

An Examination on the Perception Towards Censorship on Library Services Delivery among Staff of Kwara State University Library

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Abstract

The study was conducted on the perception towards censorship on library services delivery among staff of Kwara State University library. The study formulated five research questions and used total enumeration sampling techniques because the population is too small (24) the entire population. A survey method was used in undertaking the study, in which answers were sought on the perception of librarians towards censorship and intellectual freedom, the strategies Kwara state University library adopted to prevent the problem or occurrence of censorship, the extent at which academic librarians in Kwara state promotes intellectual freedom, the types of censorship available in the collection of Kwara state university library, the types of censorship that can affect both library and its collection. Questionnaire was the main instrument used for data collection. The instrument was subjected to validation by the supervisor and expert in measurement and evaluation and the data collected from the study were analyzed using (SPSS), frequency tables and percentage. The study discovered that there are different types of censorship available in the collection of Kwara state university library; and types of censorship that can affect both library and its collection; These include Prior censorship, Post censorship, Corporate Censorship, Religious Censorship, Political Censorship, Military Censorship, and Moral Censorship. In conclusion the study made some recommendations which include that: educating users (students and staffs) about intellectual freedom, advocacy to the government, maintaining confidentiality of library record as strategies Kwara state University library adopted to prevent the problem or occurrence of censorship.

Keywords: perception, censorship, library services, staff, university library

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1. Introduction

In the contemporary times, information plays a key role in every aspect of human life as needs demand. Provision of information services to users in higher institutions is the major task vested on librarians. The task is multifaceted, especially in today's digital environment where the use of Information and Communication Technologies (ICTs) is essential for personal and professional advancements. Enormous changes are taking place in the information landscape which necessitates librarians to understand moral issues involved in information services in higher institution. Despite advances in technology, libraries in tertiary institutions still play important roles. Therefore, academic librarianship remains focused on users, library services delivery and moral intermediation role. However, there are modalities called ethics that guide the practice of the profession. These include censorship, Intellectual freedom, fair use, intellectual property and others.

The concept of intellectual freedom involves protecting the rights of all individuals to pursue the types of information they want and to read anything that interests them. Intellectual freedom as a concept in librarianship means freedom to think or believe what one will, freedom to express one's thoughts and beliefs in unrestricted manners and means, and freedom to access information and ideas regardless of the content or viewpoints of the author(s) or the age, background, or beliefs of the receiver. Intellectual freedom is both a fundamental professional value and an inherent aspect of library policy and practice. Attempts by a member of the community to remove materials from a library collection or to restrict access to them may be the most common challenges to intellectual freedom that a small library will face.

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Libraries have great role to play in ensuring intellectual freedom of its users and its society at large. Apparently, International Federation of Library Associations and Institutions (IFLA) support defends and promotes intellectual freedom as defined in the United Nations Universal Declaration of Human Rights. IFLA declares that human beings have a fundamental right to access and express knowledge, creative thought and intellectual activity, and to express their views publicly. On the roles of Librarians and Libraries, Archer (2012) applauds Librarians in his study indicating that “of course, librarians have recognized for several decades that the information environment was in flux. The library world has generally (with a bit of foot dragging and a few wails of anguish from a minority) welcomed changes such as the digitization of catalogs, the arrival of desk top access to serials, and the growth of the Internet, albeit at considerable cost. On the whole this has been an incredibly positive development.

The ability of citizens to contribute to public discourse has been widely democratized and access to information has been enhanced and expanded, thanks to libraries providing free access to the Internet to their primary communities and to the general public” (Archer 2012:13). One can deduced from the foregoing that Librarians and Libraries have a great role to play to ensure Intellectual freedom but the role cannot be effectively played if the concept of Intellectual Freedom is not properly understood.

However, for the time being, the concept of intellectual freedom may not be absolutely feasible or allowed. There has been concerns on whether or not libraries and library and information professional should allow receiving or sending of obscene type of information; whether the library can even subscribe to just anyhow database or journal despite the request of her patrons. Hence, there is a need for censorship. Censorship can be referred to the control of information and ideas circulated within a society. According to Famous (2011), censorship and the ideology supporting it could be traced back to ancient times, and to the fact that every society has customs, taboos, or laws by which speech, dress, religious observance, and sexual expression are regulated. Censorship can be referred to the control of information and ideas circulated within a society. It could be pointed out here that, censorship is not the same thing as weeding. Weeding takes place in the library when some obsolete and old edition of library materials are being removed from the library collection and at the same time replaced with the current edition of such material in the library collection. Moody (2005) defines censorship as those actions which significantly restrict free access to information. Some forms of censorship are so unconscious that even the individuals perpetrating them have no idea that they are in fact censoring. Still other forms are systemic and can only be mitigated via deliberate librarian actions.

Censorship is not expected to be a barrier to Intellectual Freedom but it may serve as a means of “controlling” and not “denying” access to information. Perhaps this was why Yaya (2013) opined that a librarian’s job is not to push censorship but to push for the unhindered freedom to receive and explore ideas.

Blomsberg (2011) states that books in the library should not be thrown out, rejected or censored because of the content or beliefs of the author, publisher or librarian. He further states that Librarians have a professional responsibility to be inclusive, not exclusive, in collection development. This statement applies to all the resources in the library. A librarian cannot remove a book or decide not to order a book because it disagrees with their moral beliefs. Allowing information that goes against one’s personal beliefs can be a very hard spot to be in, but it is part of upholding the Library Bill of Rights and providing that equal access to a variety of opinions to everyone. Going against that is censorship. It is on this ground that this study therefore seeks to examine the perception towards Censorship and Intellectual freedom on library services delivery among staff in Kwasu library.

1.1. Statement of the Problem

Libraries are bound to face problems when it comes to censorship practice because of their large scope in the choice of collections to be acquired which is based on the library’s acquisition policy. The best way the library can tackle the challenge faced with censorship of an item in the collection is to consult their collection development policy in order to overcome the problem faced in line with the goals and objective of their parent institution.

In order to scrutinize the above statement, Jones (2009) explain some terms that can be referred to as challenges of censorship in the library. They are questioning, objection and complaint. Questioning is ‘inquiring about the reasons for material being or not being in the library’s collection’, and is not in itself an attempt to censor. In contrast to this, objections and complaints include the opinion that the library’s selection decisions were wrong. Jones states that these may be formal or informal, and can include comments made to staff when returning a book or written comments left in books, in addition to formal written complaints (Jones, 2009).

This research is aim to investigate the perception toward censorship on library services delivery among staff of KWASU library, by doing so it plan to know the view of users on censorship in the cause of service they received from KWASU library staff.

1.2. Objectives of the Study

The main objective of the study is to investigate the perception towards censorship on library services delivery among staff of Kwara State University library. The specific objectives are to:

- a. Examine the perception of librarians towards censorship and intellectual freedom
- b. Finding out the strategies Kwara state University library adopted to prevent the problem or occurrence of censorship
- c. Finding out the extent at which academic librarians in Kwara state promotes intellectual freedom
- d. Finding out the types of censorship available in the collection of Kwara state university library
- e. Finding out the types of censorship that can affect both library and it collection

1.3. Research Question

The following research questions were answered in the course of the study, and will serve as guide to achieve the stated objectives:

- a. Examine the perception of librarians towards censorship and intellectual freedom
- b. Finding out the strategies Kwara state University library adopted to prevent the problem or occurrence of censorship
- c. What is the extent to which academic librarians in Kwara state are interested in promoting intellectual freedom and censorship?
- d. What are the factors that hinder promotion of censorship and intellectual freedom?
- e. What are the types of censorship that can affect both library and its collection?

2. Review of Related Literature

2.1. The Concept of Censorship

Censorship is the concealment of thoughts and data that specific people, gatherings or government authorities find offensive or hazardous. This agrees with Uduak U. Enang et.al, (2017) who defines Censorship as "The evacuation, or limited dissemination of scholarly, aesthetic or instructive materials – of pictures, thoughts and data – because they are ethically or generally frightful in light of the norms connected by the control". Censorship is suppression of discourse or other correspondence which might be viewed as shocking, hurtful, touchy, or awkward to the general assortment of individuals as dictated by an administration, news source, or other controlling body. Further, ALA, (2007) provided that censorship considered to be "the suppression of ideas and information that certain persons - individuals, groups or government officials - find objectionable or dangerous". This definition provided by the American Library Association (ALA) is particularly useful because it clearly defines censorship as a negative act which denies information. Reitz (2004) in his Dictionary of Library and Information Science defines 'censorship' as the prohibition of the production, distribution, circulation, or display of a work by a governing authority on grounds that it contains objectionable or dangerous material". Dafiaghor (2011) is of the view that censorship is based on the fact that every society has customs, taboos or laws by which speech, dress, religious observance and sexual expressions are regulated in order to protect the family, the church and the State.

Censorship happens when expressive materials, similar to books, magazines, movies and recordings, or masterpieces, are expelled or kept from free. People and weight bunches distinguish materials to which they object. Once in a while they prevail with regards to compelling schools not to utilize them, libraries not to hold them, book and video stores not to convey them, distributors not to distribute them, or craftsmanship exhibitions not to show them. Censorship of ideas and information has been present and practiced in various forms throughout recorded history and this is also affirmed by Oppenheim & Smith, (2004). Today censorship is practiced in many ways both obvious and subtle whether

it is the suppression of a culture, to stretch the understanding of a reader or to retain power. Censorship is a recurring problem in Nigeria despite the supposed freedoms expressed in the constitution.

2.1.1. Types of censorship

Famous (2011) pronounced that Censorship is seen as control mechanism for information within a society. According to him, it can come in two forms which is Prior or Post.

- Prior censorship: This is when an information material is being banned or censored before publication. This may be done by publishers, government and its agencies, organizations, individuals, religious or other associations, etc. and may be done by force or negotiations.
- Post censorship: This is when an information material is banned or censored after it has been published. A good example is the banning of Idris Abdulkareem' Nigeria djaghadjagha by the then President Olusegun Obasanjo
- Dafiaghor (2011) in his study "Censorship of information and the Nigerian society" identified that there are several types of censorship often carried out in Nigeria, and thus classify them as follows:
 - Moral Censorship: This is include banning of materials because they are morally obnoxious to some of the cultural norms organic to the Nigerian society, owing to the fact that Nigeria is a heterogeneous society, having numerous sets of norms and values.
 - Military Censorship: This is practiced by placing a ban on information materials that tend to expose military tactics and national information; for security reasons. For instance, the publications of some media houses especially that of Newswatch, Tell Magazine and The News Magazine were censored on several occasions by the military regimes at that time.
 - Political Censorship: This occurs when the Nigerian government needs to keep secrets from its civilians in order to prevent disruption. Though democracy does not support this, yet in some circumstance, it is necessary for the saving of the state, calling to mind that Nigeria has always had the tendency of splitting.
 - Religious Censorship: In Nigeria, two major religions dominate: Christianity and Islam. Religious censorship is therefore the banning of materials because they are religiously questionable. For examples the case of 'Boko Haram' decedents in the Northern part of Nigeria that censored anything Christianity and Western education publications.
 - Corporate Censorship: Corporations can ban (by negotiation, unless it has monopoly) materials unfitting to them or their partners. In Nigeria, this kind of censorship is very rare as there are no many corporations with monopoly. Many of the public corporations are yet under government control.

2.2. Academic Libraries

Generally, academic libraries are libraries attached to any tertiary institution of learning. Aliyu (2012) defined academic library as the library that is established in institution of higher learning to serve diverse information and research needs of such an institution. An academic library is also used to describe all libraries in post-secondary institutions such as universities, polytechnics, college of education, etc. Further, Manson (2010) postulated that an academic library has the mission to build and maintain collections that will support and enhance the institutional needs of the institution. He supported other researchers that academic library is to provide access to all sources of information. Mallaiah, Kumbar and Mudhol (2008) describe academic library as library that occupies the central and primary place in teaching and research; therefore, it has to meet the diverse and growing needs of educational programme at the undergraduate, post-graduate and research levels. It is an institution's principal instrument in the conservation of knowledge through its rational, systematic and comprehensive acquisition of all type of human communications records, published and unpublished, written or oral in recorded form that embody the ideas of knowledge of the past since each new idea or invention grows out of accumulated and conserved knowledge (Daramola, 2016). Academic libraries could also be referred to libraries attached to the parent institution to provide for the information needs of the students, faculty members, and research scholars in the university community. Every tertiary institution library is expected to meet the objectives of the institution that established and funds it. Traditionally, the essence of academic library is to select, acquire, organize and provide access to information materials that will suit the information needs of individuals within and outside its parent body which usually consists of staff and students. It is from this basic purpose that the academic

library supports its parent institution in attaining goals and objectives especially academic ones. The academic library through collection development grooms a well-informed community of staff and students which will serve as a fertilizer for ideas and innovation that increase the standard of a higher institution and the educational system at large.

2.2.1. Promotion of Censorship and Intellectual freedom in Academic Libraries

Intellectual freedom is a wide idea that impacts the library, custodians, and benefactors once a day. Carly (2018) noted that though intellectual freedom is a broad topic it encompasses specific ideas such as censorship, patron privacy, and collection development. Collection development is one way that the libraries can ensure they are providing multiple perspectives and resources without sacrificing the freedom of their patrons. A standout amongst the most widely recognized dangers to Intellectual Freedom in libraries comes as difficulties in accessing library materials and collections. Yaya, et.al, (2017) contended that directly restriction is rehearsed from numerous points of view both clearly and cleverly. Anderson (2017) additionally noticed that librarians can shape their very own inclinations, regardless of whether purposeful or not, and these predispositions can be reflected in their library materials. Anderson (2017) further expresses that books in the library ought not be tossed out, rejected or blue-penciled due to the substance or convictions of the writer, distributor or curator. An administrator must recollect that he/she is qualified for their sincere beliefs and inclinations however the custodian and the library can't force those sentiments and inclinations on others. As indicated by Shannon Mills (2012) all libraries have the command to help intellectual freedom however bookkeepers can consistently be lured to 'blue pencil by Selection'. Information materials can be dismissed in the library dependent on a few criteria which incorporates: spending plan, low interest, abstract quality, constrained rack space, content among others. It is hard to tell when these criteria are utilized as authentic choice devices or as a "pardon for self-restriction". It is difficult to know when these criteria are used as legitimately or as an "excuse for self-censorship". Nevertheless, some libraries censored their resources due to the official challenge policy which usually affects the collections of such libraries. A challenge, according to ALA, (2012) is an attempt to remove or restrict materials, based upon the objections of a person or group. A banning is the removal of those materials. "Web Censorship is a marvel that crosses a recent report fields, from PC systems administration and PC security to sociologies..." (Giuseppe & Pescapé, 2015). Censorship in libraries has always been a topic of concern: "the relationship between librarians and censorship is, and has been, a troubled one" (Oppenheim & Smith, 2004). Some forms of censorship are not often discussed outside the library world: self-censorship and selection as censorship. Self-censorship occurs when a librarian deliberately avoids selecting materials that might cause controversy in the community, or materials with which they personally disagree.

Censorship in academic libraries cannot be overlooked as library success is seen in how well its collections can be effectively built up to meet the goals, objectives and aims of its parent institution, Ugwulebo and Luqman, (2017). The primary purpose of an academic library is to select, acquire, and maintain, or provide timely access to, those information resources necessary to support the instructional, research, and developmental programs of the University. Many libraries often face several collection development issues because of acquisition of materials that will not be deemed explicit and annoying to the sense of its users. However, with a well-developed acquisition policy, libraries should be able to overcome the problem of censorship and also prepare for censorship issues where there are incidents of such cases in the library. The highest professional task of the librarian is the development of a collection that fits its user community. Although any member of the community may criticize a particular selection, no one but the librarian should

presume to speak for the users of the library. The Librarian is ethically bound not to over-represent one group at the expense of another with funds that almost always are limited.

Ugwulebo and Luqman, (2017) submitted that there are numerous censorship processes that usually take place in the libraries and they include:

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

The author further stated that librarians should be always be prepared for censorship issues because users ignorance of the library goals and objectives can lead to one problem or the other ranging from protest as a result of materials found on the shelf and unlawful removal of such materials by students. The librarian should also ensure that book vendors are properly picked and materials acquired are properly documented. This will help to ensure that only materials ordered are supplied and delivered to the library collections. The library collection will be able to serve its users' needs when acquisition of materials is done in line with the list of materials that users have ordered. Censorship for healthy library collection can also be taken where there is low budget for acquisition of materials in the library.

2.2.2. Intellectual freedom in libraries and academic libraries: perception of Academic librarians

Libraries have been around for a very long time and are traditionally seen as collections of information and services. Libraries have always played a significant role, enabling people to engage with all kinds of information and knowledge resources (Curran, Murray, Norby& Christian, 2006). The Libraries' role in safeguarding Intellectual Freedom of users cannot be overstressed. ALA, (2016) submits that Libraries play a critical role in bridging information access gaps for these individuals. Libraries also ensure that the public can find content of interest and learn the necessary skills to use information successfully. Access to library collections and services is another intellectual freedom concern of the profession.

For intellectual freedom to prevail opposition to censorship of materials is not enough. Access to materials, without prejudice, to every member of the community must also be assured. Libraries have long been providing an increasing proportion of resources in electronic formats, including Internet access generally, electronic information- bases, electronic journals, and electronic books (Rubel,, 2014). Sutton (2001) maintained that all libraries, public or private, have the professional responsibility to uphold the right of their respective publics to access information. The author further stated that to a library, intellectual freedom takes the form of the right to receive ideas, that is, access to information. Because a library is first and foremost a place to access information, the principle of intellectual freedom becomes essential to the operation of the library. The society today has become part of an Information Age, creating and attempting to fill increasing demands for information resources. In the study of Oltmann (2017) he submitted that the Association of College and Research Libraries (ACRL) and the American Library Association (ALA) came up with "Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights" in order to stress the significance of intellectual freedom for academic libraries. The purpose of the Intellectual Freedom Principles is to give a guideline as to how and where the principles can be effected in a library.

2.3. Factors that Hinder Promotion of Intellectual Freedom and Censorship

Throughout history, books have been censored for many reasons, including political content, sexual expression, or language offensive to some people's racial, cultural, or ethnic background, gender or sexuality, or political or religious

beliefs. Materials considered heretical, blasphemous, seditious, obscene or inappropriate for children have often been censored. Since the dawn of recorded human expression, people have been burned at the stake, forced to drink poison, crucified, ostracized and vilified for what they wrote and believed. Censorship ought not to be a hindrance to Intellectual Freedom yet it might fill in as a method for "controlling" and not "denying" access to information. Apparently, Yaya (2013) opined that a librarians's activity isn't to push censorship however to push for the unhindered opportunity to get and investigate thoughts. While academic libraries detailed having few to any complaints to materials in their libraries, endeavoring to control materials out in the public and school libraries are significantly more prevalent (Oltmann, 2017). For intellectual freedom purposes, any dialog in regards to structures and strategies should start with a gathering advancement strategy. Mann, (2016) One aspect of censorship which is quite disturbing in African university libraries is censorship based on religion. Africa has an unenviable position of being the 'confluence' of two major and opposing religions, Christianity and Islam. In Nigeria, for example, there has been series of clashes between Christians and Muslims, which at times engulf the institutions of higher learning. Ethnic chauvinism is another area. Africa is peopled by many tribes and ethnic groups. The situation has been worsened in some countries by colonialism and the way the continent was partitioned. One therefore finds a tribal group belonging to two different countries, which easily leads not only to inter - tribal conflicts but war between national states.

Moreover, there have always been contestations of ethnic dominance both politically and socially. Some of the institutions of higher learning in South Africa, for example, Wits University, are promoting tribalism on their campuses, consciously or unconsciously. Under the guise of promoting ethnic culture, the seed of tribal hatred is being sown and nurtured. Librarians in these institutions are bound to be careful when it comes to *collection development. One cannot but agree with Sall (2009) that the Rwandan genocide was indeed “an exceptionally tragic moment for all, but Tsutsi and critical Hutu intellectuals were among those who were specifically targeted for early, systematic elimination”. Pornography, or sexual mores, has also become a contentious issue in libraries. The situation has been worsened by the introduction of internet services in our libraries. Thus technology has become a means to subvert censorship as well as to promote it.

3. Methodology

Descriptive survey design was adopted for this study because of its appropriateness to studies of this kind and it describes, finds out and interprets event(s) and idea(s) the way they are without external manipulation. For the purpose of this study, the population comprises library staff of Kwara state university library. The estimated population of the librarian was 24 both professional and paraprofessional. “total enumerative” sampling was this is because the population was small. It will be unethical to derive “small” group of element as sample from a “small” population. Hence, total enumerative sampling technique was used. This implies that all the population of the study (24) forms the sample size also. A well structurally designed questionnaire will be used for collecting data.

4. Result and Discussion

4.1. Demographic Information

Table 1. Frequency distribution of respondent by gender

Gender	Frequency	Percentage
Male	14	52
Female	10	48
Total	24	100.0

Table 1 shows that larger ratio of the respondent was male 14(52.0%) while the remaining 10(48%) were female.

The table 2 revealed the distribution of the respondents by their highest qualification. A total of 5 respondents (17.3%) has diploma, 3 respondents (11.7%) has higher national diploma, 8 respondents (32.2%) has Bachelor Degree (BSc/BLIS/BLIT), 7 respondents (31.8%) has Master’s Degree(MSc/MLIS) and 1 respondent (7%) has Doctor of Philosophy (PhD).

Table 3 shows the distribution of the respondents by their age. A total of 4 respondents (17.7%) of the respondent were between the age range of less than 30years, 10 respondents (32%) are of the age range of 31-35. Furthermore, 3 respondents (16.3%) of the respondents are of the age range of 36-40 while 4 respondents (17.7%) of the respondents

are of the age range of 41-45 and 3 respondents (16.3%) of the respondents are of the range age of greater than 50 years of age. So, the majority of the respondents were the age range of 31-35.

Table 2. Frequency distribution of respondent by educational qualification

Highest qualification	Frequency	Percentage
Diploma	5	17.3
Higher national diploma	3	11.7
Bachelor Degree (BSc/BLIS/BLIT)	8	32.2
Post Graduate Diploma in Education	-	-
Masters of Philosophy (M.Phil)	-	-
Master’s Degree(MSc/MLIS)	7	31.8
Doctor of Philosophy (PhD)	1	7
Total	24	100.0

Table 3. Frequency distribution of respondent by age

Age	Frequency	Percentage
<30	4	17.7
31-35	10	32
36- 40	3	16.3
41-45	4	17.7
>50	3	16.3
Total	24	100.0

Table 4. Frequency distribution of respondent by section in the library

Section in the library	Frequency	Percentage
Cat & class unit	4	17.7
Circulation unit	10	32
Acquisition unit	4	17.7
Reference unit	3	16.3
E-library	3	16.3
Total	24	100.0

Table 4 shows the distribution of the respondents by section in the library. A total of 4 respondents (17.7%) of the respondents are in catalogue and classification unit, 10 respondents (32%) of the respondents are Circulation unit, more so, 4 respondents (17.7%) of the respondents are in Acquisition unit and 3 respondents (16.3%) of the respondents are Reference unit while 3 respondents (16.3%) of the respondents are E-library. essentially, the largest percentage of the respondents for this study is Circulation unit followed by Acquisition unit and catalogue and classification unit counterparts.

4.2. Analysis of the Data on Research Questions and Interpretation

Research Question 1: what are the perception of librarians towards censorship and intellectual freedom?

Table 5 show the perception of librarians towards censorship and intellectual freedom, the following results were obtained by using percentage scores indicated on Table: Censorship is very important: 12 respondents (43.3%) Strongly Agree, 6 respondents (33.7%) Agree, 4 respondents (18.0%) disagree while 2 respondents (5.0%) Strongly Disagree. Censorship should not be a barrier to intellectual freedom: 7 respondents 35.3% Strongly Agree, 11 respondents (41.3%)Agree, 4 respondents (15.7%) Disagree, 2 respondents (7.7%) Strongly Disagree. Censorship should be encouraged in the library: 8 respondents (36.3%) Strongly Agree, 9 respondents 37.7% Agree, 4 respondents 18.0% Disagree, 3 respondents 8.0% Strongly Disagree. Information of any and every type should be evaluated in the Library: 9 respondents (38.3%) Strongly Agree, 7 respondents 34.3% Agree, 4 respondents (18.7%) Disagree, 3 respondents 8.7% Strongly Disagree. Censorship is a barrier to intellectual freedom: 4 respondents 14.0% Strongly Agree, 4 respondents 14.0% Agree, 9 respondents 37.7% Disagree, Strongly Disagree 7(34.3%). Materials that contains obscene or inappropriate content should have censored: 7 respondents 35.3% Strongly Agree, 11 respondents (41.3%)Agree, 4 respondents (15.7%) Disagree, 2 respondents (7.7%) Strongly Disagree. Librarians should serve as a neutral provider of information from all points of view: 11 respondents 43.3% Strongly Agree,7 respondents 33.7% Agree, 4

respondents 18.0% Disagree, 2 respondents 5.0% Strongly Disagree. Censorship is important and should be encouraged in every library: 7 respondents 35.3% Strongly Agree, 10 respondents 41.3% Agree, 4 respondents 15.7% Disagree, 7 respondents 7.7% Strongly Disagree. Censorship should not be encouraged in Libraries: 4 respondents 18.0% Strongly Agree, 2 respondents 8.0% Agree, 10 respondents 37.7% Disagree, 8 respondents 36.3% Strongly Disagree.

Table 5. The perception of librarians towards censorship and intellectual freedom

Statements	SD	D	A	SA	\bar{x}	S.D
Censorship is very important	2 5.0%	4 18.0%	6 33.7%	12 43.3%	3.15	0.89
Censorship should not be a barrier to intellectual freedom	2 7.7%	4 15.7%	11 41.3%	7 35.3%	3.04	0.90
Censorship should be encouraged in the library	3 8.0%	4 18.0%	9 37.7%	8 36.3%	3.02	0.93
Information of any and every type should be evaluated in the Library	3 8.7%	4 18.7%	7 34.3%	9 38.3%	3.02	0.96
Censorship is a barrier to intellectual freedom	7 34.3%	9 37.7%	4 14.0%	4 14.0%	2.92	1.02
Materials that contains obscene or inappropriate content should censored	2 7.7%	4 15.7%	11 41.3%	7 35.3%	3.04	0.90
Librarians should serve as a neutral provider of information from all points of view	2 5.0%	4 18.0%	7 33.7%	11 43.3%	3.15	0.89
Censorship is important and should be encouraged in every library	3 7.7%	4 15.7%	10 41.3%	7 35.3%	3.04	0.90
Censorship should not be encouraged in Libraries	8 36.3%	10 37.7%	2 8.0%	4 18.0%	3.02	0.93

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Research question two: what are the strategies Kwara state University library adopted to prevent the problem or occurrence of censorship?

Table 6. The strategies Kwara state University library adopted to prevent the problem or occurrence of censorship

Statements	SD	D	A	SA	\bar{x}	S.D
Defend the right of access to information	2 5.0%	4 18.0%	6 33.7%	12 43.3%	3.15	0.89
Advocacy to the government	2 7.7%	4 15.7%	11 41.3%	7 35.3%	3.04	0.90
Educating users (students and staffs) about intellectual freedom	3 8.0%	4 18.0%	9 37.7%	8 36.3%	3.02	0.93
Ensure policies on collection development of all types of resources (prints or electronics)	3 8.7%	4 18.7%	7 34.3%	9 38.3%	3.02	0.96
Printing the policies in newspaper and posting them in an accessible place	7 34.3%	9 37.7%	4 14.0%	4 14.0%	2.92	1.02
Maintaining confidentiality of library record	2 7.7%	4 15.7%	11 41.3%	7 35.3%	3.04	0.90
Listening to complain	2 5.0%	4 18.0%	7 33.7%	11 43.3%	3.15	0.89

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Table 6 show the strategies Kwara State University library adopted to prevent the problem or occurrence of censorship, the following results were obtained by using percentage scores indicated on Table: Defend the right of access to information: 12 respondents (43.3%) Strongly Agree, 6 respondents (33.7%) Agree, 4 respondents (18.0%) Disagree, 2 respondents (5.0%) Strongly Disagree. Advocacy to the government: 7 respondents 35.3% Strongly Agree, 11 respondents (41.3%) Agree, 4 respondents (15.7%) Disagree, 2 respondents (7.7%) Strongly Disagree. Educating users (students and staffs) about intellectual freedom: 8 respondents (36.3%) Strongly Agree, 9 respondents 37.7% Agree, 4 respondents 18.0% Disagree, 3 respondents 8.0% Strongly Disagree. Ensure policies on collection development of all

types of resources (prints or electronics): 9 respondents (38.3%) Strongly Agree, 7 respondents 34.3% Agree, 4 respondents (18.7%) Disagree, 3 respondents 8.7% Strongly Disagree. Printing the policies in newspaper and posting them in an accessible place: 4 respondents 14.0% Strongly Agree, 4 respondents 14.0% Agree, 9 respondents 37.7% Disagree, 7 respondents (34.3) Strongly Disagree. Maintaining confidentiality of library record: Strongly Agree 12(43.3%), Agree 6(33.7%), Disagree 4(18.0%) Strongly Disagree 2(5.0%). Listening to complain: 11 respondents 43.3% Strongly Agree, 7 respondents 33.7% Agree, 4 respondents 18.0% Disagree, 2 respondents 5.0% Strongly Disagree.

Research question three: what are extent at which academic librarians in Kwara state promotes intellectual freedom?

Table 7. The extent at which academic librarians in Kwara state promotes intellectual freedom

Statements	5	4	3	2	1	0	\bar{x}	S.D
Defend the right of access to information	-	-	6 33.7%	12 43.3%	2 5.0%	4 18.0%	3.15	0.89
Advocacy to the government	2 7.7%	-	11 41.3%	7 35.3%	-	4 15.7%	3.04	0.90
Educating users (students and staffs) about intellectual freedom	-	-	9 37.7%	8 36.3%	3 8.0%	4 18.0%	3.02	0.93
Ensure policies on collection development of all types of resources (prints or electronics)	3 8.7%	-	7 34.3%	9 38.3%	-	4 18.7%	3.02	0.96
Printing the policies in newspaper and posting them in an accessible place	-	-	4 14.0%	4 14.0%	7 34.3%	9 37.7%	2.92	1.02
Maintaining confidentiality of library record	2 7.7%	-	11 41.3%	7 35.3%	4 15.7%	-	3.04	0.90
Listening to complain	-	-	7 33.7%	11 43.3%	2 5.0%	4 18.0%	3.15	0.89

0 = not at all 1 = to a small extent 2 = to some extent 3 = to a moderate extent 4 = to a great extent 5 = to a very great extent

Table 7 show the extent at which academic librarians in Kwara state promotes intellectual freedom, the following results were obtained by using percentage scores indicated on Table: Defend the right of access to information: not at all (0), to a small extent (0), to some extent 6 respondents (33.7%) to a moderate extent 12 respondents (43.3%), to a great extent 2 respondents (5.0%) to a very great extent 4 respondents (18.0%). Advocacy to the government: not at all 2 respondents (7.7%), to a small extent (0), to some extent 11 respondents (41.3%), to a moderate extent 7 respondents (35.3%), to a great extent (0) to a very great extent 4 respondents (15.7%). Educating users (students and staffs) about intellectual freedom: not at all (0), to a small extent (0), to some extent 9 respondents (37.7%) to a moderate extent 8 respondents (36.3%), to a great extent 3 respondents (8.0%), to a very great extent 4 respondents (18.0%). Ensure policies on collection development of all types of resources (prints or electronics): not at all 3 respondents (8.7%), to a small extent (0), to some extent 7 respondents (34.3%), to a moderate extent 9 respondents (38.3%), to a great extent (0) to a very great extent 4 respondents (18.7%). Printing the policies in newspaper and posting them in an accessible place: not at all (0), to a small extent (0), to some extent 4(14.0%) to a moderate extent 4 respondents (14.0%), to a great extent 7 respondents (34.3%), to a very great extent 9 respondents (37.7%). Maintaining confidentiality of library record: not at all 2 respondents (7.7%), to a small extent (0), to some extent 11 respondents (41.3%), to a moderate extent 7 respondents (35.3%), to a great extent 4 respondents (15.7%) to a very great extent (0). Listening to complain: not at all (0), to a small extent (0), to some extent 7 respondents (33.7%) to a moderate extent 11 respondents (43.3%), to a great extent 2 respondents (5.0%) to a very great extent 4 respondents (18.0%).

Research question four: What are the types of censorship available in the collection of Kwara state university library?

Table 8 shows the perception of librarians towards censorship and intellectual freedom, The following results were obtained by using percentage scores indicated on Table: Prior censorship (when information material is being banned or censored before publication): Strongly Agree 12 respondents (43.3%), Agree 7 respondents (33.7%), Disagree (0) Strongly Disagree 5 respondents (23.0%). Post censorship (when an information material is banned or censored after it has been published): Strongly Agree 7 respondents (35.3%), Agree 11 respondents (41.3%), Disagree 4 respondents (18.0%) Strongly Disagree 2 respondents (5.0%). Corporate Censorship (ban of materials unfitting to them or their partners): Strongly Agree 8 respondents (36.3%), Agree 10 respondents (39.7%), Disagree 4 respondents (18.0%),

Strongly Disagree 2 respondents (6.0%). Religious Censorship (the banning of materials because they are religiously questionable): Strongly Agree 10 respondents (38.3%), Agree 7 respondents (34.3%), Disagree 4 respondents (18.0%) Strongly Disagree 3 respondents (8.7%). Political Censorship (the needs to keep secrets from its civilians in order to prevent disruption): Strongly Agree 4 respondents (14.0%), Agree 4 respondents (14.0%), Disagree 9 respondents (37.7%), Strongly Disagree 7 respondents (34.3%). Military Censorship (the placing a ban on information materials that tend to expose military tactics and national information): Strongly Agree 4 respondents (15.7%), Agree 2 respondents (7.7%), Disagree 7 respondents (35.3%), Strongly Disagree 11 respondents (41.3%). Moral Censorship (the banning of materials because they are morally obnoxious to some of the cultural norms organic to the Nigerian society): Strongly Agree 11 respondents (43.3%), Agree 7 respondents (33.7%), Disagree 4 respondents (18.0%) Strongly Disagree 2 respondents (5.0%).

Table 8. Types of censorship available in the collection of Kwara state university library

Items	SD	D	A	SA	\bar{x}	S.D
Prior censorship (when information material is being banned or censored before publication)	5 23.0%	-	7 33.7%	12 43.3%	3.15	0.89
Post censorship (when an information material is banned or censored after it has been published)	2 7.7%	4 15.7%	11 41.3%	7 35.3%	3.04	0.90
Corporate Censorship(ban of materials unfitting to them or their partners)	2 6.0%	4 18.0%	10 39.7%	8 36.3%	3.02	0.93
Religious Censorship (the banning of materials because they are religiously questionable)	3 8.7%	4 18.7%	7 34.3%	10 38.3%	3.02	0.96
Political Censorship (the needs to keep secrets from its civilians in order to prevent disruption)	7 34.3%	9 37.7%	4 14.0%	4 14.0%	2.92	1.02
Military Censorship (the placing a ban on information materials that tend to expose military tactics and national information)	11 41.3%	7 35.3%	2 7.7%	4 15.7%	3.04	0.90
Moral Censorship (the banning of materials because they are morally obnoxious to some of the cultural norms organic to the Nigerian society)	2 5.0%	4 18.0%	7 33.7%	11 43.3%	3.15	0.89

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Research question five: What are the types of censorship that can affect both library and it collection?

Table 9 shows the perception of librarians towards censorship and intellectual freedom, the following results were obtained by using percentage scores indicated on Table: Prior censorship (when information material is being banned or censored before publication): Strongly Agree 12 respondents (43.3%), Agree 7 respondents (33.7%), Disagree (0) Strongly Disagree 5 respondents (23.0%). Post censorship (when an information material is banned or censored after it has been published): Strongly Agree 7 respondents (35.3%), Agree 11 respondents (41.3%), Disagree 4 respondents (18.0%) Strongly Disagree 2 respondents (5.0%). Corporate Censorship (ban of materials unfitting to them or their partners): Strongly Agree 8 respondents (36.3%), Agree 10 respondents (39.7%), Disagree 4 respondents (18.0%), Strongly Disagree 2 respondents (6.0%). Religious Censorship (the banning of materials because they are religiously questionable): Strongly Agree 10 respondents (38.3%), Agree 7 respondents (34.3%), Disagree 4 respondents (18.0%) Strongly Disagree 3 respondents (8.7%). Political Censorship (the needs to keep secrets from its civilians in order to prevent disruption): Strongly Agree 4 respondents (14.0%), Agree 4 respondents (14.0%), Disagree 9 respondents (37.7%), Strongly Disagree 7 respondents (34.3%). Military Censorship (the placing a ban on information materials that tend to expose military tactics and national information): Strongly Agree 4 respondents (15.7%), Agree 2 respondents (7.7%), Disagree 7 respondents (35.3%), Strongly Disagree 11 respondents (41.3%). Moral Censorship (the banning of materials because they are morally obnoxious to some of the cultural norms organic to the Nigerian society): Strongly Agree 11 respondents (43.3%), Agree 7 respondents (33.7%), Disagree 4 respondents (18.0%) Strongly Disagree 2 respondents (5.0%).

Table 9. The types of censorship that can affect both library and it collection

ITEMS	SD	D	A	SA	\bar{x}	S.D
Prior censorship (when information material is being banned or censored before publication)	2 5.0%	4 18.0%	6 33.7%	12 43.3%	3.15	0.89
Post censorship (when an information material is banned or censored after it has been published)	2 7.7%	4 15.7%	11 41.3%	7 35.3%	3.04	0.90
Corporate Censorship(ban of materials unfitting to them or their partners)	3 8.0%	4 18.0%	9 37.7%	8 36.3%	3.02	0.93
Religious Censorship (the banning of materials because they are religiously questionable)	3 8.7%	4 18.7%	7 34.3%	9 38.3%	3.02	0.96
Political Censorship (the needs to keep secrets from its civilians in order to prevent disruption)	7 34.3%	9 37.7%	4 14.0%	4 14.0%	2.92	1.02
Military Censorship (the placing a ban on information materials that tend to expose military tactics and national information)	2 7.7%	4 15.7%	11 41.3%	7 35.3%	3.04	0.90
Moral Censorship (the banning of materials because they are morally obnoxious to some of the cultural norms organic to the Nigerian society)	2 5.0%	4 18.0%	7 33.7%	11 43.3%	3.15	0.89

Key: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

4.3. Discussion of findings

This research work was specifically carried out to assess the perception towards censorship on library services delivery among staff of Kwara State University library. In order to achieve this purpose, five research were raised. The first research question stated that, what are the perception of librarians towards censorship and intellectual freedom? It can be seen from table with majority of respondent who strongly agree that Censorship is very important, Librarians should serve as a neutral provider of information from all points of view. This finding was consistent with Yaya, et.al, (2017) who made it known that censorship is very important and librarians should serve as a neutral provider of information from all points of view.

The second research question posed was, what are the strategies Kwara state University library adopted to prevent the problem or occurrence of censorship? It could also be observed from table, the grand score of 12 respondents (43.3%) who strongly agree that defend the right of access to information should be the strategies Kwara state University library adopted to prevent the problem or occurrence of censorship followed by listening to complain, ensure policies on collection development of all types of resources (prints or electronics) and educating users (students and staffs) about intellectual freedom. This finding agreed with Ugwulebo and Luqman, (2017) who reported that censorship can be prevented in the library through consider complaint and review material in question, Materials will be compared to Materials Selection Policy i.e. Guidelines by which libraries choose materials for their collection.

The third research question stated that to what extent at which academic librarians in Kwara state promotes intellectual freedom? The result of research question three could be seen from table which showed that most respondent stated that intellectual freedom it however they only use to small extent. This finding was in agreement with ALA, (2016) submits that Libraries play a critical role in bridging information access gaps for these individuals. Libraries also ensure that the public can find content of interest and learn the necessary skills to use information successfully. Access to library collections and services is another intellectual freedom concern of the profession.

The fourth research question stated that, the types of censorship available in the collection of Kwara state university library? The finding as indicated in table which clearly stated the types of censorship available in the collection, table revealed that the most censorship available in the collection to include prior censorship (when information material is being banned or censored before publication), moral Censorship (the banning of materials because they are morally obnoxious to some of the cultural norms organic to the Nigerian society), and religious Censorship (the banning of materials because they are religiously questionable). This finding was consistent with Famous (2011) pronounced that Censorship is seen as control mechanism for information within a society.

The fifth objective of this study was to determine the types of censorship that can affect both library and its collection, the table revealed that prior censorship (when information material is being banned or censored before publication), moral Censorship (the banning of materials because they are morally obnoxious to some of the cultural norms organic to the Nigerian society), religious Censorship (the banning of materials because they are religiously questionable) and Corporate Censorship (ban of materials unfitting to them or their partners) this study is in line with Yaya (2013) opined that a librarians's activity isn't to push censorship however to push for the unhindered opportunity to get and investigate thoughts. While academic libraries detailed having few to any complaints to materials in their libraries, endeavoring to control materials out in the public and school libraries are significantly more prevalent (Oltmann, 2017).

4.4. Summary of major finding

The study was undertaken to examine the perception towards censorship on library services delivery among staff of Kwara State University library with the aim of determining the perception of librarians towards censorship and intellectual freedom, the strategies Kwara state University library adopted to prevent the problem or occurrence of censorship, the extent at which academic librarians in Kwara state promotes intellectual freedom, the types of censorship available in the collection of Kwara state university library as well as types of censorship that can affect both library and its collection, twenty four librarians were sampled for the study, out of which 24 questionnaire were administered and were dully filled retrieved and used for data analysis.

Five research questions were raised and descriptive survey was adopted for the study. Questionnaire was the main instrument used for data collection. The instrument was subjected to validation by the supervisor and expert in measurement and evaluation. The summary of the findings was based on the analysis made in chapter four. The descriptive survey method was adopted for this study and it was conducted based on guided objectives of the study which were also the research questions for the study. From the data collected and analyzed, the researcher was able to examine and ascertain the perception towards censorship on library services delivery among staff of Kwara State University library. The questions were presented in tabular form. The data for the study was collected and presented and analyzed using percentage and frequency tables with the aid of questionnaire. The finding of the study are summaries as follows:

- a. Censorship is very important and should be encouraged in the library,
- b. Majority of the respondent librarians should serve as a neutral provider of information from all points of view,
- c. Kwara State University library defend the right of access to information, Advocacy to the government, Maintaining confidentiality of library record, Educating users (students and staffs) about intellectual freedom should be adopted to prevent the problem or occurrence of censorship. And also in promotes intellectual freedom.
- d. Majority of the censorship available on library services delivery among staff in Kwara State University, Malete is Prior censorship (when information material is being banned or censored before publication).
- e. censorship that affect library services delivery among staff in Kwara State University, Malete is political Censorship (the needs to keep secrets from its civilians in order to prevent disruption).

5. Conclusion and Recommendations

Based on the findings of this study, the following conclusions were drawn from the outcomes of the study. The perception towards censorship on library services delivery among staff of Kwara State University library have very great perception towards censorship on library services delivery among staff. They have preference for other censorship available in the library.

The following recommendations are suggested based on the findings of the study:

- a. The study identified involvement of politician on the intellectual freedom as a censorship that affect library services delivery among staff in Kwara State University, Malete.
- b. The study shows that library should create more awareness on the available censorship adopted in preventing intellectual freedom in university library.
- c. The study shows educating users (students and staffs) about intellectual freedom, advocacy to the government, maintaining confidentiality of library record as strategies Kwara state University library adopted to prevent the problem or occurrence of censorship.

- d. The study revealed political Censorship (the needs to keep secrets from its civilians in order to prevent disruption) as a censorship that affect library services delivery among staff in Kwara State University, Malete. Hence, the university management should look up to this.
- e. The study revealed the censorship available on library services delivery among staff in Kwara State University, Malete to include Prior censorship (when information material is being banned or censored before publication).

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