W.O., National Information System and National Planning in Nigeria. Ibadan: Nigerian Library Association, Oyo State Chapter, 1982, 24P.

Aminu, A. "Integrated Rural Development will be the Centre-Piece of Our Policies and Programmes." Address to the People of Borno State on the Policies and Programmes of the New Military Administration kin the State on Wednesday, 4th September, 1985, 4p.

Awogbade, M.O., "Towards an Integrated Approach to Rural
    Development Planning Nigeria. In: Proceedings of the
    National Conference on Integrated Rural Development
    and Women in Development. Centre for Social, Cultural
    and Environmental Research, University of Benin,
    Benin City, 22-26 September, 1982, 133-142.

Ayemi, Bola, Models of Integrated Rural Development:
    Facts and Fallacies. In Proceedings of the National
    Conference of Integrated Rural Development and Women
    in Development. Centre for Social, Cultural and
    Environmental Research, University of Benin, Benin
    City, 22-26 September, 1982, 41-60.

Baba, J. M. Population and Rural Development. Lagos:
    Nigerian Education Research and Development
    Council, 1988, 54p.

Borno State Government. Fourth National Development Plan,
    1981-85. Lagos, Juma Holdings, 1981, 144P.

Burch, John and Gary Grudaitski. Information Systems:
    Theory and Practice. New York: John Willey, 1986, 674P.

Cochrane, Glynn. "Rural Users Information Requirements
    for Social Welfare and Family Planning."
    International Library Review, 12(3) July, 1980,
    243-257.

Ekpere, J.A. "The Role of NOn-Governmental Agencies in National Development." Paper presented at the International Workshop on Designing Rural Development Strategies in Africa, organised by the Federal Agricultural Co-ordinating Unit and Food and Agricultural Organisation, held at the Conference Centre, University of Ibadan, Ibadan, 2-7 December, 1985, 22p.

Idachaba, F.S. Concepts and Strategies of Integrated Rural Development: Lessons from Nigeria. Ibadan: Department of Agricultural Economics, University of Ibadan, 1980, 88P.

Idachaba, F.S. "Rural Infrastructures in Nigeria: Basic Needs of the Rural Majority. Lagos: Federal Department of Rural Development, 1982, 93P.

___"Rural Development in Nigeria." Foundations of Sustainable Economic Development." Agricultural Development in Nigeria, Vol.8, 1986, 71-119.

Koinyan, L. "Rural Development in Nigeria: The Mobilisation Approach. In: Rural Development: The mobilization Approach. Lagos: Directorate of Food, Roads and Rural Infrastructure, 1986, 82p.

Lawani, S.M. Agriculotural Documentation and the transfer of Scientific Information to Rural Communities. In: Eduction and Training for Library and Information Services in Predominantly Non-Literate Society. Edited by B.O. Aboyade. The Hague. Federation Internationale De Documentation, 1981, 108P.

Lele, Uma. The Design of Rural Development: Lessons
    from Africa. Baltimore: John Hopkins University
    Press, 1975, 246P.

Maboqunje, A. "Peasant: Strategy for Rural Development."
    Development Outlook, 1(1), 1986, 11-13.

Martin, W.J. "The potentials for Community Information
    Services in a Developing country." IFLA Journal"
    10(4), 1984, 385-392.

Mchombu, Kingo, J. Transformation of Rural communities:
    The Role of Information. In: Papers Resulting from
    the Meetings to Development Information Strategy for
    IDRC for Africa. November, 1988, Canada: International
    Development Research Centre Canada, 1988, 2-16.

Mchombu, Kingo, J. "Information Needs for Rural Develop-
    ment: The case study of Malawi."
    African Journal of Library, Archives and Information
    Science.2(1), April, 1992, 17-32.

Ndavi, Muema. Coordination of Information for socio-
    economic and Rural Development in Kenya.
    In: Coordination of Information Systems and Services
    in Kenya. Edited by L. Huttemann and S.K. Ng'ang'a.
    Bonn: Education, Science and Documentation Centre, 1990.

Olatunbosun, D. Nigeria's Neglected Rural Majority.
    Ibadan: Oxford University Press, 1975, 175P.

Oyaide, O.F. Rural Development in Nigeria: The Role of
    Government. Being the February, 1988, Lecturer.
    Centre for Rural Development and Co-operative,
    University of Nigeria, Nsukka, 1988, 27P.

Salasin, J. and T. Cedar. "Information – Seeking
    Behaviour in an Applied Research/Service Delivery
    Setting." Journal of the American Society for
    Information Science, 36(2) 1987, 94-102.

Saunders, W.L. Information, the "Unscare" Resoruce.
    Presidential Address given at the Joint Conference
    of the Library Association, ASLIB and the Institute
    of Information Scientists, Sheffield, September,
    1980.

Tam, D.M. and J. Valls, "Modern Informationd Transfer."
    Agricultural Information Development Bulletin, 4(2)
    1982, 2-8.

Tsefaye, Aldiga. Information and Documentation Services
    at Addis Ababa University.
    In: Co-ordination of Information Systems and Services
    in Kenya, Edited by L. Huttemann and S.K. Ng'ang'a.
    Bonn: Education, Science and Documentation Centre,
    1990.

Viro, R. "Harnessing Information for Development."
    Agricultural Information Development Bulletin.
    8(1), 1983, 4-7.

Whittermore, Bruce, J. and Marshall C. Yovits. A
    Generalized Concept for the Analysis of Information.
    In: Information Science: Search for Identity,
    ‾‾‾
    Edited by Anthony Debons. New York: Marcel Dekker,
    1974, 491P.

World Bank. Rural Development: Sector Policy Paper.
‾‾‾‾‾‾‾‾‾‾‾‾
    Washington: World Bank, 1975, 89P.

CHAPTER TWO

LITERATURE REVIEW

The literature review covered three key areas
relevant to the study. These are Information, Rural
Development and Dissemination of information.

2.1 Information

Information, they say, is power. But information
has been variously defined by many people and organiza-
tions, depending on the prevailing conditions within
which a definition is given. UNESCO (1979) defined
information as a commodity, a resource of value
capable of being exploited in the same manner as
coffee, cotton, machinery, mineral resources, human
resources, etc. that can be utilized to produce more
goods for the consumption of society. In other words,
the economic value of information can be quantified
and measured against other human and material resources
in society. On the other hand, Ndavi (1990) observed
that by information, we are not only referring to the
radio or television bulletins which reach us everyday
or the daily newspaper headlines which catch our eyes

as we head to our offices every morning. We are
referring to the mass of data stacked in government
and company offices and files, reports, statistics,
projects and all other forms of information that can
assist institutions or individuals in their decision-
making. Furthermore, he observed that while developed
countries are better endowed or equipped with this
kind of information, developing countries have
inadequate and at times outdated information which is
scattered all over the place making difficult to
harness. Besides, many developing countries suffer
from a paucity of channels for information gathering,
storage and dissemination which further limbs the
country's ability to utilize the little information
available.

According to Stanley (1990), information is one
of the basic human needs after air, water, food and
shelter. Man requires information to be able to manipu-
late the factors of production as land, labour, and
capital resources into meaningful and productive use.
In the same vein Elmadjra (1985) aptly observed that
information is not a luxury, nor is it a fashionable

gadgetry. It has become an essential instrument for development. Similarly, it has been observed in a report of UNESCO meeting of experts on the development of scientific and technological information system in the Arab States (1978) that one of the important achievement of the twentieth century is the discovery that the development of a country does not depend solely on material and human resources. It depends also on information. With information, a country's potential can be exploited more fully. Also, wastage and duplication can be avoided, time, materials and power can be saved, and above all, planning can be more realistic. As a resource, information ranks with other major categories of resources on which the development equation is based- natural and human resources. The UNESCO report further stated that, information has become the essential basis for the maintenance of a modern society at whatever stage of development. Thus, developing countries must accept the need for giving high priority to information services. Planning, decision-making and administration in all areas are increasingly dependent on the availability of reliable

information. It is accepted that social, economic and industrial development depend critically on information. Without speedy access to relevant information, developing countries cannot improve their lot (UNESCO, 1981).

There is a consensus that, for a meaningful national and rural development planning and implementation to be achieved, the availability and utilization of quality information is utterly necessary. According to Viro (1983) development is the application of relevant information to factors of production in order to satisfy devierse needs of the population efficiently. Effective planning and implementation of rural development require the use of up-to-date and timely information. Availability and utilization of quality information enables us to organise our environment   to our advantage and cope with changes that occur in our environment (Marshall, 1984). In the same vein, Aboyade (1987) observed that relevant information is the most important ingredient required for rural development efforts to succeed in Nigeria. According to Faniran (1982), one of the most favourable factors

for successful rural development programmes in China
and Taiwan, is a crop of well informed peasant farming
population which facilitated the introduction and
propagation of innovations. He further enumerated the
factors for successful rural development as good and
enlightened leadership, absolute commitment by leader-
ship to rural development, relevant and adequate
information, enlightened and cooperative followerships
and peace and stability. Of these only the first and
second factors appear to be present in some satisfactory
measure in Nigeria. Without relevant information, the
individual cannot seek help, and benefit from government
services or get the most from his environment (Dervin,
1984).

According to Sabourin (1980), although rural
development features prominently on the agenda of those
involved in development efforts, experience has shown
that conceptual approaches need to be supported by
practical tools if they are to make an impact in the
field where implementation has encountered many obstacles.
One of such obstacles is the lack of necessary information
at the right time at different levels of decision-making.

Similarly, while assessing rural development programmes in East Africa, Deboeck (1980) strongly observed that not much success was recorded because existing projects were designed with precarious shortage of relevant background information on the socio-economic characteristics of the farming communities. Since rural development is aimed at raising the quality of life of people in the rural areas, its planning and implementation must be based on relevant and adequate information (Akande, 1981).

In a study on the provision of quality information for rural development projects, Longhursts (1987) revealed that many professionals dealing with rural development projects expressed dissatisfaction over the lack of quality information for planning and implementation of rural development projects. He then called for appropriate and effective information systems for the provision of relevant information, not only to professionals planning and implementing rural development projects but also to the rural people who are the primary beneficiaries of such projects. Also emphasizing the importance of an effective information

system for rural development programmes, Imbodem (1980) observed that since rural development projects often consist of vital inter-linking elements such as agriculture, health, education, industry and other infrastructure covering a wide geographical area, a more formalised and standardized information system for both planners and executors of rural development projects is required. In the same vein Young and Nellis (1985) emphasized that special agencies established for accomplishing the task of regional and rural development programmes require a new kind of information system to cope with the changes and expansion within the region. In other words, relevant information provided on a sustained basis through an efficient information system is utterly necessary. According to Fleming and Anthony (1986), inspite of the vital role of information in rural development programmes, little attention has been given to it by national governments especially in developing countries.

The clarion call for the provision of quality information for rural development programmes is not limited to project and policy management alone.

Adeniyi (1983) rightly pointed that participation of rural people in the conception, preparation, execution and review of development programmes and projects are essential requirements for successful rural development projects. Participants at a seminar on Scientific and Technical Information (STI) concerning agriculture and rural development in African, Carribean and Pacific(ACP) countries (1984) highlighted that although everybody agrees that scientific and technical information is very vital in agriculture and rural development, it is no less true that those rural people whose very existence depends on it do not have direct access to it. Similarly, experts at a consultative meeting on the transfer and utilization of information for development in the 1980's organised by the UNESCO (1981) drew special attention to the need to provide, on one hand relevant information to decision-makers and to planning and policy-making groups, and, on the other hand, to set up services to meet the information needs of the general public particularly, those in the rural areas. It was emphasized that innovative approaches to the supply of relevant information to the latter group needed to be promoted.

Continuing the call for information for people in the rural areas, Green (1986) observed that a major factor in rural development and all cases of social deprivations is lack of information. For an individual to solve or alleviate his difficulty satisfactorily, he must have access to accurate, relevant and timely information. Without access to quality information, it is impossible for a citizen to have full range of opportunities and services available let alone participate fully in societal activities. According to Kantumoya (1992), the majority of the people in Africa are struggling to earn a living. They are daily inflicted by diseases, hunger, poverty and droughts. They are also at the mercy of corrupt and dictatorial governments that amass wealth at their expense. Such people do not need books, nor do they need the generous donations of books that are not relevant. What they need is relevant information on modern farming methods, importance of vaccinations for children, sanitation and civil rights. People will not get their due as citizens of present day society unless they have a continuous access to the relevant information which will guide them into effective

action, and unless they get their due, they are
unlikely to recognise the reciprocal obligation that
all citizens have to the society. There is a need,
therefore, to redress this imbalance in the dissemina-
tion of relevant information. Similarly, Durrani
(1987) observed that for many years now African
peasants have been facing malnutrition, starvation and
death. In the face of the calamities, it would be
reasonable to expect African information workers to
disseminate relevant and timely information on the
causes and remedies of these sufferings. But this,
he said, has not happened due to fault in the whole
information systems. He then concluded that this is
a reflection of the prevailing social, economic and
political reality which has not only suppressed people's
creativity but ensured real development only for the
elite.

In a study on community information services in
South Molton, Venner and Cotton (1986) reported that
advice and .information services were as important in
rural areas as in the more urban areas. They recommended
that library authorities have an essential role to play

in the development of community information in rural
areas irrespective of whether or not the service is
provided in the library itself. Also recommended, is
the continuous liaison, cooperation and mutal support
between many organizations in developing a sound
information system from which to meet local needs.

In spite of various views expressed by individuals
and international agencies about the need for rural
people to have access to quality information in
whatever form, many government agents, including
librarians and other information workers, do argue
that since majority of people in the rural areas are
illiterate, information services through the print
media might not be useful to them. However,
Emerenwaonu (1981) opined that although the majority
of people in the rural areas are illiterate, particularly
the older ones, it is equally true that the illiterate
often do have children relatives and neighbours who
can read and write and interprete the printed matter.
Simiarly, in a feasibility study on the scope and
nature of illiteracy in Africa and the effectiveness of
the present public library services to the non-literate

majority who live in the rural areas, Ogunsheye(1981)
reported that, in spite of their level of education,
the library which is based on the print media can be
a link in a more formal information system that will
enable the non-literate to make rational decisions, to
acquire new knowledge that could improve his productivity
and standard of living. She then recommended the
sponsoring, by appropriate agencies, of sample surveys
of non-literates to determine their information need
categories, establishment of an operational pilot project
as part of an extension of an existing flourishing
conventional public library services in an African
region, development of multi-media packages under
library and information resource for the more common
occupational topics which should cut accross language
and national boundaries with regional centres for the
mass production of the prototype package and continuing
education and training in this specialisation.

Probably, in response to Ogunsheye's call for
research investigations to determine the information
need categories of rural people and the communication
potentials of the library in the rural areas, a pilot
library project was set up by Aboyade (1984) at Badeku

village near Ibadan, Nigeria. The purpose of the pilot

project was to give library and information services

in a community where most people could not read and

write. She reported that Badeku people expressed

various information needs and the library primarily

based on written literacy can be made to serve them in

many ways. She recommended the provision of an in-

built mechanism for continuous and consistent flow

and feedback of information among the rural people and

development agents and the creation of a distinct Rural

Development Information System (RUDIS) which will form

a part of an emerging National Information System

(NATIS), and a bedrock of rural transformation. Because

the pilot project is part of RUDIS and covered a single

community near Ibadan, she also recommended comparative

studies in other parts of Nigeria.

In a similar study by Aina (1986) on the information

component of agricultural extension services in Ibadan

area, it was shown that farmers in Ibadan area have

expressed information needs in all areas of agriculture

(technical, legal and social). In addition to

agricultural extension workers, journalists, local

government officials, librarians, bankers, salesmen of

agro-based industries and secondary school students
trained in   agriculture could be involved in the
dissemination of agricultural information to farmers
in the rural areas. He recommended the establishment
of Nigerian Agricultural Documentation Centre (NADC)
through which libraries could boost agricultural
productivity in Nigeria by providing agricultural
information.

Finally, Koinya (1986), Gana (1986) and Madu(1988)
all opined that effective mobilsation of rural people
for rural development programmes requires a mechanism
for effective and consistent flow of information.

2.2 Rural Development

According to Mchombu (1992), development entails
change, and the full involvement of people in bringing
about change, and being part of this process of change.
This refers to the extent to which individuals affected
by the development have control over their lives and
are not at the mercy of external forces. However,
development cannot be imposed if its purpose is to
bring about change and human development. Oyaide (1982)

observed that, today economic development is under-
stood to consist in structural transformations of a
society such that the society sooner or later acquires
the capacity and capability to supply goods and
services needed by its entire population in increasing
number and diversity. The structural transformations
generally include advancement in knowledge, technology,
education, institutional adjustments and an adoptive
ideological orientation. The basic objective of
economic development is effective and full mobilization
and utilization of known available resources, distri-
butive justive and improvement in human welfare.

However, recently, development planners, donor
agencies and economists have shifted emphasis from
economic development to rural develolpment in developing
countries. They have argued that economic development
cannot be attained without the development of the rural
areas.

Although rural development has been defined and
understood in many ways, Tilakase (1983) defined
rural development as any attempts at improving the
living standards of people in the rural areas where
more than two thirds of the word's population live in

developing countries. He observed that until recently,
most developing countries had not been able to improve
the quality of life of people living in the rural
areas. The realisation of the need to develop the rural
areas where majority of people live in developing coun-
tries has prompted governments to embark on various
rural development strategies in an effort to transform
the rural areas. He maintained that although rural
development means many things to many people and
governments, it suggests three main things First, it
suggest that rural development should be viewed as a
process of raising the capacity of the rural people to
control their environment, which is more than
agricultural development or economic development of
the rural areas. Such a conception encompasses
simultaneous development of the rural life - social,
cultural and political. Secondly, rural development as
a process is expected to continuously raise the
capacity of rural people to affect their total environ-
ment rather than merely be passive objects of external
manipulation and control. Thirdly, rural development
reflects the increasing concern with the wider distri-
bution of benefits accruing from technical development

and participation of under-privileged and weaker sections of the rural population in the process of development. Since majority of people in developing countries live in the rural areas and depend on subsistence agriculture and allied occupations, any attempt at improving the standards of living of these people (backed by a strong political will) should be seen as a deliberate attempt to carry the rural people along in the development process.

In the same vein, Shayo (1983) observed that rural development entails a process of mobilising and organising the rural population for self-sustaining social and eeconomic development. In other words, it is a process of socio-economic change which enables the majority of the people (the peasants) to improve their conditions of living and to better satisfy their own needs. The realization of such a process by government and development agencies involves, among other things, improvement of the living conditions of the majority of people in the rural areas, attainable mainly through improved production and distribution of the material means of subsistence, the provision of adequate and better services (both economic and social)

and above all the liberation of the rural population from mass poverty, disease, ignorance and other related wants. Similarly, the World Bank (1975) looked at rural development as a strategy designed to improve the economic and social life of a specific group of people - the rural poor. It involves extending benefits of development to the poorest among those who seek a livelihood in the rural areas.

However, Adelolahi (1982) observed that rural development in Africa used to be considered as synonymous with agricultural output and rising statistics of agricultural production as the prime indicator of rural process. Mijidadi (1978) argued that while agricultural development does not embrace all the components of rural development, rural development includes agricultural development. Rural development is similarly not solely a matter of welfare. The rural population needs food but perhaps more basic than food they need good health, schools, clean water, good housing and good communication systems. The rural population has a farming proportion, but in addition, there are tailors,

carpenters, blacksmiths, fishermen, hunters, traders and traditional herbalists. These skills including agriculture need to be developed. The implication of all these is that rural development needs a multi-prongted attack on these various problems.

Because of the realisation by successive governments in Africa and Nigeria in particular that total national development cannot be achieved without the development of the rural areas where over 70 percent of Nigerians live, several rural development strategies aimed at transforming the rural areas have been employed. However, since the colonial period, the most favoured rural development strategy employed by successive governments in Nigeria is increased output in agriculture. Successive governments continued to emphasised that since agriculture is the dominant activity in the rural areas, increasing productivity through the supply of seeds and seedlings, and insecticides at subsidized prices and the raising of farm commodity prices and through extension services will lead to increase income and hence improve the standards of living of rural people.

The objective of agricultural extension services, according to Williams (1978) is to help farmers increase production by persuading them to adopt improved technical practices, and to develop skills, knowledge and attitudes favourable to change in the farmers and their families. To achieve these objectives demonstration plots and model farms are used as teaching devices in addition to planned visits by agricultural extension workers to rural farmers. Baba (1988) observed that the extension services programme in the country has always been faced by too few extension workers and so it leaves much to be desired as a strategy of change and development in the rural areas. Russell (1983) cautioned that to fulfill the task of extension work, the extension worker must have access to a wide range of information and well developed skills to select relevant information and integrate it in order to provide the knowledge farmers need for problem-solving and decision-making.

In addition to increased agricultural production through extension services and inputs, the southern regions of Nigeria introduced the farm settlement schemes for young school leavers in 1960. The scheme

was aimed at resettling graduates of free education

primary schools on farms especially in the western

region. According to Idachaba (1986), the farm

settlement scheme failed, partly because it recruited

young, unmarried school leavers whose farm roots were

at best tenuous and who remained on farms only when

better off-farm job market opportunities did not

materialize and partly because demonstration effects

of the scheme on surrounding farmers did not materia-

lize and the farm settlement scheme turned out to be

too capital intensive and expensive.

Community development, as a rural development

strategy, actually started in Nigeria in the early

part of this century. According to Aziegbe (1989),

this system of develodpment worked through the exploita-

tion of local and organizational resources and provided

a framework for the use of self-reliance, self-develop-

ment, and mutual assistance on a formal and national

basis. Similarly, Williams (1974) defined community

development as a process by which efforts of the

people themselves are linked with those of governmental

authorities - to improve the economic, social and

cultural conditions of the communities, thus integra-
ting them into the life of the nation and enabling
them to contribute fully to national progress.

The current Babaginda administration has in 1986
accelerated the tempo of community development through
a deliberate strategy for national rural development.
The administration has established the DFRRI whose aim
is to promote grassroots participation and provide
infrastructures for the development of communities
across the nation. However, Williams (1978) observed
that the most serious problem facing community develop-
ment programmes is misunderstanding existing as to what
part should be played by staff of executive ministry
and by the community development agency itself. This
misunderstanding still exists today.

The third rural development strategy is the
integrated approach to rural development (IRD). It
is a multi-sectoral approach as contrasted with
single purpose rural development programmes. Gana
(1986) explained that the concept of integrated rural
development implies a comprehensive programme for rural
development in which all relevant sectors such as

education, health, agriculture, industry, employment,
and transport are seen to be inter-linking elements
in a system. They reinforce themselves in the process.

Integrated rural development started in Nigeria
in 1974 with the launching of Agricultural Development
Programmes (ADPs) at Funtua and Gasua. The primary
objective is to mobilise human and material resources
for the creation of a healthy national economy whose
benefits will be fairly shared among all the rural
people. According to Baba (1988), although a number
of criticisms have been made of the ADPs in Nigeria, it
can be said that this approach to rural development is
presently one of the most important strategies in the
country.

The river basins development, as a rural develop-
ment strategy started in 1976. The main objective was
to develop the major river basins and provide irrigation
infrastructure in the country. However, Idachaba(1986)
observed that these River Basins Development Authorities
are more noted for their colossal waste of national
resources and award of contracts than for any notable
extension of irrigated agriculture over large tracts

of land and any significant number of farm families.

Lastly, apparently not happy with the limited
success recorded by previous governments and taking
into consideration previous rural development strate-
gies, the Ibrahim Babangida administration established
the Directorate of Food, Roads and Rural Infrastructure
(DFRRI) in 1986 to plan and execute integrated rural
development programmes in the country in collaboration
with relevant ministries, agencies and parastatals in
the country. The Directorate, headed by a Chairman is
located in the office of the President while State
Governors are State Chairmen of the Directorate at
the State level. Since 1986, the DFRRI, with relevant
agencies have planned and executed integrated rural
development programmes in phases across the nation.
The success of the DFRRI is not encouraging because
the rural areas are not developed at all. Ayeni (1982)
and Mchombu (1988) correctly observed that in spite of
the fact that many rural development strategies are
elegant in principle, it is surprising that rural
poverty still persists in sub-Saharan Africa. Rural
development indicators such as self-sufficiency in

food, the level of nutrition, ecological and environ-
mental preservation, drought control, satisfaction of
basic human needs have shown either negative or very
low growth.

Many reasons have been responsible for this.
These reasons are given in Section 1-4 of chapter one.
However, in Nigeria, rural development has received
greater attention since the DFRRI was established in
the Presidency in 1986. Rural development is considered
as a continuous and dynamic process of national
development rather than ad-hoc isolated responses to
pressures of the moment. It can be argued that although
a lot of material and human resources have been
committed (backed by a strong political support), in
the efforts to transform the rural areas, limited
success has been recorded by the DFRRI. Our rural areas
are still not developed. As Aboyade observed, since
the DFRRI emphasises local participation through
consistent flow of relevant information, the failure
might be attributed to the process of information
transfer in the various rural development programmes.

2.3 Dissemination of Information

Access to and utilization of quality information
by all those involved in rural development programmes
is a pre-requisite for the success of the programmes.
Decision-makers, planners, project/programme managers
and field workers require quality information for
efficient and effective programme planning and imple-
mentation. Rural people, who are the beneficiaries of
rural development programmes also require quality
information to make decisions and participate fully
in the development process. According to Wijasuriya
(1983) access to relevant information and ideas is
indispensable to the development of human potential, the
advancement of civilization and continuance of enlightened
self government. Similarly, Neelameghan (1981) observed
that the right to information is a fundamental or human
right and the growing creed that everyone, every class,
every nation should have access to information is
binding on each nation.

However, because of imperfection of information
systems, access to information is not equal to all
classes and the capacity for effective use of informa-

information differs markedly among individuals, among classes, and among nations. In the same vein, Barugh (1984) aptly observed that inequality in access to information is a contributory factor to social inequality in society. According to Barugh, there are various aspects of inequality in access to information. The first inequality relates to people who do not know that certain information exists and are therefore unaware of their rights. The second inequality relates to people's unawareness of the information and advisory agencies that are intended to help them. The third inequality relates to an inability to understand information in the form that it is presented. The fourth inequality relates to geographical position and individual mobility. The last inequality relates to people's inability to put information to use. Dissemination of information for rural development programmes through an effective and efficient information system will help overcome these inequalities in access to information.

Information, according to Kantumoya (1992), is power. It is an essential resource to which individuals in every society should have easy access. Peasants, government officials, professionals, the unemployed youths etc. all need information in order to play their respective roles in the society and to lead meaningful life.   Furthermore, he observed that most of the information meant for public consumption is disseminated through newspapers, television, or radio stations which for various reasons are out of the reach of the man, both in the rural and urban areas. The people in the lower socio-economic groups are, therefore, denied access to a lot of information on development issues.

Information dissemination refers to the process of acquisition, processing, and making available informa-tion in a form usable and meaningful to a person or group of persons.   According to Kantumoya, it is absolutely essential that information meant for people in the lower social groups should not only be repackaged in forms suitable to them, but it should also be delivered at the right time.   Until such time

that relevant authorities or appropriate authorities
are made to realise this fact and corrective measures
taken, the less fortunate members of our communities
will forever be attacked by preventable diseases and
ignorance. Rural development programmes will have no
meaning at all in the rural areas.

Barugh (1984) observed that dissemination of
information is of great importance in rural development
programmes. He emphasised that first, there is the
need for 'information' about 'information' - that is
to say that it exists, who provides it, where it is
available and so on. Second, active dissemination of
especially selected and tailored information to a
vairety of audience, as often found in rural development
programmes, using a variety of channels, will help to
reduce the gap between "those who ask, and know how
and where to ask and those who do not."

Finally, Thorpe (1980) and Aboyade (1987)
maintained that the acquisition, processing and dissemi-
nation of information in a form usable and at the right
time is an essential part of the rural development.

process. Different kinds of information are required by different kinds of users involved in integrated rural development programmes. Government administrators, development bank officers, training and extension workers, research scientists, development consultants and last but not the least, the rural people themselves need the right information, at the right time, so that the right decisions can be made. Government or government agents have a duty to collect, process and disseminate relevant information to all the groups currently involved in the rural development process. The business of helping to disseminate information at any category and especially in an underdeveloped economy such as ours is a serious business "and must be seen as such by those responsible (Ogunbiyi, 1986)."

We have seen, from relevant literature, that rural development is a complex inter-locking set of programmes. They are integrated in nature and involve the rural people, government officials, public institutions and to some extent non-governmental organizations. We have also seen that quality information is as equally important as other physical variables in rural development

programmes. For these inter-locking set of programmes to succeed and reinforce themselves, quality information is required at various levels by all those people involved in the development process. In disseminating information for rural development programmes, it should be noted that inequalities exist in access to information. However, an effective rural development information system can ensure that these inequalities are removed.

In Nigeria, integrated rural development received a big boost in 1986 when the DFRRI was established in the Presidency. Six years after, the status of rural people has not changed, rather, it is deteriorating. Before the institutionalization of integrated rural development programmes in 1986, there were ad-hoc isolated programmes both at Federal and State levels. They were designed to satisfy pressures of the moment because they were not derived from an overall policy framework for developing the rural areas.

Since 1986, the problems of institutionalization, commitment by leadership, coupled with substantial human and material resources (backed by a strong politic will) have been fulfilled. The problem, as Aboyade observed, might have to do with the process of information transfer in rural development programmes.

REFERENCES

Aboyade, B.O. "Communication potentials of the Library for NOn-Literates: An Experiment in providing Information Services in a Rural Setting." Libri. 34(3), 1984, 243-262.

Aboyade, B.O. The Provision of Information for Rural Development Ibadan: Fountain Publications, 1987, 104P.

Adetolahi, A.A., Integrated Rural Development: Meaning, Scope and Components. In: Proceedings of the National Conference on Integrated Rural Development and Women in Development. Centre for Social, Cultural and Environmental Research, University of Benin, Benin City. 22-26 September, 1982, 72-90.

Adeniyi, Eniola, O. An overview of a Rural Development Projects in Nigeria: The Case of Kainji Dam. In: Report of a Meeting on Innovative Approach in Rural Development. Rome, 24-26 June, 1983, 273p.

Aina, L.O. An Empirical Analysis of the Information Component of Agricultural Extension Services in Ibadan Area. University of Ibadan, Ph.D Thesis, 1986, 374p.

Akande, O. Welcome Address to participants. In: Education and Training for Library and Information Services in a Predominantly Non-Literate Society. Edited by B.O. Aboyade. The Hague: Federation Internationale De Documentation, 1981, 108P.

Ayeni, Bola. Models of Intergrated Rural Development: Facts and Fallacies. In: Proceedings of the National Confernece on Integrated Rural Development and Women in Development. Centre for Social, Cultural and Environmental Research, University of Benin, Benin City, 22-26 September, 1982, 41-60.

Aziegbe, S.A. Community Development in Nigeria: A Theoretical Exploration. Paper presented at the NISER Staff Seminar Series on Wednesday, April 19, 1989.

Baba, J.M., Population and Rural Development. Lagos: Nigerian Education Research and Development Council 1988, 54P.

Barugh, John. "Community Information and the Public Library." Journal of Librarianship, 16(2), April, 1984, 77-93.

Deboeck, G. Managing Information for Rural Development: Lessons from East Africa. Washington: World Bank, 1980.

Dervin, B. Everyday Information Needs of the Average citizen: A Taxonomy for Analysis. In: Information for the community, edited by M. Kochen and J.C. Donobue. Chicago: American Library Association, 1976, 282p.

Durrani, S. "Development Support Communication in Fiji." Agricultural Information Development Bulletin, 5(3) 1983, 2-5P.

Elmadjra, Mahdi. "Communication Informatics and Develop-
    ment." Journal of the Society for International
    Development Vol.7, 1985, 3-5.

Emerenwaonu, E.U., Communication Strategies for Rural
    Development. In: Proceedings of the National
    Conference on Integrated Rural Development and Women
    in Development. Centre for Social, Cultural and
    Environmental Research, University of Bewnin, Benin
    City, 22-26 September, 1982, 433-448.

Faniran, A. Framework for Rural Development in a Poor
    Non-Revolutionary Setting. In Proceedings of the
    National Conference on Integrated Rural Development
    and Women in Development. Centre for Social, Cultural
    and Environmental Research, University of Benin,
    Benin City, 22-26 September, 1982, 1112P.

Fleming, E.M. and G. Anthony. "On the Relevance of the
    concept Management Information to Planning and
    Management of Rural Development Projects."
    Agricultural Administration, 21(2), 1986, 181-196.

Gana, J. Social Mobilisation for Rural Development:
    In: Rural Development: The Mobilisation Approach.
    Lagos: Directorate of Food, Roads and Rural
    Infrastructure, 1986, 8P.

Green, A. "Rural Information Provision in Leicestershie."
    Journal of Librarianship, 18(2), 1986, 93-112.

Idachaba, F.S. "Rural Development in Nigeria: Foundations of Sustainable Economic Development." Agricultural Development in Nigeria, Vol.8, 1986, 71-119.

Imboden, N. Managing Information for Rural Development Projects. Paris: Development Centre of the Orgnaisation for Economic Cooperation and Development, 1980, 97P.

Kantumoya, Abert.   "Public Libraries and Community Information Services in Africa." African Journal of Library, Archives and Information Science, 2(1), 1992, 33-38.

Koinyan, L. Rural Development in Nigeria: The mobilization Approach. In: Rural Development: The Mobilisation Approach. Lagos: Directorate of Food, Roads and Rural Infrastructure, 1986, 82P.

Longhurst, R. "Rapid Rural Appraisal: An improved Means of Information gathering for Rural Development and Nutrition Project." Food and Nutrition, 14(1), 1987 44-47.

Madu, E.C. Planning for Development: Information Dissemination and Rural Development in Nigeria, the DFRRI Example. University of Ibadan, B.Sc. Essay, 1988, 105P.

Marshall, G., Beginners Guide to Information Technology. London: Buter and Co. Publishers, 1984, 132P.

Mchombu, Kongo, J. Transformation of Rural Communities:
    The Role of Information. In: Papers Resulting from
    the Meetings to Develop an Information Strategy for
    IDRC for Africa. November, 1988, Canada, International
    Development Research Centre, Canada, 1988, 2-16.

Mijindadi, N.B. "Integrated Rural Development: Concepts
    and Planning Implications with Examples from Nigeria."
    Community Development Journal,° 3(1), 1978.

Ndavi, Muema. Coordination of Information for Socio-
    Economic and Rural Develodpment in Kenya.
    In: Co-ordination of Information Systems and Services
    in Kenya', Edited by L. Huttemann and S.K.
    Ng'ang'a, Bonn: Education, Science and Documentation
    Centre, 1990.

Neelameghan, A. "Some issues in Information Transfer:
    A Third World Perspective. "IFLA Journal, 7(1)
    1981, 8-19.

Ogunbiyi, Yem. Information Dissemination to the
    Grassroots. Paper presented at the Workshop on the
    problem of Information Dissemination to the
    Grassroots held at the Conference CEntre, University
    of Ibadan on Thursday, June 19, 1986.

Ogunsheye, F.A. The Implications of Planning and
    Extension of Library Services for Non-Literates
    in Africa: A Feasibility Study, UNESCO/IFLA
    Contract 642110, 1981, 71P.

Oyaide, W.J. Integrated Rural Development: Concepts, Components and Strategies. In: Proceedings of the National Conference on Integrated Rural Development and Women in Development. Centre for Social, Cultural and Environmental Research, University of Benin, Benin City, 22-26 September, 1982, 61-71.

Report of a Seminar on Scientific and Technical Information for Rural Development, held at Montepelier, France, 17-21 December, 1984, 23P.

Russell, H. "Information and Library Services for Extension." Agricultural Information Development Blletin, 5(1), 1983, 8-11.

Sabourin, L. Preface. In: Managing Information for Rural Development Projects by Nicholas Imboden. Paris: Development Centre of the Organisation for Economic Cooperation and Development, 1980, 97P.

Shayo, F.P. Rural Development in Africa: Lessons from the Ujamaa Experience in Tanzania. In: Report of a meeting on Innovative Approaches to Rural Development, Rome, 24-26 June, 1983, 155-161.

Stanley, K.N. A critique on Information Systems and Services in Kenya and the Role of Kenya National Library Services in their Cooperation. In: Co-ordination of Information Systems and Services in Kenya, edited kby L. Huttemann and S.K. Ng'ang'a, Bonn: Education, Science and Documentation cEntre, 1990.

Thorpe, Peter "Agricultural Information Services for
    the Third World: Problems, Development and
    Prospects." Quarterly Bulletin of the International
    Association of Agricultural Librarians and Documen-
    talists. 25(2,3), 1980.

Tilakase, A. Local Participation in Rural Development
    Planning: A case study of Settlements Establishment
    by FELDA in West Malaysia. Bankok: Division of
    Human Settlements Development, Asian Institute of
    Technology, 1983 (Research Report No.5).

UNESCO. Meeting of Experts on the Development of
    Scientific and Technological Information Systems
    in the Arab States, Paris: UNESCO, 18-22 December,
    1978.

UNESCO. Inter-governmental Conference on Sciene and
    Technological Information for Development, UNISIST
    II, Paris: UNESCO, 1970.

UNESCO. Transfer and Utilization of Information for
    Development in the 1980s: kMain Problems and
    Strategies for their solution. Executive summary
    of issues Discussed at a Consultative Meeting
    held in Toledo, 11-15 May, 1981, 16P.

Venner, Dand Cotton, S. Information for Rural Community.
    London: The British Library Board, 1986, 188P.

Viro, R. "Harnessing Information for Development."
    Agricultural Information Development Bulletin,
    8(1), 1983, 4-7.

Wijasuriya, D.E.K. "Access to Information: Considera-
    tions Towards National Policy for Libraries."
    Libri, 33(1), March, 1983, 22-35.

Williams, S.K.T. "Sources of Information on Improved
    Farming Practices in Some Selected Areas of
    Western Nigeria." Bulletin of Rural Economics
    and Sociology, 4(1), 1969, 30-51.

___Rural Poverty to Rural Prosperity: A Strategy
    for Development in Nigeria. Ife: University
    of Ife Press, 1974, 24P.

Williams, S.K.T. Rural Development in Nigeria, Ife:
    University of Ife Press, 1978, 129P.

World Bank. Rural Development: Sector Policy Paper.
    Washington: World Bank, 1975, 89p.

Young, F.W. and J.R. Nellis,s "A survey of Management
    Information Systems of Regional and Rural Develop-
    ment Programmes." Agricultural Administration 19(2)
    1985, 81-99.

CHAPTER THREE

METHODOLOGY

The study covered one of the five zones created for effective rural and community development programmes in Borno State. Bama zone comprises Bama, Konduga and Gwoza Local governments and Maiduguri Metropolitan Council (MMC) Table 3.1 shows the number of villages by district for each local government.

TABLE 3.1 : NUMBER OF VILLAGES BY DISTRICT IN THE STUDY AREA

Serial Number	Local Government Area	Number of districts	Number of villages
1	Bama	3	33
2	Gwoza	1	19
3	Konduga	3	33
4	Maiduguri Metropolitan Council	2	9
	Total	9	94

Source: DFRRI Office, Maiduguri, 1989.

The survey research was used for the study. According to Busher and Harter (1980), survey research is characterized by the selection of random samples from large and small populations to obtain empirical knowledge of a contemporary nature. This, they said, allows for generalisations to be made about the characteristics of the entire population being studied. They also observed that survey research technique saves time and money without sacrificing efficiency, accuracy and information-adequacy in the research process. Aboyade (1981), Aina (1986) and Venner and Cotton (1986) used survey research technique to analyse the characteristics of rural people and agricultural extension workers in relation to information and the role of libraries in this regard.

Based on the objectives of the study, three groups were identified in the population as follows:

1. A sample of rural people in Bama Zone.
2. A population of rural development workers in Bama zone.

3.   A population of library workers responsible for
     information dissemination to rural areas in
     Bama zone.

3.1   Obtaining the Sample Population of Rural People:

In view of the nature of the population, the
stratified randodm sampling technique with local
government areas as sub-populations – N_1, N_2, N_3 and
N_4 was used such that the total population :
$N = N_1 + N_2 + N_3 + N_4$.   In order to estimate the
sample size n, it was assumed that 50 percent of the
population will agree that the availability of quality
information to rural people as well as to rural
development workers enhances the success of rural
development programmes.

So that:

$P = 50$, $Q = 100-50 = 50$ and using $n = \dfrac{4PQ}{25}$ at 5% level of
significance,

$$n = \frac{4 \times 50 \times 50}{25} = 400$$

And using the proportionate sample size formula

$$n_h = \frac{nN_h}{N}$$

Where:

P   =   Proportion of the population who agree that the availability of quality information to rural people as well as rural development workers enhances the success of rural development programmes.

Q   =   Proportion of the population who disagree that the availability of quality information to rural people as well as rural development workers enhances the success of rural dlevelopment programmes.

N   =   Entire population.

h   =   Represents the stratum NQ, h = 1,2,3,4

N_h =   Means the hth stratum   i.e. the hth sub-population.

n   =   Sample population.

We have the following table.

Local Government	N_h	n_h
Bama	289,580	89
Gwoza	169,778	52
Konduga	373,680	114
M.M.C.	473,782	145
Total	1,306,820	400

To be able to administer questionnaires to nh out of N$_h$ people required a further sampling where villages were considered as natural clusters, so that villages were sampled from which nh people were obtained and the questionnaires administered. By using the same proportionate sample formula and assuming that 2.66 villages out of every 5 will respond in favour of quality information we shall have:

$$n = 4 \frac{(2.66)(2.34)}{1.0 \quad 1.0} = 25 \text{ at 1\% level of significance.}$$

Using the above formula we have the following table:

Local Government	Total Number of villages	Villages samspled
Bama	33	8
Gwoza	19	6
Konduga	33	8
M.M.C.	9	3
Total	94	25

This implies that out of 33 villages eight villages were samspled using simple random sampling and from the population of these eight villages, 89 copies of the questionnaire were administered to 89 people.

3.2 Instrument for Collecting Data from Rural People

To collect data from rural people, a questionnaire was designed. While literate and educated rural people completed the questionnaire themselves, illiterate rural people had their questionnaire completed with the help of trained research assistants supervised by the researcher. The questionnaire covers a wide range of topics about the rural people. These include their general background, rural development programmes/projects in their villages, their information needs, sources of information and efforts in obtaining information about rural development programmes. Also, the views of rural people about rural development workers as well as the public library and the librarian were sought. The full details of the questionnaire appear in Appendix A.

3.3 Procedure for Collecting Data from Rural People

Since as many as 400 rural people constituted the sample population for collecting data for the study, it was impossible for the researcher alone to administer a questionnaire on 400 rural people. It was also considered necessary that the questionnaire is administered on the appropriate number of people in each village the same day. This would prevent the collection of invalid data through the influence of others. Consequently, three research assistants were engaged and trained by the researcher for the exercise. The research assistants were final year undergraduate students in the Department of Library Science, University of Maiduguri. In addition to English language, the research assistants were fluent in Kanuri, Fulfulde and Hausa languages. Since they were trained on how to administer the questionnaire and with the help of the researcher, they carried out the exercise satisfactorily.

Before the commencement of the data collection exercise, the researcher, with an introduction letter

from his head of department at the University of Maiduguri, applied to the Borno State government for the approval of the research project. The approval was granted by the Secretary to the Borno State Government on 2nd July, 1989. Copies of the approval letter were despatched to all the local government Chairmen in the study area. The researcher had useful discussions with the Chairmen and Secretaries of the four local governments between September, and October, 1989. They all expressed their willingness to assist the researcher by giving him local government agents or representatives to the "Lawans" (Village Heads) of the villages sampled. Familiarization visits with local government agents were undertaken in June, 1990. The data collection exercise which began on 9th JUly lasted until 19th July,1990. The dates are as follows:

9th July, 1990   -   Wala, Gava, Pulka villages.

10th July, 1990   -   Bokko, Chikade, Ngoshe villages

11th July, 1990   -   Dipchari, Kumshe, Gomiri, Bulachairabe villages.

12th July, 1990 — Ajiri, Mastari, Mbulia, Nguro-
                   Soye villages.

13th July, 1990 — Dalori, Malari, Mairamri villages

14th July, 1990 — Mafa-Abbari, Limanti villages

16th July, 1990 — Sundia, Ngaleri and Auno villages

17th July, 1990 — Alau village

18th July, 1990 — Galtimari village

19th July, 1990 — Muna village.

Copies of the questionnaire were distributed to randomly selected heads of households in a village, based on the appropriate number of persons apportioned to it by dividing the total number of sampled rural people and the total number of villages sampled for each local government area. Thus, 52 rural people were supposed to be sampled from eight villages in Gwoza local government area. This means that nine heads of households were randomly selected from four villages each and eight households from two others each. Those heads of households who were unable to complete the questionnaire had it completed for them by the research assistants. A total of 400 copies of the questionnaire were completed in 25 villages in the study area.

3.4 The Population of Rural Development Workers

The population of rural development workers in the study area include:

a) Project/Programme management such as Co-ordinators, heads of functional zonal offices such as health, education, agriculture, and field agents currently working in the zone.

b) Policy management such as directors responsible for planning rural development programmes in the various ministries and agencies.

The breakdown of the officers in the appropriate ministries and agencies is given below:

Ministry of Co-operative and Community Development = 27

Ministry of Health = 11

DFRRI = 3

Borno State Agency for Mass Literacy = 36

BOSADP = 84

A total of 161 officers from two ministries and three agencies constituted the population for rural development workers. A total of 161 copies of the

questionnaire were distributed for data collection
to 161 rural development workers in the study area.

3.5   Instrument Used for Collecting Data from Rural
Development Workers.

A questionnaire was the main instrument used
for collecting data from rural development workers
by seeking their views on a wide range of issues
relating to information and rural development. The
questionnaire covered such areas as the general
background information about the respondents, their
experience in rural development work, issues relating
to the planning of rural development programmes and
their information needs. Other topics include their
sources of information for rural development
programmes, the information dissemination process
in rural development programmes, and their opinion
on how the information dissemination process for
rural development could be improved.

The questionnaire consisted of three types of questions:

1. Dichotomous questions which involved a response of 'Yes' or 'No.'

2. A Three-Point Rating Scale in which the respondents would select only one from three alternatives such as 'Regularly,' 'Occasionally,' and 'Never.'

3. A Five-Point Rating Scale which the respondents would select or choose one of five alternatives as 'Strongly Agree,' 'Agree,' 'Undecided,' 'Disagree,' and 'Strongly Disagree.'

An altelrnative to the third type involved the respondents to choose from another set of five alternative, such as 'Very Important,' 'Important,' 'Average,' 'Less Important,' and 'Not Important.' Several studies have shown that these forms of questions are easily subjected to statistical analysis. Full details of the questionnaire appear in Appendix B.

3.6 The Procedure for Collecting Data from Rural Development Workers.

Prior to the commencement of the data collection exercise, copies of the letter which approved the research project (Appendix G) were sent to the Honourable Commissioners of Ministries of Health, and Cooperative and Community Development; Deputy Chairman DFRRI; Director-General BOSADP; Director, Borno State Agency for Mass Literacy; and Secretary, Borno State Library Board. The researcher had discussions with the Directors-General in the two Ministries and the BOSADP. Useful discussions were held with the Director, Borno State Agency for Mass Literacy, Deputy Chairman DFRRI and the Secretary, Borno State Library Board between July, 1989 and June, 1990. With the exception of the Secretary, Borno State Library Board, these officers referred the researcher to other appropriate officers in their Ministries and agencies. With introduction letters (Appendices G-I) from the appropriate officers to other field officers in the study area, familiarisation visits were undertaken by the researcher between July and October, 1989 and in June, 1990. A total of

161 copies of the questionnaire were distributed personally by the researcher to 161 rural development workers in the study area. A total of 148 copies were filled by the workers and collected personally by the researcher over a period of three weeks.

3.7 Obtaining Population of Library Workers.

All llibrary workers associated with planning and implementing information services to rural areas at the headquarters of the Borno State Library Board as well as those currently working in the branch libraries located at the headquarters of each of the four local governments constituted the population for library workers. A total of twelve (12) Library workers were identified for the study.

3.8 Instrument Used in Collecting Data from Library Workers.

A questionnaire was designed and used in collecting data from Library workers in the study area. The questionnaire covered such topics as the general

background of the respondents, their experiences and duties in the public library, services offered to rural people, their perception of the role of the public library in rural areas, their participation in planning rural development programmes in Borno State, and their opinion about the current processes of information transfer in rural areas for rural development. Full details of the questionnaire appear in Appendix C.

3.9   Procedure for Collecting Data from Library Workers.

As in previous cases, a copy of the letter which approved the research project was sent to the Secretary, Borno State Library Board. The researcher had useful discussions with the Secretary and the Director of the Borno State Library Board between July and October,1989 and in June, 1990. Visits to the Branch Libraries were made during the same period. Copies of the questionnaire were distributed and collected personally by the researcher between July and August, 1990. A total of 12 copies were distributed to 12 library workers.

3.10 Methods of Analysis

Percentages were mainly used in representing the characteristics of respondents in the study. To test for relationships where two variables were involved, the Chi-square statistics was used. Chi-square statistics enables one to determine whether variables are independent of or dependent on one another. It also helps in establishing relationship between two variables. In order to obtain the chi-square statistics, the cross-tabulation technique where joint frequency distribution of cases according to two or more classificatory variables was used. 0.05 or less is the significant level chosen for the study. Thus, if the significant level is greater than 0.05, one could suggest that any relationship that exists between any two variables being considered arises as a result of chance. If, on the other hand, it is 0.05 or less, one could infer with some element of risk that there is a significant positive relationship at that level. The significant level of 0.00 indicates a perfect relationship. Also , chi-square test enables one to make inferences from the study sample that would

be expected to be true of the entire population.

The chi-square formula used in arriving at the chi-square values in Appendix F is stated thus:

$$x^2 = \sum_{i=1}^{K} \frac{(0i - Ei)^2}{Ei}$$

Where   0i = Observed frequency in the ith cell

Ei = Expected frequency in the ith cell.

In summary, the survey research method was adopted for the study. The formula for sampling rural people and villages and methods of collecting data from rural people, rural development workers and library workers were highlighted. Methods used in analysing the data were also explained.

REFERENCES

Aboyade, B.O. "Communication potentials of the Library for Non-Literates: An Experiment in providing Information Services in a Rural Setting." Libri 34(3) 1984, 243-262.

Aina, L.O. An Empirical Analysis of the Information Component of Agricultural Extension Services in Ibadan Area. University of Ibadan, Ph.D Thesis, 1986, 374P.

Busher, O.H. and S.P. Harter. Research Methods in Librarianship, Techniques and Interpretation. New York: Academic Press, 1980, 321P.

Venner, D. and Cotton S. Information for a Rural Community. London: The British Library Board, 1986, 188P.

CHAPTER FOUR
‾‾‾‾‾‾‾‾‾‾‾‾‾

ANALYSIS AND FINDINGS
‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾

Since three populations were identified for the
study, this chapter, which deals with the analysis
and findings of the study is divided into three
sections. Section one deals with the information
environment of rural people, section two presents the
information environment of rural development workers
while section three deals with the role of library
workers in rural development programmes in the study
area.

Section One: The Information Environment of Rural
                  ‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾
                  People.
                  ‾‾‾‾‾‾‾‾

According to Martin (1988), whether to the hunters
and herdsmen of pre-industrial times or the latter day
captains of industry and commerce, information has
always been important. And because it has been realised
that all members of the society have identifiable
information needs, the idea of development embracing
all members of the society has made it imperative for
literates as well as non-literates to have access to

relevant information which is now realised as an important catalyst in development efforts (Aboyade, 1984). Therefore, apart from attaining the objectives of the study, a detailed examination of the information needs, sources of information and efforts in obtaining information on rural development programmes by rural people will enable one to identify factors that militate against the free flow as well as the accessibility of quality information for rural develop- ment programmes in the rural areas. Also, an analysis of the information environment of rural people will enable us to answer the research questions which relate to rural people. The research questions as they relate to rural people are restated thus:

1. What are the information needs of rural people in the study area?

2. What are their sources of information about rural development programmes?

3. What efforts do rural people make to obtain information about development programmes?

4. What socio-economic characteristics hinder or facilitate the use or non-use of information by rural people in the study area?

5. What are the existing communication channels through which information on rural development programmes reached rural people?

6. What are the communication channels used by rural people to transmit their problems to rural development workers?

7. What is the level of awareness of the rural population about government development programmes?

8. What government agencies execute rural development programmes in the study area?

9. To what extent do the rural people participate in rural development programmes as a result of their use of information?

To produce data for the analysis, 400 copies of the questionnaire designed for rural people were administered on 400 rural people. Table 4.1 shows the distribution of respondents by local government area.

TABLE 4.1 : DISTRIBUTION OF RESPSONDENTS BY LOCAL GOVERNMENT
AREA

Local Government	Number of respondents	Percentage of respondents
M.M.C.	145	36.2
Konduga	114	28.5
Bama	89	22.3
Gwoza	52	13.0
Total	400	100.0

Based on the proportionate sample size formula, 36.2

percent of the respondents came from the Maiduguri

Metropolitan Council with an estimated population of

473,782 while Gwoza Local Government had the least

number of respondents, (13.0%) with an estimated

population of 169,788 people.

4.1 Background Information on Rural People.

A study of the general background of rural people

is important for the study. This will enable us to

have a better understanding and assessment of the

information needs of the rural people, their sources
of information and efforts in obtaining information
on rural development programmes. Table 4.2 shows
the distribution of rural people by age group.

TABLE 4.2 : DISTRIBUTION OF RESPONDENTS BY AGE-GROUP

Age group in years	Absolute frequency	Percentage	Commulative frequency	Communlative percentage
20 - 30	43	10.8	43	10.8
30 - 40	107	26.8	150	37.5
40 - 50	126	31.4	276	69.0
Above 50	124	31.0	400	100.0
Total	400			

Table 4.2 shows that only 37.5% of rural people in
the survey are in what is called the active age group
of between 20-40 years with high literacy rate. The
majority of the rural people (62.4%) are in the weak
age group of between 40-50 years and above with high
illiteracy rate.

The educational background of respondents shows that the majority of the rural people (62.8%) do not have formal education, 9.3% have Koranic education, 3.8% possess primary/secondary school leaving certificate while 9.8% possess higher elementary Grade II teachers certificate. Holders of adult literacy certificates constitute about 2.8% of the respondents.

A cross tabulation of the age group variable (VAR.002) and other variables such as level of education and nature of occupation of the rural people to determine whether there was any relationship between them was done. Using the chi-square formula under methods of data analysis in chapter three, relationship was established between age and level of education of respondents. This is shown in Appendix F where VAR.002 (Age) and VAR.003 (Level of Education) show a positive relationship at a significant level of 0.001.

Further analysis of the educational background
of the respondents shows that the majority of rural
people between the active age groups of 20-30 and
30-40 years are literate (75.3%). Only a few (24.2%)
between the weak age group of 40-50 years and above
are literate. Similarly, as low as 14.8% of the
respondents in the active age group of between 20-40
years is illiterate while as high as 85.2% of those
in the weak age group of between 40-50 years and
above is illiterate. This is shown in Table 4.3.

TABLE 4.3 : DISTRIBUTION OF LITERATE RESPONDENTS BY
                    AGE-GROUP

Age group in years	Absolute frequency	Percentage	Cummulative frequency	Cummulative percentage
20-30	35	23.5	35	23.5
30-40	78	52.3	113	75.8
40-50	33	22.1	146	98.0
Above 50	3	2.0	149	100.0

It is assumed that rural development programmes stand a better chance of success with literate rural people. Thus, the level of education of rural people is an important factor in any efforts to transform the rural areas.

Using the chi-square formula, a cross-tabulation of the age variable (VAR.002) and the nature of occupation variables (VAR.014-022) shows that farming, Cottage Industry, traditional herbalist, animal husbandry and hunting are not dependent on age. That is, the participation of rural people in these occupations does not depend on their age levels. On the other hand, the cross-tabulation shows that the participation of rural people in small scale industries, trading, government agent and transportation is dependent on age. This explains why majority of rural people do not engage in these occupations. For instance, only about 3% of rural engage in small scale industries, 9% engage in trading, 10% as government agents and 5% engage in transportation. They are in the active age group of between 20-40 years with high literacy rate. Table 4.4 shows the distribution of rural people by occupation.

TABLE 4.4:   DISTRIBUTION OF RESPONDENTS BY OCCUPATION

Occupation	Number of respondents engaged	Percentage
Farming	396	99.4
Small Scale Industry	15	3.8
Cottage Industry	27	6.8
Trading	37	9.3
Traditional Herbalist	8	2.0
Government Agent	41	10.3
Animal Husbandry	38	9.5
Transporting	20	5.0
Hunting	8	2.0

Table 4.4 shows that majority of respondents (99.4%) engage in farming as an occupation. This high percentage is expected because participation or engaging in it does not depend on age or level of education. Further analysis of the nature of occupation shows that more than half (54.9%) of the respondents in the survey engage in only one occupation while none engages in more than three occupations.

Studies, particularly in agricultural extension, have revealed the importance and powers of radio and television in feeding people in the rural areas with information about new innovations for increased agricultural productivity. It was considered necessary, as a background information to know the number of respondents who possess radio and television sets. This will further strengthen the analysis of the communication media used in the information dissemination process in the rural areas. The analysis shows that only a few (23.0%) of respondents possess radio sets while the majority (77.0%) do not possess. Similarly, a negligible number (0.8%) of respondents possess television sets. A great majority (99.2%) do not possess television sets. This shows that only a few rural people receive information about government development programmes through radio and television sets in the rural areas.

4.2 Rural People's Participation in Rural Development Programmes.

For the past few years, the Federal Government of Nigeria, through the Directorate of Food, Roads and Rural Infrastructure (DFRRI) has been trying to transform the rural areas by providing basic amenities and appealing to rural people to form development associations to enable them participate effectively in their own development. This, it is hoped, can be attained by mobilising the rural people through the dissemination of relevant information on a sustained basis. The study of the attitude of rural people and their involvement in such programmes will shed more light on their information environment as it relates to rural development programmes. Consequently, rural people in the survey were asked to indicate whether they were aware of a government agency charged with the responsibility of developing the rural areas.

Only few rural people (24.8%) in the survey were aware of the DFRRI and its activities in the rural area. A great majority (75.2%) of them are not aware

of the DFRRI and its activities. It can be assumed

that the small number of rural people who are aware

of the DFRRI and its activities might be found within

the literate group, and mostly government agents. The

lack of knowledge of the activities of the DFRRI by a

great number of rural people has a very serious

implication for the success of rural development

programmes especially as the DFRRI emphasizes local

participation in all its programmes.

To further verify the answers provided by respon-

dents about the DFRRI and its programmes, they were

also asked to indicate project/projects executed by

the DFRRI in their villages. As much as 97.5% of the

respondents indicated that no project has been

executed by the DFRRI in their villages. Just 2.5%

indicated the availability of DFRRI projects, mainly

water projects in their villages. Since the Directorate

emphasizes local participation through mobilisation,

rural people were also asked to indicate whether

they were involved in the planning and execution

stages of the projects. All the 400 respondents in

the survey responded in the negative. On why the

DFRRI does not seem to be recording much success in
mobilising rural people to participate in rural
development programmes, respondents indicated that
in addition to non-availability of DFRRI projects in
their villages, lack of relevant information on DFRRI
activities and other rural development programmes
executed by other agencies is a serious factor hamper-
ing their participation in the development programmes.

4.3 Information Needs of Rural People as they
Relate to Rural Development Programme.

It is assumed that an analysis of the information
needs of rural people in relation to rural development
programmes would shade more light on the type and
quality of information required and used by rural
people for rural development programmes. An appropriate
knowledge of the information needs of rural people
would also enable one to supply the most relevant
information at the right time. To achieve this, it
is assumed that, because of high rate of illiteracy,
majority of the rural people cannot articulate and
make known their information needs related to the

various components of rural development programmes.
Consequently, information need categories covering
major sectors of rural development programmes is
provided in Section C of Appendix A. Rural people
were asked to indicate as many information needs as
are appropriate. This is presented in Table 4.5.

TABLE 4.5 : DISTRIBUTION OF RESPONDENTS' INFORMATION
NEEDS

Informtion Need Category	No. of respon- dents who expressed in- formation need	Percentage
Information on agricultural programmes	400	100
Information on health programmes	400	100
Information educational programmes	400	100
Information on Cottage and small scale industries	396	99.0
Information on socio-cultural and recreation	393	98.0
Information on rural housing programmes	399	99.0

It is clear in Table 4.5 that rural people expressed information needs in all the important sectors of integrated rural development - agriculture, health, education, Cottage and small scale industries, housing programmes and even socio-cultural activities. This is contrary to a widely held view by government officials especially planners and policy-makers that increased agricultural production is what people in the rural areas require most. This might explain the reason why successive governments in Nigeria have always referred to agricultural programmes aimed at boosting agricultural output as rural development programmes until recently. The expression of information needs in all the major sectors of integrated rural development is an indication that the problems of people in the rural areas are beyond increased agricultural production. In other words, improved health and educational facilities would enhance the success of agriculotural programmes. Improved quality of life can be achieved only if all the important sectors of integrated rural development receive equal attention.

Using the same chi-square formula as in previous chapters, a cross tabulation of the information need variables (VAR.053-658) and education variable (VAR.003) was made to determine whether expression of an information need is dependent on the level of education of the respondent. The chi-square values (Appendix F) obtained do not show any positive relationship between the expressed information needs and the level of education. In other words, expression of an information need is not dependent on the level of education of the respondents.

4.4. Information Seeking Habit of Rural People.

If information is important, it can be assumed that rural people who expressed information needs on the important sectors of integrated rural development programmes will make efforts to obtain such information as the need arises. Thus, analysing the efforts made by rural people in obtaining relevant information on rural development programmes will enable us to identify areas that can be improved to enhance the success of rural development programmes. Table 4.6 shows the

frequency of visits by the respondents to agricultural
extension offices in an attempt to obtain information
in the past two years as at the time the study was
conducted.

TABLE 4.6 : DISTRIBUTION OF THE RESPONSES OF RURAL PEOPLE
WHO HAD VISITED ANY AGRICULTURAL EXTENSION
OFFICE

Frequency of visits	Absolute frequency	Percentage	Cumulative frequency	Cumulative percentage
Once	73	18.3	73	18.3
Twice	79	19.8	152	38.0
Thrice	75	18.8	227	56.8
More than thrice	55	13.8	282	70.5
Never	118	29.5	400	100.0

N = 400

In table 4.6 a great majority of the respondents
(70.2%) in the survey had visited agricultural exten-
sion office. The same proportion of 70.2% of the
respondents had visited agricultural extension offices
to seek information on various aspects of agricultural
development programmes. Only 0.3% had visited

agricultural extension offices for reasons other than to seek agricultural information, may be to see friends or relatives. Similarly, very few rural people (10.8%) in the survey had visited any community development office while majority (89.2%) had never visited any community development office for any thing. Of the few who had visited, 4.5% went to seek information, perhaps on projects needed in their villages, while 6.0% and 0.3% went to seek support for programmes and report problems respectively.

Also, majority of the rural people (77.3%) had visited schools, out of which 69.8% went to seek information, perhaps about the education of their children and relatives, 7.8% had visited schools for other reasons which probably do not deal with education. This is presented in Table 4.7.

TABLE 4.7 : DISTRIBUTION OF RESPONSES OF RURAL PEOPLE WHO HAD
VISITED ANY SCHOOL

Frequency of visits	Absolute frequency	Percentage	Cumulative frequency	Cumulative percentage
Once	46	11.5	46	11.5
Twice	80	20.0	126	31.5
Thrice	78	19.5	204	51.0
More than Thrice	105	26.3	309	77.3
Never	91	22.7	400	100.0

In the same vein majority of the rural people in the survey (67.5%) had visited health centres once or more times. Out of this, 22.0% went to seek information on health matters, 39.8% went to solicit for health projects while 6.0% went to report problems perhaps about an outbreak of a killer disease.

A similar analysis of visits undertaken by rural people to adult education centres shows that majority of the rural people (88.2%) in the survey never visited any adult education centre. Few (11.8%) have had the opportunity to visit adult education centres either

once of more than once. Of the few who had visited
adult education centres, 10.5% went to seek informa-
tion, perhaps on enrolment opportunities. Similarly,
0.5% of the rural speople in the survey visited any
library/community information centre. Of this, 0.3%
visited the centre for reasons not stated in the
questionnaire. These are presented in Tables 4.8 and
4.9.

TABLE 4.8 : DISTRIBUTION OF RESPONSES OF RURAL PEOPLE WHO HAD
VISITED ANY ADULT EDUCATION CENTRE

Frequency of visits	Absolute frequency	Percentage	Cumulative frequency	Cumulative percentage
Once	13	3.3	13	3.3
Twice	8	2.0	21	5.3
Thrice	3	0.8	24	6.0
More than thrice	23	5.7	47	11.8
Never	353	88.2	400	100.0

400

TABLE 4.9:   DISTRIBUTION OF RESPONSES OF RURAL PEOPLE WHO HAD
             VISITED ANY LIBRARY/COMMUNITY INFORMATION CENTRE

Frequency of visits	Absolute frequency	Percentage	Cumulative frequency	Cumulative percentage
Once	0.1	0.3	1	0.3
Twice	0.1	0.3	2	0.5
Thrice	–	–	–	–
More than thrice	–	–	–	–
Never	398	99.4	400	100.0

400

The results presented in tables 4.6-4.9 require
further explanation. Of all the rural development
agencies identified for the study, the school (primary)
is the one visited most (77.5%) by the respondents.
This might be attributed to the fact that primary
schools are established in as many villages as possible
in the rural areas. Since primary school teachers
constitute the most educated group in the rural areas,
non-literate rural people always turn to them for
information and advice on issues and programmes that

emanate from local, state and federal governments.
primary school teachers are still highly respected and
this has earn them high confidence from rural people.
The second rural development agency visited most
frequently by rural people is the agricultural extension
office (70.5%). This is expected because all the rural
people in the survey are involved in farming either on
full-time or part-time basis as an occupation. It can
also be attributed to the fact that increased agricul-
tural production in the rural areas has received greater
attention from successive governments than any institu-
tion or agency designed to improve the standards of
living of people in the rural areas. More agricultural
extension offices have been established in the rural
areas and more extension workers employed to disseminate
agricultural information on new farming methods to
farmers.

On the other hand, rural development agencies
not frequently visited by rural people are adult educa-
tion and library/community information centres. The
reason could be due to the paucity of such services in
the rural areas. The two agencies are mostly located

at the local government headquarters and a few urban
towns outside the local government headquarters. Also,
where they exist, they do not seem to have direct
bearing on the survival of people in the rural areas.

To further verify the responses of respondents
towards quality information as it relates to rural
development programmes, they were asked to indicate
how frequently rural development workers from the
various ministries and agencies visit their villages
to inform and educate them about their programmes.
Their responses are presented in Tables 4.10 - 4.14.

TABLE 4.10 : DISTRIBUTION OF RESPONSES ON AGRICULTURAL EXTENSION
WORKERS' VISIT TO RESPONDENTS' VILLAGE

Frequency of visits	Absolute frequency	Percentage	Cumulative frequency	Cumulative percentage
Once	72	18.0	72	18.0
Twice	109	27.3	181	45.3
Thrice	84	21.0	265	66.3
More than thrice	31	7.8	296	74.0
Never	104	26.0	400	100.0

400

TABLE 4.11 : DISTRIBUTION OF RESPONSES ON COMMUNITY DEVELOPMENT
WORKERS VISIT TO RESPONDENTS' VILLAGES (

Frequency of visits	Absolute frequency	Percentage	Cumulative frequency	Cumulative percentage
Once	22	5.5	22	5.5
Twice	9	2.3	31	7.8
Thrice	2	0.5	33	8.2
More than thrice	1	0.3	34	8.5
Never	366	91.4	400	100.0

400

TABLE 4.12: DISTRIBUTION OF RESPONSES ON ADULT EDUCATION
WORKERS VISIT TO RESPONDENTS' VILLAGES

Frequency of visits	Absolute frequency	Percentage	Cumulative frequency	Cumulative percentage
Once	4	1.0	4	1.0
Twice	1	0.3	5	1.2
Thrice	2	0.5	7	1.8
More than thrice	69	17.2	76	19.0
Never	324	81.0	400	100.0

400

TABLE 4.13: DISTRIBUTION OF RESPONSES ON HEALTH WORKERS VISIT
RESPONDENTS' VILLAGES

Frequency of visits	Absolute frequency	Percentage	Cumulative frequency	Cumulative percentage
Once	132	33.0	132	33.0
Twice	174	43.4	306	76.5
Thrice	7	1.8	313	78.3
More than thrice	1	0.3	314	78.5
Never	86	21.5	400	100.0
	400			

TABLE 4.14: DISTRIBUTION OF RESPONSES ON LIBRARY/COMMUNITY
INFORMATION WORKERS VISIT TO RESPONDENTS'
VILLAGE

Frequency of visits	Absolute frequency	Percentage	Cumulative frequency	Cumulative percentage
Once	–	–	–	–
Twice	–	–	–	–
Thrice	–	–	–	–
More than thrice	–	–	–	–
Never	400	100	400	100
	400			

One can deduce from tables 4.10-4.14 that a great number of rural development workers who visit rural people most frequently are from the Ministry of Health (78.5%) and the Borno State Agricultural Development Programme (74%). The reason could be due to the emphasis currently given to health and agricultural programmes in the rural areas not only by the Borno State Government but by the Federal Government also. Health Programmes such as Expanded Programme on Immunization (EPI), Oral Rehydration Therapy (ORT), Family Planning and many others and agricultural extension services desired to increase agricultural production in the rural areas have taken workers from the two institutions to many villages and as many number of times as possible.

Very low visit was reported by rural people from rural development workers from the Borno State Agency for Mass Literacy (19%) and the Borno State Library Board (0%). This is because adult literacy and Library/ Community information centres are currently located at the headquarters of the local governments and a few towns in the study area.

Their current services are limited to these areas. For instance, at the moment, there are only four branch libraries located at the headquarters of each of the four local governments. One information centre is located in Bama, the headquarters of Bama Local Government. Since the services of these two institutions are limited to where they are currently located, the interaction of their workers with people in the rural areas is very low or non-existent.

4.5   Rural People's Sources of Information on Rural Development Programmes.

Access to relevant information implies access to relevant sources of information. Having analysed the information seeking behaviour of rural people, it was deemed necessary too to ascertain their sources of information and determine whether such sources are used to maximum advantage of the rural people. Table 4.15 shows the responses of rural in this regard.

TABLE 4.15:   FREQUENCY DISTRIBUTION OF RURAL PEOPLE'S USE OF
               SOURCES OF INFORMATION ON RURAL DEVELOPMENT
               PROGRAMMES

Type of Information Source	Absolute frequency	Percentage
Community development workers	49	12.3
Agricultural extension workers	325	81.3
Health Workers	359	89.8
Librarians in rural public libraries	3	0.8
Educated people in villages	399	99.8
Village head (Lawan)	398	99.5
Journalists	13	3.3
Local Government Officials	80	20.0
Information workers from the Ministry of Information	.2	0.5
Local Development Associations	41	10.3
Adult Education workers	76	19.0

In table 4.15, the most widely used sources of
information for rural development programmes by rural
people are educated people (99.8%), village heads (99.5%)
health workers (89.8%) and agricultural extension workers
(81.3%). By virtue of their position and closeness
to rural people, educated people, who are mainly primary

school teachers and unemployed school leavers consti-
tute a good source of information on government
programmes in the rural areas. They are regarded
by non-literate rural people as a clearing house on
government programmes. As leaders, village heads have
been enjoined by State and Local government officials
to inform and educate their subjects about government
programmes. Consequently, many rural people turn to
them for information on such programmes. The
implication of this is that educated rural people and
village heads need to be actively involved in the
planning and execution of rural development programes.
However, it can be argued that these informal sources
of information might not provide on a sustained basis
adequate quality information for rural development
programmes. Their emphasis might be on propaganda
and publicity information. As explained earlier,
health and agricultural programmes for the rural areas have
been receiving greater attention from State and Federal
governments such that workers from the appropriate
institutions interact more with rural people and serve
as good sources of information on such programmes.

On the other hand, library workers, information officers from the Ministry of Information and journalists are the least used as sources of information by rural people. Their information services, based on the print media are currently restricted to urban areas. Consequently, their role as information disseminators is greatly limited to urban areas. They have little or no contact with people in the rural areas. Further analysis of the sources of information shows that their use by respondents ranges from one source (0.3%) and four sources (45.0%) to nine sources (0.3%).

4.6 Transfer of Information on Rural Development Programmes to Rural People.

In order to achieve the objectives of the study, an analysis of the channels of communication through which information on rural development programmes reached rural people was considered very important.

This will enable us to identify the channels that can be improved in order to enhance the free flow of relevant information to rural people for rural

development. To this end, respondents in the survey
were asked to indicate the frequency of their use of
communication channels in order to obtain information
on rural development programmes. Table 4.16 shows
the distribution of the responses of rural people.

TABLE 4.16: COMMUNICATION CHANNELS THROUGH WHICH INFORMATION
ON RURAL DEVELOPMENT PROGRAMMES REACHED RURAL
PEOPLE

Type of Information channel	REGULARLY		OCCASIONALLY		NEVER	
	Absolute frequency	Percentage	Absolute frequency	Percentage	Absolute frequency	Percentage
Personal contact with rural development workers	3	0.8	316	79.0	81	20.3
Leaflets/Pamphlets	2	0.5	96	24.0	302	75.5
Posters	15	3.8	138	34.5	247	61.8
Village meetings	354	88.5	41	10.3	5	1.3
Radio/Television talks	84	21.0	58	14.5	258	64.5
Motion Pictures/Slides	–	–	9	2.3	391	97.8
Newspapers	–	–	32	8.0	368	92.0

In Table 4.16, village meetings (88.5%) and personal contact with rural development workers (79.0%) are used regularly and occassionally respectively by rural people in order to obtain information on rural development programmes. The implication of this is that the person-to-person means of obtaining information especially in non-literate rural communities is still very important and must be viewed seriously in the current efforts to transform our rural areas.

It is frequently claimed that radio is the main (if not the only) means of mass communication in rural areas considering the inaccessibility of roads, high rate of illiteracy, and oral based culture (Mchomhu, 1992). However, a great majority of respondents in the survey (95.3%) never used the radio in order to obtain information on rural development programmes. It was reported earlier that only few rural people (23.0%) possess radio sets. This might be responsible for why the radio has not been used as a channel for obtaining information on government development programmes. Motion pictures/slides, newspapters and leaflets/pamphlets are the channels least patronized by rural people.

To further verify the views of respondents about the use of communication channels in the information transfer process for rural development programmes, they were asked to indicate the frequency of information channels they used in transmitting their questions and problems on rural development programmes to rural development workers. Their responses are presented in Table 4.17.

TABLE 4.17 :   INFORMATION CHANNELS USED BY RURAL PEOPLE IN
TRANSMITTING PROBLEMS ON RURAL DEVELOPMENT
PROGRAMMES TO RURAL DEVELOPMENT WORKERS

Channels of Transmitting Information	Absolute frequency	Percentage	Absolute frequency	Percentage	Absolute frequency	Percentage
Visits to offices of rural development workers	6	1.6	310	77.5	84	
Through the village head	325	81.3	68	17.0	7	
Through radio/TV talks	2	0.5	17	4.3	381	
Through newspapers and magazines	6	1.5	4	1.0	390	
Through village meetings	347	86.8	48	12.0	5	
When rural development workers visit villages	12	3.0	306	76.5	82	

130

As in Table 4.16, village meetings (86.8%),
village heads (81.3%) are used regularly by respondents
in transmitting questions and problems about rural
development programmes to rural development workers.
Visits to offices of rural development workers (77.5%)
are used occasionally by respondents while visits by
rural development workers (76.5%) are also used
occasionally by respondents to transmit questions and
problems related to rural development programmes.
Radio/Television talks and newspapers/magazines are
not popular with respondents in this regard.

In Table 4.16 some channels of communication
were never used by rural people in order to obtain
information on rural development programmes. They
were asked to indicate why those channels were never
used. About 74.3% of the respondents in the survey
indicated that they could not understand them while
3.5% indicated that the channels were not available
in their villages.

4.7 Opinion of Rural People on How the Provision
of Information for Rural Development can be
Improved

In order to realise the objectives of the study,
it was also considered necessary and important to seek
the views of respondents or how the provision of
quality information for rural development programmes
can be improved. A range of statements designed to
analyse the attitudes of rural people toward the
provision of quality information for rural development
programmes was provided in Section G of Appendix A.
These statements were latter converted into attitude
statements, using the Five-Point Rating Scale of
"Strongly Agree" (SA), "Agree" (A), " Undecided" (U),
"Disagree" (D), and "Strongly Disagree" (SD). The
analysis shows the following:

a) Majority of respondents (99.8%) agreed that rural
   development workers do not visit their villages
   regularly. As visits by rural development workers
   to villages are a major source of information as
   reported earlier by respondents, this has some
   serious negative implications for the success of
   rural development programmes in the rural areas.

b) About (99.8%) agreed that educated rural people
could be involved in the information transfer
process in the rural areas to supplement the
efforts ·by rural development workers. However,
such educated rural people need to be trained to
function effectively.

c) Majority of respondents (75.2%) agreed that
libraries and library workers should be involved
to enhance ·the information dissemination process
in the rural areas.

d) Finally, they expressed the desire for community
newspapers written in local languages and special
television programmes designed to inform people
in the rural areas on both Nigerian Television
Authority and Borno Radio Televison Maiduguri.
Since majority of the respondents do not possess
radio and television sets, these services can be
provided in rural libraries and community informa-
tion centres.

Nine research questions as they relate to rural people are restated thus:

1. What are the information needs of rural people?

2. What are their sources of information about rural development programmes?

3. What efforts do rural people make to obtain information about development programmes?

4. What socio-economic characteristics hinder or facilitate the use or non-use of information by rural people in the study area?

5. What are the existing communication channels through which information on rural development programmes reached rural people?

6. What are the communication channels used by rural people to transmit their problems to rural development workers?

7. What is the level of awareness of the rural what extent do about government development programmes?

8. What government agencies execute rural development programmes in the study area?

9. To what do rural people participate in rural development programmes?

The results of the analysis of the information environment of rural people have shown that rural people expressed information needs in allthe major sectors of integrated rural development programmes-agriculture 100%, health 100%, education 100%, cottage and small scale industries 99%, socio-cultural and recreational activities 98% and rural housing 99%. On their own, they have made efforts to obtain and use information relevant to them and related to rural development programmes either by visiting offices of rural development agencies such as agricultural extension offices, community development offices, adult education centres, health centres and schools. Rural people also use village heads and educated rural people to obtain information about government development programmes. They also ask rural development workers when they occasionally visit their villages. This implies that their sources of information include village heads, educated rural people, and rural development workers who occasionally visit their villages.

The results of the analysis have also shown that majority of rural people in the survey are illiterate and found within the age group of 40 and above. The high rate of illiteracy has a serious negative impact on the ability of rural people to identify and use information to improve their quality of life. Secondly, the absence of information infrastructure has conditioned the attitudes of rural people. These attitudes are fundamental in development work particularly when trying to apply mechanisms for information transfer in the rural areas.

The existing channels of communication through which information on rural development programmes reached rural people include personal contact with rural development workers (79%), leaflets/pamphlets (24%), village meetings (88%) and radio and television talks (14%). Rural people use village meetings regularly (81.3%) and rural development workers occasionally (77.5%) to transmit problems about rural development programmes.

To determine the level of awareness of rural people about government rural development programmes, they were asked if they are aware of the Directorate of Food, Roads and Rural Infrastructure (DFRRI), the agency responsible for planning and executing rural development programmes. Majority of rural people (75.2%) are not aware of the DFRRI and its activities. A few, perhaps, from the literate group are aware of the DFRRI. However, all the rural people (100%) in the survey indicated they were never involved in the planning and execution of the pro-grammes.

In summary therefore, the analysis of the information environment of rural people in the survey shows that rural people have identifiable and expressed information needs covering all the major sectors of integrated rural development. On their own, they have made efforts to secure and use information relevant to them and related to rural development programmes either by visiting offices of rural development agencies, requesting village heads and educated people in their villages for information on issues related to rural development programmes

or by asking rural development workers when they
visit their villages. Rural people have also expres-
sed their willingness for the establishment of
institutions which will provide adequate information
to them on rural development programmes. For now
there is an acute shortage of relevant information and
channels of information dissemination to people in the
rural areas. They are not adequately informed to
enable them to participate effrectively in the develop-
ment process. Given the right information resources
and taking into consideration other socio-cultural
and economic factors, rural development programmes
stand a very good chance to succeed more than the
current efforts in the country allow.

Section Two: The Information Environment of Rural Development
Workers.

Rural development workers are very important to this study. They are the key to successful rural development programmes. And, in order to achieve some objectives of the study and answer some of the research questions as they relate to rural development workers, knowledge of the information environment of rural development workers in the survey is very vital. This will enable us to identify and ascertain factors that enhance or militate against the availability and use of quality information by rural development workers. It will also enable us to determine the attitude of rural development workers towards the use and dissemination of quality information for rural development programmes. The research questions as they relate to rural development workers are stated as follows:

1.   What are the information needs of rural develop-
     ment workers in the survey?

2. What are their sources of information about rural development programmes?

3. What are the communication channels used by rural development workers to disseminate rural development information to rural people?

4. To what extent do rural development workers contribute to the enrichment of the information environment of rural people?

4.8 General Background of Rural Development Workers.

To achieve the objectives of the study as well as answer the research questions as they relate to rural development workers, 161 copies of the question-naire designed for rural development workers were distributed personally to 161 rural development workers spread throughout the study area. One hundred and forty-eight (148) copies were completed and returned, out of which five were not used because of insufficient information supplied by the respondents. Table 4.18 shows the distribution of rural development workers by Ministry/Parastatal.

TABLE 4.18: DISTRIBUTION OF RURAL DEVELOPMENT WORKERS BY
　　　　　　　MINISTRY/PARASTATAL

Ministry/Parastatal	No. of rural development workers	Percentage
Borno State Agricultural Development Programme	74	51.7
Ministry of Co-operative & Community Development	24	16.8
DFRRI	2	1.4
Ministry of Health	10	7.0
Borno State Agency for Mass Literacy	33	23.1
Total	143	100.0

The 148 copies of the questionnaire returned represent

91.3% of the response rate. In Table 4.18, DFRRI has

such a small number of rural development workers because

most of its rural development programmes are executed

by relevant ministries and parastatals.

It is assumed that the level of training of rural development workers particularly in the area of information work for rural development programmes has a significant impact, either positively or negatively on the success of rural development programmes. To this end, the qualification of rural development workers in the study was sought. This is presented in Table 4.19.

TABLE 4.19: DISTRIBUTION OF RURAL DEVELOPMENT WORKERS'
QUALIFICATIONS:

Qualification	Absolute frequency	Percentage	Cumulative frequency	Cumulative percentage
Primary/Secondary School plus in-house training	4	2.8	4	2.8
OND/Undergraduate				81.8
Diploma or Equipment	113	79.0	117	92.3
HND, B.Sc., B.A., B.Ed.	15	10.5	132	
Postgraduate Diploma	5	3.5	137	
M.Sc., M.A.	6	4.2	143	
M.Phil, Ph.D	–	–	–	–

Table 4.19 shows that majority of rural development workers (79.0%) possess Ordinary National Diploma or its equivalent. A great number of those in this category are field workers distributed throughout the study area. They are responsible for disseminating quality information on rural development programmes to rural people. About 18% of rural development workers possess higher qualifications. Nearly all those in this category are found at the headquarters of their Ministries and parastatals. They do not interact directly with rural people in the rural areas. Only 2.8% of rural development workers possess secondary school certificates plus in-service training in relevant areas. An additional column was provided for rural development workers to indicate any other qualification not listed in the questionnaire. None was reported. A great number of the rural development workers were trained in Nigeria, and a few in the United Kingdom and the United States of America.

Furthermore, rural development workers were asked
to indicate the frequency of their participation in
workshops, conferences and seminars on information
gathering, dissemination and use for rural development
programmes since they were first employed as rural
development workers. Table 4.20 presents their res-
ponses in this regard.

TABLE 4.20: DISTRIBUTION OF RURAL DEVELOPMENT WORKERS'
            PARTICIPATION IN WORKSHOPS, CONFERENCES, AND
            SEMINARS ON INFORMATION GATHERING AND DISSEMINA-
            TION FOR RURAL DEVELOPMENT PROGRAMMES

Qualification	Absolute frequency	Percentage	Cummulative frequency	Cummulative percentage
Once	9	6.3	9	6.34
Twice	16	11.2	25	17.5
Thrice	7	4.9	32	22.4
More than thrice	70	49.0	102	71.3
Never	41	28.7	143	100.0

To enhance their performance as purveyors of
information on rural development programmes, a great
number of rural development workers (71.3%) have
participated in conferences, seminars and workshops

on information gathering, dissemination and use for rural development programmes. This becomes necessary to up-date their knowledge on new methods of information gathering and dissemination to rural areas. According to Williams (1981) rural development workers must be adequately trained in the appropriate areas as well as in the area of communication skills and principles to enable them to select and compile from the Ocean of information relevant information suitable for reaching our largely illiterate rural people. No rural development worker had reported as having had an additional academic qualification in information work in addition to the initial relevant qualification in his area of specialisation.

It was also considered important as a background information to study the duties performed by rural development workers. This will enable us to ascertain whether the provision of information for rural development programmes is central to them.

4.9 Planning Rural Development Programmes
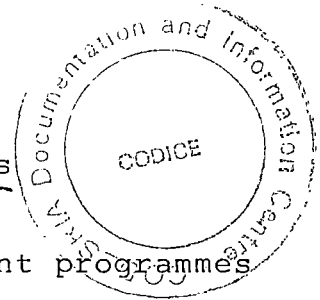
Planning successful rural development programmes
depends on a number of factors of which the availability
and use of quality information and the involvement of
the primary beneficiaries are one. Local participation
and access to relevant information will significantly
enhance the planning process. In this regard the opinion
of rural development workers on the planning process
was sought. They were asked .whether they ever involved
rural people in the planning of rural development
programmes that directly affect their lives.

The analysis of their opinion shows that nearly
all rural development workers in the survey (96.5%)
indicated that they carry rural people along in the
planning process. But this result contradicts the
opinion of rural people (about 100%) that they were
rarely involved in the development process. When asked
to give reason why they did not cosnider it important
to involve rural people in the planning process, the
few rural development workers (3.5%) who indicated that
they do not involve rural people in the planning process
listed lack of time and high rate of illiteracy of

rural people as being responsible for their decision. According to them, rural people do not possess the relevant knowledge and information regarding the intricacies of the programmes because they are not educated. They then assumed that the decisions they take and subsequently the programmes they plan for rural people will be accepted by them willy-milly

Similarly, effective mobilisation of rural people for participation in development programmes will enhance the success of such programmes. Rural development workers were asked to indicate how they can achieve that. The analysis of their views shows that all rural development workers in the survey emphasised the need to achieve effective mobilisation of rural people for participation in the development process through the provision of relevant information about such programmes. This, they said, can be achieved through radio and television talks, through village heads, rural development workers, local associations and town criers. To what extent have rural development workers succeeded in this regard is another matter.

Similarly, since library workers constitute a population for the study and play important role in information dissemination in the society, it was deemed important to seek the opinion of rural development workers on the role of library workers in planning and executing rural development programmes. They were asked whether or not the library workers, especially those in public libraries, would be regarded as important figures in the planning process of rural development programmes. Majority of rural development workers (79.7%) adjudged library workers as important figures in the planning process for rural development programmes. Only few (20.3%) do not accept library workers in the planning process. To further verify the views of rural development workers about library workers in the society, they were asked if they would recommend the library as an important institution for disseminating quality information for rural development programmes in the rural areas. While 69.2% of rural development workers considered the library as an important institution for disseminating quality information for rural development programmes, 30.8% of

them did not agree. Their reason being that since

majority of people in the rural areas are non-literates,

the library which is based on literate culture cannot

help much in this regard.

4.10 The Information Needs of Rural Development
Workers.

To examine the attitude of rural development

workers towards the use of quality information and

achieve the objectives of the study, knowledge of the

information needs of rural development workers is very

important and necessary. And since integrated rural

development is a composite programme which brings

together workers from various sectors, a study of their

information needs will enable us to identify areas of

overlap with those professionals indirectly involved

in the provision of information on rural development

programmes. This will inturn enable us to identify

professionals who could complement the effort of

rural development workers in disseminating relevant

information for rural development programmes. To

achieve this, a possible list of general and specific

information needs was provided. Rural development
workers were asked to rank them as "Very Important,"
"Important," "Average," "Less Important" and "Not
Important." Table 4.22 provides the rank order of
specific needs of rural development workers.

While it is expected that rural development
workers would express or rank high information needs
related to their areas of activities depending on
which Ministry or agency a rural development worker
belongs, majority of them (97.2%) expressed high
information needs on socio-economic characteristics
of rural people. This corroborates the position of
many observers and writers on rural development that
often times, rural development planners in developing
countries do not conduct community surveys before
embarking on the planning process. Consequently, many
rural development programmes were planned and executed
with insufficient information about the primary
beneficiaries such that the beneificiaries become
marginalized and passive receivers instead of being
active participants in the planning process. This has
had negative impact on the success of the programmes.

TABLE 4.22 : DISTRIBUTION OF RESPONSES OF RURAL DEVELOPMENT WORKERS ON SPECIFIC INFORMATION
NEEDS

Specific Information Need	Very Important		Important		Average		Less Important		Not Important	
	Absolute frequency	%	Absolute frequency	%	Absolute frequency	%	Absolute frequency	%	Absolute frequency	%
Information on increased agri-cultural productivity and income growth covering techni-cal, legal, social and and commercial aspects of agric.	74	51.7	3	2.1	26	18.2	39	27.3	2	0.7
Information on rural non-farm economig activities	1	0.7	14	9.8	77	53.8	50	35.0	1	0.7
Information on health and social amenities in rural areas	45	31.5	73	50.3	22	15.4	4	2.8	–	–
Information on various educa-tional opportunities for rural people	34	23.8	0	0.3	51	35.7	49	34.3	–	–
Information on social, political and economic institutions that have direct bearing on the lives of rural people	24	16.8	99	89.2	19	13.3	1	0.7	–	–
Information on socio-economic chracteristics of rural people	80	55.9	59	41.3	3	2.1	1	0.7	–	–

TABLE 4.22(Cont'd): DISTRIBUTION OF RESPONSES OF RURAL DEVELOPMENT WORKERS ON GENERAL INFORMATION
NEEDS

General Information Need	Very Important		Important		Average		Less Important		Not Important	
	Absolute frequency	%	Absolute frequency	%	Absolute frequency	%	Absolute frequency	%	Absoulte frequency	%
Information on data analysis and research writing	24	16.8	18	12.6	61	42.7	40	28.0	–	–
Information on programme planning administration, implementation, supervision and evaluation	51	35.7	47	32.9	43	30.1	2	1.4	–	–
Information on similar activities in other countries or States with similar characteristics	5	3.5	27	18.9	109	76.2	2	1.4	–	–
Information on information gathering and dissemination	51	56.6	46	32.2	14	98	2	1.4	–	–
Information on innovative approaches and current research findings in rural development	110	76.9	32	22.4	1	0.7	–	–	–	–

t

Table 4.22 also shows the attitude of rural development workers towards the development of non-farm economic activities in the rural areas. Only 10.5% of them expressed information need in the area. This also has strengthened the position of rural development planners over the years that they have been concentrating rural development efforts on economic activities, mainly agriculture in the rural areas.

Apart from ranking specific information needs related to major sectors of rural development programmes, rural development workers also ranked a list of information needs referred to as general information needs about rural development. The rank order shows that rural development workers ranked high information requirements in programme planning, implementation, supervision and evaluation (68.6%), innovative approaches and current research findings in rural development activities (99.3%) and information gathering and dissemination (88.8%). Very few (22.2%) rural development workers expressed information requirements on similar activities in other countries or States with similar characteristics.

4.11 Sources of Information of Rural Development
Workers on Rural Development Programmes.

To perform their duties efficiently, rural development workers require specific types of information. An analysis of the sources of information of rural development workers will enable us to identify the sources they consult in the course of performing their duties, determine the adequacy and effectiveness of the sources and also determine whether they made use of information professionals, especially library workers. Table 4.23 shows the issues raised above.

TABLE 4.23 : NUMBER OF RURAL DEVELOPMENT WORKERS MENTIONING SPECIFIC SOURCES OF INFORMATION.

Source of Information	Absolute frequency	Percentage
Bosses	115	80.4
Librarians/Library Workers	29	20.3
Colleagues	126	98.1
Journalists	29	20.3
Personal Correspondence	122	85.3
Newspapers	62	43.4

In Table 4.23, rural development workers rely heavily on personal correspondence (85.3%), colleagues (88.1%) and Bosses (80.4%) as their sources of information to satisfy their information needs. A few of them contact library workers (20.3%), journalists (20.3%) and newspapers (43.4%) as sources of information. Further analysis shows that about half (50.3%) of rural development workers in the survey use and rely on a combination of three sources of information. These three sources of information could be the ones heavily relied upon by rural development workers in Table 4.23. Only 4.9% and 4.3% of rural development workers use all the six sources and one source respectively.

Although sources of information used by rural development workers included personal correspondence, bosses, colleagues, journalists, newspapers and library workers, it is necessary to determine how the actual information was made available to rural development workers. There are two ways to achieve this. It can be achieved by personal contacts, especially with colleagues and bosses, or by the use

of documentary sources such as the ones found in Libraries, newspapers, professional journals, periodicals, posters, leaflets, pamphlets and mono-graphs. To find out documentary sources and determine whether library workers could effectively help in this regard, a list of possible documentary sources related to rural development was provided. Rural Development workers were asked to indicate how frequently they use them. This is presented in Table 4.24.

In Table 4.24, the documentary sources most favoured and used regularly by rural development workers include pamphlets, posters, leaflets on rural development (69,9%), personal correspondence (60.8%), government publications on rural development and related fields (50.3%) and manuals and hand books on rural deevelopment (44.8%). Those used occassionally include journal articles on rural development and related fields (71.6%), textbooks and mongraphs on rural development (70.6%), newsletters of various State Ministries of rural and community development (58.9%). Documentary sources never used by a great

TABLE 4.24:   CONSULTATION OF TYPES OF DOCUMENTARY SOURCES BY RURAL DEVELOPMENT WORKERS (VAR.042-059)

Documentary Source	REGULARLY		OCCASIONALLY		NEVER	
	Absolute frequency	Percentage	Absolute frequency	Percentage	Absolute frequency	Percentage
Technical reports of research institutes and universities	42	29.4	68	47.6	33	23.1
Journal articles on rural development and related areas	28	19.6	102	71.3	13	9.1
Textbooks & Monographs on rural development	34	23.8	101	70.6	8	5.6
Conference proceedings on rural development and related areas	46	32.2	59	41.3	38	26.6
Newsletters of State Ministries of rural and community development	34	23.8	84	58.7	25	17.5
Reports and Newsletters of the DFRRI	11	7.7	29	20.3	108	72.0
Manuals and handbooks on rural development	64	44.8	55	38.5	24	16.8
Executive briefs	9	6.3	32	22.4	102	71.3
Abstracts & Bulletins on rural development	46	32.2	66	46.2	31	21.7
Bibliography on rural development	2	1.4	11	7.7	130	90.9
Theses & dissertation on rural development	2	1.1	50	35.0	90	62.9
Borno State & Federal Govt. Gazettes	3	2.1	32	22.4	108	75.5
Pamphlets, posters & leaflets on rural development	100	68.9	4	28.7	2	1.4
Consultancy Reports	9	6.3	34	23.8	100	69.9
Personal Correspondence	67	60.8	46	32.2	10	7.0
Government Publications on rural development	72	50.3	69	48.3	2	1.4

number of rural development workers include biblio-
graphies on rural development (90.9%), Borno State
and Federal Government Gazette (75.5%), Reports and
newsletters of the DFRRI (72.0%), Executive Briefs
(71.3%) and Theses and Dissertations (62.9%). It
can be seen that those documentary sources used
regularly by rural development workers are handy and
readily available and accessisble to them. Posters,
leaflets, pamphlets, personal correspondence and
government publications do not require much searching
by rural development workers. On the other hand,
those documentary sources used occassionally like
journals articles, textbooks, newsletters, and
monographs require much time of searching by rural
development workers. This could be the reason why
they turn to them occassionally for information to
perform their duties. Those documentary sources never
used are perhaps not available or not properly
documented for easy access and use by rural develop-
ment workers.

It was also considered important to determine the use of certain periodicals and monographs related to rural development and related fields by rural development workers. This will enable us to identify relevant ones and how library workers can help effectively in this regard. Table 4.25 presents the frequency of use of certain periodicals and monographs related to rural development by rural development workers. The general impression from the Table is that majority of rural development workers do not consult periodicals and monographs regularly to perform their duties. However, about 72.2% of rural development workers consult Budget Report of Federal and State Governments occasionally perhaps at the beginning of every financial year to examine money allocated to their Ministries and agencies. About 51.0% of rural development workers in the survey consult National Development Plans occasionally while 40.6% of them consult Journal of Extension. Periodicals and mongraphs are not popular with rural development workers not because

TABLE 4.25 : CONSULTATION OF SPECIFIC PERIODICALS AND MONOGRAPHS BY RURAL DEVELOPMENT WORKERS
(VAR.067-083)

Periodicals/Monographs	REGULARLY		OCCASIONALLY		NEVER	
	Absolute frequency	Percentage	Absolute frequency	Percentage	Absolute frequency	Percentage
Journal of Rural Economics and Development	3	2.1	15	10.5	125	87.4
Rural Development in Nigeria	10	7.0	49	34.3	84	58.7
Rural Sociology	7	4.9	47	32.9	89	62.2
Agricultural Administration	10	7.0	42	29.4	19	63.6
Community Development	10	7.0	20	14.0	113	79.0
Journal of Extension	6	4.2	58	40.6	79	55.6
Development Outlook	4	2.8	28	19.6	111	77.6
World Bank Report	6	4.2	29	20.3	108	75.5
F.A.O. Report & Production Year Book	4	2.8	15	10.5	124	86.7
National Development Plans	14	9.8	73	51.0	56	39.2
Budget Reports of Federal and State Governments	26	18.2	104	72.7	13	9.1
Journal of Rural Development & Admin.	6	4.2	18	12.6	119	83.2
Journal of Epidemiology	10	7.0	133	93.0	–	–
Adult Education in Nigeria	2	1.4	30	21.0	113	77.6
Journal of Epidemiology & Community Health	1	0.7	10	7.0	132	92.3
Health Education Journal	1	0.7	11	7.7	131	91.6
Journal of African Adult Education	2	1.4	29	20.3	112	78.3

they would not contain the information they require
but perhaps, because in-built formal information
mechanisms designed to provide relevant information
to rural development workers on a sustained basis
are lacking in rural development programmes. Such
deliberate :systems would ensure that such sources
of information are readily available in an organised
system to enable rural development workers have
access to them.

4.12 The Dissemination of Information on Rural
        Development Programmes to Rural People
        by Rural Development Workers.

   Having determined .the sources of information
on rural development consulted by rural development
workers, it is possible to find out how information
so obtained was transferred into utilization informa-
tion for subsequent dissemination to rural people.
Thus, knowledge of the communication media used by
rural development workers in disseminating information
on rural development programmes to rural people will
enable us determine those that could be improved and

how other professionals particularly library workers would be involved in the process. Table 4.26 shows the frequency of use of communication media by rural development workers.

Table 4.26 shows that personal contact (88.1%), village meetings (80.4%) and posters and leaflets (59.4%) constitute the most important communication media used regularly by rural development workers in disseminating information on rural development programmes to rural people. This corroborates the opinion of rural people in section one on the communication media through which information on rural development reached them. Personal contacts, village meetings, posters, leaflets and radio talks were rated the most important ones. Libraries, newspapers, and magazines are rarely used by rural development workers. However, although it is widely accepted that radio is an important medium in disseminating information, especially agricultural information to rural people, majority of rural development workers do not use it to disseminate information on rural development programmes to rural people.

4.13 Opinion of Rural Development Workers on How
the Provision of Information for Rural Development
Programmes can be Improved.

As was the case with rural people, it was con-
sidered necessary to seek the opinion of rural develop-
ment workers on how the provision of information on
rural development programmes could be improved. In
order to measure the attitudes of rural development
workers to certain statements aimed at improving the
provision of information for rural development
programmes, the same method that was used for rural
people was employed. The statements appear in
Appendix B₋ . The opinion of rural development workers
on each of the statements was sought using the Five Point
Rating Scale of 'Strongly Agree" (SA), "Agree" (A),
"Undecided" (U), "Disagree" (D), and "Strongly
Disagree" (SD).

Success of rural development programmes rests
very much on the availability and use of quality
information by both rural development workers and
rural people. Any attempt to improve the standards
of living of rural people requires relevlant information.

Proper planning and implementation of rural develop-
ment programmes require the use of quality information.
Indeed, studies have shown that many rural development
programmes in developing countries failed because
they were not planned on sufficient relevant informa-
tion. It is assumed that if rural development workers
understood or realised the relevance of scientific
and technical information in development programmes,
they would seek to use it to enhance the success of
such programmes. The opinion of rural development
workers was sought on the statement that a great number
of them do not use scientific and technical information
to perform their duties. Majority of rural development
workers (84.4%) disagree with the statement that they
do not use scientific and technical information in
performing their duties. Only few (11.9%) agreed.
Similarly, majority of rural development workers (62.9%)
in the survey agreed with the statement that they do
not use relevant information on the socio-economic
characteristics of rural people in planning and
implementing rural development projects. This corro-
borates the views expressed earlier by rural development

workers in which about 97.2% of them in the survey expressed the need for information on socio-economic characteristics of rural people.

Many observers of the information dissemination activities in development programmes in the country showed that the official understanding of information has been "soft information," that is propaganda and publicity information as against "hard information" (research based). Consequently, government officials and agents continue to disseminate "soft information" for development programme using a variety of time-tested communication media, especially in the rural areas. The opinion of rural development workers was sought on the statement that only propaganda and publicity information is provided to rural people on rural development programmes. More than half (51.8%) of rural development workers in the survey disagreed with the statement while about 30.0% of them agreed, 18.2% was undecided on the issue.

Similarly, it is assumed that the number of rural development workers currently involved in the provision of information for rural development programmes is

inadequate to achieve significant results. Consequently,
use of other professionals in information work to
complement the efforts of rural development workers
actively involved in the process is highly desirable.
The analysis of the opinion of rural development
workers on this issue shows that all rural development
workers in the survey agreed that the services of
other information professionals to complement the
current efforts by rural development workers in
disseminating information on rural development programmes
to rural areas is highly desirable.

Furthermore, it is assumed that the current
approach to information dissemination for rural develop-
ment programmes by rural development agencies is patchy
and unco-ordinated. The co-ordination of such efforts
by a central body or institution is highly required.
All but one of the rural development workers in the
survey agreed with it.

In the same vein, the opinion of rural development
workers in the survey on the establishment of rural
libraries to co-ordinate the information dissemination

activities currently handled by different rural development agencies was sought. While 44.8% of the rural development workers in the survey agreed, 52.4% of them were undecideed. Only 2.8% disagreed. Earlier about 69.2% of rural development workers in the survey had agreed to recommend the library as one of the important institutions for disseminating quality information on rural development programmes to rural people.

Finally, the opinion of rural development workers in the survey was sought on the possible use of the librarian in a rural public library in providing information resources required by rural development workers to perform their duties in the rural areas. About 96.5% of them agreed. This also corroborates the earlier position of rural development workers on whether or not the librarian can be considered an important figure in the planning process for rural development programmes. About 79.7%of them accepted that library workers are important persons in the planning process.

Four research questions were stated at the beginning of this section. They are restated as follows:

1. What are the information needs of rural development workers in the survey?

2. What are their sources of information?

3. What are the communication channels used by rural development workers to disseminate rural development information to rural people?

4. To what extent do rural development workers contribute to the enrichment of the information environment of rural people?

The findings in section two of this chapter have answered the research questions stated above. Firstly, apart from expressing information needs in their areas of activities - agriculture, education, health, depending on which Ministry or agency a rural development workers belongs to, they also expressed information needs on socio-economic characteristics of rural people (92.2%), programme planning, implementation,

supervision and evaluation (68.6%), innovative approaches and current research findings in rural development activities (99.3%) and information gathering and dissemination (88.8%). Secondly, the results show that the sources of information for rural development workers include personal correspondence (85.3%), colleagues (88.1%) and bosses (80.4%). A few contact library workers (20.3%) and journalists (20.3%). Their documentary sources of information include pamphlet, leaflets and posters on rural development (69.9%), personal correspondence (60.8%), government publications on rural development (50.3%) and manuals and hand books (44.8%).

Other documentary sources occasionally used by rural development workers include journal articles on rural development and related fields (71.6%), textbooks and monographs on rural development (70.6%) and newsletters of various state ministries of rural and community development (58.7%).

The existing channels of communication used by rural development workers in disseminating information to rural people are personal contact (88.1%), village meetings town criers (80.4%) and posters and leaflets (59.4%).

By occasionally visiting rural people and disseminating to them information on rural development programmes, rural development workers have contributed to the enrichment of the information of rural people.

In summary therefore, the information environment of rural development workers was analysed in section two of this chapter. Majority of rural development workers (79.0%) possess Ordinary National Diploma or its equivalent and were trained in Nigeria, although a few were trained in the United Kingdom and the United States of America. Although none of the rural development workers has had an additional academic qualification in information work and communication skills to enhance their duties as purveyors of information, many of them (71.3%) have attended workshops, seminars and conferences to keep abreast of current

developments in information gathering and dissemination for rural development programmes.

In addition to duties related to /areas of speciali-
 their
zation, rural development workers also ranked informa-
tion gathering and dissemination high. About 96.5% of
rural development workers in the survey involved rural
people in the planning of rural development programmes.
Majority of rural development workers (79.7%) considered
library workers as important figures in the planning
process for rural development programmes. Similarly,
about 69.2% of them would recommend the library as an
important institution for disseminating information
for rural development programmes in the rural areas.

Rural development workers in the survey (97.2%)
expressed high information need on socio-economic
characteristics of rural people to perform their duties.
They did not express information need on non-farm
economic activities in the rural areas. Other areas
of information need are programme planning, implementa-
tion, and supervision and current research findings
in rural development and information gathering and
dissemination. Sources of information of rural

development workers on rural development programmes
include bosses (80.4%), colleagues (88.1%), personal
correspondence (85.3%). Documentary sources consulted
regularly by rural development workers are posters,
leaflets, and pamphlets on rural development (69.9%),
personal correspondence (60.8%), government publica-
tions (50.3%) and manuals and handbooks (50.3%).
Rural development workers used personal contacts (88.1%),
posters (59.4%) and village meetings and town criers
(80.4%) to disseminate information on rural development
programmes to rural people.

REFERENCES

Williams, S.K.dT.   "The Agricultural Extension Informa-
    tion Worker: His Methods and Materials."
    In: Education and Training for Library and Information
    Services in a Predominantly Non-literate Society,
    edited kby B.O. Aboyade. The Hague: Federation
    Internationale De Documentation (FID).

Section Three: The Role of Public Libraries in Information Transfer Activities in the Rural Areas.

It is widely known that libraries, particularly public libraries, and library workers have a major role to play in information transfer activities for rural development in the rural areas. This is because of the changing role of the library from a "Storehouse" of books carefully arranged and preserved for occasional consultation by interested users to that of an information centre for disseminating and providing information to literate and non-literate members in the society. Penna (1980) aptly observed that the traditional concept of a library as a store of books, though still valid, has in most libraries been supplemented by that of more dynamic role of organiser and disseminator of information. This role requires much more than the mere setting up of a store where 'documents' of all types are kept. It requires more than an organisation or a network of organisations staffed by trained people and experts in modern techniques of handling documents and of exploiting to the full the information they

contain. It requires that such an organisation's structure should be planned and constantly re-evaluated in relation to all activities of society which require access to information for their own efficient functioning.

Bearing in mind the changing role of the library in society and in order to achieve some of the objectives of the study, an analysis of the role of public libraries in the current efforts by rural development agencies and institutions in disseminating information for rural development programmes in the rural areas in Bama zone was made. This enables us to ascertain the level of perception and participation of library workers in the information dissemination process for rural development programmes. It also enables us to identify areas of co-operation with other rural development workers involved presently in information transfer activities in the rural areas with a view to enhancing the information dissemination process. Finally, the analysis of this section of chapter four enables us to answer the research question about public libraries.

It is restated thus:

> What role do public libraries play in
> the process of disseminating informa-
> tion to rural people for rural develop-
> ment programmes in the study area?

Data were generated through a questionnaire designed
and administered to 12 library workers actively or
remotely involved in planning information dissemina-
tion programmes for rural areas in Bama zone. Eleven
Library workers completed and returned the question-
naire.

4.14 General Background Information on Library
Workers.

The background information starts with the level
of training of library workers. It is assumed that
sufficient training of library workers in information
work and some aspects of rural development will
sensitize them to appreciate and act decisvely on the
dearth of relevant information concerning rural
development programmes in the rural areas. The level
of training of library workers in information work and

some aspects of rural development can significantly enhance or impede the effectiveness and success of the information transfer activities for rural development programmes in the rural areas.

To this effect, the qualification of library workers in the survey was sought. The summary of their responses shows that five respondents possess Diploma Certificates in librarianship with working experience of between fifteen to twenty years. They are in-charge of the branch libraries at the headquarters of Konduga, Bama and Gwoza Local Governments. Four respondents possess Bachelor of Library Science Certificates while two have Master of Library Science Certificates. The six respondents with Bachelors and Masters degree certificates are found at the headquarters of the Borno State Library Board. They are in-charge of branch libraries and also responsible for planning .library extension services for the rural areas. An additional column was provided in the questionnaire for respondents to indicate other relevant qualifications not listed in the questionnaire by the researcher.

NOne was reported. All the 11 librarians received their training in Nigeria.

It can be observed that albeit all the respondents possess basic qualification in librarianship, none has had an additional training or qualification in rural development or related areas. Secondly, those with the least qualification of diploma are the officers in-charge of the branch libraries. This means that other members of staff working at the branch libraries either possess equal qualification or lower. Providing extra information service :particularly to non-literates in the rural areas requires a crop of trained library and information workers who in addition to the service they provide should be able to liaise with other rural development workers and agencies in order to ensure effective and sustained information dissemination to rural people. They also require some training in some aspects of rural development to enhance their ability. The low level of training of some of the respondents particularly, those at the branch libraries and the complete lack of training in some aspects of rural development have a serious negative implication

for effective information transfer for rural develop-
ment in the rural areas.

Also considered important as a background informa-
tion are the duties performed by the respondents in the
survey. This enables us to ascertain whether provision
of relevant information to non-literates in the rural
areas is considered necessary and important by them.
To achieve this, a list of duties of a librarian in
a public library was provided. Respondents in the
survey were asked to rank them as "Very Important,"
"Important," "Average," "Less Important" and "Not
Important." Table 4.27 shows the rank order of their
respsonses.

In Table 4.27, nearly all respondents in the
survey ranked the traditional duties in library as
"Very Important." These include General Administra-
tion and Planning, Cataloguing and Classification,
Acquisition and Processing of Library Resources and
Reference Service. The ranking of duties such as
instruction in the use of library resources, planning
information and library extension services, repackaging
of scientific, technical and other relevant information

TABLE 4.27 : RANK ORDER OF SCHEDULE OF DUTIES OF LIBRARY WORKERS
IN THE SURVEY

Duty	Very Important	Important	Average	Less Important	Not Important
General administration and planning	10	1	–	–	–
Cataloguing and classification	10	1	–	–	–
Acquisition and processing of library resources	11	–	–	–	–
Reference Service	9	1	1	–	–
Instruction in the use of library resources	4	5	1	1	–
Reader's ADvisory Service	1	6	3	1	–
Inter-library loan services	2	8	–	1	
Planning Information and library services for people in the rural areas	5	5	1		
Filling other identified information vacuum in integrated rural development programmes	2	3	5	1	
Solving the information requirements of rural development workers	5	5	–	1	
Providing day-to-day problem solving information to people in the rural areas	4	2	4	1	
Repackaging scientific technical and other relevant information for use by rural people	–	4	6	1	–

for use by people in the rural areas, filling other identified information vacuum |*in* integrated rural development programmes, solving the information requirements of rural development workers, and providing day-to-day problem solving information to people in the rural areas spread across "Very Important," "Important," "Average," and "Less Important." This demonstrates that the traditional role of the library as a 'Storehouse' of books carefully, arranged and preserved for use is still paramount at the Borno State Library Board and indeed some other public libraries in Nigeria. However, the *sparse* representation of duties related to services designed for people in the rural areas is an indication that the respondents in the survey are aware of the changing role of the library in society. The need to serve people in the rural areas may have been recognised but the extra costs involved, together with a lack of political will, may have been barriers to significant progress.

4.15 Services Provided to People in Rural Areas.

The perception of the changing role of the library in modern times and its information potential in non-literate communities particularly in relation to development programmes would to a large extent determine the services that would be provided to literate and non-literate people in the rural areas by library workers. In this regard the opinion of library workers in the survey was sought on what they think would be the role of the library in relation to rural development programmes presently going on in Borno State.

Firstly, respondents were asked whether they would acquiesce that people in the rural areas particularly non-literates have information needs that could be identified and that the public library is the appropriate institution to identify such information needs. All the 11 respondents asserted positively. Having agreed that people in the rural areas have information needs that could be identified, the respondents were then requested to indicate the frequency of their interaction with possible users of a

public library. It is assumed that the realisation
by respodnents that even non-literates in the rural
areas have information needs would influence their
interaction with them if any. Table 4.28 shows the
distribution of the frequency of their interactions
with possible users of a public library.

TABLE 4.28: DISTRIBUTION OF RESPONSES OF LIBRARY WORKERS ON
             THEIR INTERACTION WITH POSSIBLE USERS OF A PUBLIC
             LIBRARY.

User group	Regularly Absolute frequency	Occasionally Absolute frequency	Never Absolute frequency
Policy Makers	2	8	1
Researchers	9	2	—
Students	9	2	—
People in the rural areas	—	5	6
Rural development workers	2	4	5
Children	2	9	

In Table 4.28, nearly all the library workers in the survey interact regularly and occassionally with policy makers, researchers, students and school children. Only five library workers interact occassionally with people in the rural areas while six never interacted with them. On the other hand two and four library workers interact regularly and occassionally with rural development workers respectively while five never had any interaction with them.

As can be observed from the table, the level of interaction between the library workers and book oriented or literate groups such as policy-makers, researchers, students and school children is high. However, the occasional interaction of about half of the library workers with people in the rural areas is a step in the right direction.

Having determined the views of the respondents on whether or not rural people have information needs and the frequency of their interaction with them, it was also considered important to ascertain the services currently being provided to rural people, particularly to non-literates in addition to the

conventional library services provided to urban and
semi-urban literate users.   Table 4.29 presents a
summary of their responses.

TABLE 4.29 : SERVICES PROVIDED BY LIBRARY WORKERS TO RURAL
            PEOPLE IN ADDITION TO THE CONVENTIONAL LIBRARY
            SERVICES PROVIDED TO LITERATE USERS.

Service	Absolute frequency
Providing community information services to people in rural areas	1
Providing mobile book services to people in the rural areas	1
Providing extension and referral services to rural people	8
None of the above	1

   In Table 4.29, eight respondents reported that
in addition to the conventional library services provided
to literate users, their libraries also provide extension
and referral services to people in the rural areas.   The
occasional interaction of about half of the respondents
in the survey with people in the rural areas reported
earlier might have resulted from these services.

Furthermore, considering the enormous human and material resources required for information transfer activities in the rural areas and the varied information needs of the rural people, the opinion of the respondents in the survey was sought on whether an agency or institution executing an aspect of rural development programmes would independently provide and satisfy effectively the information needs of rural people and rural development workers. They all indicated that it is not quite possible for an agency or institution executing just an aspect of integrated rural development programmes to provide satisfactorily relevant information required by both people in the rural areas and rural development workers.

Similarly, respondents were also asked whether it was adequate to provide quality information effectively on a sustained basis through such media as radio, television and newspapers. Empirical studies by Efioanyi (1973), Yazidu (1973) and Patel and Ekpere (1978) have confirmed and emphasized the importance of radio and television broadcasts in the dissemination of agricultural and family planning information to rural people.

However, Williams (1969), Soola (1988), Flavier (1974) and Feliciano (1974) have found that interpersonal methods through families, relatives, neighbours, teachers, village community leaders, extension agents and other officials are more effective in disseminating agricultural and family planning information in rural areas. Also, Aboyade (1982) and Aina (1986) found that although the mass media have an important role to play in disseminating relevant information to rural communities, their effectiveness is increased when they are reinforced and sustained by more personal and permanent agencies like libraries.

All the 11 respondents reported that it requires more than the mass media to provide relevant information on a sustained basis to people in the rural areas and that public libraries should assume the responsibility of co-ordinating the information transfer activities being provided occassionally by radio and television stations and by rural development agents through personal contacts to make it more effective.

4.16 Participation of Library Workers in Planning
Rural Development Programmes.

Integrated rural development presently in practise
in Nigeria is a comprehensive programme for rural
development in which all relevant sectors such as
agriculture, education, health, industry, information
and housing are systematically tackled at the same
time because they complement and reinforce each other.
Its success depends very much on the planning process
which requires the participation of trained and
qualified personnel from all the relevant sectors. And
since the DFRRI, an institution responsible for
planning and executing rural development programmes
in Nigeria in collaboration with other relevant
agencies and departments emphasizes local participation
in development programmes through effective mobilisa-
tion and dissemination of information on sustained
basis, it is assumed that library workers especially
those in public libraries would be invited to
participate in the planning process, particularly
the information sector. Consequently, library workers
in the survey were asked to indicate whether they

were ever invited in their capacity as librarians
at the Borno State Library Board to participate in
the planning process for rural development programmes.
Of the 11 respondents, eight reported they were never
ever invited to participate in planning rural develop-
ment programmes in Borno State while three reported
they were invited at one time or another to participate
in planning the education sector. This explains the
official understanding of the library as relevant only
in educational institutions and not as an agency
which provides information to all members of society.
Information dissemination particularly in the rural
areas is always associated with time-tested media
such as radio, televison and newspapers.

Furthermore, perhaps the government of Borno
State or the agency/agencies responsible for planning
and executing rural development programmes have
under-estimated the power and relevance of information
transfer for rural development programmes in the rural
areas and the role of Borno State public libraries in
this regard. The respondents who reported they were

never invited to participate in planning rural development-ment programmes were asked if they have ever suggested to the Borno State Government or the appropriate agencies the advantage of incorporating public libraries in the information transfer activities for rural development programmes. Four respondents reported "Yes." Similarly, they were asked if the government or the appropriate agencies accepted their suggestions, only two respondents reported 'Yes.'

Having determined the opinion of respondents on the planning process, it was deemed important too, to have their opinion on the efforts by the DFRRI in mobilising rural people for participation in development programmes. To this effect, they were asked if the efforts by the DFRRI in mobilising rural people for development programmes through information dissemination using a variety of media have been successful or not. While eight respondents reported that DFRRI had not succeeded, three of them gave it a pass mark. On why the efforts have not succeeded, the eight respondents indicated lack of effective dissemination of information

as responsible. On the other hand, the three respon-
dents who gave the DFRRI pass mark indicated that the
success of the DFRRI rested on the provision of
information and persuation of rural people by rural
development workers.

4.17 Opinion of Library Workers on How the Information
Transfer Activities in the Rural AReas can be
Improved.

It is assumed that the efforts by rural develop-
ment agencies and institutions involved presently in
information transfer activities in the rural areas in
Borno State have not been successful. Consequently,
opinion of library workers in the survey on how the
efforts could be improved were considered important.
Therefore, using the Five Point Rating Scale of
"Strongly Agree," "Agree", "Undecided," "Disagree"
and "Strongly Disagree," the attitudes of the res-
pondents to certain statements aimed at improving
the efforts in information transfer activities in the
rural areas was measured. These statements appear in
Section F of Appendix C.

Firstly, it is assumed that the efforts by rural development institutions involved presently in information transfer activities for rural development programmes in the rural areas are patchy, unstructured and unco-ordinated. Each rural development agency plans and executes independently its own information component, if any. Consequently, very limited success (if any) has been recorded.

The opinion of library workers was sought on this issue. Seven respondents indicated that efforts by rural development institutions in information transfer activities for rural development programmes in the rural areas are patchy, unstructured and unco-ordinated. Four respondents were undecided on the issue.

And because the efforts have been patchy, unstructured, it can be said that the amount of quality information derived from appropriate sources (print and non-print) available and accessible to rural people for decision making and meaningful participation in development programmes is very small. Nine respondents agreed with the statement while two respondents

were undecided. Similarly, because it is assumed
that the efforts by rural development institutions
involved presently in information transfer activities
are patchy and unco-ordinated, the vast amount of
information available at various locations which could
be tailored to the needs of rural people will remain
untouched and unused. The opinion of library workers
on this issue indicated that ten of them agreed
strongly that unless the efforts are co-ordinated by
a central body, relevant information could be wasted
at various locations. Also, 11 respondents reported
that multi-media approach to information dissemination
in the rural areas should be adopted by rural public
libraries.

Finally, since majority of rural people are
illiterate, it is imperative for rural development
workers to repackage relevant information in forms
that would benefit rural people in development
efforts. Williams (1981) opined that to ensure prompt
and accurate flow of information for agricultural and
rural development, an information documentation centre
where agricultural agents can go to for a pool of

information from which they can compile and repackage in their ideas and programmes suitable for reaching our largely illiterate rural communities is quite necessary. Repackaging information in forms that would be understood by rural people would significantly enhance the success of rural development programmes. When the opinion of library workers was sought on this issue, all the 11 of them supported the approach suggested above.

Finally, the findings in this section of chapter four have answered the research question which relates to public libraries. Albeit respondents in the survey ranked very high information services to rural people, their interaction with them is very low. Majority of the respondents do not participate in any way in planning and executing the information component in rural development programmes. Consequently, public libraries are not presently actively involved in information transfer activities in rural development programmes in Borno State.

This section analysed the role of public libraries in the efforts by rural development institutions involved presently in information transfer activities for rural development programmes in the rural areas in Bama zone of Borno State. Library workers in the survey ranked very high the traditional duties in the library. Other duties designed to provide services to people in the rural areas were also considered important. Given the resources (backed by a strong political will) it could be viewed seriously.

In addition to the conventional library services provided by public libraries in the study area, library extension and referral services are also provided occassionally to people in the rural areas. The analysis also showed regular interaction of the respondents with literate users like policy-makers, researchers, students and school children and an occassional interaction of half of the respondents with people in the rural areas. It also showed that majority of the respondents had never been invited to participate in planning rural development programmes in Borno State. The few who had participated were

involved in planning the education sector. Also,
the views of library workers on the efforts by the
DFRRI in mobilising people in the rural areas to
participate in development programmes were presented.
Finally, opinion of respondents on how the efforts in
information transfer activities in rural areas could
be improved through public libraries in collaboration
with other agencies by the respondents were presented.

REFERENCES

Aboyade, B.O. The making of an Informed Society.
   Ibadan: University of Ibadan, 1982, 42p. (An
   Inaugural Lecture Delivered at the University
   of Ibadan on Tuesday, 14 April, 1981).

Aina, L.O. An Empirical Analysis of the Information
   Component of Agricultural Extension Services in
   Ibadan Area. University of Ibadan, Ph.D. Thesis,
   1986, 374P.

Efioanyi, J.A.B. Use of Mass Media as a Means of
   Communication by Extension Workers with Farmers of
   Western State of Nigeria. Ife: Department of
   Extension and Rural Sociology, University of Ife,
   1973.

Feliciano, G.D., Analysis of Communication Research of
   significance to Rural Development in Asia and Research
   Needs for the future. In: Communication Strategies
   for Rural Development: Proceedings of the Cornell-
   CAIT International Symposium. Itacha: New York
   State College of AGricultural and Life Science,
   1974, 175-185.

Flavier, J.M. The Agricultural Approach to Rural Family
   Planning Communication. In: Communication Strategies
   for Rural Development: Proceedings of the Cornell-
   CAIT International Symposium, Itacha: New York State
   College of Agriculture and Life Sciences, 1974,
   98-105.

Patel, A.U. and J.A. Ekpere. "Characteristics and Radio Listening Behavisours of Farmers and Impact knowledge of Agricultural Information." Agricultural Administration. 5(2), 1978, 83-89.

Penna, C.V. and et. al. The Case for National Planning of Library and Information System. In: The Professional Development of the Librarian and dInformation Worker. Edited by Patricia Layzell Ward. London: ASLIB, 1980, 101-109.

Soola, E.O. Ans Evaluative Study of the Dissemination of Family Planning Information in Ogun State. University of Ibadan, Ph.D Thesis, 1988, 221P.

Venner, D. and S. Cotton. Information for a Rural Community. London: The British Library Board, 1986. I88P.

Williams, S.K.T. "Sources of Information on Improved Farming Practices in some selected Areas of Western Nigeria." Bulletin of Rural Economics and Sociology, 4(1), 1969, 20-51.

Yazidu, Imrana, The Study of Radio As Means of Communicating Agricultural Information to Farmers in Northern Nigeria. Ahmadu Bello University, Zaria, M.Sc. Thesis, 1973.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarises the findings of the study, draws conclusions and makes recommendations for policy formulations and future research.

5.1 Objectives of the Study

The main objective of this study has been to determine how rural people and rural development workers access and utilize quality information in rural development programmes in Bama zone of Borno State and the role of public libraries in this regard. To achieve this an analysis of the information dissemination activities in rural development programmes in Bama zone was made. Specifically, this study determined the following:

i) the information environment of rural people and rural development workers;

ii) the extent to which rural people participate in rural development programmes;

iii) the contribution of rural development workers to the enrichment of the information environment in the rural areas;

vi) the problems militating against the availability
     and utilization of quality information in the
     rural areas in Bama zone;

 v) the extent to which public libraries in collabora-
     tion with other appropriate agencies are involved
     in the provision of quality information for
     rural development programmes in the rural areas;

vi) to make recommendations on how best rural people
     and rural development workers can access and
     utilize adequate quality information in rural
     development programmes;

vii) the implications of the findings of this study
     for planning library and information services
     and policy and library education in Borno State
     in particular and Nigeria in general.

Major highlights of the study are:

1. Background of Rural People.
    _____
    Majority of rural people in the study are within
    the age-group of 40 years and above. They
    constitute the greater percentage of non-literates

while those within the age group of 20-40 years constitute the greater percentage of literate rural people. Nearly all the rural people engaged in agriculture either as part-time or full-time farmers. A few of them are also engaged in non-farm economic activities such as cottage and small scale industries, trading and transportation.

Majority of the rural people are poor and lack basic amenities such as electricity, good roads, good drinking water, health centres and information channels like radio, television and rural libraries in their villages.

2. Information Needs of Rural People Relating to Rural Development Programmes.

The Information needs of rural people in the study covered all the major sectors of integrated rural development. These include agriculture, health, education, cottage and small scale industries. Others are socio-cultural and recreational activities and rural housing programmes. It is expected that rural people who expressed information needs in all the

major sectors of integrated rural development would
on their own make efforts to obtain and use it to
improve their standards of living in the rural areas
and also participate effectively in the development
process.   However, majority of the rural people did
not on their own visit any rural development agency
to satisfy their information needs.   The few rural
people who have visited rural development agencies
once or more than once in search of information are
found within the literate group.   They visited
agricultural, health and educational institutions
only.

3, Sources of Information of Rural People on Rural
Development Programmes.

Major sources of information relating to rural
development programmes for rural people are educated
rural people and village heads or local leaders in
their villages.   Others are agricultural extension
and health workers.   These latter sources are
irregular.

Major channels of communication used by rural people in obtaining information relating to rural development programmes are mainly personal contact with a few rural development workers, educated rural people and village heads. Rural people communicate or transmit their problems on rural development programmes regularly through village heads and occasionally by visits to rural development agencies and when rural development workers occasionally visit their villages.

4. Background of Rural Development Workers

None of the rural development workers had an additional qualification in information work and communication skills to enhance their duties as purveyors of information in rural areas. However, majority of them have attended workshsops, seminars, and conferences to keep abreast of new developments in information gathering and dissemination for rural development programmes.

A considerable number of rural development workers reported that they always involve rural people in the planning and execution of rural

development programmes. This was achieved by provid-
ing relevant information on such programmes through
radio and television talks, village heads, local
associations (if any) and town criers. But this is
contrary to the opinion of rural people that they
were rarely involved in the development process.

5. Information Needs and Sources of Information of
    Rural Development Workers.

Nearly all the rural development workers expressed
information needs on socio-economic characteristics
of rural people, programme planning, implementation,
supervision and evaluation. Others are current
research findings in rural development programmes
and information gathering and dissemination.

Majority of rural development workers ranked
their bosses, colleagues and personal correspondence
as their major sources of information. Few of them
also ranked libraries and newspapers. Documentary
sources used regularly by rural development workers
include pamphlets, posters, leaflets, manuals,
government publications and handbooks. Others used

occasionally are textbooks and mongraphs, newsletters,
budget reports of Federal and Borno State Governments
and Nation Development Plans.

6. Dissemination of Information for Rural
    Development Programmes to Rural People.

Rural development workers stressed the need and
desire to disseminate relevant information on all
aspects of integrated rural development programmes
to rural people. Majority of them reported that they
used personal contacts, village meetings and posters
to disseminate information on rural development
programmes to rural people. Occasionally, few rural
development workers used radio and television talks
and motion pictures and slides to disseminate inform-
ation to rural people.

7. Opinion of Rural Development Workers on How the
    Provision of Quality Information on Rural
    Development can be Improved.

It has been shown by the findings in this study
that personal contact has been the major source of
information on rural development in the rural areas.

This is obtained through untrained educated rural people and village heads and occasionally through a few rural development workers. Also, majority of rural development workers obtained information relating to their duties from their bosses and colleagues. It can be argued that these channels of obtaining information by rural development workers for rural development are not comprehensive enough to ensure the availability and utilization of adequate quality information by rural development workers.

To improve the situation, rural development workers suggested the institutionalization of the information dissemination processes in rural development programmes. This, according to them, would enable other information professionals like librarians, information officers from the State Ministry of Information and local Government Information Departments, journalists, local government officials and trained educated people to participate in the process.

They also suggested the establishment of rural public libraries in the rural areas. These libraries should be equipped with trained staff and relevant

information resources and audio-visual materials for use by rural people and rural development workers. In addition, they emphasized the need for the establishment of booster stations of Borno Radio Television in the rural areas so that experts could disseminate relevant information to rural people.

Furthermore, they suggested that since rural development programmes stand a better chance of success with literate people, the government of Borno State should   intensify the efforts aimed at eradicating illiteracy in the rural areas.

8. The Role of Public Libraries in the Provision of Information for Rural Development Programmes.

Presently, library workers do not participate activeldy in providing information on rural development programmes in the rural areas. They observed that the efforts by rural development agents involved presently in information dissemination activities in rural development programmes are patchy, unstructured and unco-ordinated with each rural development agency executing independently its information components.

They suggested that this approach should be institutionalized to allow public libraries, Ministry of Information and information departments of local governments and other appropriate bodies to participate. In this new arrangement, rural libraries should co-ordinate the information dissemination processes in the rural area.

9. Research Questions.

The results of the analyses in Sections one, two and three of Chapter four have answered the research questions raised for this study.

5.2 Conclusions.

For many years, successive governments in Nigeria have been trying tro develop and transform the rural areas through various rural development programmes and strategies without success. In 1986 the Federal government established the Directorate of Food, Roads and Rural Infrastructure (DFRRI) to plan and execute integrated rural development in collaboration with other relevant agencies and ministries in the country. Despite the huge amount of money already spent by the DFRRI, limited success has been reported.

Among the major reasons explained for the failure of the DFRRI and indeed other rural development agencies has to do with the process of information transfer and utilization in rural development programmes. The availability and utilization of adequate quality information by both initiators and beneficiaries of rural development programmes would enhance the success of such programmes. Permanent development cannot be achieved until we learn to take scientific information to, and utilize it in the rural areas, (Lawani, 1981). DFRRI and other rural development agencies intend to achieve permanent development in the rural areas by involving rural people through effective and sustained dissemination of relevant information using a variety of channels such as radio, television, newspapers and community television viewing centres. Others include magazines, pamphlets, posters, brochures, mobile information units, local leaders, town criers and co-operative societies.

In Borno State, a number of ministries and rural development agencies including the DFRRI are involved in rural development programmes. The media used in

disseminating information for rural development programmes in addition to rural development workers include the mass media, cinema, films and libraries.

Apart from the mass media, other channels of communication used by the DFRRI and other rural development agencies in Borno State and Nigeria in general involves personal contact. Considering our economic problems, the mass media could not be used effectively in disseminating quality information for rural development programmes in the rural areas. Personal contacts, on the other hand, require a large number of rural development workers and information professionals in the rural areas.

The findings of this study have shown the following:

i) that rural people and indeed rural development workers are not at present exposed to sufficient development information due to inadequacy of present channels of communication;

ii) that rural people rely heavily on untrained and educated rural people and local leaders for development information;

iii) that each rural development agency executes independently its own information component;

iv) that apart from agricultural development agencies, other agencies involved in rural development programmes do not consider the information component seriously;

v) that library workers, trained educated rural people, local government officials, and journalists could be involved in the information dissemination process;

vi) that government agencies like radio and television stations and state libraries could be reorganised to participate effectively in providing information on rural development programmes in the rural areas.

5.3   Recommendations

The findings of this study have shown that majority of people in the rural areas in the study area are illiterate. They rely on personal contacts with untrained educated rural people and local leaders for development information. And although the services presently being provided by public libraries in Borno State and indeed other States in the country, benefit only literate people, such services could easily be tailored and extended to non-literates in the rural areas. This has been strongly supported by rural people and rural development workers in the study. Proper restructuring and planning of our existing public library system would enhance the role of libraries in providing quality development information to rural people and rural development workers.

The present structure of the public library in Borno State and indeed other States in Nigeria should be reviewed. Kantumoya (1992) aptly observed that public libraries in most countries in sub-saharan Africa are not only ineffective but also of little relevance to the people they claim to serve. This is

due to the origin of libraries in the region and
the failure of the post colonial governments to reform
these inherited service patterns. He concluded that
it is time that we examined critically, the aims,
objectives and services of public libraries in an
African setting. The time has come when traditional
functions and services of the public libraries should be put to
vigorous scrutiny in the light of social, cultural,
and economic situation prevailing in Africa.

Consequently, a department of library Extension
Services should be established at the Borno State
Library Board. Through this department, deliberate and
articulate programmes of action to provide quality
development information to rural people and rural
development workers should be mounted. The department
should establish and maintain functional branch and
rural libraries in local government headquarters and
in as many rural areas as possible. Their services
should be tailored to the needs of people in the
rural areas, taking into account their socio-economic
background and the prevailing economic and political
situation in the country. These libraries should be
equipped with trained library workers and allied staff

and adequate resources to enable them to provide
adequate quality development information to both
literate and non-literate people in the rural areas.

The envisaged Library Extension Department at the
Borno State Library Board should liaise with rural
development agencies in the State in order to provide
a comprehensive programme of action for providing
quality development information on sustained basis to
rural people and rural development workers.

i)   Provision of Quality Development Information
      to Rural People.

The envisaged rural libraries located all over
the State should collect and maintain conventional
library resources for literate rural people. However,
the library workers should embark on information services
aimed at providing relevant development information to
non-literate rural people. Such services could be
achieved by conducting community surveys to identify
the information needs of rural people. Rural library
workers, with the cooperation of rural people and rural
development workers, should be able to provide integrated

quality development information to rural people. This could be conducted orally in local languages for the non-literates.

However, where library workers in rural libraries could not provide the information required at source, they should be able to refer or link rural people or even contact the appropriate agencies for the information. Library workers in rural libraries should in addition to print information resources maintain multi-media packages. These include audio-visual materials such as posters, pictures, photographs, arts and crafts, films, slides, radio and television sets. Considering our present economic situation, it is impossible for rural people to buy some of these items in the near future. Providing them in rural libraries would enhance the information dissemination process for development programmes.

ii) Provision of Quality Development Information to Rural Development Workers.

Rural development workers are located in both urban and rural areas. Public libraries (in rural and

urban areas) are expected to identify and collect relevant information resources on rural development programmes.   Relevant information resources on socio-economic characteristics of rural people, current research findings in rural development, programme planning, implementation, monitoring and evaluation, should be made available to rural development workers on demand.   Presently, no such library exists in Borno State and indeed in Nigeria.

Consequently, there is need for a National Documentation for Rural Development which should serve as a clearing house for information on all aspects of rural development. Aiyepeku (1982) rightly observed that because development information is a critical and strategic resource to attain permanent development, there is the need to pool and share development information in a given third world country. He also emphasised the need for effective and equitable access to development information whether produced in an industrialized or a third world country.

The National Documentation Centre for Rural
Development should be stablished and maintained by
the Directorate of Food, Roads and Rural Infrastructure
(DFRRI). The Centre should be developed and operated
by trained library workers and allied staff. The
centre should also serve as a nodal point of the
Pan African Documentation and Information System (PADIS)
which is a socio-economic development information
system based in Addis Ababa. Luckily, Nigeria has
already been identified as a key component of PADIS
(Aiyepeku, 1982). In addition, the National Documenta-
tion Centre for Rural Development should serve as a
data base for universities, research institutes, media
houses, government ministries, state and rural and
individuals working on rural development.

From the stock of information and services at the
centre, the library worker at the village level,
according to Aboyade (1987), will be able to acquire
directly or through the State Library necessary
information resources required by rural development
workers. From all these activities, the library worker
should be able to supply the State Library and the

National Centre as well as rural development workers,
with feedback information on developments arising
from the use of the new piece of information.

Once the National Documentation Centre for Rural
Development is established with network mechanisms in
all States, rural development workers and rural people
will have access to current and relevant information
on rural development. This will enhance the success
of rural development programmes.

iii) Training of Library and Rural Development Workers

It has been shown that library workers and rural
development workers could work together to achieve
success in rural development programmes through the
proper dissemination of relevant development information.
It is recommended that for library workers to participate
effectively in the development process, particularly
rural development, they should, in addition to their
training in library and information work, be trained
in some aspects of rural development. This will enable
them appreciate and identify key areas that require
special attention in rural development programmes.

Those rural development workers ressponsible for disseminating development information to rural people should also be trained in some aspects of information work and communication skills. This will enable them perform their duties creditably.

Other agents identified like educated rural people, local leaders, local government officials and journalists should be trained from time to time to enable them provide relevant development information to rural people in collaboration with library workers and rural development workers.

Finally, the Department of Library Science, University of Maiduguri and indeed other Universities, should design courses in community information services. Courses in rural development should also be incorporated into the curriculum of the Department of Library Science, University of Maiduguri and other library and information Science Departments in other Universities in Nigeria.

5.4 Areas for Further Research

A functional National Documentation Centre for Rural Development with effective network mechanisms all over the country requires inputs from all the States of Nigeria. Since this study covered only Borno State, further studies on the accessibility and utilization of quality information by rural people and rural development workers in rural development programmes is absolutely necessary. The findings should be compared and co-ordinated for documentation and policy formulations, especially national information policy.

Also, since this study covered all the major sectors of integrated rural development programmes, it was not quite possible to study in detail the information requirements of rural people and rural development workers in each isolated programme. Further research projects should isolate and study in detail the specific information requirements rural people in the specific programmes.

REFERENCES

Aiyepeku, W.O. National Information System and National
Planning in Nigeria. Ibadan: Nigerian Library
Association, Oyo State Chapter, 1982, 24p.

Lawani, S.M. Agricultural Documentation and the Transfer
of Scientific Information to rural Communities.
In: Education and Training for Library and Informa-
tion Services in a Predominantly Non-Literate
Society. Edited by B.O. Aboyade. The Hague:
Federation Internationale De Documentation (FID),
1981, 108P.

BIBLIOGRAPHY

Aboyade, B.O. The Making of an Informed Society. Ibadan: University of Ibadan, 1982, 42p.

___"Communication Potentials of the Library to Non-Literates: An Experiment in Providing Information Services in a Rural Setting." Libri 34(3), 1984, 243-262.

___The Provision of Information for Rural Development: Ibadan: Fountain Publications, 1987. 104p.

Adeniyi, E.O. An Overview of Rural Development Projects in Nigeria: The Case of Kainji Dam. In: Report of a Meeting on Innovative Approaches in Rural Development; Rome, 24-26 June, 1983, 273P.

Adetolahi, A.A. Integrated Rural Development: Meaning, Scope and Components: In: Proceedings of the National Conference on Integrated Rural Development and Women in Development. Centre for Social, Cultural and Environmental Research, University of Benin, Benin City, 22-26 September, 1982, 72-90.

Aguolu, C.C. "Libraries as Agencies of Research and Scholarship with Specials Reference to Borno State. Annals of Borno, Vol.1, 1983, 17-28.

Aina, L.O. An Empirical Analysis of the Information Component of Agricultural Extension Services in Ibadan Area. University of Ibadan, Ph.D Thesis, 1986, 374p.

Aiyepeku, W.O. National Information System and National Planning in Nigeria. Ibadan; Nigerian Library Association, Oyo State Chapter, 1982, 24p.

Akande, O. Welcome Address to Participants.
    In: Education and Training for Library and Information
    Services in a Pre-dominantly Non-Literate Society
    edited by B.O. Aboyade. The Haque; Federation
    Internationale De Documentation, 1981, 108P.

Aminu, A. "Integrated Rural Development will be the
    Centre-Piece of our Policies and Programmes."
    Maiden Address to the People of Borno State on the
    Policies and Programmes of the New Military Adminis-
    tration in the State on Wednesday, 4th September,
    1985, 4p.

Awogbade, M.O. "Towards an Integrated Approach to Rural
    Development Planning in Nigeria."
    In: Proceedings of the National Conference on
    Integrated Rural Development and Women in Development.
    Centre for Social, Cultural and Environmental Research,
    University of Benin, Benin City, 22-26 September,
    1982, 133-142.

Ayeni, B. Models of Integrated Rural Development: Facts
    and Fallacies. In: Proceedings of the National
    Conference on Integrated Rural Development and Women
    in Development. Centre for Social, Cultural and
    Environmental Research, University of Benin, Benin
    City, 22-26 September, 1982, 41-60.

Aziegbe, S.A. Community Development in Nigeria: A
    Theoretical Exploration. Paper Presented at the
    NISER Staff Seminar Series on Wednesday, 19th
    April, 1989.

Baba, J.M. Population and Rural Development. Lagos:
    Nigerian Education Research and Development Council,
    1989, 54p.

Barugh, J. "Community Information and the Public Library."
Journal of Librarianship, 16(2), April, 1984, 77-93.

Borno State Government. Fourth National Development Plan,
1981-85, Lagos: Juma Holdings, 1981, 144p.

Burch, J. and Gary G. Information Systems: Theory and
Practice. New York: John Willey, 1986, 674p.

Busher, O.H. and S.P. Harter. Research Methods in Libra-
rianship: Techniques and Interpretation.
New York: Academic Press, 1980, 321p.

Cochrane, G. "Rural Users Information Requirements for
Social Welfare and Family Planning." International
Library Review 12(3). July, 1980, 243-257.

Deboeck, G. Managing Information for Rural Development:
Lessons from east Africa. Washington: World Bank,1980.

Dervin, B. Everyday Information Needs of the Average
Citizen: A Taxonomy for Analysis. In: Information
for the Community, edited by M. Kochen and J.C.
Donchue. Chicago: American Library Association,
1976, 282p.

Durrani, S. "Development support Communication in Fiji."
Agricultural Information Development Bulletin, 5(3),
1983, 2-5p.

Efioanyi, J.A.B. Use of Mass Media a Means of Communication
by Extension Workers with Farmers of Western State of
Nigeria. Ife: Department of Agricultural Extension
and Rural Sociology, University of Ife, 1973.

Ekpere, J.A. "The Role of Non-Governmental Agencies in National Development." Paper presented at the International Workshop on Designing Rural Development Strategies in Africa organised by the Federal Agricultural Coordinating Unit and Food and Agricultural Organisation, held at the Conference Centre, University of Ibadan, Ibadan, 2-7 December, 1985, 22p.

Elmadjia, M. "Communication Informatics and Development." Journal of the Society for International Development. Vol.7, 1985, 3-5.

Emerenwaonu, E.U., Communication Strategies for Rural Development. In: Proceedings of the National Conference on Integrated Rural Development and Women in Development. Centre for Social, Cultural and Environmental Research, University of Benin, Benin City, 22-26 September, 1982, 433-448.

Faniran, A. Framework for Rural Development in a Poor Non-Revolutionary Setting. In: Proceedings of the National Conference on Integrated Rural Development and Women in Development. Centre for Social, Cultural and Environmental Research, University of Benin, Benin City, 22-26 September, 1982.

Feliciano, G.D. Analysis of Communication Research of Significance to Rural Development in Asia and Research Needs for the Future. In: Communication Strategies for Rural Development: Proceedings of the Cornell - CAIT International Symposium. Itacha New York, State College of Agricultural and Life Science, 1974, 175-185.

Flavier, J.M. The Agricultural Approach to Rural Family
    Planning Communication. In: Communication Strategies
    for Rural Development: Proceedings of the Cornell -
    CAIT International Symposium, Itacha ; New York State
    College of Agriculturaland Life Sciences, 1974,
    98-105.

Fleming, E.M. and G. Anthony. "On the Relevance of the
    Concept Management Information to Planning and
    Management of Rural Development Projects."
    Agricultural Administration, 21(2), 1986, 181-196.

Gana, J. Social Mobilisation for Rural Development.
    In: Rural Development: The Mobilisation Approach:
    Lagos: Directorate of Food, Roads and Rural
    Infrastructure, 1986, 8p.

Green, A. "Rural Information Provision in Leicestershie"
    Journal of Librarianship, 18(2), 1986, 93-112.

Idachaba, F.S. Concept and Strategies of Integrated
    Rural Development: Lessons from Nigeria - Ibadan:
    Department of Agricultural Economics, University of
    Ibadan, 1980, 88P.

___Rural Infrastructures in Nigeria: Basic Needs of the
    Rural Development, 1982, 93p.

___"Rural Development in Nigeria: Foundations of
    Sustainable Economic Development."
    Agricultural Development in Nigeria, Vol.8, 1986.
    71-119.

Imboden, N. Managing Information for Rural Development
Projects. Paris: Development Centre of the Organisa-
tion for Economic Cooperation and Development,1980
97p.

Kantumoya, A. "Public Libraries and Community Informa-
tion Services in Africa."   Africa Journal of Library,
Archives and Information Science; 2(1), 1992, 33-38.

Koinyan, L. Rural Development in Nigeria: The Mobilisation
Approach, Lagos: Directorate of Food, Roads and Rural
Infrastructure, 1986, 82p.

Lawani, S.M. Agricultural Documentation and the Tranfer
of Scientific Information to Rural Communities. In:
Education and Training for Library and Information
Services in a Predominantly Non-Literate Society.
edited by B.O. Aboyade. The Haque: Federation
Internationale De Documentation, 1981, 108p.

Lele, Uma. The Design of Rural Development: Lessons
from Africa. Baltimore: John Hopkins University Press,
1975, 246p.

Longhurst, R. "Rapid Rural Appraisal: An Improved
Means of Information Gathering for Rural Development
and Nutrition Projects." Food and Nutrition 14(1),
1987, 44-47.

Madu, E.C. Planning for Development: Information
Dissemination and Rural Development in Nigeria, the
DFRRI Example. University of Ibadan. B.Sc. Essay,
1987, 105p.

Mabogunje, A. "Peasant: Strategy for Rural Development."
    Development Outlook, 1(1), 1986, 11-13.

Marshalls, G. Beginners Guide to Information Technology.
    London: Buter and Co. Publishers, 1984, 132p.

Martin, W.J. "The Potentials for Community Information
    Services in Developing Country." IFLA Journal, 10(4),
    1984, 385-392.

Mijidadi, N.B. "Integrated Rural Development: Concepts
    and Planning Implications with Examples from Nigeria."
    Community Development Journal 3(1), 1978.

Ndavi, M. Coordination of Information for Socio-Economic
    and Rural Development in Kenya. In: Coordination of
    Information Systems and Services in Kenya, edited
    by L. Huttemann and S.K. Ng'ang'a. Bonn: Education,
    Science and Documentation Centre, 1990.

Neelameghan, A. "Some Issues in Information Transfer:
    A Third World Perspective. IFLA Journal 7(1)
    1981, 8-19.

Ogunbiyi, Y. Information Dissemination to the Grassroots.
    Paper Presented at the Workshop on the Problem of
    Information Dissemination to the Grassroots held at
    the Conference Centre, University of Ibadan on
    Thursday, June 19, 1986.

Ogunsheye, F.A. The Implications of Planning an
    Extension of Library Services for Non-Literates in
    Africa: A Feasibility Study, UNESCO/IFLA Contract
    642110, 1981, 71p.

Olatunbosun, D. Nigeria's Neglected Rural Majority.
Ibadan: Oxford University Press, 1975, 175p.

Oyaide, O.F. Rural Development in Nigeria: The Role of
Government. Being the February, 1988, Lecture. Centre
for Rural Development and Cooperative, University of
Nigeria, Nsukka, 1988, 27p.

Patel, A.U. and J.A. Ekpere. "Characteristics and Radio
Listening Behaviours of Farmers and Impact Knowledge
of Agricultural Information." Agricultural Administration
5(2), 1978, 83-89.

Penna,s C.V. and et al. The case for National Planning
of Library and Information Systems. In: The
Professional Development of the Librarian and
Information Worker. edited by Patricia Layzell Ward.
London: ASLIB, 1980, 101-109.

Report of a Seminar on Scientific and Technical Informa-
tion for Rural Development, held at Montepelier,
France, 17-21 December, 1984; 23p.

Russell, H. "Information and Library Services for
Extension." Agricultural Information Development
Bulletin. 5(1), 1983, 8-11.

Sabourin, L. Preface. In: Managing Information for
Rural Development Projects by Nicholas Imboden.
Paris: Development Centre for the Organisation for
Economic Cooperation and Development, 1980, 97p.

Salasin, J. and T. Cedar. "Information-Seeking Behaviour
in an Applied Research/Service Delivery Setting."
Journal of the American Society for Information Science,
36(2), 1987, 94-102.

Saunders, W.L. Information, the 'Unscare' Resource. Presidential Address given at the Joint Conference of the Library Association, ASLIB and the Institute of Information Scientists, Sheffield, September, 1980.

Shayo, F.P. Rural Development in AFrica: Lessons from the Ujamaa Experience in Tanzania. In: Report of a Meeting on Innovative Approaches to Rural Development, Rome, 24-26 June, 1983, 155-161.

Soola, E.O. An Evaluative Study of the Dissemination of Family Planning Information in Ogun State. University of Ibadan, Ph.D Thesis, 1988, 188p.

Stanley, K.N. A critique on Information Systems and Services in Kenya and the Role of Kenya National Library in their Cooperation.

In: Coordination of Information Systems and Services in Kenya, edited by L. Huttemann and S.K. Ng'ang'a, Bonn: Education, Science and Documentation Centre 1990.

Tam, D.M. and J. VAlls, "Modern Information Transfer." Agricultural Information Development Bulletin, 4(2), 1982, 2-8.

Tesfaye, A. Information and Documentation Services at Addis Ababa University. In: Coordination of Information Systems and Services in Kenya, edited by L. Huttemann and S.K. Ng'ang'a. Bonn: Education; Science and Documentation Centre, 1990.

Thorpe, P. "Agricultural Information Services for the
    Third World: Problems, Development and Prospects."
    Quarterly Bulletin of the International Association
    of AGricultural Librarians and Documentalists 25(2,3),
    1980, 29-37.

Tilakase, A. Local Participation in Rural Development
    Planning: A Case study of Settlements Establishments by
    FELDA in West Malaysia. Bangkok: Division of Human
    Settlements Development, Asian Institute of Technology,
    1983. (Research Report, No.5).

UNESCO. Meeting of Experts on the Development of
    Scientific and Technological Information Systems in
    the Arab States, Paris: UNESCO, 18-22 December,
    1978.

UNESCO. Inter-governmental Conference on Science and
    Technological Information for Development, UNISIST II.
    Paris: UNESCO, 1979.

UNESCO. Transfer and Utilization of Information for
    Development in the 1980s: Main Problems and Strategies
    for their solution. Executive summary of Issues
    Discussed at a Consultative Meeting held in Toledo,
    11-15 May, 1981, 16p.

Venner, D.C.S. Information for Rural Community. London:
    The British Library Board, 1986, 188p.

Viro, R. "Harnessing Information for Development."
    Agricultural Information Development Bulletin 8(1),
    1983, 4-7.

Whittermore, B.J. and M.C. Yovits. A Generalized concept for the Analysis of Information. In: Information Science: Search for Identity, edited by Anthony Debons. New York: Marcel Dekker, 1974, 491p.

Wijasuriya, D.E.K. "Access to Information: Considerations Towards National Policy for Libraries." Libri 33(1), March, 1983, 22-35.

Williams, S.K.T. "Sources of Information on Improved Farming Practices in some selected Areas of Western Nigeria." Bulletin of Rural Economics and Socioloty 4(1), 1969, 30-51.

___Rural Poverty to Rural Prosperity: A Strategy for Development in Nigeria. Ife: University of Ife Press, 1974, 24p.

___Rural Development in Nigeria. Ife: University of Ife Press, 1978, 129p.

World Bank. Rural Development: Sector Policy Paper, Washington: World Banks, 1975, 89p.

Yazidu, I. The study of Radio As Means of Communicating Agricultural Information to Farmers in Northern Nigeria. Ahmadu Bello University, Zaria, M.Sc. Thesis, 1973.

Young, F.W. and J.R. Nellis. "A Survey of Management Information Systems of Regional and Rural Development Programme." Agricultural Administration, 19(2), 1985, 81-99.

APPENDIX A

Department of Library, Archival
    Information Studies,
University of Ibadan,
Ibadan.

22nd June, 1990.

Dear Sir/Madam,

The attached questionnarie is designed to analyse in detail how rural people access and utilize quality information in rural development programmes in order to raise their standard of living and quality of life.

If you cannot fill the questionnaire yourself as instructed, research assistants are ready to help you.

The information you give will b e used for the research only.

Thank you.

Yours Sincerely,

Emmanuel Camble

QUESTIONNAIRE FOR PEOPLE IN RURAL AREAS

A. GENERAL INFORMATION

I. Name (Optional):...

II. Age (Mark the appropriate box)

   1. ( ) 20-30 years

   2. ( ) 30-40 years

   3. ( ) 40-50 years

   4. ( ) Above 50 years.

III. Level of education attained (Mark the appropriate box)

   1. ( ) No formal education

   2. ( ) Koranic Education

   3. ( ) Primary School but did dnot complete

   4. ( ) Primary School Leaving Certificate

   5. ( ) Secondary School but did not complete

   6. ( ) West African School Leaving Cert/G.C.E.

   7. ( ) Teachers' Training College but did not complete

   8. ( ) High Elementary Grade II Teachers Certificate

   9. ( ) Trade Centre

  10. ( ) Adult Education classes but did not complete

  11. ( ) Adult Education Certificate

  12. ( ) Others (Please specify)

IV. Which of these languages can you speak fluently: (Mark as many as are appropriate)

1. ( ) Kanuri   2. ( ) Arabic

3. ( ) Hausa   4. ( ) English

5. ( )   6. ( ) Others (Please specify)

V. Which of the languages listed in (V) can you read and write? (Mark as many bvoxes as are appropriate).

1. ( ) 2. ( ) 3. ( ) 4. ( ) 5. ( ) 6. ( )

VI. What is your main and other occupations? (Mark as many boxes as are appropriate)

1. ( ) Farming   (2) ( ) Trading

3. ( ) Bricklaying   (4) ( ) Carpentry

5. ( ) Weaving   (6) ( ) Tailoring/Sewing

7. ( ) Blacksmithing   (8) ( ) Carving

9. ( ) Cloth Dyeing   (10) ( ) Soap making

11. ( ) Hunting   (12) ( ) Transporting

13. ( ) Foodstuff Selling (14) ( ) Government Agent

15. ( ) Small scale
        industry   (16) ( ) Animal Husbandry

17. ( ) Motorcycle
        Repairing   (18) ( ) Cottage Industry

19. ( ) Traditional
        Herbalist   (20) ( ) Others(Please specify)...

VII. How many children do you have:................................

VIII. How many are attending primary school from home?............

IX. How many are attending secondary school from home?..........

X. How many are attending Teachers' Training College from

home?...

XIII. How many of them are interested in your occupation and any
one listed in (VII) given the necessary assistance by the

appropriate body:..

XIV. Do you possess a radio set? (Mark the appropriate box).

1. ( ) Yes   2. ( ) No

XV. Do you possess a television set (Mark the appropriate box)

XVI. Do you have a community viewing centre in your village or
area where you can watch television or listen to radio?
(Mark the appropriate box).

1. ( ) Yes   2. ( ) NO

XVII. Do you have a community viewing centre in your village or
area where kyou can watch television or listen to radio?
(Mark the appropriate box).

1. ( ) Yes   2. ( ) No

XVII. If the people in your village are: to be divided in four
groups according to social status, where would you belong?
(Mark the appropriate box).

1. ( ) Yes   2. ( ) No

XVIII. If, the people in your village are to be divided into four
according to economic status, where wouldyou belong ?
(Mark the appropriate box).

1, ( ) Very high   2. ( ) Rich

3. ( ) Poor   4. ( ) Very poor.

B. RURAL DEVELOPMENT PROGRAMMES

1. What rural infrastructure, designed to improve the quality of lives of the people in your village are available? (Mark as many boxes as are appropriate).

    1. ( ) Agricultural facilities and equipment like extension workers, demonstration plots, tractors, fertilizers, herbicides, pesticides, ploughs etc.

    2. ( ) Rural housing facilities like simple roofing sheets, clay and laterite bricks, cement and Government Technical Extension workers.

    3. ( ) Maternity/Dispensary, piped water, borehole, family planning units, etc.

    4. ( ) Educational facilities like adult lliteracy classes, primary schools, secondary schools, libraries, etc.

    5. ( ) Cottage and small scale industries that depend mainly on local skills and raw materials.

    6. ( ) Electricity, roads etc.

    7. ( ) Information and community viewing centres newspapers.

    8. ( )= Others (please specify).

II. Who provided them in the village? (Mark the appropriate box)

    1. ( ) Government of Borno

    2. ( ) Local Government

    3. ( ) The rural people themselves

    4. ( ) The Directorate of food, roads, and rural infrastructure.

    5. Others (please specify)

III. If the infrastructure were provided by the people in rural areas, what was the nature of their contribution? (Mark the appropriate box).

    1. ( ) Through direct labour participation

    2. ( ) Through financial contributions

    3. ( ) 1 and 2 above

    4. ( ) Others (please specify).

IV. Who initiated the programmes? (Mark the appropriate box).

    1. ( ) The Borno State Government

    2. ( ) The Locals Government

    3. ( ) The people in rural areas

    4. ( ) Others (please specify)

V. How did you learn about the programmes? (Mark as many boxes as are appropriate).

    1 ( ) Through radio

    2. ( ) Through television

    3. ( ) By reading newspapers

    4. ( ) From pamphlet and posters

    5. ( ) At social gatherings

    6. ( ) From recognised leaders in the community

    7. ( ) At town meetings addressed by the Lawan

    8. ( ) From the town crier

9. ( ) By paying visits to friends and relatives

10. ( ) On the farm

11. ( ) In the school

12. ( ) In the mosque

13. ( ) In the Church

14. ( ))thers (please specify)................

VI. Are you aware of similar activities going on in other villages? (Mark the appropriate box)

1. ( ) Yes   2. ( ) No

VII. If yes, how did you know about them (Answer from V above)

1. ( )   2. ( )   3. ( )   4. ( )   5. ( )

6. ( )   7. ( )   8. ( )   9. ( )   10. ( )

11. ( )   12. ( )   13. ( )   14. ( )   15. ( )

VIII. Do you know the government agency known as the Directorate of Food, Roads and Rural Infrastructure (DFRRI) (Mark the appropriate box)

1. ( ) Yes   2. ( ) No

IX. What projects or programmes has the DFRRI undertaken or is undertaking your village? Mark as many boxes as are appropriate).

1. ( ) Agricultural programmes

2. ( ) Health programmes

3. ( ) Rural industrialisation

4. ( ) Rural infrastructure.

5. ( ) Mobilisation of rural people for development

6. ( ) Others (please specify).......................

X.   Who initiated the programmes (Mark the appropriate box)

1. ( ) The DFRRI   2. ( ) Rural people

3. ( ) The State government   4. ( ) The local government

5. ( ) Others (please specify)...........................

XI. Were the rural people involved in the planning and execution of the programmes? (Mark the appropriate box)

1. ( ) Yes   2. ( ) No

XII. If yes, how were they involved? (Mark the appropriate box)

1. ( ) Through mobilisation for participation

2. ( ) Through financial contributions

3. ( ) Through forced labour

4. ( ) Other (please specify)...........................

XIII. If (1) above, what were the sources of information for the mobilisation? (Mark as many boxes as are appropriate)

1. ( ) Radio/Television provided at a

2. ( ) Newspapers

3. ( ) Government Information Ministry

4. ( ) Agricultural extension workers

5. ( ) Social welfare workers

6. ( ) Community development officers

7. ( ) Adult educators

8. ( ) Local school teachers

9. ( ) Libraries and information centres

10. ( ) Others (please specify).........................

XIV. Was the mobilisation process successful? (Mark the appropriate box)

   1. ( ) Yes   2. ( ) No

XV. If No, what was the problem? (Mark the appropriate to box)

   1. ( ) Lack of adequate information about the programme

   2. ( ) lack of enough publicity using appropriate channels

   3. ( ) lack of interest by the rural people

   4. ( ) the government agents kwere not very serious

   5. ( ) Others (please specify)

C. INFORMATION NEEDS

   1. In what area or areas of rural development programmes do
      you require information to be able to take decisions and
      participate effectively? (Mark as many sboxes as are
      appropriate).

      1. ( ) Agricultural programmes

      2. ( ) Health programmes

      3. ( ) Education programmes

      4. ( ) Industrialisation

      5. ( ) Socio-cultural and recreational activities.

6. ( ) Housing

7. ( ) Others (please specify)

D. EFFORTS IN OBTAINING INFORMATION ON RURAL DEVELOPMENT
    PROGRAMMES

I.   Indicate how frequently you have visited the
     following offices in the past two years8
     (Mark the appropriate box)

a)   – Once

b)   – Twice

c)   – Thrice

d)   – More than thrice

e)   – Never

		a	b	c	d	e
1.	Agricultural extension office	( )	( )	( )	( )	( )
2.	Community development office	( )	( )	( )	( )	( )
3.	School	( )	( )	( )	( )	( )
4.	Health centre	( )	( )	( )	( )	( )
5.	Adult education centre	( )	( )	( )	( )	( )
6.	Library/Community Information	( )	( )	( )	( )	( )

II. Why did you visit these offices? (Mark as many boxes as are
     appropriate)

1. ( ) To seek information

2. ( ) To seek support for programmes

3. ( ) To report problems in your village

4. ( ) Other (please specify).....................

III. During the past 12 months, how many times have you listened to rural development change agents in your village (Mark the appropriate box).

1. ( ) Once   2. ( ) Twice

3. ( ) Thrice   4. ( ) More than thrice

5. ( ) Never

IV. During the past twelve months how many times have you talked face to face with rural development change Agents (Mark the appropriate box).

1. ( ) Once   2. ( ) Twice

3. ( ) Thrice   4. ( ) More than thrice

5. ( ) Never.

E. SOURCES OF INFORMATION

I. Below is a list of possible sources of information on rural development programmes for mobilisation and participation. Which of these sources do you use (Mark as many boxes as are opproximate).

1. ( ) Community development staff

2. ( ) Agricultural extension staff

3. ( ) Health workers

4. ( ) Librarians in rural public Libraries

5. ( ) Educated people in the village

6. ( ) The Chief (Lawan) in the Village

7. ( ) Journalist

8. ( ) Radio/Television broadcasts.

9. Local Government Officials

10. ( ) Information officers from State Ministry of Information.

11. ( ) Adult Education Staff

12. ( ) Others (Please specify).....................

F. TRANSFER OF INFORMATION

I. The following communication media could be used in obtaining information about various rural development programmes that might motivate you to participate in them. Indicate how frequently you use these sources by ticking the appropriate box.

a. Regularly

b. Occasionally

c. Never

		a	b	c	d	e
1.	Newspapers	( )	( )	( )	(')	( )
2.	Radio/Television talks	( )	( )	( )	( )	( )
3.	Motion pictures/slides	( )	( )	( )	( )	( )
4.	Posters	( )	( )	( )	( )	( )
5.	Leaflets	( )	( )	( )	( )	( )
6.	Personal contact with rural development personnel	( )	( )	( )	( )	( )
7.	Talks/Lectures by rural development personnel	( )	( )	( )	( )	( )
8.	Film shows	( )	( )	( )	( )	( )
9.	Libraries and Information Centres	( )	( )	( )	( )	( )

II. In the case of the written media, do you read and understand yourself? (Mark the appropriate box).

    1. ( ) Yes   2. ( ) No

III. If No, who does the interpretation for you? (Mark as many boxes as are appropriate)

    1. ( ) Rural Development personnel

    2. ( ) Local Government officials

    3. ( ) Literate villagers

    4. ( ) Librarians of rural public libraries

    5. ( ) Others (Please specify)

IV. Why don't you ever use some communication media (Mark as many boxes as possible)

    1. ( ) Not available

    2. ( ) Not used by rural development personnel

    3. ( ) Because they are not effective

    4. ( ) Cannot understand

    5. ( ) Others (please specify)

V. Possible ways of transmitting information about problems encountered by people in rural areas are given below. Indicate how frequently you use them by ticking the appropriate box.

    a. Regularly

    b. Occasionally

    c. Never.

		a	b	c	d	e
1.	Visits to offices of rural development personnel	( )	( )	( )	( )	( )
2.	Through the Chief (Lawan) of the village	( )	( )	( )	( )	( )
3.	Through radio/television talks	( )	( )	( )	( )	( )
4.	Newspapers/Magazine	( )	( )	( )	( )	( )
5.	Through village meetings	( )	( )	( )	( )	( )
6.	When rural development personnel visit the village	( )	( )	( )	( )	( )
7.	Others (Please specify)					

G. GENERAL OPINION OF RURAL PEOPLE

I. Which of the following given levels of agreement.

S.A. : Strongly AGree

A   : Agree

U   : Undecided

S.D. : Strongly Disagree

D   : Disagree

best represents your opinion about each statement listed below (indicate by ticking the appropriate box.

	SA	A	U	D	SD
1. Rural development personnel do not visit your village regularly	( )	( )	( )	( )	( )
2. Educated people in the village be used as agents to provide relevant information on rural development programmes to other villagers	( )	( )	( )	( )	( )
3. The library worker in a rural public library should be used to collect data on the socio-economic characteristics of people in rural areas	( )	( )	( )	( )	( )
5. The library worker in a rural public library should be used as an agent in making information available to rural development personnel	( )	( )	( )	( )	( )
6. There should be rural public libraries where resources on rural development programmes and the communities can be kept	( )	( )	( )	( )	( )
7. The number of rural public libraries should be increased for effective transfer of information on a sustained basis about rural development programmes.	( )	( )	( )	( )	( )

| | SA | A | U | D | SD |

8. A community newspaper should be established by the Borno State Government in which Journalists should provide information on rural development programmes in local languages   ( ) ( ) ( ) ( ) ( )

9. The Borno Radio/Television and the Nigerian Television Authority Maiduguri should organise special programmes designed to convey news and information about rural development programmes in rural areas.   ( ) ( ) ( ) ( ) ( )

Department of Library, Archival and
   Information Studies,
University of Ibadan,
Ibadan.

June 22, 1990.

Dear Sir/Madam,

The attached questionnaire is designed to analyse in detail
how rural people and rural development worker access and utilize
quality information for rural development programmes in Borno
State. It is also designed to analyse the attitudes of rural
development personnel as well as people in rural areas toward
quality information for rural development.

"Quality Information" is defined as relevant information that
enhances decision-making which subsequently improve productivity
and efficiency.

It will be recalled that successive federal and state govern-
ments have formulated and implemented policies and programmes aimed
at improving the quality of life of people in the rural areas
without much success. Only recently, the federal government estab-
lished the Directorate of Food, Roads and Rural Infrastructure
(DFRRI) to plan and execute rural development programmes in colla-
boration with other federal and state government agencies/
ministries. The success of these programmes depend very much on
the availability of quality information vis-a-vis other components.

As the result of this research will be made available to the
Borno State Government and subsequently contribute to successful
rural development, your objectivity in filling the questionnaire
is highly required please.

The information provided will be used strictly for this
research.

Thank you.

Yours faithfully,

Emmanuel Camble
(Researcher)

QUESTIONNAIRE FOR RURAL DEVELOPMENT PERSONNEL

   I. Name (Optional)...

  II. Designation ....

III. Ministry/Parastatal....................................

  IV. Highest academic qualification (Mark the appropriate box
      and specify the discipline).

      1. ( ) Primary School Leaving Certificate

      2. ( ) Secondary School Leaving Certificate

      3. ( ) O.N.D. or Equivalent..............................

      4. ( ) Undergraduate Diploma

      5. ( ) H.N.D.

      6 ( ) B.Sc. or B.A.

      7. ( ) Postgraduate Diploma

      8. ( ) M.Sc. or M.A.

      9. ( ) Ph.D

    10. ( ) Others (please specify)...........................

   V. Highest professional training in rural and community development
        work (please specify)

      1......................... 2.........................

      3......................... 4.........................

VI. Where did you obtain your training in rural and community development work? (Mark as many boxes as are appropriate).

1. ( ) Nigeria

2. ( ) United Kingdom (UK)

3. ( ) United States of America (U.S.A.)

4. ( ) Western Europe (excluding UK)

5. ( ) Africa excluding Nigeria (please specify)............

6. ( ) Eastern Europe

7. ( ) Asia

8. ( ) Others (please specify)................................

B. EXPERIENCE IN RURAL AND COMMUNITY DEVELOPMENT WORK

I. Date first employed in rural and community development

work...

II. Date first employed in your present position...................

III. Nature of your work (please be precise)

1. ....

2. ....

3. ....

4. ....

IV. List the various places where you have worked as rural and or community development worker.

1. .... 2. ....

3. .... 4. ....

5. .... 6. ....

7. .... 8. ....

V. Since you were first employed as a rural and community development staff, how many times have you attended workshsops, conferences and seminars on how to gather and provide information to rural people to improve their productivity and participate effectively in development programmes. (Mark the appropriate box).

1. ( ) Once   2. ( ) Twice

3. ( ) Thrice   4. ( ) More than thrice

5. ( ) Never

VI. Below is a list of possible schedule of duties and responsibilities of a rural community development workers (Assign the appropriate number for each duty mentioned.

1. -- Very important

2. -- Important

3. -- Average

4. -- Less important

5. -- Not important

1. ( ) Formulation of agricultural extension policies for farmers in rural areas.

2. ( ) Formulation of health policies for people in rural areas.

3. ( ) Formulation of education and adult literacy policies for people in rural areas.

4. ( ) Formulation of rural industrialisation policies.

5. ( ) Takes responsibility for obtaining scientific and technical information in your area from research institutes, Universities, and policy makers, so that it can be made available to rural people.

6. ( ) Responsibility for training other rural development workers in your area.

7. ( ) Responsibility for making scientific and technical information simple to people in rural areas.

8. ( ) Responsibility for conducting studies on needs, problems and interests of people in rural areas as a basis for recommending appropriate measures for their betterment.

9. ( ) Responsibility for organising workshops, Seminars and meetings for rural and community development workers in your area.

10. ( ) Assist people in rural areas in securing essential facilities and services for their betterment.

11. ( ) Assist in planning their rural development activities.

12. ( ) Assist in organising people in rural areas into associations and cooperatives for development.

13. Others (please specify)..

VII. Indicate on percentage basis appropriate proportion of the working schedules spent on the following by ticking the appropriate kbox.

	25%	50%	75%	100%
a. Giving agricultural information to farmers in rural areas	( )	( )	( )	( )
b. Giving health information to people in rural areas	( )	( )	( )	( )
c. Giving information on cottage on small industries	( )	( )	( )	( )
d. Giving information on education opportunities to people in rural areas	( )	( )	( )	( )
e. Giving information to other staff working in rural areas	( )	( )	( )	( )

C. PLANNING RURAL DEVELOPMENT PROGRAMMES:

I. If your responsibility in your Ministry or parastatal is to plan and formulate policies for the betterment of people in rural areas, have you ever involved them in such vital decisions that affect their lives (Mark the appropriate box)

1. ( ) Yes   2. ( ) No

II. If no, give reasons why you don't consider it necessary.

1. ....

2. ....

3. ....

4. ....

III. As mobilisation for participation in development programmes is very vital in rural areas, how did you achieve that (March as many sboxes as are appropriate)

1. ( ) Provision of information about such programmes

2. ( ) The use of force labour

3. ( ) Through the Village Head (Lawan)

4. ( ) Through local associations and Cooperatives

5. ( ) Others (please specify)

IV. As relevant information is considered essential in decision-making and mobilisation of rural people, through which institution(s) and or media do you hope to achieve that (Mark as many as are appropriate)

1. ( ) Through rural libraries

2. ( ) Radio and Television talks

3. ( ) Newspapers

4. ( ) Town criers

5. ( ) Through the village head (Lawan)

6. ( ) Through rural development workers

7. ( ) Local associations cooperatives

8. ( ) Others (please specify)

V.   Do you think the librarian especially the rural public librarian is an important figure in the planning process for rural development programmes? (Mark the appropriate box)

1. ( ) Yes   2. ( ) No

VI.   If you are asked to recommend important institutions and media for disseminating information for development in rural areas, will you recommend the library as one of such institution? (Mark the appropriate box)

1. ( ) Yes   2. ( ) No

VII. If No, give reasons.

1. .... 2. ....

3. .... 4. ....

D. INFORMATION NEEDS

1. Below is a list of possible areas where information could be needed by rural development change Agents (Mark as many items as you agree with).

1. ( ) Information on increase agricultural productivity and income growth covering both technical, legal, social and commercial aspects of agriculture.

2. ( ) Information on rural and non-farm economic activities such as food processing, baking textiles and weaing, dyeing, shoe making and repair, wood works like carving and carpentry, metal work such as blacksmithing, welding and fitting, building activities, repair and services for radio, vehicle, plumbing, painting, pottery, and other art works etc.

3. ( ) Information on social amenities such as good sources
       of drinking water, prevention of diseases, nutrition,
       how to obtain treatment.

4. ( ) Information on various educational opportunities,
       for people in rural areas and their children.

5. ( ) Information on social and political institutions
       that have direct bearing on the lives of rural people
       and local social and economic institutions, like
       farmers cooperations, unions, local clubs and
       associations.

6. ( ) Information on the socio-economic characteristics
       of the people in rural areas.

7. Others (please specify)

III. General Information on

   1. Data analysis and research writing   ( )

   2. Programme planning   ( )

   3. Field supervision of programs   ( )

   4. Innovative approaches in rural development( )

   5. Administration and supervision   ( )

   6. Project implementation   ( )

   7. Information gathering   ( )

   8. Similar developments in other countries
      or states with similar characteristics   ( )

   9. Current research findings related to
      rural development programmes   ( )

   10. Other (please specify).............................

IV. What are your sources of obtaining information about socio-
economic characteristics of rural people and general informa-
tion about policy formulation/programme management and
implementation and evaluation (Mark as many boxes as are
appropriate).

1. ( ) My immediate superior officer (please specify
            his designation)

2. ( ) Libraries and Library workers

3. ( ) Colleagues

4. ( ) Journalist

5. ( ) Personal correspondence with people in rural areas

6. ( ) Newspapers

7. ( ) Others (please specify)

V. Below is a list of possible documentary sources of information
for rural development staff. Indicate how frequently you use
these sources (Mark the appropriate box for each documentary
source listed).

a. – Regularly

b. – Occasionally

c. – Never

		a	b	c
1.	Technical Reports of Research Institute and Universities in Nigeria	( )	( )	( )
2.	Journal articles in rural development and related areas	( )	( )	( )
3.	Text books and Monographs on rural development	( )	( )	( )
4.	Conference proceeding on rural development	( )	( )	( )

		a	b	c

5. News letters of various states
Ministries of rural and community
development ( ) ( ) ( )

6. Reports and news letters of the
Directorate of Food, Roads and
Rural Infrastructre ( ) ( ) ( )

7. Manuals, handboks, and data
compilation on rural development ( ) ( ) ( )

8. Executive briefs ( ) ( ) ( )

9. Abstracts and bulletins of rural
rural development reports ( ) ( ) ( )

10. Bibliographies on rural development ( ) ( ) ( )

11. Thises and Dissertations ( ) ( ) ( )

12. Borno State gazette ( ) ( ) ( )

13. Federal Government gazette ( ) ( ) ( )

14. Pamphlets, Posters, and leaflets
on rural development ( ) ( ) ( )

15. Consultancy reports on rural
development ( ) ( ) ( )

16. Personal correspondence ( ) ( ) ( )

17. Government publications on rural
development and related topics ( ) ( ) ( )

18. Others (please specify).................................

E. DISSEMINATION OF INFORMATION
‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾

   I. A list of the various communications media used in bringing information about and for rural development to rural people and subsequently mobilise them to participate in their own development is given below. Indicate how frequently you use them (Mark the appropriate kbox for each communication medium listed).

     a. - Regularly

     b. - Occasionally

     c. - Never

		a	b	c
1.	Radio/Television talks	( )	( )	( )
2.	Magazines	( )	( )	( )
3.	Newspapers	( )	( )	( )
4.	Personal contacts	( )	( )	( )
5.	Posters, leaflets	( )	( )	( )
6.	Motion pictures/slides	( )	( )	( )
7.	Seminars/Workshops	( )	( )	( )
8.	Village meetings	( )	( )	( )
9.	Libraries	( )	( )	( )
10.	Town Criers	( )	( )	( )

11. Others (please specify).....................................

   II. Why do you use the communications media in (I) regularly/ occasionally? (Mark as many boxes as are appropriate).

     1. ( ) They are easily available

     2. ( ) They are easy to use

     3. ( ) They are most effective communication media for reaching rural people.

     4.   Others (please specify)........................

III. Why do you not use some communications media in (I) regulary or occasionally? (Mark as many boxes as possible).

    1. ( ) They are not easily available

    2. ( ) They are not effective in reaching rural peole

    3. ( ) They are difficult to use

    4. ( ) Others (please specify)........................

IV. Why don't you ever use some communications media in (I) (Mark as many boxes as possible).

    1. ( ) They are not available

    2. ( ) They are not understood by people in rural areas

    3. ( ) They are not effective in reaching people in
            rural area.

    4.   Others (Please specify).........................

V. Below is a list of possible agents who could assist rural development workers or personnel in providing information to rural people for development. Which of these agents are you aware of that participate in the provision of information to rural people? (Mark as many boxes as possible).

    1. ( ) Library workers in rural public libraries

    2. ( ) Information officers attached to the State
            Ministry of Information

    3. ( ) Journalists attached to Broadcasting Houses

    4. ( ) Journalists attached to Newspapers Houses

    5.   Others (Please specify)...........................

VI. If you are not aware that the agents listed in (v) are involved in providing information to rural development personnel as well as to rural people do you think they should be involved? (Mark the appropriate box)

    1. ( ) Yes   2. ( ) No

VII. If yes, in what areas can they be involved? (Mark as many boxes as are appropriate)

1. ( ) Information about socio-economic characteristics of people in rural areas.

2. ( ) General information on policy formulations, programme management and implementation.

3. ( ) Technical and Scientific information on rural development policies and programmes

4. Others (please specify)...............................

VIII. If No, why do you think they should not be involved (Mark as many boxes as are appropriate)

1. ( ) They are not trained to provide information for rural development to rural development personnel as well as the rural people.

2. ( ) They are not trained to provide information about the socio-economic characteristics of rural people.

3. ( ) They are not trained to provide information about programme policy formulations, programmes amanagement and implementation.

4. ( ) They are not trained to provide information mobilisation process for development.

5. Others (please specify)

IX. Which of the following publications on rural development and related ones do you consult. Indicate the frequency of consultation by making the appropriate box.

a. - Appropriate box

b. - Occasionally

c. - Never

		a	b	c
1.	Journal of Rural Economics and Development	( )	( )	( )
2.	Rural Development in Nigeria	( )	( )	( )
3.	Rural Sociology	( )	( )	( )
4.	Agricultural Administration	( )	( )	( )
5.	Community Development	( )	( )	( )
6.	Journal of Extension	( )	( )	( )
7.	Development Outlook	( )	( )	( )
8.	Rural Development Abstract in the Tropics	( )	( )	( )
9.	Nigerian Agricultural Journal	( )	( )	( )
10.	World Bank Reports	( )	( )	( )
11.	Agricultural Information Development Bulletin	( )	( )	( )
12.	F.A.O. Report and Production Yearbook	( )	( )	( )
13.	National Development Plans of Nigeria	( )	( )	( )
14.	Budget Report of Federal/State Governments in Nigeria	( )	( )	( )
15.	Journal of rural development and administration	( )	( )	( )
16.	Journal of Epidemiology	( )	( )	( )
17.	Adult Education in Nigeria	( )	( )	( )
18.	Journal of Epidemiology and Community Health	( )	( )	( )
19.	Health Education Journal	( )	( )	( )
20.	Journal of African Adult Education	( )	( )	( )

F. GENERAL OPINION

    I. Which of the five levels of agreement

       S.A. – Strongly Agree

       A   – Agree

       U.   – Undecided

       S.D. – Strongly Disagree

       D.   – Disagree

Best represents your opinion about each statement listed below? Indicate this by ticking the appropriate box.

		SA	A	U	SD	D
1.	Rural development workers are not aware of scientific and technical information on rural development programmes	( )	( )	( )	( )	( )
2.	Rural development workers do not use information on socio-economic characteristics of rural people to do their jobs in rural areas	( )	( )	( )	( )	( )
3.	Only propaganda and publicity information is provided to rural people by rural development workers	( )	( )	( )	( )	( )
4.	It is possible for other information professionals to supplement the efforts of rural development workers in the provision of information to people in rural areas	( )	( )	( )	( )	( )
5.	It is necessary to institutionalize the information dissemination processes in order to coordinate the adhoc approach to information dissemination in rural areas by various development agencies	( )	( )	( )	( )	( )

	SA	A	U	SD	D
6. Rural public libraries should be establish to provide such service	( )	( )	( )	( )	( )
7. The Librarian in a rural public library could be used in the collection and organization of of information on the socio-economic characteristics of rural people as well as about the infrastructure kin rural communities.	( )	( )	( )	( )	( )
8. The Librarian in a rural public library could be used in providing the information resources required by rural development personnel	( )	( )	( )	( )	( )
9. The Librarian in a rural public library could be trained to help answer simple reference and referral questions about rural development programmes and about the daily problems of people in rural areas.	( )	( )	( )	( )	( )

Department of Library, Archival
and Information Studies,
University of Ibadan,
Ibadan.

Dear Sir/Madam,

The attached questionnaire is designed to analyse in
detail how rural people and rural development workers access
and utilize quality information in rural development programmes
in Borno State. It is also designed to assess the role of
public libraries in this regard.

"Quality Information" is defined as a relevant information
that enhances decision-making and subsequently improve product-
ivity and efficiency.

The information provided in this questionnaire will be
strictly for this research.

Thank you.

Yours sincerely,

Emmanuel Camble
(Researcher)

QUESTIONNAIRE FOR LIBRARY WORKERS IN PUBLIC LIBRARIES

I.   Name (Optional):...

II. Designation:...

III. Highest academic qualification (Mark the appropriate box and please specify the course).

   1. ( ) O.N.D. or Equivalent
   2. ( ) Undergraduate Diploma
   3. ( ) H.N.D.
   4. ( ) B.Sc. or B.A.
   5. ( ) Postgraduate Diploma
   6. ( ) M.Sc. or M.A.
   7. ( ) M. Phil
   8. ( ) Ph.D
   9. ( ) Others (Please specify)

IV. Highest professional training in Librarianship(Mark the appropriate box).

   1. ( ) Post primary six/seven plus in-service Librarianship
   2. Post W.A.S.C. or equivalent plus in-service training in Librarianship
   3. ( ) Diploma in LIbrarianship.
   4. ( ) Associateship of Library Association (ALA)
   5. ( ) Bachelor of Library Science
   6. ( ) Postgraduate Diploma in Librarianship
   7. ( ) Master of Library Studies.
   8. ( ) M. Phil in Librarianship.
   9. ( ) Ph.D. in Librarianship.
   10. Others (please specify)

V. Where did you obtain your training in Librarianship: (Mark the appropriate box)

  1. ( ) Nigeria
  2. ( ) United Kingdom (U.K.)
  3. ( ) United States of America (U.S.A.)
  4. ( ) Western Europe (excluding UK)
  5. ( ) Africa excluding Nigeria (please specify)
  6. ( ) Eastern Europe
  7. ( ) Asia
  8. ( ) Others (please specify)

B. EXPERIENCE AND DUTIES

I. Date first employed in a public library:......................

II. Date first employed in your present position:.................

III. List the various places where you have worked in public libraries particularly rural public libraries if any (with dates.)

  1. ....
  2. ....
  3. ....
  4. ....

IV. Below is a list of possible schedule of duties of a librarian in a public library. Assign the appropriate number for each duty mentioned.

  1. ( ) Very important
  2.   Important
  3.   Average
  4.   Less important
  5.   Not important

1. ( ) General administration and planning

2. ( ) Cataloguing and classification

3. ( ) Acquisition and processing of Library resources

4. ( ) Reference Services

5. ( ) Instruction in the use of Library Resources

6. ( ) Readers' Advisory Services

7. ( ) Inter-library loan services

8. ( ) Planning information and library extension services for people in rural areas

9. ( ) Repackaging scientific, technical and other relevant information for use by people in rural areas as well as people interacting with them

10. Filing other identified information vacuum in integrated rural development programmes.

11. ( ) Identification, collection and making available resources and pieces of information having some bearing on people in rural areas.

12. ( ) Solving the information requirements of rural development personnel engaged in rural development programmes.

13. ( ) Providing day-to-day problem solving information to people in rural areas.

V. Please indicate on percentage basis an appropriate proportion of the schedules spent on the following, by ticking the appropriate box.

	25%	50%	75%	100%
a. Identification, collection and making accessible resources and pieces of information having some bearing on people in rural areas.	( )	( )	( )	( )
b. Repackaging of scientific, technical and other relevant information for use by people in rural areas as well as other people interacting with them.	( )	( )	( )	( )

		25%	50%	75%	100%
c.	Provision of information on agriculture, health, education, trade, business, industrial and cultural activities in rural areas	( )	( )	( )	( )
d.	Provision of information to rural development personnel engaged in rural development programmes	( )	( )	( )	( )
e.	Provision of day-to-day problem solving information to people in rural areas	( )	( )	( )	( )
f.	Filling other information gap in integrated rural development	( )	( )	( )	( )

C. SERVICES

I. Below is a list of possible users of public library. Indicate how frequently you interact with them by marking the appropriate box.

a. - Regularly

b. - Occasionally

c. - Never.

		a	b	c
1.	Policy makers	( )	( )	( )
2.	Researchers	( )	( )	( )
3.	Students	( )	( )	( )
4.	People in rural areas	( )	( )	( )
5.	Rural Development ersonnel	( )	( )	( )
6.	Children	( )	( )	( )

II. The list below gives possible services which can be provided by a public library (Mark as many items as you agree with)

    1. ( ) Providing the conventional library services to literate users.

    2. ( ) Providing information and library extension services to people in rural areas and rural development workers.

    3. ( ) Providing information referral services to people in rural areas and rural development personnel.

    4. ( ) Interviewing both literate and non-literate information seekers to identify their actual information needs.

    5. ( ) Publicity and public relations for library services in rural area.

    6. ( ) Research and development through socio-economic community surveys.

    7. ( ) Providing mobile book services in rural areas.

D. PERCEPTIONS OF THE ROLE OF THE PUBLIC LIBRARY IN RURAL AREAS.

    1. Do you agree that people in rural areas have information needs that can be identified? (Mark the appropriate box)

    1. ( ) Yes   2. ( ) No.

II. If yes, do you think the public library is the appropriate agency to do that? (Mark the appropriate box)

    1. ( ) Yes   2. ( ) No

III. If No, give reasons.

    1. ....

    2. ....

    3. ....

    4. ....

IV. Which of the following services is your Library currently providing in addition to the conventional library services to literate people (Mark as many boxes as you agree with)

1. ( ) Providing community information centres to people in rural areas.

2. ( ) Providing mobile book services to rural people.

3. ( ) Providing extension and referral services to people in rural areas.

4. ( ) None of the above

5. ( ) Others (please specify)

V. Do you think rural development workers need rural libraries or rural information centres to enhance their interaction with people in rural areas (Mark the appropriate box)

1. ( ) Yes   2. ( ) No

VI. Do you agree that the unstructured, unco-ordinated information services that sometimes accompany some rural development programmes and which most of the time do not have appreciable impact because the agents are ill-equipped as information professionals should continue (Mark the appropriate box).

1. ( ) Yes   2. ( ) No

VII. Do you also agree that an institution charged with an aspect of rural development can provide the information needed by other rural development institutions, workers and the rural people. (Mark the appropriate box)

1. ( ) Yes   2. ( ) No

VIII. Are media like newspapers, radio, television sufficient for information transfer to rural people and rural development workers on a sustained basis. (Mark the appropriate box)

1. ( ) Yes   2. ( ) No

E. PARTICIPATION IN PLANNING RURAL DEVELOPMENT PROGRAMMES

I. Have you ever been invited in your capacity as a Librarian in the public library to participate in the planning of rural development programmes. (Mark the appropriate box).

   1. ( ) Yes   2. ( ) No

II. If yes, in what aspect of rural development planning were you involved. (Mark the appropriate box)

   1. ( ) Planning the health sector

   2. ( ) Planning the educational sector

   3. ( ) Planning the information component

   4. ( ) Planning the agricultural sector

   5.   Others (please specify)

       1. ( ) Yes   2. ( ) No

III. If, No, probably the Government or the agency responsible for that has underestimated the role of information transfer in rural development programmes, have you ever suggested that to either the Government or the agency. (Mark the appropriate box).

   1. ( ) Yes   2. ( ) No

IV. If yes, did the Government or agency expressed willingness to incorporate in the future. (Mark the appropriate box)

   1. ( ) Yes   2. ( ) No

V. Will you say that the current effort by the Directorate of Food, Roads and Rural Infrastructure (DFRRI) in mobilising rural people to participate in their own development has been successful. (Mark the appropriate box).

   1. ( ) Yes   2. ( ) No

VI. If : yes, through what means? (Mark the appropriate box).

1. ( ) Through the provision of relevant information on a sustained basis

2. (Through persuation by rural development workers.

3. ( ) Through coercion

4. ( ) Others (please specify)

VII. If No, what is responsible for the failure (Mark the appropriate box).

1. ( ) Lack of information for rural people to take important decisions about the programmes

2. ( ) Lack of adequate planning

3. ( ) Lackd of money

4. ( ) Others (please specify)

VIII. Do you agree that the institutionalization of the information transfer processes now being provided on an adhoc basis through the public library will lead to successful rural development programmes. (Mark the appropriate box).

1. ( ) Yes   2. ( ) No

F. GENERAL OPINION

  I. Which of the following five levels of agreements

    S.A. — Strongly Agree

    A   — Agree

    U   — Undecided

    S.D. — Strongly Disagree

    D.   — Disagree

Best reprsents your opinion about each statement listed below.
Indicate by marking the appropriate box.

	SA	A	U	SD	D
1. The implementation of the information component of integrated rural development programmes has been instructed and uncoordinated	( )	( )	( )	( )	( )
2. The amount of information made available to rural people for meaningful participation in development programmes is not enough	( )	( )	( )	( )	( )
3. There is vast amount of information available that can be tailored to the needs of people in areas by rural libraries	( )	( )	( )	( )	( )
4. The information requirements of rural development workers working with people in rural areas can be met by public libraries	( )	( )	( )	( )	( )
5. Multi-media approach to information transfer to people in rural areas by public libraries	( )	( )	( )	( )	( )
6. Translations and repackaging of information for use by rural people in public libraries will enhance the success of rural development programme	( )	( )	( )	( )	( )
7. The public library is the best agency to coordinate the information transfer processes for rural development programmes in rural areas.	( )	( )	( )	( )	( )

RURAL PEOPLE

VARIABLE LABELS AND THEIR DESCRIPTORS

Variable	Descriptor
001	Local Government
002	Age
003	Level of Education
004	Those who can speak Kanuri language
005	Those who can speak Arabic language
006	Those who can speak Hausa language
007	Those who can speak English language
008	Those who can speak Fulfulde language
009	Those who can read and write Kanuri language
010	Those who can read and write Hausa language
011	Those who can read and write English language
012	Those who can read and write Fulfulde language
013	Those who can read and write Arabic language
014	Nature of occupation : Farming
015	Nature of occupation : Small Scale Industry
016	" " : Cottage Industry
017	" " : Trading
018	" " : Traditional Herbalist
019	" " : Government Agent
020	" " : Animal Husbandry
021	" " : Transportation
022	" " : Hunting
023	Possession of Radio SEt
024	Possession of Television Set
025	Availability of Rural Infrastructure in Respondents' Villages: Agricultural Facilities

Variable	Descriptor
026	Availability of Rural Housing Facilities
027	Availability of Rural Health Facilities
028	" " Education Facislities
029	" " Cottage and Small Scale Industrie
030	" " Electricity, Roads, Piped Water e
031	" " Community Viewing Centre
032	" " Library Information Centre
033	Provider of Rural Infrastructures in Villages
034	Initiator of Rural Infrastructures in Village
035	Media through which Rural People Become Aware: Radio
036	" " : Television
037	" " : Newspapers
038	" " : Rural Dev. Workers
039	" " : Educated Rural People
040	" " : Library Information Centre
041	" " : Town meetings
042	" " : Posters
043	" " : Local Government Officials
044	" " : Information Officers
045	" " : Town Crier
047	Rural People Who Are Aware of the DFRRI
048	Projects Executed by the DFRRI in Respondents' Villages
049	Involvement of Rural People in the Execution of DFRRI Projects.
050	Mode of Involvement of Rural People in DFRRI Projects
051	Assessment of DFRRI Projects by Rural People
052	Reasons Why DFRRI Projects are not Successful
053	Information Needs: AGricultural Programmes
054	Information Needs: Health Programmes

Variable	Descriptor
055	Information Needs: Educational Programme
056	Information Needs; Small Scale and Cottage Industries
057	Information Needs: Socio-cultural/Recreational Programmes
058	Information Needs: Rural Housing Programmes
059	Frequency of Visit by Rural People to AGric. Extension Offices
060	Frequency of Visit by Rural People to Community Dev. Office
061	" " Schools
062	" " Health Centres
063	" " Adult Education Centres
064	" " Library/Information Centres
065	Reason for Visiting AGricultural Extension Office
066	" " Community Development Office
067	" " School
068	" " Health Centre
069	" " Adult Education Centre
070	" " Library/Information Centre
071	Frequency of Visit to Villages by Agric. Extension STaff
072	" " Agricultural Extension Staff
073	" " by Adult Education Staff
074.	" " by Health Staff
075	" " Library/Information Workers

Variable	Descriptor
076	Sources of Information: Community Development Staff
077	" " : Agricultural Extension Staff
078	" " : Rural Health Workers
079	" " : Library/Information Workers
080	" " : Educated Village People
081	" " : Village Heads
082	" " : Journalists
083	" " : Local Government Officials
084	" " : Information Officers
085	" " : Development Associations
086	" " : Adult Education STaff
087	Use of Personal Contacts to Obtain Information
088	Use of Leaflets/Pamphlets to obtain information
089	Use of Poster to obtain information
090	Use of Village Meetings to obtain information
091	Use of Radio/Television Talks to obtain information
092	Use of Motion pictures/slides to obtain information
093	Use of Newspapers to obtain information
094	Ability to Read and Understand Print Media
095	Interpreters of Print Media to Non-Literates
096	Reasons Why Rural People do not use some Communication media
097	Means of transmitting their Problems: Visits to Offices of Rural Dev. Staff
098	" " : Village Heads
099	" " : Radio
100	" " : Newspapers
101	" " : Village Meetings
102	" " : When Rural Development Staff visit their villages

Variable			Descriptor
103	Opinion of Rural People:		To the Statement that Rural Workers do not visit their villages regularly
104	"	" :	To the statement that trained educated Rural People could be used to Provide information.
105	"	" :	To the statement that public Libraries could be involved in the transfer of information.
106	"	" :	To the statement that Rural Public Libraries should be established in the Rural Areas.
107	"	" :	To the Statement that Borno State Government should provide Community Newspapers in Local languages for Information.

RURAL PEOPLE

VARIABLE LABELS AND THEIR DESCRIPTORS

Variable	Descriptor
001	Ministry/Parastatal
002	Highest Academic/Professional Qualification
003	Nature of Duties
004	Participation in Workshops, Conferences and Seminars
005	Rank Order of Schedule of Responsibilities: Agricultural Extension Policies
006	" " : Health Polices
007	" " : Education/Adult Education Policies
008	" " : Community Development/Rural Industrialisation Policies
009	" " : Training others in Information Work
010	" " : Simplifying Scientific and Technical Information from Research Institutes
011	" " : Community Surveys for Policy Formulations
012	" " : Organising Conferences/Workshops/ Seminars for others
013	" " : Assisting rural people in Securing facilities and essential services.
014	" " : Assisting Rural People to form Development Associations
015	Working Percentage on Providing: Agricultural Information to Rural People
016	" " : Health Information to Rural People

Variable	Descriptor
017	Working Percentage on Providing: Information on Cottage/ Small Scale Industries
018	" " : Information on Education Opportunities
019	" " : Information to other rural Development Staff.
020	Involvement of Rural People in rural Development Programmes
021	Means used by Rural Development Workers in Mobilising Rural People
022	Media used in disseminating quality Information to Rural People
023	Involvement of Library Workers in Planning Rural Development Programmes.
024	Public Libraries as important Institutions in Information transfer to Rural People
025	Information Needs: AGricultural Programmes
026	" " : Non-farm Economic Programes
027	" " : Health Programmes
028	" " : Education Programmes
029	" " : Social/Political Institutions in Rural Areas
030	" " : Socio-Economic Characteristics of Rural People
031	" " : Data Analysis and Research Writing
032	" " : Programme Planning/Implementation/ Administration/Supervision/Evaluation
033	Information Needs: Rural Development Activities in other Communities.
034	" " : Information Gathering and Dissemination
035	" " : Innovative Approaches and Current Research Findings

Variable	Descriptor
036	Sources of Information: Bosses
037	" " : Library/Library Workers
038	" " : Colleagues
039	" " : Journalists
040	" " : Personal Correspondence
041	" " : Newspapers/Newsletters
042	Consultation of Publications: Technical Reports
043	" " : Journal Articles
044	" " : Textbooks and Monographs
045	" " : Conference Proceedings
046	" " : Newsletters of STate Ministries of Rural Development
047	" " : Reports and Newsletters of the DFFRI
048	" " : Manuals and Handbooks
049	" " : Executive Briefs
050	" " : Abstracts and Bulletins
051	" " : Bibliographies
052	" " : Theses and Dissertations
053	" " : Borno State/Federal Government Gazettes
054	" " : Pamphlets/Posters/Leaflets
055	" " : Consultancy Reports
056	" " : Personal Correspondence
057	" " : Government Publications
058	Communication Media Use in Disseminating Information: Radio/Television Talks
059	" " : Newspapers
060	" " : Personal Contact

Variable	Descriptor
061	Communication Media Use in Disseminating Information: Posters/Leaflets
062	" " : Motion Pictures/Slides
063	" " : Library/Information Centres
064	" " : Village Meetings
065	Reasons Why Some Communication Media are used Regularly
066	" " : Media are not used
067	Consultation of Periodicals: Journal of Rural Economics and Development
068	" " : Rural Development in Nigeria
069	" " : Rural Sociology
070	" " : Agricultural Administration
071	" " : Community Development
073	" " : Journal of Extension
074	" " : Development Outlook
075	" " : World Bank Reports
076	" " : F.A.O. Production Yearbook
077	" " : National Development Plans
078	" " : Budget Reports
079	" " : Rural Development and Administrat
080	" " : Journal of Epidemiology
081	" " : Adult Education in Nigeria
082	" " : Journal of Epidemiology and Community Health
083	" " : Health Education Journal
083	" " : Journal of African Adult Educatio
084	Opinion of Rural Development Workers: On the Statement that they do not use Scientific and Technical Information.

Variable	Descriptor
085	Opinion of Rural Development Workers: On the Statement that they do not use information on socio-economic characteristics of Rural People.
086	" " : On the statement that they provide publicity and propaganda information to rural people
087	" " : On the statement that it is possible for other information agents to participate in disseminating information
088	" " : On the statement that the information dissemination efforts should be coordinated and institutionalized.
089	" " : On the statement that public libraries should be established to coordinate the information process.
090	" " : On the statement that Rural Library Workers could provide relevant development information
091	" " : On the statement that Rural Library Workers could be trained to answer reference and referral questions in rural development.

TABLE OF CHI-SQUARE

VALUES FOR RURAL PEOPLE

Variables cross-tabs	x^2	Level of Significance
002 BY 003	304.10	0.000
002 BY 014	6.80	*0.078
002 BY 015	13.27	0.004
002 BY 016	5.17	*0.159
002 BY 017	18.45	0.000
002 BY 018	5.66	*0.129
002 BY 019	68.20	0.000
002 BY 020	5.16	*0.160
002 BY 021	65.67	0.000
002 BY 022	1.37	*0.712
003 BY 053	–	–
003 BY 054	–	–
003 BY 055	–	–
003 BY 056	2.39	*0.966
003 BY 057	4.22	*0.836
003 BY 058	0.59	*1.000
003 BY 087	54.98	0.000
003 BY 088	433.56	0.000
003 BY 089	257.52	0.000
003 BY 090	145.85	0.000
003 BY 091	273.94	0.000
003 BY 092	6.25	*0.618
003 BY 093	53.25	0.000

*Not significant at the 0.005% level

APPENDIX G.

Department of Library, Archival and
Information Studies,
University of Ibadan,.
Ibadan.

16th June, 1989.

The Director General,
Political Division
Military Governor's Office,
Borno State.

Dear Sir,

REQUEST FOR APPROVAL

I am a lecturer in the Department of Library Science, University
of Maiduguri and currently a doctoral candidate in the Department
of Library, ARchival and Information Studies, University of Ibadan.
My research topic titled "**Access to and Utilization of Quality
Information in Rural Development Programmes in Bama Zone of
Borno State**" is aimed at analysing the information transfer
processes of the discrete rural development programmes in the
zone.

It is believed that the process of integrated rural development
requires the interaction of poeple, rural institutions and
governments at all levels, and its success depends in a large
measure on the degree of involvement of the primary beneficiaries
of the programmes. And an important element in the strategy for
rural development is therefore the mobilisation of the rural
people to participate in the various programmes. To get them
into this frame of mind information must reach the rural people
timely at all levels.

Specifically, the research is expected:

a) kto identify all persons and institutions responsible for
    the trasnsfer of information to rural people.

b) to determine the information environment of the personnel
in the various ministries and agencies.

c) to identify the information transfer channel/channels being used for the transfer of information to rural people for development.

d) to identify the nature of information transferred to rural people.

e) to assess the impact of the availability of information to rural people (if any).

f) to ascertain the extent to which libraries and information centres might be involved in the transfer of information to rural people.

g) to compare results with similar studies in other states of the federation as well as other part of the world.

h) to proffer solutions.

To achieve these objectives I need the assistance and cooperation of all persons who plan and executes rural development programmes in the following ministries and agencies:

Ministry of Cooperatives and Community Development,
Ministry of Health
Borno State Agricultural Development Programme
Directorate of Food, Roads and Rural Infrastructure.
Borno State Agency for Mass Literacy.

I also need the assistance and cooperation of the Chairmen of Konduga, Bama and Gwoza Local Governments as well as Maiduguri Metropolitan Council.

The Information collected from the rural development personnel in the various ministries and agencies as well as from the rural people will be used **Strictly** for this research. As this research is not likely to be just an academic exercise, a copy of the thesis will be given to the Borno State Government.

The research is partly finance by the University of Maiduguri and partly by myself.

I would be grateful if you could approve and direct the appropriate ministries and agencies kto assist me accomplish the work please.
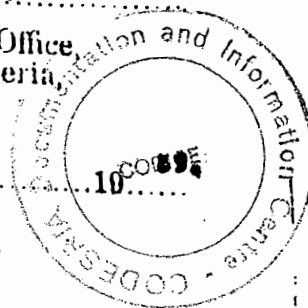
Yours faithfully,

Emmanuel Camble

Telegram: SECMIL GOVT Maiduguri
Telephone: Maiduguri 232770;
         232014/402
In reply please quote reference number
and date.
All Communication to Secretary to the
Military Government.

Ref. No............

Military Governor's Office,
Borno State of Nigeria,
P.M.B. 1042,
Maiduguri.

Date......3rd July,......10......

The Hon. Commissioner,
Ministry of Cooperatives & Comm. Development,
Maiduguri.

The Hon. Commissioner,
Ministry of Health,
Maiduguri

The Deputy-Chairman,
Directorate of Foods, Roads & Rural Infrastructure (DFRRI)
Maiduguri.

The Director-General,
Borno State Agric. Development Programme,
Maiduguri.

The Director,
Agency for Mass Literacy,
Maiduguri.

The Secretary,
Borno State Library Board,
Maiduguri.
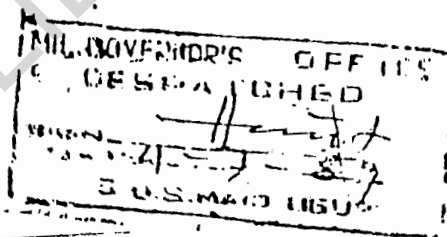
REQUEST FOR RESEARCH – MR. EMMANUEL CAMBEL

   I am directed to inform you that approval has been granted to
Mr. E. Cambel a Lecturer in the Department of Library, University of
Maiduguri who is currently persuing his doctorate degree in Library
Science to do research work in your Ministry/Department.

   2.   You are requested therefore to allow him to have access to
relevant records in your Ministry/Department to successfully complete his
research programme please.

(B. KALERI)
Staff Officer,
FOR: SECRETARY TO THE MILITARY GOVERNMENT

Borno State Agricultural Development Programme

SHEHU LAMINU WAY, P. M. B. 1452, MAIDUGURI, BORNO STATE, NIGERIA.

Tel: (076) 232269   Telex. 82126

f: 08/BOSADP/42/51

Ref: 20th July, 1989

All Zonal Managers,

ATTENTION:-

Zonal Extension Officer,
Gashua, Potiskum, Muna, Biu.

INTRODUCTION: Mr. EMMANUEL CAMBLE.

Please Mr. Emmanuel Camble a student of University of Ibadan is here with us for his PHD Thesis.

2.   He has some questionaires to be filled up and at the same here in person to throw some questions to you, our field staff and farmers.

3.   Please give him the fullest cooperation.   He was a staff of University of Maiduguri.   Therefore whatever we feed him with will certainly come back to our library.   Let all of us therefore contribute with the best we have.

(A. K. BURA)
DCDO/Ext.
For: Chief Dev. Officer.

APPENDIX K

Ref. No. MCCD/SUB/67/VOL.1/151

Ministry of Cooperatives and
Community Development,
P. M. B. 1602,
Maiduguri.

11th July, 1989.

To All

Area Community Development
Inspectors incharge
Maiduguri, Bama, Konduga
and Gwoza.

INTRODUCTION OF MR. EMMANUEL CAMBEL –
PHD STUDENT FROM UNIVERSITY OF IBADAN

I am directed to introduce to you the above named student

who is currently persuing his doctorate degree in Library

Science at Ibadan University. Approval has been granted to him

to do research work in your area.

2. You are requested therefore to extend your assistance

to him in which ever way possible.

3. This letter is copied to the Zonal Community Development

Inspector incharge, Maiduguri Zone for information.

(JOHN JASINI WABA)
PRINCIPAL COMMUNITY DEVELOPMENT INSPECTOR,
FOR: HONOURABLE COMMISSIONER.

UNIVERSITY OF MAIDUGURI
FACULTY OF EDUCATION

HEAD OF DEPT.
PROF. C. C. AGUOLU
B. A. Hons (London); M. L. S. Washington); M. A. Ed ;
PH.D. (Calif/Berkeley); F. I. B. A.; F. W. A. S.

Your Ref.....................

Our Ref.....................

Department of Library Science
University of Maiduguri,
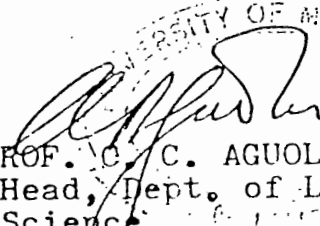P. M. B. 1069,
Maiduguri, Nigeria.

........16th June,..............19.89.

TO WHO IT MAY CONCERN

This is to certify that Mr. E. CAMBLF is a Lecturer in the Department of Library Science University of Maiduguri and is currently studying a doctorate degree in Library Science at the University of Ibadan.

His research topic titled "An Empirical Analysis of the Information Component of Rural Development Programmes in Bama Zone, Borno State" requires the assistance and cooperation of all persons in the appropriate ministries and agencies that plan and execute rural development programmes in Borno State.

I would be grateful if you could assist him accomplish his work.

PROF. C. C. AGUOLU
Head, Dept. of Library Science.

Telephone: 232537 Ext. 288 Cable & Telegrams: University Maiduguri, Nigeria.