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An Assessment of Accessibility of Library Services for Persons with Disability in Federal Universities in Nigeria

Victoria Chukwu Nwali PhD. Cln[1], Ifeyinwa. J. Udumukwu. PhD. Cln[2]

[1]Ebonyi State University Abakaliki Ebonyi State

[2]Donald Ekong Library, University of Port Harcourt Rivers State

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ABSTRACT

This study assessed the accessibility of library services for persons with disabilities in selected federal universities in Nigeria. The study was motivated by the need to determine the extent to which university libraries provide inclusive services, facilities, information resources, and assistive technologies that support equitable access to information for persons with disabilities. Specifically, the study sought to identify the library services available to persons with disabilities, determine the accessibility of library facilities and information resources, and examine the assistive technologies and support services provided in federal university libraries.

A descriptive survey research design was adopted, using a quantitative approach. The study covered six federal universities representing the six geopolitical zones of Nigeria: Ahmadu Bello University, University of Maiduguri, University of Ilorin, University of Ibadan, University of Nigeria, Nsukka, and University of Port Harcourt. The population of the study comprised 1,000 registered persons with disabilities, from which a sample size of 286 respondents was drawn using proportionate and purposive sampling techniques. Data were collected through a structured questionnaire, and 282 valid responses were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations. The findings revealed that most conventional library services, including reference services, circulation services, internet and ICT services, online database access, and reprographic services, were available to persons with disabilities. The study further found that library facilities and information resources were moderately accessible, with electronic resources, digital databases, library entrances, and catalogues recording relatively high accessibility levels.

The study concluded that although federal university libraries in Nigeria have made notable efforts toward improving accessibility, significant gaps still exist in the provision of disability-focused services and assistive technologies. The study recommends increased investment in accessible infrastructure, specialized assistive technologies, staff training, and inclusive library policies to enhance equitable access to library services for persons with disabilities.

Keywords: Assessment, Accessibility, Library Services, Persons with Disabilities, Federal Universities, Nigeria.

INTRODUCTION

In recent years, the global emphasis on inclusive education, digital inclusion, and equal access to information has increased attention on the information needs of persons with disabilities. Universities and their libraries are increasingly expected to provide environments, services, and technologies that support equitable participation in learning and research activities. However, evidence from recent studies indicates that persons with disabilities continue to face significant barriers in accessing library resources and services despite advances in information and communication technologies. A recent study on public university libraries in Nigeria revealed that although substantial investments have been made in digital resources and services, concerns persist regarding the accessibility and usability of these resources by users with disabilities (Idhalama, Oredo, & Makori, 2025). Similarly, emerging research on inclusive design in Nigerian university libraries emphasizes the need for libraries

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to adopt accessibility-focused infrastructure and universal design principles to ensure that all users can benefit from available information resources and services (Popoola & Taiwo, 2025). These developments underscore the growing importance of accessibility as a fundamental component of contemporary library service delivery and higher education inclusion.

In Nigeria, the enactment of the Discrimination Against Persons with Disabilities (Prohibition) Act and the increasing advocacy for disability inclusion have further heightened the need for accessible educational and information environments. Nevertheless, recent studies continue to report deficiencies in accessible infrastructure, alternative-format information resources, assistive technologies, and disability-support services within many academic libraries.

Research conducted in Nigerian university libraries has shown that while staff often demonstrate willingness to support users with disabilities, significant gaps remain in digital accessibility, institutional preparedness, and the provision of specialized assistive technologies required for independent information access (Elewode, 2025). Consequently, many persons with disabilities still encounter challenges in fully utilizing library facilities and information resources. These concerns have generated renewed interest among researchers, policymakers, and library professionals in assessing the extent to which university libraries are meeting the accessibility needs of persons with disabilities and identifying strategies for improving inclusive access to information.

Persons with disability are individuals who have long-term physical, sensory, intellectual, mental, or multiple impairments which, in interaction with various environmental and social barriers, may hinder their full and effective participation in society on an equal basis with others. The concept of disability has evolved from a purely medical perspective that viewed disability as an individual's limitation to a social and human-rights perspective that recognizes disability as the result of interactions between impairments and societal barriers that hinder participation and inclusion (United Nations, 2006). This understanding emphasizes the need for equal opportunities, accessibility, and inclusion in all aspects of life, including education, employment, healthcare, and access to information.

In the educational and information environment, persons with disability often encounter challenges such as inaccessible buildings, inadequate assistive technologies, limited access to learning materials, and discriminatory attitudes. These barriers can significantly affect their ability to benefit from educational resources and services, including those provided by libraries. The World Health Organization estimates that over one billion people worldwide live with some form of disability, making them one of the largest minority groups globally (World Health Organization & World Bank, 2011). Ensuring accessibility for persons with disability therefore requires the adoption of inclusive policies, provision of assistive technologies, accessible infrastructure, and the removal of social and institutional barriers that limit participation and equal access to information and knowledge resources (Shakespeare, 2018).

Accessibility of library services is the extent to which library resources, facilities, technologies, and services can be easily reached, used, and benefited from by all users, regardless of their physical, sensory, cognitive, or other disabilities. It encompasses the provision of barrier-free physical access to library buildings, accessible information resources, assistive technologies, inclusive communication methods, and supportive services that enable equitable access to information. Accessibility is a fundamental principle of librarianship because libraries serve as gateways to knowledge and should ensure that every individual has equal opportunities to access information and educational resources.

According to the International Federation of Library Associations and Institutions (IFLA), libraries have a responsibility to provide services that are inclusive and accessible to all users, including persons with disabilities, through appropriate policies, facilities, and technologies (IFLA, 2005). In higher education institutions, accessibility of library services is particularly important for supporting the academic success and social inclusion of students with disabilities.

Accessible library services may include ramps, elevators, Braille materials, screen-reading software, accessible websites, alternative formats of information resources, and trained staff capable of assisting users with diverse needs. However, studies have shown that many libraries, especially in developing countries, continue to face

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challenges such as inadequate infrastructure, insufficient assistive technologies, and limited funding for accessibility initiatives (Adebayo, 2020; IFLA, 2005). Improving accessibility therefore requires a commitment to universal design principles, continuous staff training, policy implementation, and investment in technologies that promote equal access to information for all library users.

The assessment of accessibility of library services for persons with disability involves the systematic evaluation of the extent to which library facilities, resources, technologies, and services are available, usable, and inclusive for individuals with diverse disabilities. Such assessment examines key dimensions of accessibility, including physical access to library buildings through ramps, elevators, accessible furniture, and signage; access to information resources in alternative formats such as Braille, audio, and electronic texts; availability of assistive technologies such as screen readers and magnification software; and the capacity of library staff to provide appropriate support to users with disabilities.

The purpose of assessing accessibility is to identify existing barriers that may hinder equal access to information and educational opportunities while also determining the effectiveness of policies and practices aimed at promoting inclusion. According to the International Federation of Library Associations and Institutions (IFLA), libraries should ensure that services, facilities, and information resources are accessible to all users regardless of disability status (IFLA, 2005).

Therefore, an assessment of accessibility provides valuable evidence for improving library services, enhancing compliance with accessibility standards, and ensuring that persons with disabilities can fully participate in learning, research, and information-seeking activities within academic environments (World Health Organization & World Bank, 2011).

Therefore, this study assesses the accessibility of library services for persons with disabilities in selected federal universities in Nigeria with a view to determining the library services available to them, the extent to which library facilities and information resources are accessible, and the assistive technologies and support services provided to facilitate their effective access and utilization of library resources.

Research Objectives

1. To identify the library services available to persons with disabilities in federal university libraries in Nigeria.
2. To determine the extent to which library facilities and information resources are accessible to persons with disabilities in federal university libraries in Nigeria.
3. To examine the assistive technologies and support services provided for persons with disabilities in federal university libraries in Nigeria.

Scope of the Study

This study assesses the accessibility of library services for persons with disabilities in selected federal universities in Nigeria. The study is specifically limited to identifying the library services available to persons with disabilities, determining the extent to which library facilities and information resources are accessible to them, and examining the assistive technologies and support services provided to facilitate their effective access and utilization of library resources. The study focuses on persons with various forms of disabilities, including visual, hearing, physical, and other impairments that may influence their access to library services.

The study covers six federal universities selected from the six geopolitical zones of Nigeria to ensure national representation. These universities are: Ahmadu Bello University (North-West), University of Maiduguri (North-East), University of Ilorin (North-Central), University of Ibadan (South-West), University of Nigeria (South-East), and University of Port Harcourt (South-South).

The study is restricted to the library systems of these universities and does not include state or private universities. Also the study focuses solely on issues relating to the accessibility of library services and does not cover other aspects of disability support services available within the universities.

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REVIEW OF RELATED LITERATURE

Library Services Available to Persons with Disabilities

Libraries provide a variety of services designed to ensure that persons with disabilities have equitable access to information and educational resources. These services are intended to remove barriers that may limit access to library collections, facilities, and information technologies. The availability of such services promotes inclusion, independent learning, and academic success among users with disabilities (IFLA, 2005).

Reference and Information Services

Reference and information services involve assisting users in locating, retrieving, and utilizing information resources relevant to their needs. For persons with disabilities, librarians may provide individualized assistance in searching library catalogues, accessing databases, and locating materials in accessible formats. These services help ensure that users with disabilities can effectively access information despite physical or sensory limitations (Aina, 2004).

Circulation and Lending Services

Circulation services enable users to borrow and return library materials. Many academic libraries provide extended loan periods, home delivery services, or proxy borrowing arrangements for users with disabilities who may face mobility challenges. Such adaptations help ensure equitable access to library collections (Olatokun, 2008).

Accessible Information Resources

Libraries increasingly provide information resources in alternative formats such as Braille books, audiobooks, large-print materials, electronic books, and digital documents compatible with screen-reading software. These resources enable users with visual impairments and other disabilities to access information in formats suitable to their needs (IFLA, 2005).

Information and Communication Technology (ICT) Services

ICT services include access to computers, internet facilities, online databases, and digital libraries. For persons with disabilities, these services may be enhanced through accessibility features such as screen readers, screen magnifiers, voice recognition software, and accessible websites. Such technologies facilitate independent access to information and learning resources (World Health Organization & World Bank, 2011).

User Education and Library Orientation Services

User education programmes are designed to teach library users how to effectively utilize library resources and services. Libraries may provide specialized orientation sessions for persons with disabilities, focusing on the use of accessible technologies, library facilities, and information retrieval tools. These programmes help users develop the skills needed for independent information seeking (Aina, 2004).

Reader Assistance Services

Reader assistance services involve direct support from library staff in reading, locating, retrieving, or accessing library materials. These services are particularly beneficial to users with visual impairments, mobility impairments, or other conditions that make independent access difficult. Through reader assistance, libraries enhance access to information and support academic participation (IFLA, 2005).

Reprographic and Document Delivery Services

Libraries often provide photocopying, scanning, printing, and document delivery services. For persons with disabilities, these services may include converting materials into accessible formats such as audio files, Braille,

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or enlarged text. Such services ensure that users can obtain information in forms that meet their accessibility requirements (Todaro, 2005).

Current Awareness and Selective Dissemination of Information (SDI) Services

Current awareness services keep users informed about newly acquired resources, while SDI services provide personalized information based on users' interests and needs. These services can be delivered through accessible electronic formats, helping persons with disabilities remain informed about relevant information resources and developments in their fields of study (Aina, 2004).

Accessibility of Library Facilities and Information Resources to Persons with Disabilities

Accessibility of library facilities and information resources refers to the extent to which persons with disabilities can conveniently access, navigate, and utilize library buildings, services, and information materials without encountering physical, technological, or communication barriers. Accessible library facilities ensure that all users, regardless of disability status, have equal opportunities to benefit from library resources and services. Accessibility is a key principle of inclusive librarianship and is essential for promoting equal access to information, education, and lifelong learning. According to the International Federation of Library Associations and Institutions, libraries should provide environments, services, and resources that accommodate the diverse needs of users with disabilities and enable their full participation in information activities (IFLA, 2005). Accessible library facilities include features such as ramps, elevators, accessible entrances, wide doorways, handrails, adapted furniture, accessible restrooms, and clear directional signage. These facilities are particularly important for persons with physical and mobility impairments, as they facilitate independent movement within the library environment. In addition, adequate lighting, tactile signs, and designated study spaces contribute to a more inclusive library setting for users with visual impairments and other disabilities (Jaeger et al., 2011). The absence of such facilities can significantly limit the ability of persons with disabilities to access and utilize library services effectively.

Accessibility of information resources involves the provision of library materials in formats that can be used by persons with different types of disabilities. Such resources may include Braille books, audiobooks, large-print materials, electronic books, captioned multimedia resources, and digital documents compatible with assistive technologies such as screen readers and screen magnifiers. The increasing adoption of digital library services has expanded access to information; however, accessibility depends on whether online catalogues, databases, and library websites comply with recognized accessibility standards (World Health Organization & World Bank, 2011). When information resources are available in accessible formats, persons with disabilities can participate more fully in academic, research, and lifelong learning activities.

Assistive Technologies and Support Services Provided for Persons with Disabilities

Assistive technologies and support services are essential components of accessible library services for persons with disabilities. Assistive technologies refer to devices, software, equipment, and systems designed to enhance the functional capabilities of individuals with disabilities, thereby enabling them to access and utilize information resources effectively. In library settings, these technologies help to reduce barriers to information access and promote independent learning, research, and participation in academic activities. The provision of assistive technologies reflects the commitment of libraries to ensuring equitable access to information for all users regardless of their physical, sensory, or cognitive limitations (World Health Organization & World Bank, 2011).

Libraries serving persons with disabilities commonly provide a range of assistive technologies. For users with visual impairments, these may include screen-reading software such as JAWS and NVDA, screen magnification software, Braille displays, Braille embossers, optical character recognition (OCR) systems, audiobooks, and large-print materials. These technologies enable users to read printed and digital information in formats suited to their needs. For individuals with hearing impairments, libraries may provide captioned multimedia resources, hearing loop systems, and text-based communication tools. Similarly, persons with physical disabilities may benefit from adaptive keyboards, alternative input devices, voice recognition software, and adjustable computer workstations that facilitate easier access to library resources (IFLA, 2005; Todaro, 2005). Libraries provide

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various support services aimed at enhancing access to information and improving user experience. Such services include reader assistance, personalized reference services, orientation and user education programmes, document delivery services, and technical support for the use of assistive devices. Library staff may assist users in locating materials, navigating electronic databases, accessing online resources, or converting information into accessible formats. These support services are particularly important for users who may require guidance in utilizing specialized technologies or accessing complex information systems (Aina, 2004).

Support services may extend to the provision of accessible websites, disability-friendly library policies, reserved study spaces, and collaboration with disability support units within universities. Training library staff on disability awareness and inclusive service delivery is also an important aspect of support provision, as it helps create a welcoming and supportive environment for users with disabilities. The combined provision of assistive technologies and support services enhances information accessibility, promotes educational inclusion, and contributes to the academic success and social participation of persons with disabilities within higher education institutions (Jaeger et al., 2011). Therefore, the availability and effectiveness of these technologies and services are critical indicators of the accessibility and inclusiveness of university libraries.

METHODOLOGY

This study adopted a quantitative research approach using a descriptive survey design to assess the accessibility of library services for persons with disabilities in selected federal universities in Nigeria. The study population comprised all registered students and library users with disabilities in the libraries of Ahmadu Bello University, Zaria; University of Maiduguri, Maiduguri; University of Ilorin, Ilorin; University of Ibadan, Ibadan; University of Nigeria, Nsukka; and University of Port Harcourt, Port Harcourt.

Table 1: Population of Persons with Disabilities in Selected Federal Universities in Nigeria

S/N	University	Geopolitical Zone	Estimated Population of PWDs
1	Ahmadu Bello University, Zaria	North-West	180
2	University of Maiduguri, Maiduguri	North-East	150
3	University of Ilorin, Ilorin	North-Central	170
4	University of Ibadan, Ibadan	South-West	200
5	University of Nigeria, Nsukka	South-East	160
6	University of Port Harcourt, Port Harcourt	South-South	140
Total			**1000**

Source: Registry Department of each University, 2026

A representative sample of 286 was drawn from the population using proportionate sampling to ensure adequate representation of respondents from each university. Thereafter, purposive sampling was employed to select persons with disabilities who met the inclusion criteria and had utilized library services within the study period.

Table 2: Population and Sample Size Distribution Across Universities

S/N	University	Population	Sample Size (Proportionate)
1	Ahmadu Bello University, Zaria	180	51

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2	University of Maiduguri	150	43
3	University of Ilorin	170	49
4	University of Ibadan	200	57
5	University of Nigeria, Nsukka	160	46
6	University of Port Harcourt	140	40
Total		**1000**	**286**

Data were collected using a structured questionnaire developed by the researcher based on the objectives of the study. Prior to data collection, approval was obtained from the relevant authorities of the selected universities and libraries. The questionnaire was administered physically and electronically to eligible respondents, with necessary accommodations provided to ensure accessibility for participants with visual, hearing, or physical impairments. The instrument was designed to elicit information on available library services, accessibility of library facilities and information resources, and assistive technologies and support services provided for persons with disabilities. Data collected were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to answer the research questions. Findings were presented in tables where appropriate, and interpretations were made in line with the objectives of the study.

Data Presentation, Analysis and Discussion of Findings

A total of 286 questionnaires were distributed to respondents across the selected federal universities. Out of these, 282 questionnaires were correctly completed and returned, representing a response rate of 98.6%. Four questionnaires were not included in the analysis because they were either not returned or were incompletely filled. Therefore, the analysis was based on the 282 valid questionnaires returned by the respondents.

Library Services Available to Persons with Disabilities

Table 4.1: Library Services Available to Persons with Disabilities in Federal University Libraries in Nigeria

S/N	Library Services	Available (A) f (%)	Not Available (NA) f (%)
1	Reference and information services	256 (90.8)	26 (9.2)
2	Circulation and lending services	249 (88.3)	33 (11.7)
3	User education/orientation services	221 (78.4)	61 (21.6)
4	Internet and ICT services	265 (94.0)	17 (6.0)
5	Online database access services	238 (84.4)	44 (15.6)
6	Current awareness services	195 (69.1)	87 (30.9)
7	Selective dissemination of information (SDI) services	174 (61.7)	108 (38.3)
8	Reader assistance services	212 (75.2)	70 (24.8)

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9	Reprographic services (printing, scanning, photocopying)	260 (92.2)	22 (7.8)
10	Access to electronic resources	246 (87.2)	36 (12.8)
11	Document delivery services	187 (66.3)	95 (33.7)
12	Specialized services for persons with disabilities	143 (50.7)	139 (49.3)

Source: Field Survey, 2026.

The findings in Table 4.1 indicate that most of the library services investigated were available in the selected federal university libraries. Internet and ICT services recorded the highest level of availability with 265 respondents (94.0%) indicating that the service was available, followed by reprographic services with 260 respondents (92.2%) and reference and information services with 256 respondents (90.8%). Circulation and lending services (88.3%), access to electronic resources (87.2%), and online database access services (84.4%) were also reported as widely available. However, some specialized services recorded lower levels of availability. Selective dissemination of information (SDI) services was reported as available by only 174 respondents (61.7%), while document delivery services were available according to 187 respondents (66.3%). Most notably, specialized services specifically designed for persons with disabilities were reported as available by only 143 respondents (50.7%), suggesting that many university libraries still have limited disability-focused services. The findings therefore indicate that while general library services are widely available, specialized services tailored to the needs of persons with disabilities remain inadequate in many federal university libraries in Nigeria.

Accessibility of Library Facilities and Information Resources

Table 4.2: The extent to which library facilities and information resources are accessible to persons with disabilities in federal university libraries in Nigeria.

S/N	Library Facilities and Information Resources	VHE	HE	LE	VLE	Mean	SD
1	Library entrances are accessible	85	102	63	32	2.85	0.95
2	Ramps are available and functional	78	95	71	38	2.75	0.98
3	Elevators/lifts are accessible	52	80	90	60	2.44	1.01
4	Library walkways are disability-friendly	70	99	73	40	2.7	0.97
5	Reading tables and chairs are accessible	75	108	67	32	2.8	0.93
6	Restroom facilities are accessible	61	90	82	49	2.58	0.99
7	Directional signs are easy to understand	68	104	74	36	2.72	0.94
8	Printed library materials are accessible	56	86	91	49	2.53	0.98

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9	Electronic resources are accessible	88	112	55	27	2.92	0.91
10	Library catalogue is accessible	81	103	66	32	2.82	0.93
11	Library website is accessible	74	98	72	38	2.74	0.97
12	Information resources are available in alternative formats	42	70	96	74	2.28	1
13	Audiovisual resources are accessible	58	89	87	48	2.56	0.98
14	Digital databases are accessible	83	108	62	29	2.87	0.91

Decision Rule: Mean ≥ 2.50 = Accessible; Mean < 2.50 = Not Accessible.

Source: Field Survey, 2026.

The results in Table 4.2 show that the overall accessibility of library facilities and information resources for persons with disabilities was relatively high, with a grand mean of 2.68 and a standard deviation of 0.96. Electronic resources (Mean = 2.92), digital databases (Mean = 2.87), library entrances (Mean = 2.85), and library catalogues (Mean = 2.82) were rated as the most accessible facilities and resources. Reading tables and chairs (Mean = 2.80) and library websites (Mean = 2.74) were also perceived as accessible by the respondents.

Information resources available in alternative formats recorded the lowest mean score (Mean = 2.28), followed by elevators/lifts (Mean = 2.44). This suggests that while general library infrastructure and electronic resources are reasonably accessible, the provision of specialized accessibility features and alternative-format resources for persons with disabilities remains inadequate in many federal university libraries. The findings indicate a moderate level of accessibility of library facilities and information resources across the selected universities.

Assistive Technologies and Support Services Provided for Persons with Disabilities in Federal University Libraries

Table 4.3: The assistive technologies and support services provided for persons with disabilities in federal university libraries in Nigeria

S/N	Assistive Technologies and Support Services	VA	A	IA	VIA	Mean	SD
1	Screen reader software	62	88	79	53	2.56	1.02
2	Screen magnification software	58	82	86	56	2.5	1.01
3	Braille books and materials	46	75	94	67	2.35	1
4	Braille display devices	32	61	101	88	2.13	0.96
5	Audio books	55	84	87	56	2.49	1
6	Optical Character Recognition (OCR) software	41	73	95	73	2.29	0.99
7	Adaptive computer workstations	48	78	92	64	2.39	1
8	Voice recognition software	36	69	98	79	2.22	0.97

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9	Hearing assistance devices	30	64	100	88	2.13	0.95
10	Large-print materials	60	90	81	51	2.56	1.01
11	Reader assistance services	82	104	59	37	2.82	0.95
12	Personalized reference assistance	79	101	65	37	2.79	0.96
13	Orientation on assistive technologies	53	80	89	60	2.45	1.01
14	Staff support for users with disabilities	88	109	53	32	2.9	0.92
15	Conversion of materials into accessible formats	50	76	91	65	2.39	1.01
16	Technical support for assistive devices	45	71	95	71	2.32	1

Decision Rule: Mean ≥ 2.50 = Adequately Provided; Mean < 2.50 = Inadequately Provided.

Source: Field Survey, 2026.

The findings in Table 4.3 indicate that the overall provision of assistive technologies and support services for persons with disabilities in the selected federal university libraries was inadequate, as evidenced by the grand mean of 2.46. Among the items assessed, staff support for users with disabilities (Mean = 2.90), reader assistance services (Mean = 2.82), and personalized reference assistance (Mean = 2.79) recorded the highest mean scores, suggesting that human support services were relatively well provided.

Conversely, Braille display devices (Mean = 2.13), hearing assistance devices (Mean = 2.13), voice recognition software (Mean = 2.22), and OCR software (Mean = 2.29) recorded low mean scores, indicating inadequate provision of specialized assistive technologies. The findings suggest that while libraries provide some level of support through staff assistance and reader services, the availability of advanced assistive technologies required by persons with disabilities remains limited across the selected federal university libraries in Nigeria. This emphasize the need for greater investment in disability-inclusive technologies and support systems.

CONCLUSION

This study assessed the accessibility of library services for persons with disabilities in selected federal universities in Nigeria, namely Ahmadu Bello University, University of Maiduguri, University of Ilorin, University of Ibadan, University of Nigeria, Nsukka, and University of Port Harcourt. The study focused on identifying the library services available to persons with disabilities, determining the extent to which library facilities and information resources are accessible, and examining the assistive technologies and support services provided within the selected university libraries. The findings revealed that a wide range of conventional library services, including reference services, circulation services, internet and ICT services, online database access, reprographic services, and access to electronic resources, were generally available in the selected libraries. The study also found that library facilities and information resources were moderately accessible to persons with disabilities, particularly in areas such as access to electronic resources, digital databases, library entrances, and library catalogues. However, accessibility challenges remained in relation to specialized facilities, elevators, and the availability of information resources in alternative formats. Furthermore, although support services such as reader assistance, personalized reference assistance, and staff support were relatively well provided, the provision of specialized assistive technologies, including Braille display devices, hearing assistance devices, voice recognition software, and optical character recognition software, was found to be inadequate.

While federal university libraries in Nigeria have made considerable efforts to provide general library services and improve accessibility for persons with disabilities, significant gaps remain in the provision of specialized assistive technologies and disability-focused services. Consequently, the level of accessibility currently available is insufficient to guarantee full and equitable access to information for all categories of persons with disabilities.

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Therefore, there is a need for sustained investment in accessible infrastructure, assistive technologies, staff training, and inclusive library policies to ensure that university libraries effectively support the academic, research, and information needs of persons with disabilities in Nigeria.

RECOMMENDATIONS

1. Federal university libraries should establish and strengthen specialized library services for persons with disabilities by providing dedicated support units, accessible information resources, and disability-friendly service policies.
2. University authorities should install, upgrade, and maintain accessible elevators and lifts in library buildings to improve mobility and independent access for users with physical disabilities.
3. Collaboration with government agencies, non-governmental organizations, and disability advocacy groups should be strengthened to support the provision of specialized technologies and services for persons with disabilities.

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