COURSE INFORMATION

Course Code: LIS 109
Course Title: **Introduction to African Information Environment**
Credit Unit: 2
Course Status: Elective
Semester: 2nd
Required study Hour: 1 hour per day
Course Edition: First

COURSE TEAM

Course writer: **Nkata, Kalu , (Ph.D) & Ajie, Ifeoma Abigail , (Ph.D)**
Instructional Designer:
Learning Technologists:
Course Editor:
Copy Editors:

NATIONAL OPEN UNIVERSITY OF NIGERIA

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INTRODUCTION
Welcome to **LIS 109: Introduction to African Information Environment.** This is a two-credit (2-CR) unit course which is an elective course for all the undergraduate students in the department. It is designed to enable you to explore and apply the strategies that applies to financial management in information services. The course examined the definition, concepts and essence of African information environment and all its entirety. The African society is plagued with a rich culture that cannot be overlooked, the communities, societies and traditions. The typical African traditional societies settings sheds light on African culture, African values and impact of western culture on traditional African settings. This course will facilitate excellent successful academic journey and enhance your personal development and social status in the community.

The course guide tells you briefly what to expect from reading the accompanying study material. It provides you with information on how to make the best use of the materials so that you can achieve good success. Make sure you read it carefully and pay attention to the instructions and suggestions.

WHAT YOU WILL LEARN IN THIS COURSE

This course, LIS 109, titled Introduction to African Information Environment, has been specifically designed to help you understand the importance of the rich African culture. In this regard, the course will highlight the importance of traditional values, culture and ways of communication.

You will learn about information generation in African information environment.
You will learn about information transmission and dissemination in African settings.
You will learn about the different sources of information in African societies.
More importantly, you will also learn about the various channels of communication in African societies which is very key.

LEARNING OUTCOMES (LO's)
By the end of this course, you should be able to discuss any topic in the area of the African Information Environment. Specifically, you will be able to:
  i.   Define information transfer
  ii.   Itemize the mechanisms for transfer of information
  iii. Define communication
  iv.   Explain the channels of traditional communication in African societies
  v.   Explain the characteristics of traditional communication in African societies
  vi.   Define access to information

vii. Understand information utilization
viii. Identify some factors affecting information access and use
ix. Suggestions for effective access and utilization

WORKING THROUGH THIS COURSE
To successfully complete this course, you are required to participate in both the theoretical and practical parts of the course. You are also to read the study units, listen to the audios and videos, do all assessments, examine the links and read, participate in discussion forums; read the recommended books and other materials provided, prepare your portfolios, and participate in the online facilitation.

Each study unit has introduction, intended learning outcomes, the main content, summary conclusion, and references/further readings. The introduction opens the door to each unit and gives a glimpse of the expectations in the study unit. Read and note the intended learning outcomes (ILOs) which outlines what you should be able to do at the completion of each study unit. This will help you evaluate your learning at the end of each unit to ensure you have achieved the designed Learning Learning Outcomes. To achieve the intended learning outcomes, the content of each section is presented in modules and units with videos and links to other sources to enhance your study. Click on the links as may be directed but where you are reading the text offline, you may have to copy and paste the link address into a browser. You can download the audios and videos to view offline. You can also print or download the texts and save in your computer or external drive. The unit summaries provide a recapitulation of the essential points in the unit. It's an indispensable brief that garnishes your journey through the unit. The conclusion brings you to the climax of the study and what you should be taking away from the unit.

There are two main forms of assessments – the formative and the summative. The formative assessments will help you monitor your learning. This is presented as in-text questions, discussion forums and Self-Assessment Exercises. The summative assessments would be used by the university to evaluate your academic performance. This will be given as Computer-Based Test (CBT) which serves as continuous assessment and final examinations. A minimum of three computer-based tests will be given with only one final examination at the end of the semester. You are required to take all the computer base tests and the final examination.

STUDY UNITS
There are 12 study units in this course which are divided into four modules. The modules and units are presented as follows:
Module 1   Concepts in African Information Environment
Unit 1   Overview of the Information Environment
Unit 2   Typical African Traditional Societies Settings

Module 2   Information and Information Generation in African Information Environment
Unit 1   Information
Unit 2   Information Generation in African Information Environment
Unit 3   Information Documentation and Transmission in African Society
Module 3   Sources and Transfer of Information in African Societies
Unit 1   Sources of Information in African Societies
Unit 2   Channel of Communication in African Societies
Unit 3   Information Transfer in African Societies
Unit 4   Information Access and Utilization in African Societies
Module 4   Ethical Issues in Information Generation in African Societies
Unit 1   Ethical issues in Information Generation
Unit 2   Information Storage in African Societies
Unit 3   Challenges in Information Management

PRESENTATION SCHEDULE

The presentation schedule gives you the important dates for the completion of your computer-based tests, participation in forum discussions and at facilitation. Remember, you are to submit all your assignments at the appropriate time. You should guide against delays and plagiarisms in your work. Plagiarism is a criminal offence in academics and liable to heavy penalty.

ASSESSMENT

There are two main forms of assessment in this course that will be scored. First is the set of Tutor-Marked Assignment (TMAs). You are advised to be sincere in attending to the exercises. The second is TMAs. This is the continuous assessment component which is graded. It accounts for 30% of the total scores. You are advised to take this with all seriousness, because it will assist you to pass the course. The TMAs will be given in accordance to the University calendar. Endeavor to strictly adhere to the slated calendar

FINAL EXAMINATION AND GRADING

At the end of the course, you are required to take an examination which will last for a 2-hour duration. It has a value of 70% of the total course grade. The examination will consist of questions that will reflect the type of self-assessment, practice exercises carefully.

Try to use time between the finishing the last unit and sitting for the examination to revise the entire course. You may find it useful to review your Tutor-Marked Assignment or activities before the examination.

COURSE MARKING SCHEME

The following table lays out how the actual course marking is done

Assessment	30% (Undergraduate) 40% (Postgraduate)
Final Examination	70% (Undergraduate) 60% (Postgraduate)
Total	100% of Course work

COURSE OVERVIEW

African information environment is a course that introduces the students into the African societies and things that go on there. African tradition and culture is very rich and colourful. The perceptions and values that Africans hold on to and pass on to their generation is very deep rooted in families. In African tradition like other traditions, family unit is pertinent and the ruler dishes out laws that should be abided by the people in the society. Different societies have their ways of communicating and African societies have their ways that the societies are used to and recognize. Transfer of information in African was discussed and this is different from transfer of information in the western world. The course material gives an insight to the African way of life.

HOW TO GET THE MOST FROM THE COURSE

In Open and Distance Learning (ODL), the study units replace the university lecture. This is one of the advantages of ODL. You can read and work through specially designed study materials at your own pace and at a time and place that is convenient for you. Just as a lecturer may give you classroom exercises, your study units provide exercises for you to do at a particular point in time.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the study unit and how a specific study unit is integrated with the other study and the course as a whole. Following the introduction is the intended learning outcomes which helps you to know what you should be able to do by the time you have completed the study unit. When you are through studying the unit, you should endeavour to go back and check if you have achieved the stated learning outcomes. If you consistently do this, you will improve your chances of passing the course. The main content of the study unit guides you through the required reading from recommended sources.

Tutor-Marked Assignment (TMAs) are found at the end of every study unit. Working through these SAEs will help you to achieve the learning outcomes of the study units and prepare you for the examination.

You should do every SAE as you come to it in the study units. There will also be examples given in the study units. Work through these when you come to them too. The following is a practical strategy for working through the course. If you encounter any problem, telephone your tutor immediately. Remember, that your tutor's job is to help you. When you need help, do not hesitate to call and ask your tutor to provide it.

1. The main body of the unit guides you through the required reading and directs you to other sources, if any.
2. Your first assignment in this course is to read this course guide thoroughly.
3. Organize a study schedule: Refer to the course overview for more details. You should note that it is expected of you to devote at least 2 hours per week for studying this course. Note important information such as details of your tutorials, dates for submission of TMAs, exams etc. and write it down in your diary.
4. Once you have created your own study schedule, do everything to stay faithful to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before itis too late to help.
5. Turn to Unit 1, and read the introduction and the learning outcomes for unit 1.
6. Assemble the study materials. You will need your references and the unit you ate studying at any point in time.
7. As you work through the unit, you will know the sources to consult for further readings.
8. Visit your study centre whenever you need up to date information
9. Well before the relevant due dates (about 4 weeks before the due dates), visit your study centre for your next required assignment. Keep in mind that you will learn a lot by doing the assignment carefully. They have been designed to help you meet the learning outcomes of the course and, therefore, will help you pass the examination. Submit all assignments not later than the due date.
10. Review the learning outcomes for each study unit to confirm that you have achieved them. If you feel unsure about any of the learning outcomes, review the study materials or consult your tutor. When you are confident that you have achieved a unit's learning outcomes, you can start on the next unit. Proceed unit by unit through the course and try to space your study so that you can keep yourself on schedule.
11. When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the

assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also the written comments on the ordinary assignments.

12. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit learning outcomes (listed at the beginning of each unit) and the course learning outcomes (listed in the Course Guide).

FACILITATION

You will receive online facilitation. The facilitation is learner centred. The mode of facilitation shall be asynchronous and synchronous. For the asynchronous facilitation, your facilitator will:

➢ Present the theme for the week;
➢ Direct and summarise forum discussions;
➢ Coordinate activities in the platform;
➢ Score and grade activities when needed;
➢ Upload scores into the university recommended platform;
➢ Support and help you to learn. In this regard personal mails may be sent;
➢ Send videos, audio lectures and podcasts to you.

For the synchronous:

➢ There will be eight hours of online real time contacts in the course. This will be through video conferencing in the Learning Management System. The eight hours shall be of one-hour contact for eight times.
➢ At the end of each one-hour video conferencing, the video will be uploaded for viewing at your pace.
➢ The facilitator will concentrate on main themes that are must know in the course.
➢ The facilitator is to present the online real time video facilitation timetable at the beginning of the course.
➢ The facilitator will take you through the course guide in the first lecture at the start date of facilitation

Do not hesitate to contact your facilitator. Contact your facilitator if you:

➢ do not understand any part of the study units or the assignments.
➢ have difficulty with the self-assessment exercises.
➢ have any question or problem with an assignment or with your tutor's comments on an assignment.

Also, use the contact provided for technical support.
Read all the comments and notes of your facilitator especially on your assignments; participate in the forums and discussions. This gives you the opportunity to socialise

with others in the programme. You can discuss any problem encountered during your study. To gain the maximum benefit from course facilitation, prepare a list of questions before the discussion session. You will learn a lot from participating actively in the discussions.

Finally, respond to the questionnaire. This will help the university to know your areas of challenges and how to improve on them for the review of the course materials and lectures.

SUMMARY

LIS 206, Introduction to Information Science, is a course that intends to make you understand:

- Information transfer
- Channels of communication in African societies
- Information generation
- Information access and use in African Societies
- Ethical issues in information generation

Modules 1   Concepts in African Information Environment
Unit 1   Overview of the Information Environment
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Unit 1   Ethical issues in Information Generation

Unit 2   Information Storage in African Societies

Unit 3   Challenges in Information Management

MODULE 1

BASIC CONCEPTS IN AFRICAN INFORMATION ENVIRONMENT

Unit 1   **Overview of the Information Environment**
Unit 2   **Typical African Traditional Societies Settings**

Unit 1   **Overview of the Information Environment**

UNIT STRUCTURE

1.1   **Introduction**
1.2   **Learning outcomes**
1.3   **Information Environment**
1.4   **Dimensions of Information Environment**
1.5   **Actors in Information Environment**
        1.5.1 Content of Information Environment
1.6   **Summary**
1.7   **Glossary**
1.8   **References /Further Readings**
1.9   **Possible Answers to Self-Assessment Exercise(s) within the content**

1.1   INTRODUCTION

Information environment has to do with everything within the environment that the eyes can see, the hands can feel and other senses can perceive and hear. From ones' immediate environment, information environment is the house one lives in, the family members and neighbours, the neighbourhood that has hospitals, schools, industries, fields, rocks, mountains and everything that individuals can interact with.

1.2   LEARNING OUTCOMES

By the end of this unit, you would have learnt;

- Information Environment
- Dimensions of Information Environment
- Actors in Information Environment
- Content of Information Environment

1.3   INFORMATION ENVIRONMENT

To understand the term "information environment", there is need to first define "information" separately and then define "environment" separately as well. Having an

understanding of both terms will enable one easily understand what information environment means.

Information means data that is processed, organized and structured that enables one to have a better knowledge of something and also enables one to make a decision. Information can mean various things to different people but the bottom line is, information leaves more learned than he/she was previously.

Environment refers to a natural world or geographical space where human activity goes on. Environment encompasses both living and non-living things. Humans occupy an environment and go on with their daily lives; there are buildings, cars, infrastructures, plants, animals, water, sunlight, air, rocks and so on; all make up part of the environment we live in.

Information environment is therefore defined as the aggregate of individuals, organisations and systems that collect, process, disseminate or act on information

According to Shalton (2020), information environment is the sum total of people, organisations and systems that can collect, process, share and act on information. This definition clearly explains that individuals are part of the environment, they process information, share information and take a decision based on the information they received. Systems and equipment for a huge part of the information environment because they are the things that individuals work with.

1.4   Dimensions of Information Environment

Bogdanoski and Milovski (2015), stated that there are three domains of information environment namely; physical domain, cognition domain and information domain.
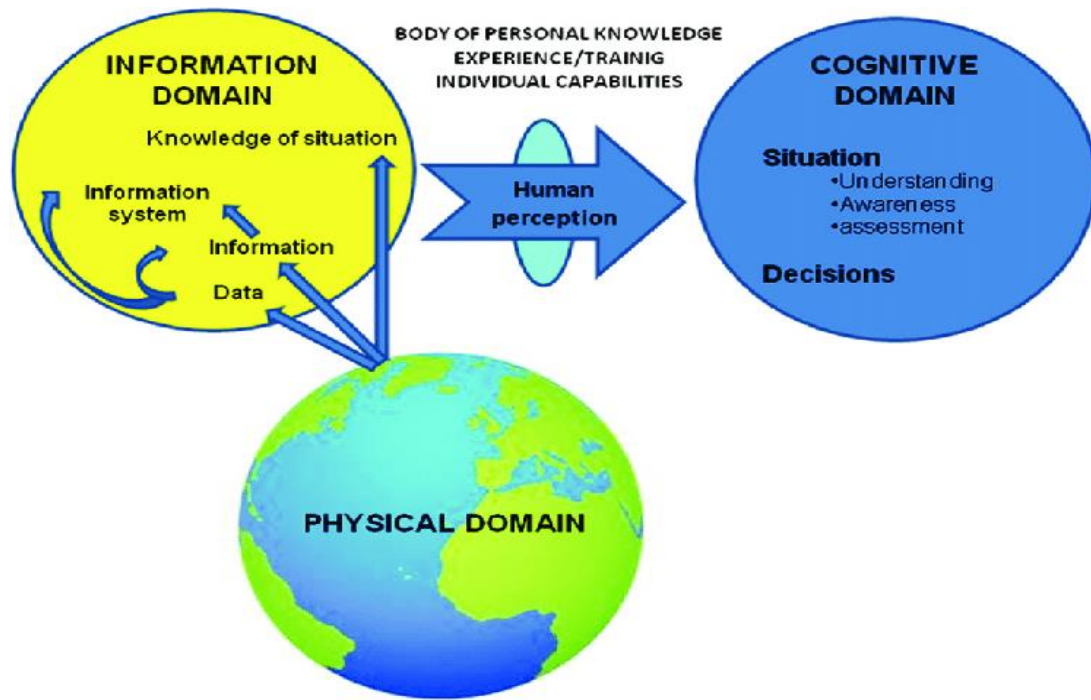
Figure 1 **Dimensions of Information Environment**
Source https://www.researchgate.net/figure/Three-dimensions-of-information-environment_fig2_281102148

a. Physical domain

The physical domain contains elements that can easily be measured and qualified such as infrastructures that supports individuals whether they are on the air, land, sea or space. It includes communications infrastructure as well as other things that can take people places.

b. Information domain

Information domain contains information system where information is created, stored, disclosed and protected and shared. Information domain makes use of electronic infrastructure to collect, transmit, process, store and display information.

c. Cognitive domain

Cognitive domain is the most important domain out of the three domains in information environment in the sense that it has to do with the brain where decisions are being made. Here, the individual makes use of perceptions, beliefs, prejudice, quality of education, leadership and morale before a decision is being made.

1.5 Actors in Information Environment

Actors in the information environment basically create, disseminate, ensure and maintain a wide variety of information resources and also ensure the relevant communication processes are open. They include; individuals, media, government

institutions & private institutions, state a& local government institutions and lastly interest groups.

a) Individuals

"Individuals" as an actor of information environment basically means the freedom an individual has to make a choice from the media content that is available; ranging from books, television, cinema, radio and so on. Here individuals are different in their own rights due to their social relationships and social categories.

b) Media

The media is the social institutions that play an essential part in social, economic, and cultural life of an actor in information environment. The primary role of media is to establish content of information environment and disseminate content of information environment. The media directs the public and provides accurate and genuine information. Example of media are internet, radio, television, press and so on, they are saddled with the responsibility of providing diversity of information.

c) Government institutions & private institutions

Government institutions & private institutions collect and maintain information, offering or selling access to it or underpinning the communications environment. A major role of government institutions & private institutions promotes equal ability of all residents.

d) State & local government

State and local government institutions offer services to individuals and legal entities over the internet. State and local government leave their entirety in the hand of political and administrative structures who run the affairs of the country on behalf of the government.

e) Business groups

Business groups also form a part of the information environment. They are involved in buying and selling goods as well as rendering services at a fee to people. These activities are carried out in the environment. Business groups covers all areas of businesses

f) Interest organisations

Interest groups includes various interest groups (including political parties, public organisations and associations), which promote their level of recognition, communicate with their participants and support, provide information resources.

1.5.1 Content of the Information Environment

The content of the information environment which serves as the main role in shaping information environment is still performed by television, radio, newspaper and magazine journalists and these form the traditional information environment nevertheless, the development and explosion of internet connectivity brought another dimension to it.

The content of the information environment includes: -

*Television***:** This involves viewing and listening simultaneously to a TV set

Radio: Listening to a tuned radio frequency to gain information

Newspaper: Reading through a printed text to extract information

Magazine: Periodical/series printed text that inform the readers

Internet: Connectivity through www

1.6   SUMMARY

Information environment is defined as the aggregate of individuals, organisations and systems that collect, process, disseminate or act on information. There are three dimensions of information environment namely; physical domain, information domain and cognitive domain. The actors in information environment are; individuals, media, government & private institutions, state & local government, business group and interest organisations. The contents of the information environment are; radio, television, newspaper, internet and magazine. Information environment cuts across all humans and the things they come in contact with during their daily activities. The dimensions of information environment entail the physical aspect, the information aspect which includes the devices for storing and processing information and then the other aspect that has to do with the brain where decisions are made whether right or wrong. The actors of the information environment ensure that there are enough resources and also ensure that communication processes are so that people can relate with one another. Content of information in one way or the other pass messages across to individuals.

SELF ASSESSMENT EXERCISE

1. Mention three (3) types of dimensions of information environment
2. Name three contents of information environment
3. Name three actors of information environment

1.7   GLOSSARY

➢ Information environment – An information environment is a place where human beings reside alongside other things in the environment and act according to the information the environment passes across to them.

1.8   REFERENCES / FURTHER READING

Anderson, A.A., Brossard, D. & Scheufele, D.A. (2010). The changing information environment for nanotechnology. *Journal of Nanopart Research, Vol (12)*, 1083-1094. https://doi.org/10.1007/s11051-010-9860-2

Bogdanoski, M., & Milovski, N. (2015). Information as a strategic resource critical to military operations and defense of the nation. *International Scientific Journal* 107-118.

Braman, S. (1995). The changing information environment. In Nerone, J. (Ed.), Last rights: Revisiting four theories of the press, pp. 153-180. Chicago, IL: University of Illinois Press.

Castells, M. (2000) *The rise of the network society*. Oxford: Blackwell, 2000.

Dijk, V. J. (2006) The *network society: Social aspects of new media*. 2nd ed. London; Thousand Oaks; New Dehli: SAGE Publications, 2006. pp. 25–27

Joint vision 2020, General Henry H. Shalton, Chairman of the Joint Chiefs of Staff, Director for strategic plans and policy, J5; Strategy Division, US. Government printing office, Washington DC, June 2000.

1.9 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1) Information domain, Physical domain and Cognitive domain
2) Television, Radio and Newspaper
3) Individuals, Media and Government institutions

UNIT 2   TYPICAL AFRICAN TRADITIONAL SOCIETIES SETTINGS

UNIT STRUCTURE

2.1   INTRODUCTION

The African traditional setting depicts lots of things and one of them is culture. Culture can be seen as a shares value, belief, norm, principle, and everyday life of people in the same community who speak the same language an. This culture is passed down from one generation to another through practice because it is not written anywhere for the next of kin to read bur rather it is learnt through socialization. Culture differentiates one society from another but some are similar in their beliefs.

2.2   LEARNING OUTCOMES

By the end of this unit, you should be able to;

- Define culture
- Explain the characteristics of culture
- Explain traditions in typical African settings
- Discuss traditional African values
- Evaluate the impact of western culture on traditional African Settings

2.3   CULTURE

The western culture has been a blessing and a curse to the African culture in the sense that there are some good things that were copied and some negative things that were copied. The typical African traditional setting is passing through different phases but the basics of the African culture are still the same even if it has been diluted a bit. According to Sibani, (2018), culture is the watchdog for African traditional setting.

Culture is the totality of how individuals live and behave in the society. It is a shared way of life by a particular set of people that have common material achievement, norms, beliefs, food, feelings, religion, morals and so on (Idang, 2015). Akama (2012) states that culture is the complex whole which includes knowledge, belief and art. Culture explains how the society functions in all spheres of life. According to Otite and Oginwo (2016) culture is "the complex whole of man's acquisition of knowledge, morals, beliefs, arts, customs and technology, which are shared and transmitted from generation to generation" (p. 86). Culture must be passed down from one generation to another so that the next generation will have a very good idea how things are done in the society. Different societies have different culture that is peculiar to them.

When a group of people understand the same language, have the same dressing mode, same taboos, same dance steps, same greeting ways and same ceremony rites and other philosophical beliefs, it is said that they have the same culture. Any individual who grows up in a society and observes all that is done in that society will directly or indirectly learn the culture of the place and will be able to pass it down from one generation to another.

Types of culture

According to Sibani, (2017), there are basically two types of culture namely; material culture and non-material culture.

a) Material Culture

Material culture is the part of culture that is observable and can be seen with the eyes. Material culture is visible and tangible; it includes things that the society people do in common such as craftsmanship, skill, industry, technology and art. Examples of material culture are hunting and fishing implements, pots, knives, cooking utensils and other artifacts.

b) Non-material Culture

Non-material culture is the aspect of culture that is visible but rather it is in the state of the mind and manners of the people. Non-material culture is learned through socialization. For example, language, morals, habits, principles, knowledge and attitudes can only be learnt through socialization.

2.3.1 Characteristics of Culture

i. Culture is learned through socialization

Socialization involves mixing with people in an acceptable manner according to the society when one is. Culture can only be learned through mixing up with people of like minds. For instance, a language can easily be learned when one is with people who speak it all the time. Within a short time, one becomes an expert. So also, culture in its entirety is learned when one is mixed up with people who abide by the culture. Unconsciously or consciously, one masters it.

ii. Culture is universal

Universal here refers to what is being done all over the world. Culture is universal in the sense that it is what is being done concerning culture in one place, that is what is being done in another place. For example, it is widely known that family unit is an aspect of culture that is accepted worldwide. No matter where one goes, culture regards family unit as important.

iii. Culture is shared among the same people

Culture is shared among the same people and not among strangers or people of different beliefs. Culture involves communal living and by so doing the things that make up culture are shared among people with like minds that live together in the same place or the same community who speak same language and have the same beliefs about things.

iv. Culture involves perception and values

Culture involves perception in the sense that one has the ability to see, hear, understand and interpret what is going on around him/her. Culture can be said to involve perception when one is fully aware of what is happening, accepts it and at the same time learning from it. Culture involves values as well because value is something that is of importance to one. One's culture is important to one just like one's identity is important to one.

v. Culture is passed down from one generation to another

Culture is passed down from one generation to another. This is done when children hang around their parents or relatives and learn culture consciously or unconsciously

and then when they are now parents, they pass down what they have learnt to their children and the cycle goes on and on.

vi. Culture is conveyed in behaviour

The behaviour of a group of people displays the type of culture they come from. The way people behave shows what culture they represent even without asking them. For example, when the Yoruba speaking part of Nigeria wants to greet an elder, the females kneel down and the males prostrate flat on the ground. Without any introduction, the behaviour of that way of greeting conveys the culture they come from.

2.4 Traditions in typical African settings

A. Marriage

In a typical African setting, the parents of the girl do not seek her consent, they just marry her off to their choice of spouse and life continues for the girl without objection. Sometimes for the male child is also match- made by his parents as a result of social affiliation of his parents or one thing or the other. A bride-price is usually paid by the groom's family to signify that he has married the girl and in the event of any unsettled differences the bride-price is returned by the girls' family to show that they are no longer interested and the girl is free to marry again. The bride-price symbolizes ownership of the bride.

Figure 2 **Zulu , African Marriage**
Source https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTKJqhBuPfVZJ-LJobtKwkH53_wj8YPC_XYPlXbVkOuYDNyNEkHh8_Jib0BHP-h3PJ-XyM&usqp=CAU

B. Family

A typical African family is not a nuclear one but a polygamous family with many wives and children which signifies a man's strength in the society. An African family practices collectivism as opposed to individualism. They place a lot of importance to lineage continuation i.e. someone must carry on with the family name from one generation to another, preferably a male child. The children in the African family setting are used to farm, fish and trade for the extended family and it's a source of wealth to be plenty in the African family.

Figure 3   A Zimbabwean man with 16 wives and 151 kids
Source   https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSX2qwVThDV7Eec6lfduuQlUddjzOldTCETug&usqp=CAU

C. Political authorities

Political authorities in African settings are people who hold powerful positions to rule within the society and they are highly respected. Some political authorities in Nigeria are known as Oba, Obi, Emir and Igwe. There are several other political positions that are either elected or appointed by the ruler of the African society. Such political authorities have power attached to the seat that commands respect and consequences for going against instructions dished out.

D. Socio political organisations

There are socio political organisations in the African setting such as "age-grade", this is popularly known in the Ibo speaking part of Nigeria. There is also market men/women association, umu ada, august meeting and other social structures that form part of the African tradition. Umu- ada is a title given to the first daughters of the eastern part of Nigeria. They have their meetings once a year where they celebrate and deliberate on issues. They are a strong socio-political organisation in eastern Nigeria. Market me/women association consists of traders that sell in the market. They come

together to form a formidable force that cannot be toyed with. They assist each other and celebrate with each other when the occasion arises.

Figure 4   **Umu-ada National Convention**
Source   https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcS1x9WU_ftbVD-wpeY7g8ZvAEkRhm0Y04nvwg&usqp=CAU

2.4.1 Traditional African Values

African tradition has some values that are they hold dearly in practicing their tradition. That is, they are known for those values. Any member of their society is expected to know those values and practice them accordingly. For example, when a child is born in the society, the child looks at the way the parents or guardians are doing things and the child imbibes those things. By so doing values are being passed down and the child too will consciously or unconsciously pass down those values.

Idang (2015), highlighted some African traditional values namely;

a.   **Social values**

Social values are activities that are deemed necessary by the society and are carried out accordingly. Social values are beliefs and practices performed routinely or when the occasion arises and they are backed by customary law. Examples of social values are dances, sports and festivals of various kinds. The Ibibios and Igbo speaking part of Nigeria believe that no new yam should be eaten until the new yam festival has been done and it is believed that families should have enough to eat until that time. Onitsha speaking part of Nigeria celebrate new yam festival as well known as "ofala". New year festival is celebrated in Benin city in Nigeria called "igwe" festival when the Oba of Benin comes out for people to see him. The Oba blesses the community people for good tidings in all spheres of life ranging from fertility, to prosperity to all spheres of life.

b.   **Moral values**

Moral values are customs and beliefs that everyone in the African traditional setting should abide by in order to avoid bringing curses and shame upon themselves. Strong moral considerations include; adultery and stealing. The traditional African setting girls are married off as virgins but that is rarely obtainable now. Doors were not put in African homes because stealing was morally wrong so anyone that they strip the person naked and is taken round the town. The family of the person is disgraced and ostracized from the community.

c.   **Religious values**

Religious values basically explain the Africans holds in high esteem a supreme being that is not visible to the eyes but it has a good and bad spirit that diviners, sorcerers, soothsayers and dibias consult with and interprets what the gods of the land are saying or what God is saying. African traditional religion worship idols in the shrine which represents their gods that they can consult when the need arises. Worshiping the gods of the land comes with strict do's and don'ts which the society must be aware of and not flout so as not to incur the wrath of the gods. For example, in Aboh kingdom in Nigeria, the hippopotamus and a particular crayfish helped the community people when they were trying to settle in a new area. The animals served as wood to help them cross the river and so it is now worshipped and forbidden to be eaten by the society.

d.   **Political values**

Political values in African traditional setting involves heads of different institutions in the society that must be respected first of all for being the head and secondly, the political institution. In African traditional settings, the political hierarchy begins with the family where there is a family head and then in a wider circle the village has a village head, clan head, paramount ruler and so on. all these heads are to be respected as political rulers and they have values too whereby if they are disobeyed by the society/community, it attracts some penalty.

e.   **Aesthetic values**

Aesthetic value informs a society's belief of what is beautiful in their eyes as opposed to what is ugly which may vary from society to society. In Benin city in Nigeria, they produce craft and a lot of carved material as well as blacksmith. The British army and Germans admired and collected some of these items. The Benin people dream, see some things, carve them in real life and they are symbolic in nature.

f.   **Economic values**

Economic values in African traditional setting is summed up in socialization and cooperation. In most parts of Nigeria, it is believed that when a man has many wives

and children, he is automatically a rich man because he has many hands to help him farm, trade, fish and even build structures. When an African man is getting old, his plenty wives and children takeover the carving their boats and sewing of their fishing nets. A man with plenty household is feared in the society because he has lots of hands and resources.

2.5   Impact of Western Culture on Traditional African Settings

Western culture

Western culture is the knowledge, belief and general way of life of the western world. The Western world has in one way or the other westernized a lot of African countries. To westernize is the act of bringing ideas or ways of life that are typical of Western Europe and North America to other countries in Africa. The western culture has brought about individualistic living whereby neighbors cannot correct an erring child otherwise they would be confronted by the parents and greatly embarrassed. Sibani (2018), explained some of the impact that the western culture has on the African traditional setting and they are as follows.

1.   Deviation from traditional politics

Previously when a king dies, people in the community are warned to stay clear of a particular area or remain indoors at a certain time. Anyone who is seen outside is captured and used as one of the slaves who will be buried alongside the king because it is believed that where the king is transiting to, he will require slaves to help him out.

The western culture came and abolished this belief and practice. Now when a king dies some sacrifices are made but no human life is taken and buried with the king.

2.   Challenge of worship

The Europeans bought some people in Africa and took them to their country as slaves to farm and to serve them. The Europeans brought in Christianity into Africa and their first impact was the stoppage of slave trade. Churches were replacing the shrines and idols that Africans worshipped. Although the shrines were seen as a physical representation of gods, the western culture taught Africans the right way to go about it. In some African villages, there are Methodist Churches that were set up by the Europeans that are still standing all these years.

3.   High rate of divorce

The traditional African man was polygamous in nature and did not really know what divorce was but the western culture introduced Africans to divorce to the extent that there is a high rate of divorce in the African society. This is something that was not seen or heard of in African culture. Africans were taught to endure in marriage no matter the discomfort. Women were told to stay back because of their children and how the society will look at them but this is not the case now. Western culture introduced divorce as a way of escape for an unpleasant marriage.

4. Indecent sexual behavior

Western kind of dressing greatly changed the way of dressing in Africa. A typical African dressing was conservative in nature, not exposing vital parts of the body but the western culture introduced Africa to dressing seductively where the dignity of women was seen to be declining by the day. This way of dressing also brought about things like rape and sexual harassment which was unheard of before.

5. Education and technology

Everyone in the African setting took part in educating a child in morals, beliefs and all-round behaviour. In African traditional settings oral tradition and knowledge was passed down to children to educate them. Communication was with the dialect of the society but western education made English the generally accepted languages in schools. The western culture came and introduced schools with classrooms and children wore uniforms and sat in separate classes but this was not so previously. In fairness to the western education, Africans are better off for it. Africans can now boast of being medical doctors, nurses, engineers, architects and so on.

2.6   SUMMARY

African traditional culture explains how Africans live their lives. There are two types of culture namely; materialistic and non – materialistic culture. Westernized culture is the way of life of people from western Europe and North America. Their way of life was learnt by Africans when they visited and that diluted the pure African culture that has values and tradition. Some African traditions that are peculiar are; family, marriage, socio political associations and political authorities. Some values of African tradition include; moral value, social value, religious value, political value, aesthetic and economic value. All these values are upheld by African traditional settings. Culture is the sum total of how people who share language and environment live their daily lives which is passed down from one generation to another. Part of their daily lives that is passed down from one generation to another includes the language, beliefs, religion, food, dressing, celebrations and so on. culture is written in a document but rather it is learnt through socialization. A lot of values and tradition are passed down through African culture but the western culture came and diluted the mix a little bit. However, there are some places that still practice African traditional culture.

SELF ASSESSMENT EXERCISE

1.   Mention the two basic types of culture?
2.   Mention five things that are peculiar to the traditional African culture
3.   Mention some characteristics of the traditional African setting

2.7   GLOSSARY

➢ Culture – culture refers to the social behaviour, custom and reasoning of a particular group of people.

> Traditional African values – these are shared morality that binds a community together such as respect, truthfulness, loyalty and hospitality.

2.8   REFERENCES / FURTHER READING

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2.9   POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1) Material culture and non-material culture
2) Social values, Moral values, Religious values, Aesthetic values and Economic values.
3) Culture is learnt through socialization, Culture is universal, Culture is shared among same people, Culture is passed down from one generation to another.

MODULE 2

INFORMATION AND INFORMATION GENERATION IN AFRICAN INFORMATION ENVIRONMENT

Unit 1	Information
Unit 2	Information Generation in African Information Environment
Unit 3	Information Documentation and Transmission in African Society

Unit 1

UNIT STRUCTURE

1.1   **Introduction**
1.2   **Learning outcomes**
1.3   **Concept of Information**
1.4   **Characteristics of Information**
1.5   **Types of Information**
1.6   **Summary**

1.1   INTRODUCTION

Information is part of our everyday lives. In one way or the other we all get information from things and people around us. It may be in its raw form called data, before it is processed into the way one can understand it and make us more knowledge about a particular thing. Information makes the mind richer in the area the information was given. Some basic things make information what it is, such as timeliness and accuracy, just to mention a few. This course material is making the student richer in knowledge in African Information Environment by giving information through this course.

1.2   LEARNING OUTCOMES

By the end of this unit, you should be able to;

- Define Information
- Explain the characteristics of Information
- Discuss the types of Information

1.3   Concept of Information

Harrods Librarian's Glossary and Reference Book (2005), defines information as "an assemblage of data in a comprehensible form capable of communication. This may range from content in any format – written or printed on paper, stored in electronic databases, collected on the Internet etc. -to the personal knowledge of the staff of an organisation". Sometimes information comes first in form of data, it is when it is processed into a format that an individual can understand then it is called information. Data is the raw material of information which may be in printed form, it may be written or it may even be in the laptop, desktop or phone. Information is data that has been processed and has meaning.

Figure 5   Image of Information
Source   https://cdn.xxl.thumbs.canstockphoto.com/information-word-cloud-business-concept-pictures_csp25941882.jpg

Madden (2000), cited McCreadie and Rice who opined that information can be a representative of knowledge, data in the environment, part of the communication process and information can be a resource or commodity. Information as stored knowledge simply mean knowledge that is stored in books for people to read or knowledge that is stored on the internet for people to access from anywhere in the world. Information as data in the environment refers to different activities that goes on in the environment that have been documented in figures which is intended to convey a message when interpreted. Information as part of the communication process is when individuals pass a message to one another and the message is processed according to the person's ability and interpreted. When interpreted, an information has been passed across. Information as a resource or commodity basically means that there must be a sender of the information and definitely a receiver of the information. While the sender and receiver are communicating, the message being transmitted may be improved upon and disseminated to other people.

1.4   Characteristics of Information

The integrity of an information may be compromised through human error or machine error and that makes the entire information false. However, there are some characteristics that information must satisfy before it is considered genuine. Akingbemisilu (2014), highlighted the characteristics of information and gave it an acronym ACCURATE which means; accurate, complete, cost-beneficial, user-targeted, relevant, timely and easy to use.

a. Accurate

Accurate information means information that is deemed reliable without flaws. Information that is accurate will help the organisation to achieve the organisations aims and learning outcomes. Accuracy is very crucial to decision makes in an

organisation because, decisions are made from information therefore information must be accurate so that a blunder will not be made from inaccurate information.

b. Complete

Completeness of information refers to information that is not a small part of the picture or a big part of the picture but rather the whole picture. Completeness of information is as important as accuracy and no part of the information should be concealed or hidden from the user. An incomplete information may mean a very different thing from the complete information. When complete and incomplete information are processed, the outcome is different, so it is best to have the complete information to get the full benefit.

c. Cost-beneficial

When getting an information, the cost for getting it should not outweigh the benefit of the information otherwise it is of no use. it is necessary to spend money on information but it is also necessary to calculate the cost of the information. Organisations are in business to make profit and they must use information which must be paid for one way or another, is the cost of the information outweighs the benefit, the organisation is running at a loss.

d. User- targeted

Information should be displayed in the context, format, style, and complexity of the way the user will understand it. There are some people who need information in graphical form, some other need information in statistical form while others need information in the simplest form. Knowing the target is one thing, presenting the information the way the user-target will easily understand and make decisions, is another thing.

e. Relevant

There is so much information in the world today so knowing what is relevant to a user's line of duty is pertinent to the organisations success. The relevant information should be sieved from the irrelevant information so that time will not be wasted looking through what needs to be thrashed.

f. Authoritative

Information should arise from a credible source with the right qualification and applaudable past performance. Such source should be relied on to give an authoritative information that cannot be faulted or challenged.

g. Timeliness

Timeliness is when an information gets to the user at the right time and in the right format to use. A timely information saves lives and saves money. Information that is supposed to reach someone by 10am, if that information gets to the person by 12noon, things can go wrong just within the space of two hours. A timely information should

be communicated in time so that the receiver has enough time to decide appropriate actions based on the information that was received.

h. Easy to use

In addition to all the above characteristics of information, information should be easy to use by the receiver and not a herculean task. The style of delivery, format and sentence structure should be easy. If need be, a note can be attached to the document to explain technical terms used in the report.

1.5 Types of Information

Hertz and Rubenstein (2014) stated six types of information namely; conceptual information, empirical information, procedural information, stimulatory information, policy information and directive information.

i. Conceptual Information

Conceptual information is a type of information that is based on ideas, concepts, theories and hypothesis. It occurs in the mind/thoughts and does not always mean the actual thing and as a result of this, a conceptual information may be used or may not be used in the future because they do not have scientific foundation.

ii. Empirical Information

Empirical information is an information that has scientific foundation and can be relied upon in the future. Empirical information was acquired from observation or experiment that was carried out previously. Empirical information is capable of being verified or disproved by observation or experimental laws.

iii. Procedural Information

Procedural information is the methodology which enables investigators to carry out their functions more effectively. Here, data is obtained, manipulated and tested. A very good example is when the police force announce that they want to carry out an investigation and they give the reason (theft) and at the end of the day, they achieve their aim by catching the culprit. A procedural information does not skip information, it follows a sequence until it gets to the end.

iv. Stimulatory Information

Stimulatory information is an information that creates a response among people i.e the response may be happy or sad. For examples an information that has an undertone of victory creates a happy feeling for the receiver of the information and likewise an information with a sad undertone creates sadness for the receiver.

v. Policy Information

Policy is an intentional system of guidelines that an organisation should follow. A policy information basically means the information used in formulating, designing and

selecting guidelines for an organisation. Policy information may include data and analysis whose main focus for the user is decision making.

vi. Descriptive Information

Descriptive information is an information that gives direction to an individual or organisation. A descriptive information points where the person should follow and what the person will achieve if those steps are followed. A descriptive information is very detailed and contains everything about that information so that the user fully understands.

1.6   SUMMARY

Information is data that has been processed into a form that is readable. The characteristics of information can be found in the word ACCURATE; accurate, complete, cost-beneficial, user-target, relevant, authority, timeliness, ease to use. Types of information; defined as the aggregate of individuals, organisations and systems that collect, process, disseminate or act on information. Information is something that is used in everyday life. It comes first of all in form of raw data. It is when raw data is processed that it can qualify as information. Information is prone to some factors that qualify it as authentic. There are various types of information for people from all works of life that will be useful to them, they include; defined as the aggregate of individuals, organisations and systems that collect, process, disseminate or act on information.

SELF ASSESSMENT EXERCISE

1) What is information?
2) Mention five (5) characteristics of information
3) Mention four (4) types of information

1.7   GLOSSARY
➢ Information – information is knowledge that someone knows about a thing or person.

1.8   REFERENCES / FURTHER READING

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1.9 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1) Information is the knowledge that someone knows about a person or a thing.
2) Accurate, Complete, Cost-beneficial, User targeted and Easy – to- use
3) Conceptual information, Procedural information, Empirical information and Stimulatory information.

UNIT 2   INFORMATION GENERATION IN AFRICAN INFORMATION ENVIRONMENT

UNIT STRUCTURE

2.1   INTRODUCTION

Information generation simply explains how details about a person, society or thing are obtained. Information is obtained through a medium before it can be available to everyone. Information generation is necessary in Africa because many people do not live in Africa and they want to know about Africa. It is the information generated through mediums that would be made available so that even those across the Atlantic Ocean can have access to it through information and communication technology.

2.2   LEARNING OUTCOMES

By the end of this unit, you will be able to;

- Discuss the different modes of information generation
- Explain the forms of information generation

2.3   Modes of Information Generation

Projes (2014) stated the modes of information generation includes;

a.   Observation

Observation here refers to seeing things physically with the eyes as well as using other senses to small, hear, taste and feel with the skin. Observation involves taking in every minute detail of an event without leaving anything out. For example, a medical doctor has to observe a patient critically before knowing what next to prescribe and also to know if the patient is responding to treatment. All stages of the patient will be recorded at given interval to know the progress or decline of his/her health. By so doing, information will be generated that the doctor can work with.

b.   Thought Process, Deliberation, Imagination

The first place where information is generated is in one's thoughts. That is where issues are imagined and deliberated. A very good example of thought, deliberation and

imagination is an architect who first of all thinks about the building he wants to build. He imagines all the rooms and fittings before he puts it down on paper by drawing everything to specification. Information is generated when the architect's imagination is put on paper.

c. Processing of data

Data is the raw material of information. When data is processed, it turns into information. Processing of data means transforming data into readable form. For example, when a questionnaire is filled, all that can be seen are mostly numbers which may not be understood by a lay man but when it is processed, it is in a readable format that can be understood by anyone. A questionnaire can be analyzed by a statistician using SPSS before the real information can be generated.

d. Events

Event is known as a thing that takes place. Anything that is worthy to be take note of is an event. Anything that catches the attention of people is an event. For example, a marriage ceremony, graduation ceremony, a car accident, a car race, street carnival and so on. The activity can be a happy or sad one but as long as it is worthy of note, it is called an event.

e. Dream

Everyone dreams once a while, some dreams can be remembered while others cannot. People dream about something before they actually put it into action. Some dreams are put down on paper, probably in the diary, that is where information is generated. Psychologists extract a lot of information about the subconscious mind of a patient through the interpretation of dreams. A lot of people dream about what they want to become in future and that is where they generate information on how their life's chart will go.

2.4   Forms of Information Generation

a. Oral Form

Oral form of information generation happens when two or more people communicate with one another through speech. Day to day conversation that people have such as delivering a lecture by a teacher, speech delivered by an important personality, judge ruling being read by a judge, lawyers cross examining a defendant, a military officer dishing out commands to new recruits and so on. Oral in formation generation is passed down from one generation to another by socialization withing the family and community.

Figure 6   **Oral Communication**
Source   **Google Photos**

b. Hand-written Form

Hand written form of information generation explains a readable form of information that was written with the hand. Previously, Egypt and China had a way of writing before Christianity came into being with Latin and English. Different countries have different languages and they developed various ways for writing alphabets and scripts. German, English, Portugese, Italian and Spanish are examples of languages that can be handwritten to generate information. writing materials of old were things like; palm leaves, terracotta tablet and bamboo strips, but the advent of paper has reduced the use of old writing materials.
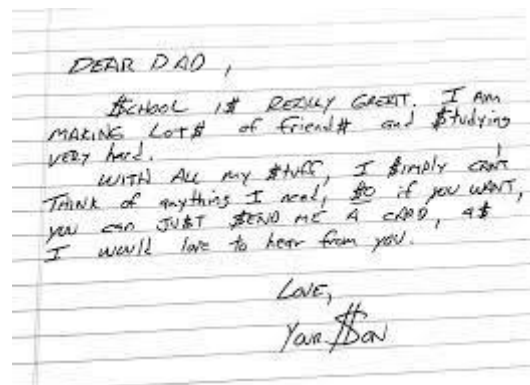
Figure 7   **Hand written letter**
Source   **Google Photos**
c. Information in Sign Language

Sign language is used by individuals who are deaf and dumb and cannot communicate orally through speech. Here, they make use of their hands, fingers and other parts of the body to relay information. Whoever understands sign language will definitely generate information from what the person is displaying. Sign language is used all over the world for deaf and dumb people with special needs.
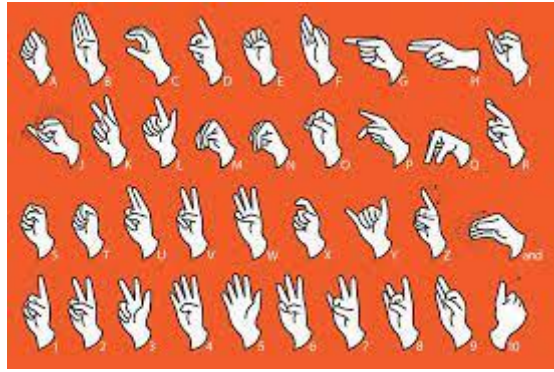
Figure 8   **Sign Language**
Source   **Google Photos**

d. Printed Form

Printed form of information generation comprises of things produced from a mechanical process using an electronic device such as a laptop, desktop or phone. Examples of printed form of information generation are books, bible and documents which are in readable form.

Figure 9   **Printed Information**
Source   **Google Photos**

e. Pictorial Form

Pictorial form of information generation includes cartoons, maps, atlases that give a picture presentation about places, rivers, body parts, the universe and so on. Children's books are filled with colourful pictures that helps them understand the story or better still to generate information.

Figure 10   **Pictorial representation of a worksheet**
Source   **Google Photos**

f. Condensed Form

Condensed means more concise, compressed or concentrated. A condensed form of information generation is compressing information so that it is not bulky. Summaries and abstracts are ways of compressing information as well as abbreviations such as MBA which is the full meaning of masters in business administration.

g. Digitized Form

Information communication and technology came with a lot of things such as programming on a computer. A digitized form of information generation uses only two types of digits "0" and "1". Programming language is a form of information generation because when the numbers are decoded, it will definitely mean something.

h. Coded Form

Coded form of information generation makes use of letters and symbols used separately or combined. A lot of things that one makes of daily are abbreviated such as plate number on vehicles, abbreviations in physics where "E" means energy and "c" means velocity. Pounds and dollar signs are written in coded form. The postal pin code for different countries is also written in coded form.

Figure 11   **Coded Information**
Source   **Google Photos**

2.5   SUMMARY

Modes of information generation includes observation; thought process, processing of data, event and dream. Forma of information generation are oral form, hand written form, information in sign language, printed form, pictorial form, condensed form, coded form and digitized form. Even is anything that takes place that is worthy of note. Forms of information generation: - Oral form involves communication with each other by talking. Hand written for is an information that is written with the hand. Information in sign language is when the deaf and dumb can communicate without speech. Printed form of information comes out from an electronic device. Pictorial form of information generation gives a picture representation about everything. Digitized form of information uses two digits namely "0" and "1". Coded form of information generation uses letters and symbols and a way to pass information.

SELF ASSESSMENT EXERCISE

1) Mention three forms of information generation
2) Mention five types of information generation
3) What is oral form of communication

2.6   GLOSSARY

➢ Information generation – Information generation simply means how details about a thing or person are obtained i.e the medium.

2.7   REFERENCES / FURTHER READING

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2.8   POSSIBLE   ANSWERS   TO   SELF-ASSESSMENT   EXERCISE(S) WITHIN THE CONTENT

I.   Oral form, Hand written, Sign language and Printed form
II.   Observation, Thought process, Events, Dreams
III. Oral information is information that is said with the mouth.

UNIT 3: INFORMATION TRANSMISSION AND DISSEMINATION IN AFRICAN SOCIETY

UNIT STRUCTURE

3.1   INTRODUCTION

This unit focuses on information transmission and dissemination. Firstly, it defines information transmission and highlights the channels of information transmission. It also spells out the ancients and modern way of information transmission. The unit also defines information dissemination, the means and the agents of information dissemination.

3.2   LEARNING OUTCOMES

By the end of this unit, you should be able to:

- Explain information dissemination
- Discuss the channels through which information is transmitted
- Explain the between ancient and modern form of information transmission
- Define concept of information dissemination
- Explain the various means of information dissemination

3.3   What is information Transmission?

Information transmission can be defined as the process of passing information from one person or place to another. In other word, it is the process of transferring already conceived information from one location to another location, from one person to another person or from one apparatus to another. Information can be meaningful if transmitted to its destination or shared among the people that will act upon it, otherwise it is meaningless. Every information environment is saturated with information hence information transmission plays a major role in direct transmission of information content from the source to the user. Except being distorted, information does not undergo any change in form or in content during transmission process. For

this reason, in order to achieve success, transmission means, apparatus and or channels ought to be reliable and efficient at all time.

3.3.1 Methods of Information Transmission

Methods of information transmission are the means in which information pass from one place to another and one person to another. It can be classified in two patterns: ancient and modern.

    A. Ancient Methods: This is the traditional methods in which typical African societies setting pass information basically with the use of less sophisticated means. This includes:

- **Talking Drums:** Drums are used to transmit information to people within the society. People read meaning through the sound of the talking drums.

- **Town Criers**: Though they exist till today. They are persons that pass information from one place to another on foot and or horseback. They draw peoples' attention by the use of bell, gong or other metal instrument

- **Signs:** the type of sign used to transmit information will depend on the type of information to be transmitted. For example: smoke signal can be used as a means of transmitting information showing an event is happening somewhere. Others are bells, trumpets, whistles, gun blast, metal gong etc
- **Masquerades/Cults**: Although, they are essentially impersonation of ancestors, the masquerades in some societies like Igboland emerged at night to gossip and expose scandals like modern columnists except that the masquerade's freedom of expression knew no laws of libel and sedition. The Yoruba 'Oro' and Igbo 'Isato' masquerades are indicated by Nwuneli (1983) as being used as effective channels of communication in the maintenance of village security or discipline in some parts of southern Nigeria.
- **Courier Chiefs**: These are lesser chiefs assisting the king (Oba or Emir) and council to disseminate information to the villages. According to Omu (1978:1), "in the old Oyo empire, for example, state messengers and intelligence officers (Ilari) carried information between the capital and the outlying provinces

B.   Modern Method of Information Transmission

As the society changes from simple to complex so do other phenomenal structures changed. There are transformations in the way and manner information is being transferred nowadays compared to the pre-colonial Africa. The modern methods of information transmission include among others:

- **The Libraries/Information Centres:** A library is the store house of knowledge where educative information are collected, organised, stored, retrieved and disseminated and managed by professionals. Libraries/information centres have form major agent through which information can easily be transmitted. We have two major types of libraries namely; electronic/virtual and physical libraries.
- **The Newspapers/Magazines:** This is one of the channels through which information is disseminated to the people. The pages of newspapers carry advertisements (e.g. for loans), intention of the government, obituary and other

happenings in and outside the country. Thus, to reach the non-literate members of the society, the print medium has undertaken the task of developing orthography, forming vocabularies because most English words are absent in our local languages.

The privately owned newspapers till today, employs men and women who are competent in both spoken and written indigenous languages that write and translate news in the local languages. Newspapers, magazines and other literatures abound in the three national languages – Hausa, Yoruba and Ibo. Yoruba had hers as far back as the era of the missionaries when the first newspaper in Yoruba was published. This was the handiwork of Reverend Henry Townsend and the newspaper was known as "Iwe Irohin" (1859). The Igbos have "Udoka" newspaper, in the Igbo language; and the Hausas, have '"Gaskiya Tafi Kwabo" (which means 'truth is better than money') (Uche, 1989).

- **The Radio and Television**: These are potent channels of reaching the non-literate members of our society because it is audio in case of radio and audio/visual in the case of television. So, it is a truism that most people cannot read in their mother tongue but can understand a fellow speaker. It is an added advantage when one sees people of his area perform on the screen of a television set. News is translated and read on television and radio to reach the people who do not understand English language. Ipso facto helping the masses to be aware of their rights, the use of hospitals, the need to keep their surroundings clean, etc

- **Electronic Mails**: These have to do with sending electronic messages from one person to another through the use of the internet.

- **Telephone messages:** Messages can be sent quickly and the reply is instant. Through this medium messages can be sent quickly and subscribers are given the opportunity to pass information to one another.

- Others modern methods are:

- **Fax:** Fax is a short form of facsimile or telescoping. It involves the use of telephone number and telephone set that has printer outlet device. It is a telephonic transmission of scanned-in print material in form of text and images. It is designed to both send and receive documents so it has a sending part and a receiving part. Fax machine is hardly seen nowadays

- **Satellite:** It is an object that is intentionally placed in the orbit that relay and transmit information around the world

- **Fliers:** Usually small handbill used for advertising events or products

- **Handbooks**: Conveniently carried manual/reference book

3.3.2   Classification of the methods of information transmission

The methods information transmission can be categories into two major categories namely: electronics and non electronics transmission

1. **Electronics Transmission:** According to Oregon Legal Glossary (2017) <u>Electronic</u> transmission means any process of communication that does

not directly involve the physical <u>transfer</u> of paper and that is suitable for the retention, retrieval and reproduction of <u>information</u> by the <u>recipient</u>.

2. **Non-Electronic Transmission**: This means any process of communication that directly involve physical transfer of paper and that is suitable for retention, retrieval and reproduction of information by recipient (<u>www.uncledp.info</u>).

3.4   What Information Dissemination?

The information dissemination is act or process of spreading information. It is also the state of information being *disseminated. In other word, it is* the means by which facts are distributed to the public at large by the way of spreading. According to online definition, information dissemination is the transportation of information to the intended recipients while satisfying certain requirement such as delay and reliability. It went further to state that these requirements vary depending on the kind of information being peddled.

Channels of information acquisition and dissemination refer to the transfer or exchange of information from person to person or from one place to another. It is an action that produces a reaction, whether positive or negative, communication has taken place. James et al., (2004) said that information delivery is not a one-way affair. There must be a sender to transmit the message, and a receiver to make appropriate decisions on how the rest of the exchange should continue. These involved the exchange of ideas, facts, opinion, attitudes and beliefs between people. The ability to communicate and pass on information is a key factor in all cultures whether literate or not.

In relating it to African information environment, Fayose (2002) stated that many cultures survived without the written word which implies that effective communication can take place without reading or writing. The apparent influence and resilience of African oral tradition is impressive, but it is of greater importance to the new generation of development practitioners for its theatrical and dramatic form. It encourages audience participation rather than restrict interactions to the key players. Awa (1988) and Fayose (2002) noted that information dissemination in the rural society takes place in the home through the extended family members who participate in various ceremonies; that three main genres make up oral literature, the spoken, the sung and the dramatized. Each of these conveys infomation vital to the existence of a community (Ifukor, 2013)

Effective dissemination

Figure 12   Effective Information Dissemination Channel
Source :   www.sourceimages&cdvfe&ved.com

3.4.1   Common Methods of Disseminating Information

- News releases.
- Blogs.
- Mass emails.
- Text messages.
- Social networking websites.
- Government or community websites.
- Public service announcements.
- Cable or satellite TV
- Publishing program or policy briefs.
- Publishing project findings in national journals and state-wide publications.
- Presenting at national conferences and meetings of professional associations.
- Presenting program results to local community groups and other local stakeholders.

3.5   Barriers to Information Dissemination in African Information Environment

There are some factors which obstruct the flow of information from the originator, these factors prevent information from being received or from being interpreted by the user and this constitute a barrier to effective information dissemination. These include:

1. **Language:** The inability to communicate with the language that is generally spoken or understood constitutes a big problem to information dissemination. Aboyade (1990) recognised the capacity of information to bring about significant changes within the society. However, she enumerated among other things that the use of indigenous languages as impeding factors to information flow. She lamented that many under developed countries (LDCs) have long been "oral" societies and depended little on printed communication

2. **Poor Infrastructural Base:** Lack of local infrastructural structure and capability for collection and dissemination of information especially in Sub-Sahara Africa has created barrier to information flow. Olayide (1990), observed that lack infrastructural facilities such as roads, information centres, schools, health centres and markets has made difficult if not impossible in building sound information system in Africa.

3. **Lack of Technical Know-How:** Lack of knowledge of how to use appropriate instructional materials such as books, radio sets, films, slides, television, records and cassette players to mention only a few, This can hinder effective communication and acquisition of new skills. Ochogwu (1998), opined that Nigerian information service is based on the experience of professionals the users of the information are hardly consulted before acquisition. (Ifukor, 2013; Ochogwu, 1998).

4. **Leadership trait in Africa:** Arguably, the present set of leadership in Africa seems not to have much to offer in a way of placing the continent in a sound development footing. The present-day leadership in Africa is characterised by corruption, sit-tight syndrome, nepotism, poor policy formulation and implementation etc and these have negatively affected the African continent in every sphere of life.

3.6   SUMMARY

This unit focused on information transmission and dissemination. It looked at the concepts of information transmission and information dissemination, their features, methods and barriers to information dissemination in Africa. Drawing from the title, the unit concludes that information transmission and dissemination are vital in African information environment in a way of communicating and spreading information to the length and breadth of the African society. The processes and practices are carried out through coordinated channels to ensure effective communication and information delivery.

3.7   GLOSSARY

- ➢ Information dissemination – information dissemination basically means to distribute news about something so that it reaches people far and wide
- ➢ Information transmission – information transmission is known as the various ways of spreading information from one place to another

SELF ASSESSMENT EXERCISE

1. Mention three methods of information transmission
2. Mention three barriers of information transmission
3. What are the two classifications of information dissemination?

3.8   REFERENCE/FURTHER READING

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3.9 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTEXT

1) News release, Blogs and Mass emails
2) Language, Poor infrastructure base and Lack of technical know-how
3) Electronic and Non-Electronic information dissemination

MODULE 3: SOURCES AND TRANSFER OF INFORMATION IN AFRICAN SOCIETIES

In this module we shall be discussing sources of information in African societies, channel of communication in African societies, Information transfer in African societies and Information access and utilization in African societies.

Unit 1   Sources of Information in African Societies

Unit2   Channel of Communication in African Societies

Unit3   Information Transfer in African Societies

Unit 4   Information Access and Utilization in African Societies

UNIT 1:   SOURCES OF INFORMATION IN AFRICAN SOCIETIES

1.1   Introduction
1.2   Learning Outcomes
1.3   Information
      1.3.1 Sources of information
      1.3.2 Other sources of Information that are not part of primary, secondary and tertiary sources of information and they include
1.4   Summary
1.5   Glossary
1.6   References / Further Readings
1.7   Possible Answers to Self-Assessment Exercise(s) within the content

UNIT STRUCTURE

1.1   INTRODUCTION
    Sources of information in African societies are original materials on which the research is based. Information is necessary in any African society because that is the only way people can be aware of something happening or an event. It is through information that tradition can be passed down from one generation to another. Sources of information in African societies varies from society to society. Some societies have similar sources of information while others have very different sources of information. No matter the source of information, the

sole aim is being achieved which is to pass across an information to a person or group of people in the society. In African societies, the source they use to transmit information depends on their exposure.

1.2   LEARNING OUTCOMES
By the end of this unit, you should be able to: -
- Define Information
- Explain the different sources of information
- Discuss the differences between modern and postmodern sources of information

1.3   Information

Information is the answer to a question. It is the response that is given when one wants an answer to a question. Information is conveyed as a message or the direct or indirect observation of something. Information is always conveyed as a content of a message which may be a sequence of signs or signals. It can also be stored in a safe place. Information is a way of interpreting what one understands. Madden (2015), reviewed information and summarized it as: -

- **Information is a representation of knowledge**

This basically means information is stored knowledge, that is traditions in African culture are passed down through the knowledge one has of them. When one is aware of the culture of an African society or any society at all, it is known as knowledge, and this knowledge can only be passed down through information to the person asking.

- **Information is data in the environment**

From an African environment, a lot of information can be obtained through environmental stimuli and environmental phenomena which are intended to be quite informative if interpreted properly.

- **Information is part of the communication process**
This means that information is found in humans and not only in physical things or events. It is when one communicates with humans that some certain information can be obtained. Time and social factors are also essential here.
- **Information is a resource or commodity**
Here, an information is passed through a message which is passed across from a sender to a receiver. The receiver on the other hand interprets the message as an information which may be of added value to him.

1.3.1 Sources of Information

There are various types of information that people come across especially in the African society. Thomas (2015), identified three types of historical sources studied by archeologists namely;

- Primary Sources
- Secondary Sources
- Tertiary Sources

These sources of information dates back to historical periods which comprises of things created at an earlier date where things were available in the form of objects of material culture or written documents that permits evaluation of manners, customs and languages of the human history.

1. Primary Sources

Primary sources are original works based on individual thoughts and information that is gathered first hand. Here, the original materials on which the research is based were used. Primary sources basically provide a first-hand testimony concerning any research topic being investigated. If the research topic is on African societies, all the primary sources of information used would be original materials. Primary sources of information are original records, original manuscripts and documents that are used to prepare information for the particular society or the general public which may be published or unpublished.

Primary sources can be considered from two angles namely: -

a. Original works based on persons own thoughts
b. Data gathered at first hand and usually organized and presented by the person who gathered them.

A primary source is an authoritative source and it is usually the person with the direct knowledge of the event being described that is studied. A Documentary may be seen as both a primary and secondary source in the sense that if the film is not really modified its termed primary source of information but if the film is modified and a few things are added, it can be termed as a secondary source of information.

Types of Primary Sources

Primary sources can be classified into three distinct types which are: -

a. Archeological or Historical Sources

Archeological or Historical sources consist of manuscripts, copperplates, coins, works of art and inscriptions

Figure 13   Archeological/ Historical Sources about Africa

Source   Google Photos

b. Written Sources

Written sources are also known as Narrative sources or Literary sources. They include Newspaper articles, Journal articles, field notes, Laboratory notes, Published original research, Proceedings from meetings, conferences and personal documents such as Biographies, Autobiographies, Diaries, Letters and memoirs. All these can be documented and passed down from one generation to another or made for public consumption.
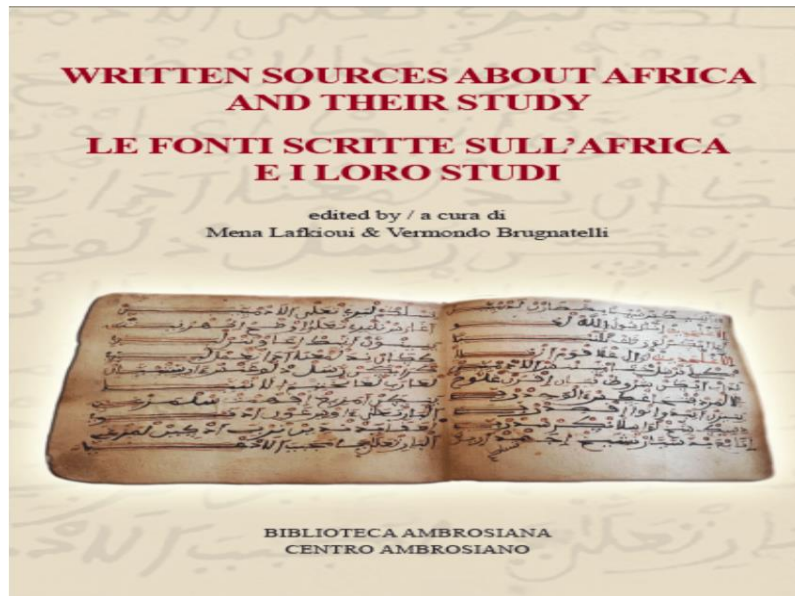

Figure 14   Written Sources about Africa
Source
        https://www.google.com/imgres?imgurl=https%3A%2F%2Fi1.rgstatic.n et%2Fpublication%2F328748292_Written_sources_about_Africa_and_their_st udy%2Flinks%2F5be0976392851c6b27aa11e9%2Flargepreview.png&imgrefu rl=https%3A%2F%2Fwww.researchgate.net%2Fpublication%2F328748292_ Written_sources_about_Africa_and_their_study&tbnid=kk3Yep00x6ERoM&v et=12ahUKEwid9dq8kI3yAhVE4BoKHU1bDyMQMygAegQIARBx..i&docid =P61U04dL9aIYlM&w=850&h=1203&q=image%20of%20written%20histori

c. Non-Written Sources

Non written sources are also known as 'Oral Sources'. Oral traditional sources are information that are transmitted with spoken words and passed from one generation to another. The information may be passed down through speech or song which may take the form of fables, narrations, epic histories and folktales. Non-written sources make it possible for a society to pass information from parents to children, king to kinsmen without writing. It is also used to educate children and adults about important aspect of their culture. Oral traditions may include traditions which includes myths, legends, folklore and songs. Some of these songs were passed down from one generation to another orally.

Figure 15   Non Written sources
Source
       https://upload.wikimedia.org/wikipedia/commons/thumb/4/4d/Santorini
_Museum_Prehistoric_Thera_Linear_A.jpg/1200px-
Santorini_Museum_Prehistoric_Thera_Linear_A.jpg

2. Secondary Sources
Secondary sources are based on primary sources. They were created years after the actual event occurred. Secondary sources interpret the primary data, analyze the primary data and also criticize the primary sources. Secondary sources are made up of graphs, pictures and quotes from the primary sources. Documentary like I mentioned earlier can be a secondary source when the film is altered from the original event. A secondary data does not cost as much as the primary data and it takes more time to assemble the data than primary data which is first hand in nature. Examples od secondary data includes; Bibliography, Dictionary, Reviewed Literature and so on.
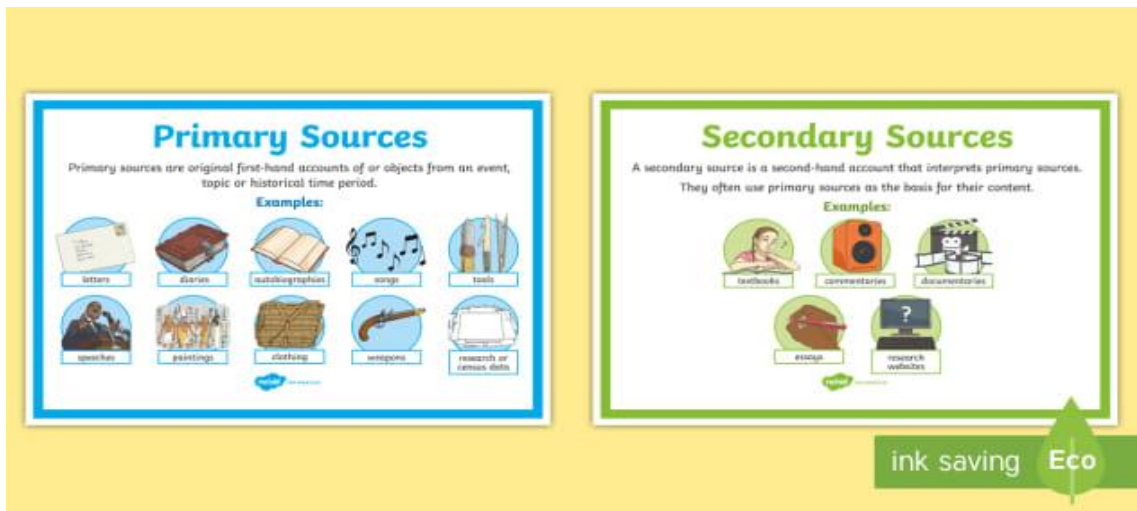
Figure 16   Secondary Sources of Information
Source
     https://images.twinkl.co.uk/tw1n/image/private/t_630_eco/image_repo/f
d/f1/cfe2-t-210-primary-and-secondary-sources-a4-display-poster_ver_1.avif

There are some sources of information that are both primary and secondary sources of information and they include; websites, Newspaper, Magazines, Thesis

3. **Tertiary Sources**

A Tertiary source is a combination of both primary and secondary source. They can be used to find out other sources using things like Textbooks, Encyclopedias, Bibliography, Database and Concordances. The thin line between primary and secondary source is almost invisible. Typical examples of tertiary sources are; Almanacs, travel guides, field guides and any material written by a third party.

Figure 17   Tertiary Sources of Information
Source   https://www.teachstarter.com/wp-content/uploads/2019/02/preview-65081-19505-0-landscape-1200x628.png

1.3.2 Other sources of Information that are not part of primary, secondary and tertiary sources of information and they include: -

   i.   Modern Sources
  ii.   Post Modern Ultra – Modern Sources

Modern Sources

Modern sources came into being with the development of information and communication technology (ICT). These modern sources comprise of survey records, video recordings, audio recordings, internet communications through emails, websites and photographs. Information and communication technology opened the door to a lot of new ideas. People can actually have access to information on that history and African culture. The modern sources can also be stored and accessed when needed. African societies or cultures have been brought to the limelight as a result of information and communication and technology.

Post Modern or Ultra-Modern Sources

Another name for Post Modern Source is Ultra-Modern Source. These sources became more visible in the 21st century when all sorts of mobile phones and social networking equipment flooded the world. All postmodern sources make use of the internet, some examples are Blogs and Geo-fencing. Post Modern Sources enables one to be on the go and can get the information one needs anywhere and at any time. The devices available now.

1.4   SUMMARY

This unit has established the fact that information is a representation of knowledge, data in the environment, a resource and a it is part of a communication process. there are various sources of information. Primary sources are based on original materials linked with direct contact and individual thoughts whereby first-hand testimony concerning any research topic being investigated. Secondary sources are based on primary sources and they occur years after the actual event happened. Secondary sources are made up of graphs, pictures and quotes from the primary sources. Tertiary sources combine both the secondary and primary sources and they include textbooks, Encyclopedias, Concordances and so on. These sources of information help us to understand other people's ideas, cultures and events from the past. The evaluation of these different sources makes information of a particular society more authentic. information is the response that one gives when asked a question, it means dishing out the knowledge that a person knows. There are three (3) main sources of information can be used individually or collectively

to have a feel of African societies. Being that when culture started in Africa there were no modern technology and so oral sources, i.e passing down information from parents to children or master to subjects were in vogue but with the advancement in technology, modern equipment can be used to capture historical events. The main three types of sources of information are primary, secondary and tertiary sources. There are distinct in their own ways. Modern sources and postmodern sources of information amplified the African culture in the sense that it makes use of Information and communication and Technology (ICT) to popularize the information about a particular society, culture or tradition.

SELF ASSESSMENT EXERCISE

1. What do you understand by postmodern source of information?
2. mention three sources of information
3. what is secondary source of information

1.5 GLOSSARY
 ➢ Sources of information – sources of information are the mediums through which information can be retrieved. The three major sources are primary, secondary and tertiary information.

1.6 REFERENCES / FURTHER READING

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1.5 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT
   1) Postmodern source of information are sources of information that came out in the 21st century that makes use of information communication and technology such as mobile phones, computers and laptops.

2) Primary, Secondary and Tertiary sources of information
3) Secondary source of information is information that is nor first hand

UNIT 2: CHANNEL OF COMMUNICATION IN AFRICAN SOCIETIES

UNIT STRUCTURE

2.1   Introduction
2.2   Learning Outcomes
2.3   Communication
    2.3.1   Traditional Channels of Communication in African Societies
2.4   Characteristics of Traditional Communication in African Societies
2.5   Summary
2.6   Glossary
2.7   References / Further Readings
2.8   Possible Answers to Self-Assessment Exercise(s) within the content

2.1   INTRODUCTION

Communication is a very important aspect of livelihood. People living in a community must communicate with one another in African societies they lay emphasis on events rather than on dates. Such events are used to remind them of things, and it has formed part of the culture of most African societies. Communication cannot be over emphasized; it takes place on a daily basis and it is done through a channel. A channel is the medium through which an information is passed. There are various channels through which communication can be made possible.

2.2   LEARNING OUTCOMES

By the end of this unit, you should be able to: -

- Define communication

- Discuss the channels of Traditional communication in African Societies
- Explain the characteristics of Traditional communication in African Societies

2.3   Communication

Communication can also be known as "**information dissemination**" and can be used interchangeably to spread information/news around the community. In African societies, communication/ information dissemination varies from society to society. There may be some similarities but not the same in all areas. Communication is not only for information but also for education, knowledge and entertainment of the indigenes. The old way of transmitting information is different from new ways of transmitting information, but the main essence is still achieved which is disseminating information to the grassroots.

In African societies, information is disseminated through signs, symbols, recognizable sounds and officials that disseminate information are familiar to the indigenes. In most African societies the carrier of information is called the " **Town crier**". He is the one who will go round the community with the instrument while also using his voice to get the attention of the indigenes. The instruments / tools that different societies use in disseminating information vary from society to society. The picture below is a typical example of a town crier we see in African societies.

A town crier carries the word of the king to the people. His voice reaches every house hold. The town crier passes through every street while hitting his gong to get their attention and then relaying the message he has with a very loud voice.

Figure 18   Town crier
Source   Google Photos

1.3.1 Traditional channels of Communication in African societies

a. Idiophone

Idiophones are self-sounding instruments that do not need any intermediary of any sort. Once you hit them, they sound loud. It is used to draw the attention of indigenes before the message will be delivered. It is either shaken, scratched or pulled with the feet. Wilson (1981) identified some examples and they are:-

i. Gong

Figure 19   Gong
Source

https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.hamillgallery.com%2FBAMILEKE%2FBamilekeGongs%2FBamilekeGong12r.jpg&imgrefurl=https%3A%2F%2Fwww.hamillgallery.com%2FBAMILEKE%2FBamilekeGongs%2FBamilekeGong12.html&tbnid=wMuzX8e1uVgMeM&vet=12ahUKEwiugrW06pn0AhUHyYUKHT7TC40QMygCegUIARC-AQ..i&docid=CQ2aKAIOLHK8WM&w=468&h=600&itg=1&q=african%20gong&ved=2ahUKEwiugrW06pn0AhUHyYUKHT7TC40QMygCegUIARC-AQ

ii.   Wooden drum

Figure 20   African Wooden Drum

Source

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.123rf.com%2Fphoto_19121870_djembe-african-percussion-handmade-wooden-drum-with-goat.html&psig=AOvVaw1bGN4ap4eB8JKZkNsbW0jx&ust=1637047162216000&source=images&cd=vfe&ved=2ahUKEwis_viF6pn0AhUSXRoKHX7KAM8Qr4kDegUIARCNAg

iii.   Bell

Figure 21   African Bell
Source   https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRLFVTxyWRx59YNsUNxgdpwcyThaCorVqseJw&usqp=CAU
iv.   Rattle

Figure 22   African Rattle
Source

https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.hamillgallery.com%2FDRUMS%2FRattles%2FRattle12r.jpg&imgrefurl=https%3A%2F%2Fwww.hamillgallery.com%2FDRUMS%2FRattles%2FRattle12.html&

b. Membranophones: -

Membranophones are musical instruments which produces sound from vibrating the membranes. It is especially used in the Yoruba culture in Nigeria.

i. Talking drum

Figure 23   African Talking Drum
Source   https://encrypted-
        tbn0.gstatic.com/images?q=tbn:ANd9GcQdxiF1VoR0mGm0ntbsw
        BXelU1CbBHeCJeO1w&usqp=CAU

A talking drum is locally called "dundun". It is used at various traditional ceremonies. It can be used to praise someone as well as for mischief. The talking drum is said to imitate the tones and gibes of the Yoruba speech and the inidigenes understand it. Apart from the yorubas in Nigeria other cultures such as Itsekiri, Urhobo and Edo speaking part of Nigeria also have talking drum and it's called "Oji", "Igede" and "Okah" respectiveluy. The talking drum is also used to announce the arrival or departure of dignitaries at the palace.

c. Aerophones

Aerophones are musical instruments from the flute family which is also used to transmit information in African societies. The sound is produced as a result of the column of air. Examples are: -

i.   Gourd horn

Figure 24 **African Gourd Horn**
Source

    ii.   **Whistle**

Figure 25 **African Whistle**
Source

    iii.   **Reed pipe**

Figure 26   African Reed
Source   https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcR3NxuOtcvvAmg7YVIiA8iq6FUC6Vju GjcyQQ&usqp=CAU

iv.   Trumpet

Figure 27   African Trumpet
Source   https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQtgISGIZAXHQ0saomlF_hh4BO14sYxCF0 P9Q&usqp=CAU

d. **Symbolography**

This is a representation of symbolic writing used to convey a message . Usually, symbols connote different meanings in different African societies. For instance among some communities in Delta state, Nigeria, when they are carrying a corpse, they usually put fresh palm leave in front and behind their vehicles. So without verbally announcing that a corpse is approaching, the indigenes know the symbol. Similarly, is other Ndokwa East area of Delta state, when a plain tree is placed upside down on the road, it depicts war so indigenes having seen the symbol should get ready and put their houses and belongings in order. In the same community, when some officials of the palace place a leaf in their mouth and it sticks out at both edges of the mouth, it signifies that something strange is going on in the land .

e. Signals

A signal in this instance is the physical embodiment of message which includes fire, smoke, gunshots, cannon shots. Different signals mean different things. For example, in most African societies when an influential man dies, there will be booming of local gunshots. Gunshots are also to warn of imminent danger. In other African communities when an eaglet is seen flying around it is a signal that a dangerous animal is lurking around the community. When a white hawk is seen flying around it depicts that flood season is coming. Different signals have what they represent.

f. Objectifics

Objectifics are items whereby when they are made use of it conveys specific contextual meanings. For example, in Nigerian communities, when a guest arrives, he is presented a kolanut which signifies that he is loved and welcome into their home.

Figure 28   African Kolanuts
Source   https://africanlegends.files.wordpress.com/2011/06/kola1.jpg

g. Colour Schemes

Colour schemes explains the use of different colours to convey messages. In most African societies, especially Nigeria, black coloured cloth signifies a state of mourning, a white coloured cloth signifies a state of giving praises to God while a red piece of cloth signifies danger.

h. Extra – mundane communication

Extra – mundane communication is not restricted to African societies alone, other non-African societies engage in it. It's basically the communication between the living and the dead. Here, the living want to find out an information from the dead/ spirits and so the make use of cowries, they do incantations, invocations, witchcraft and so on ; all in a bid to communicate with the dead. In some other African societies, a dog or a goat is sent on an errand and they go.

i. Symbolic display

Symbolic displays are things people do consciously or unconsciously that conveys what they mean. They include; waving of hand, smiling, sticking out of the tongue, frowning, display of anger and so on. Without verbally saying anything, this display of actions has communicated properly.

j. Music

Music here represents folk songs which can either be to praise specific indigenes for what they have done or to shame indigenes for their wrong doings. Music is used at wedding, celebrations, chieftaincy titles, burials and other events that takes place in African societies.

Figure 29   African Entertainers
Source   https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTqRTOZLZqj7cBT8Fdd5mlNtqWdGKQyej6WbA&usqp=CAU

2.4   Characteristics of Traditional Communication in African Societies

Aziken and Emeni (2010), identified some characteristics of African communication and they are :-

   a.   It is used for group and national unity.
   b.   It mobilizes indigenes towards development and national consciousness.
   c.   It is a source of educational and enlightenment programme.
   d.   It is a source of entertainment
   e.   It gives expression to different cultures.

2.5 SUMMARY

Channel of communication in African societies are of various types ranging from idiophones, signs, symbols, music, colour schemes and extra-mundane

activities. The characteristics are common to all African societies irrespective of the community, they include: - it gives expression to different cultures, source of entertainment, education and enlightenment, mobilizes indigenes towards development and national consciousness and it is used for group and national unity. African societies are numerous in number and have cultures that bind each one of them. Their channel of communication brings them closer, educates them, enlightens them and entertains them. These channels of communication are passed down from generation to generation. With the influx of the internet, some African channels of communication have been made known to the world. That notwithstanding the characteristic and purposes of these channels of communication in African societies remains the same.

SELF ASSESSMENT EXERCISE

1) Mention four types of idiophones
2) Mention some channels of communication in African societies
3) Mention three characteristics of traditional communication in African societies.

2.6   GLOSSARY

➢ Communication – Communication can also be known as "**information dissemination"** and can be used interchangeably to spread information/news around the community.

2.7   REFERENCES / FURTHER READING

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2.8   POSSIBLE ANSWERS TO SELF-ASSESMENT EXERCISE(S) WITHIN THE CONTENT

1) Gong, Wooden drum, Bell and African Rattle
2) Music, Symbolic display, Signals and Objectifics.
3) Communication is used as a source of entertainment. Communication is used for group and national unity

UNIT 3:   INFORMATION TRANSFER IN AFRICAN SOCIETIES

UNIT STRUCTURE

3.1   Introduction
3.2   Learning Outcomes
3.3   Information Transfer
        3.3.1   Stages of Information Transfer (ITC)
3.4   Mechanism for information transfer in African societies in ancient times
        3.4.1   Mechanisms for information transfer in African societies in modern times
3.5   Summary
3.6   Glossary
3.7   References /Further Readings

3.1   INTRODUCTION

In the previous unit we learnt about the different channels of communication in African societies. This unit throws light on how information is being transferred before the advent of internet and after internet entered the African societies. Before the advent of the internet Africans had to device means on how information could be transferred and this was passed down from one generation to another. With the advent of ICT, things changed, modern technology made things better.

3.2   LEARNING OUTCOMES

By the end of this unit, you should be able to**: -**
- Define information transfer.
- Examine the mechanisms for transfer of information in ancient times
- Explain the mechanism for transfer of information in modern times

3.3   What is Information Transfer?

Information transfer is defined as the process of transferring information from one person to another which may be done face-to-face or through a medium. Information transfer involves a process; through which a knowledge, an idea or message is transferred from one source to another or from one person to another via a communication channel. In African societies information can be

transferred verbally or non-verbally. Information transfer is an unavoidable process when it comes to cultural heritage especially in Africa. The African culture is plagued with oral traditions, if the oral tradition is not documented and preserved, the bearer of the knowledge dies with it without having to pass to a younger generation which may be as a result of lack of interest or a number of factors.

A communication channel must be involved when information transfer is taking place. Being that information transfer is a process, it involves a cycle. The person who propounded Information Transfer Cycle is called *Beesman.* Information transfer cycle involves a chain of activities which are repeated in the same fashion. From where the information is generated, be it a human or media to its end user, it passes through many processes. The whole process is repeated for another audience again in the same order. The process is called Information Transfer Cycle (ITC). Information transfer cycle (ITC) involves generation, collection, storage, preservation & destruction and diffusion & utilization.

3.3.1 Stages if Information Transfer Cycle (ITC)

Barman 2020, outlined the stages of the Information Transfer Cycle (ITC) as follows;

1) **Information generation**
Information generation is also known as information creation. It has to do with the happenings of incidents and activities of human beings which only takes place when something happens. If there is no event or activity, there is no creation/ generation of information. Information can be produced by anyone regardless of their race, education, sex, colour or occupation. It can also be created by different professionals seeking one information or the other regarding their line of duty. The government is not excluded from this, in fact they are a major contributor to information generation.

2) **Information collection**
Information collection is subdivided into two categories namely;
 i. Information Production
ii. Information Dissemination
Information collection produces ideas or knowledge through publishing organisation or any organisation that can assist with distribution of information or knowledge as the case may be. Some may be in print or non-print form. Information dissemination are avenues for spreading the information to those who need them through different mediums. Information and communication technology has helped to spread
Information production may be in form of books, journals, magazines, databases, web pages, music files and so on.
Information disseminators on the other hand may be in form of educational institutions, libraries, museums, business, government and so on.

3) **Information storage**
Information storage involves the process whereby that have been generated, produced and disseminated are stored for safe keeping by libraries,

documentation centres, data banks and data centres. In this era of information and communication technology computers are used for storing information as well as disks, CDs and new devices for storing information.

Information storage is subdivided into three categories namely;

i. **Organisation**

Organisation is a display of how the information was presented in the library, museum and information centre which makes for easy access to people who need them. In the library environment, resources are classified and catalogued and arranged according to a shelf list for easy retrieval.

ii. **Retrieval**

Retrieval is a process that involves getting the information that was organised in the library or information centre which can be used for providing answers to queries by the users.

iii. **Communication**

Communication is the process of transferring information from one person to another. In libraries communication can be made through telephone, emails, teleconferencing and so on. So also in African environments, communication can be made orally or written.

4) **Information preservation and destruction**

Information preservation involves keeping the information in good shape so that whenever it needs to be used, the format is still accessible and readable no matter the technology. Information that is not being requested for often will be archived and if it is worn out, it can be weeded from the library, that is the information destruction stage.

5) **Information diffusion and utilization**

Information diffusion means directing the information to a target audience that actually needs the information for their own benefit. Utilization of information here actually means the adoption and implementation of the knowledge derived from the information which after application, leads to a new information.

3.4   Mechanism for information transfer in African societies in ancient times

1. Horse back

Figure 30   African Transportation by Horse back
Source   -   https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRxhgfIBxS1hFZsZlA9AY5k_86fqRUQpA7l0A&usqp=CAU

2. Foot

Figure 31   African Transportation on foot
Source – Google Photos

3.4.1   Mechanisms for information transfer in African societies in modern times

There are numerous mechanisms for information transfer in African societies in modern times. These mechanisms have been improved upon to enable information get to people who need them speedily. Some of the mechanisms that are used in modern times are telephone, internet, mail, television, face-to-face, hard copies of documents, audio compact discs, electronic documentation and compact discs.

1 Telephone
Telephone is a system for transmitting voices over a distance using wire or radio, by converting acoustic vibrations to electric signals. Distance and time are not barriers to telephone conversations. Telephones are of various types, there are land line telephones that are placed in one position in the house or office. The other type is a mobile phone which people carry all over the place, it can be in a handbag, pocket or anywhere close to where the person is.

Figure 32   Telephone set

Figure   33   Mobile phones

a. **Teleconferencing**

Teleconferencing is the use of telecommunication devices to hold discussions between participants in different locations. Teleconferencing is having multiple people on the telephone line and discussing with one another.

Figure 34   Teleconferencing

b. **Short Message Service (SMS)**

SMS is used to send text messages to mobile phone. Sometimes people don't want to talk and they seriously need to communicate. They can type the message and send to the recipient and also receive a response same way.

Figure 35   Short Message Service
Source   https://www.androidpolice.com/wp-content/uploads/2018/04/SMS-conversation-Android-Messages-Hero.jpg

c. **Call**

This is an act of calling with the voice. It is mostly between two people. One person dials a number and the other person picks it up and a conversation can start.

Figure 36   Mobile call
Source   https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTyKKTGoFWlcYHV1q5WR8WnZF4O6YUmdgGKRw&usqp=CAU

2. **Internet**

Internet is an electronic communications network that connects computer networks and organisational computer facilities around the world. It can be local as well as international. Many organisations make use of the internet for communication.

a. **Intranet**

Intranet is a local or restricted communication networks especially a private network created using World Wide Web software. Intranet is for the colleagues in a locality. It does not go beyond a particular area. It is secure and colleagues within that area can exchange mails and go about their businesses without hitches.

b. **Extranet**

Extranet extends outwards to businesses that offer similar functions to those working with the businesses but separate from it. Extranet is a private network that connects computers that are within the same organisation but different locations most times outside the country. With an extranet they can send mails and exchange information. It is a secure way of communication with colleagues outside the country.

c. **Audio conferencing**

Audio conferencing is a telephone meeting conducted between multiple callers. It is sometimes called "teleconferencing". Audio conferencing can accommodate up to five or more callers from different destinations. They can have a discussion for as long as they wish. Audio conferencing has no limit to distance and time. As a long as a time is agreed upon, they all hook up and have the discussion.

d. Video conferencing

Video conferencing is a video meeting conducted between multiple callers. Video conferencing enable each participant to see each other and contribute to the discussion.

3. Mail

A mail is a letter or parcel sent by post.

a. Postal

Figure 37   Post master
Source   https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcR71B2gz-1kBMVlugHd3DR60AB3oIyOHWfnNQ&usqp=CAU

b. E-mail

Figure 38   Electronic Mail
Source   https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSw4byVqdsNARf0z9jYt4OqS0nl5UNhwLJ55A&usqp=CAU

4. Television

A television is a machine with a screen that receives broadcasting signals and changes them into pictures and sounds.

Figure 39 **Television Set**

5. Face to face

Face – to – face is when two people are in front of each other and are having a conversation. They can see each other's reactions and gesticulations.

Figure 40 **Face to face discussion**

6. Hard copies of documentation

A hard copy document is a printed information from a computer sometimes referred to as a printout. Hard copy documentation can be made in a book form filled with any information that necessary on a particular subject.

Figure 41 **Hard copy documentation**

7. **Audio compact discs**
   a. Compact disc – Read only memory (CD-ROM)

Figure 42   Compact Discs

8. **Electronic documentation**
   a. Word processor
   Word processor is a programme or machine for storing, manipulating and formatting text entered from a keyboard and providing a printout.
9. **Digital Video Disks (DVDs)**
   This is a disc capable of storing a significant amount of data.

3.5   SUMMARY

Information can be transferred from one society to another by verbal or non-verbal means. There are various mechanisms through which information can be transferred in African societies. The ancient way of transportation is on horse and on foot. The modern way of transfer of information has been made easier with the introduction of information and communication technology. The mechanisms of transfer of information from person to person in African societies in the ancient days are different from the modern days. Modern mechanisms are of various types which includes digital video disks, electronic documentation, face – to – face, Email, television, intranet, extranet, video conferencing and so on. and are faster than the ancient mechanisms which are mainly horse and foot.

SELF ASSESSMENT EXERCISE

1. Mention five mechanisms for information transfer in African societies in modern times
2. Mention two mechanisms for information transfer in African societies in ancient times
3. What is information transfer

3.6   GLOSSARY

- ➢ Information transfer – Information transfer involves the transfer of information from one place to another or from one person to another.

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3.8   POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1. Teleconferencing, Internet, Mail, Face to face and Television
2. Horseback and Foot
3. Information and Information transfer involves a process; through which a knowledge, an idea or message is transferred from one source to another or from one person to another via a communication channel.

UNIT 4:   INFORMATION ACCESS AND UTILISATION IN AFRICAN SOCIETIES

UNIT STRUCTURE

4.1   INTRODUCTION

Information access literally means access to the internet, thereby eradicating any form of inequality. Access to information is pertinent to any society including African societies. Humans require access to information for social, economic and political development and for good decision making. With the influx of internet, information access has been on the rise as there is a pool of information that people have easy access to.

4.2   LEARNING OUTCOMES

By the end of this unit, you should be able to: -
*   Define access to information
*   Explain information utilization
*   Discuss some factors affecting information access and use

4.3   Information Access and Information Utilization

Information access simply means that information should be made available to all and sundry regardless of their status in the society. Globally, information is being regarded as an economic resource and having access to it in remote villages such as typical African societies like an icing on the cake. Information access and utilization according to Familusi and Ajayi (2015) enables people in the society to understand their environment better. In the sense that they learn new skills that will enable them make informed decisions about their lives. As Libraries / information centers are extending to African societies and they

make use of information and communication technology, the internet has helped to make access to information close to the grassroot.

Information utilization is having access to information and actually having the skill to use it for a need. Without the right skill, the information gathered or the knowledge gathered is useless because it cannot be put into good use that is the full potential of the individual will not be achieved. In African societies with a little civilization and development, it is the duty of library and information centers to provide relevant literature on research about information access and utilization in African Societies.

Access and utilization of relevant information regarding African societies is critical to creating the desired awareness for people reduces the uncertainty or perception that people have about them. Having access and using the information enable them live a better life. (Omagbemi, 2004).

4.4 Factors that affect information access and utilization in African societies are: -

1. **Education and illiteracy**

   Education and illiteracy are fundamental factors that affect access and utilization in the sense that if one is not educated/ literate, it can hinder one's access to information and if one has access to the information, he/she would not be able to utilize it. To be educated includes learning how to read and write but does not stop there, it goes way beyond that. It involves understanding what one has read and reason properly when met with a situation that involves one to make use of his/her education. An illiterate person is one who has not had the formal education in school. When an instruction or information is written in English language like you are reading right now, an illiterate person will not be able to make head or tail of it. This factor can greatly hinder information access and utilization especially in African societies. Most African societies are beclouded with remote villages whereby civilization has not reached, however there are some African societies where there is civilization and development and schools are built and the society is literate and educated.

2. **Lack of skills**

   In African societies, most of them lack skills to use modern day technologies like mobile phones and other complex technological devices they are forced to wait for relatives, friends or children to assist them with these devices. They are prevented from access to urgent and up to date information because they had to wait for assistance. Having access to information is one thing, having the skill to process and utilize the information is another thing entirely. A person who does not know how to use a smart phone or a normal can actually be linked to an information but making use of the device is another ball game all together. It is necessary to have the required skills for accessing information otherwise it is useless.

3. **Availability of information centers**

   Many African societies do not have the resources to provide an information center in their locality and they don't see the need for it. Information centres

not only keep people informed but it also brings civilization to that particular area. Information centers are like library centers where people can go for more information or knowledge about a particular topic they are researching. An information should be situated in strategic areas but it is a scarce commodity in African societies. It is more prevalent in developed countries.

4. **Language**

   In most African societies, the mother tongue is used to communicate and pass on information to one another. English is a second language that's also used but not many people in the interior African societies understand it. Language can be a barrier to the access and use of information in the sense that for one to make use of modern technology in African societies and interact properly, there has to be a level of understanding. It is necessary for one to understand English language as it is generally accepted around the world. Some of the information that may be made available would most definitely have be in English and if the person does not understand English, there is a language barrier and so an interpreter would be needed.

5. **Roads and transport**

   Roads and transport play a key role in information access and utilization. Here if the road network is not good or motorable, access to information has automatically been cut off. It is necessary to have good road network so that carriers of technology can get to the interiors of African societies. Carriers of technology would go by road to the interior African villages and if the road network is bad, automatically, that society has been cut off from technology and the information that is supposed to reach that area will be truncated.

6. **Gender**

   In most northern African societies, the women/ girls are indoors permanently. They are not allowed to mingle with the men who are not their husbands. This seclusion automatically cuts off their supply of access to information let alone using it. Some Muslim African societies do not allow their female children have a basic education but rather they are betrothed at an early age. An uneducated girl child is a danger to the society because she is not exposed to information that can make her life and life of her children better.

7. **Distance from municipality**

   Distance from municipality simply means the distance from where the possible users of the information live and the local government or information center. The nearer the better but if the distance is far, there is a possibility that the people who need the information won't find it easy to get to the municipality i.e. local government office or information centers.

4.5   Suggestions for effective information access and use: -

1. **Reduced cost of ICT**

   It is general knowledge that the cost of Information and communication technology (ICT) equipment is on the high side especially in Africa. If the

cost of ICT equipment were reduced, more people would be able to afford it in their homes and there would be more access to information and more people would use it too.

2. **Training**

    Training is an effective factor for information access and use in the sense that if one is not trained on Information and communication Technology (ICT), the person will not be able to access the information when exposed to any ICT gadget.

3. **Time**

    When an information is given but it's outdated it is of no use to the user. A timely information saves life and it is of very good use to the user. For example, if someone needs an information for his/ her thesis and cannot get access to an internet or has access to an internet but has no one to put him/her through. Anytime wasted will definitely delay such student's graduation from the university.

4. **Support from municipality**

    Support from municipality or local government is a huge plus for effective information access and use. African societies that are very far from the local government may not get much attention as those that are right under the municipality's nostrils.

5. **Availability of infrastructure**

    Availability of infrastructure such as electricity, good roads and pipe borne water will definitely attract more people to the locality the by increasing the level of information that flows into the society.

4.6   SUMMARY

This unit treated the factors that can affect access and utilization of information and it includes; language, gender, distance to municipality, education and skill. Suggestions for information access and use includes; reduced cost of ICT's, training, time, availability of infrastructure and support from municipality. Access to information means having access to the internet where there is a sea of information on different subjects such as ours. Utilization of information means being able to use the information that has been accessed. Being able to use an information requires having the skill to use information and communication technology (ICT).

SELF ASSESSMENT EXERCISE

1. What is information access
2. Mention four factors that affect information access and utilization
3. Mention four suggestions for effective information and use.

4.7   GLOSSARY

Information Access - Information access simply means that information should be made available to all and sundry regardless of their status in the society.

Information Utilization - Information utilization is having access to information and actually having the skill to use it for a need.

4.8 REFERENCES / FURTHER READING

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4.9 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1. Information access simply means the freedom to know an information and be able to obtain it
2. Language, Road& Transport, Lack of Skills, Gender and Distance from municipality.
3. Training, Time, Reduced cos of ICT and Support for municipality

ETHICAL ISSUES IN INFORMATION GENERATION IN AFRICAN SOCIETIES

In this module you will be learning Information generation in African societies, Information transfer in African societies, Information transmission and utilization in African societies, Challenges of Information management in African societies.

UNIT 1   **Ethical issues in information generation**

UNIT 2   **Information storage in African societies**

UNIT 3   **Challenges of Information management**

UNIT 1:   **ETHICAL ISSUES IN INFORMATION GENERATION IN AFRICAN SOCIETIES**

UNIT STRUCTURE

1.1   Introduction
1.2   Learning Outcomes
1.3   Ethics
         1.3.1 Types of Ethics
1.4   Ethical issue in Information generation in African societies
1.5   Factors that influence ethics in the Information Age
1.6   Summary
1.7   Glossary
1.8   References/ Further Readings
1.9   Possible Answers to Self-Assessment Exercise(s) Within the Content

1.1   INTRODUCTION

You have been taught definition of concepts in African societies, sources of information in African society, channel of communication in African society, information transfer in African society and information access and utilization in African society. It is now time to look at the ethical issues in information generation.

1.2   LEARNING OUTCOMES

By the end of this unit, you should be able to: -
- Explain information generation
- Define ethics
- Explain the different types of ethics
- Discuss the various types of ethics as regards information generation

1.3   Ethics

Ethics borders around the question of "right" or "wrong" which has been a long-time argument for centuries. Every individual has an opinion about what is right or wrong in their own eyes and this has resulted in an endless debate with no solution in sight. Library and information professionals are not left out of the debate but rather they are now burdened with the debate of what is considered right or wrong in the profession (Hoq 2012).

Ethics is a systematic approach to understanding, analyzing and distinguishing matters of right and wrong, good and bad, admirable and deplorable as they relate to the wellbeing of people living in society.

1.3.1 Types of Ethics

1. Descriptive Ethics

Descriptive ethics explains the observation of different moral standards that different societies have and how their ideas of right or wrong varies from person to person or from society to society.

2. Normative Ethics

Normative Ethics is the observation of how people behave in the society; i.e., the observation of what is treated as morally right in a society and same thing is treated as morally wrong in another society.

3. Meta-Ethics / Analytical Ethics

Analytical or meta-ethics explains that there are no moral standards independent of our social groups and hence whatever is wrong is wrong and whatever is right is right irrespective of the society.

1.4   Ethical issues in Information generation in African societies

In generating information, technology can at the same time be a blessing and a curse. In generating information, there is need to focus on technology because this is the twenty first century. ICT in African societies make a major contribution to opening the doors of learning and culture. Brunet ,Tiemtoré & Vettraino-Soulard (2004) identified six types of ethical issues related to information generation in African societies namely:-

1. Exclusion and Inequality

ICT on its own has created some distance between African societies and the rest of the world, between organisations and humans in the sense that the people who already have the finances to acquire this knowledge have an upper hand than those who do not have the financial resources. Be that as it may, some group of people have already been excluded and a huge gap is created. This exclusion gives rise to inequality within the societies which is obvious to all. Inequality can take place in schools/ universities between the internet users and non-users. Inequality can take place in organisations as well.

2. Culture (internet content)

Culture as we all know varies from country to country and from society to society. Internet content from a more advanced country may be seen as a negative exposure for a more timid society like African societies. This negative exposure may not go down well with the less exposed society.

3. Sociotechnical aspects of Internet integration (resistance)

Some African societies are of the opinion that the introduction of internet from advanced countries is purely for their monetary gain and not because there is real need for it in the African societies.

4. Internet Costs and Financing

Internet connectivity doesn't come cheap in African societies. In actual fact, it's a huge investment and it faces fierce competition from other investments such as hospitals and infrastructures.

5. Political power

In some African countries, Internet Is a tool that cannot be overlooked in exercising political power. In many societies, Internet is first introduced in security sectors, customs and other sectors on the corridors of authority. After circulating within the political zone, it then trickles into other sectors for those who have the knowledge, know the benefit and can afford it.

6. Economic organisation

The introduction of the internet promotes only the development of the enormous national and multinationals. Some African societies are of the opinion that internet is a huge luxury that can only be afforded by the affluent.

1.4 Factors that influence ethics in the Information Age

There are many unique challenges to face in information generation especially in the information age. Mason (1986), summarized four factors that influences ethical issues by the means of an acronym…. PAPA

1. Privacy

Privacy varies from country to country and it answers questions such as" what personal information should one keep away from the public"? For instance, in Nigeria before one can carry out transactions at the bank you need till fill out your BVN number which is very person and some people find it offensive. The growth of information technology has threatened our privacy as well as enlarged capacity for information generation, storage, computation and retrieval.

2. Accuracy

The internet churns out so much information on a daily basis and humans and organisations are exposed to such information and perhaps it is false, the damage is enormous because a lot of people would have believed and acted upon it. Accuracy raises questions like "how accurate is the information on the internet"?, " who owns it"?, "who can be held responsible for a mishap"?.

3. Property

Property is an item of information that is extremely expensive to produce in the first instance. Yet, once produced, the item or information can be reproduced or shared with others without destroying the original. Reimbursements are meant to be paid to the original owner but in most instances it's not paid. This is not same for tangible / physical property.

4. Accessibility

Access to information requires a little literacy. Access means three things in one. First one must have the intellectual skill such as reading, writing and reasoning to deal with the information. In other words, the required education is needed. Secondly, one must have access to the information itself i.e television, radio, computers, libraries etc. Thirdly, one must have access to the information itself.

1.6   SUMMARY

In this unit you have learnt that ethics borders around the question of what is assumed right or wrong. Types of ethics includes descriptive, normative and meta-ethics. You also learnt about the ethical issues in information generation. Finally, you learnt that PAPA is the acronym for factors that influence ethical issues in information generation. Ethical issues are common to all societies including Africa. Ethical issues in information generation includes: - economic organisation, political power, culture, internet cost & financing, exclusion and inequality. Information generated through the internet is prone to have some factors that influence them like privacy, accuracy, property and accessibility.

SELF ASSESSMENT EXERCISE

1. What is ethics?
2. Mention three types of ethics
3. What does PAPA mean?

1.7 GLOSSARY

➢ Ethics – Ethics simply means what one perceives to be termed right or termed wrong which varies from society to society.

➢ PAPA- this is an acronym in ethics that means; privacy, accuracy, property and accessibility.

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1.9 POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1. Ethics is a systematic approach to understanding, analyzing and distinguishing matters of right and wrong, good and bad, admirable and deplorable as they relate to the wellbeing of people living in society
2. Normative ethics, Descriptive ethics and Analytical ethics.
3. Privacy, accuracy, property and accessibility.

UNIT 2:   INFORMATION STORAGE IN AFRICAN SOCIETIES

UNIT STRUCTURE

2.1   INTRODUCTION

Information is key in every society, details about a culture is communicated as information. Such information can be made available for a larger audience. That is where 'storage' comes in. Information storage in African is making available ancient histories of African societies to anyone who wants to have access to them. Information communication and technology assists in storing African culture by using the recent technologies available. Public libraries which is owned by the Federal government also plays an important role in preserving African culture.

2.2   LEARNING OUTCOMES

By the end of this unit, you should be able to: -
   • Explain information storage in African societies
   • Discuss the need to preserve and document culture
   • the ways ICT can assist in storing African culture/ Information
   • identify the role of public libraries in preserving African culture

- explain the challenges of storing African culture

2.3 What is Information Storage?

Information storage in African societies is all about 'Storing African Culture'. According to Omeluzor, Imam and Bamidele (2014), Africa is made up of fifty-seven independent countries which form the African Union with headquarters at Addis Ababa. It is important to note that all African societies have something in common culturally and that is "the culture is largely oral in nature". Spoken words are very important in African societies because it binds people together. Oral literature consists of: -
- Myths
- Fables
- Folklore
- History
- Genealogy

In African societies, many languages make use of oral and written form (Akinyemi 2011). For posterity's sake, it is therefore pertinent to store these written forms of information of the African societies in digital form to avoid cultural extinction.

Information and communication technology (ICT) plays an important role in the storage of African cultural heritage. Okoro (2010), is of the opinion that some African societies do not have any documented or recorded form of their discoveries and culture. Developed countries of the world unlike Africa, have the highest information of their culture on the internet and it can be accessed anytime. African culture which is mostly oral and written and passed down from one generation to another can also follow in the footsteps of the advanced countries and upload the information to the internet.

2.4 Need to Preserve and Document Culture

Culture helps to preserves people's identity and heritage. Everyone comes from somewhere and there is a way of life in that place no matter how civilized or how remote the village is. Culture should be preserved for the next generation to abide by and pass down. African culture is not inborne just like all other cultures but rather they are learnt through informal education. When indigenes are aware of their ancestor's past, they are able to appreciate their own role in cultural practices and heritage. When culture is preserved, its audience it reaches out to is mind blowing. People from all works of life from far and wide are able to have access and identify with a particular culture and heritage.

Public libraries play an important role in preserving and documenting the African culture. The library and information center plays multiple roles when it comes to preserving culture. They collect materials that are related to the community where they reside which may be written in the community's dialect

or translated in English. Such information serves as a gateway to the community in this global age where information and communication and technology is the order of the day.

Chibuzor and Ngozi (2009) preferred reasons why there is need to preserve and document African culture. They include;

1. **It gives people an idea how long the community has existed.**

Every community started at a particular time with one person or two people or a family or families. When their cultural heritage is properly preserved and documented, it will give the outside community a fair idea of how old the community is. Historical events can be traced and the actual age known.

2. **Information and communication and technology makes it possible for other people to have a feel of the African culture in the comfort of their homes.**

Information and communication technology enables people to have access to information anytime and anywhere as long as there is connectivity. Different cultures can be accessed with ease. Some people go as far as learning a language online with the use of ICT. Although they have not been to that particular country, they are able to have a feel of their language, dressing and mode of life because the culture was preserved and documented.

3. **It makes research easy**

With preserved and documented culture, a researchers work s made easy. More grounds can be covered without actually travelling to those interior African villages. The mode of dressing, views, beliefs, how kings are selected and installed and other things can be researched on line and authentic information fished out.

4. **The belief, language and way of life can be communicated and learnt.**

Some family members who live very far away are able to keep in touch with happening in their communities with the documented and preserved culture. For instance, some children who have never been to Nigeria can learn some of the Nigerian languages online as well as the traditional outfits. When they eventually visit, they are not out of place because they have already familiarized themselves with happenings in their culture.

5. **It contributes to local and national development.**

Enough local content eventually leads to national development. When the African culture is put out there in the open for everyone to see, the culture is appreciated by all and sundry and helps with national development such as

several stakeholders that can assist with advancing socio-economic development across the globe.

6. It helps to create awareness of the existence of a special place that would attract tourists.

Nigeria which is in west Africa can attest to the fact that as a result of preservation and documentation of African culture, some beautiful spots have turned to tourists' attraction sites such as Obudu ranch, Ikogosi zoo, Mambilla plateau in the north and so on. Other African countries that have tourist attraction spots can create awareness by documenting and preserving African culture.

2.4.1 Ways ICT can assist in storing African Culture/ Information

Information and communication technology has assisted mankind in several ways and documenting and preserving African culture is just one of its many blessings. According to Omeluzor (2014), several ways Information and communication Technology (ICT) can assist includes: -

1. Create healthy digital contents

Creating a healthy digital content is vital to promoting and protecting traditions for a long-time future. Some of the digital contents to be preserved are for the African community as well as the outside world. Centres of education, development and expression of traditions and culture must be created in places where these traditions and culture exist, and enhanced with the appropriate ICT tools.

2. Broadcasting in Rural Communities

The main area where traditional knowledge can be found are villages/ communities. They are the real custodians of African culture or heritage. Radio stations that transmit news in local languages is of great interest to the communities that can understand them. Information and communication and technology has aided this move of broadcasting in rural communities and important issues up for discussion are being aired to the delight of the community indigenes.

3. Digitization of Recorded Oral Culture

Oral culture can be recorded from older people and stored in discs, video cassettes and other forms of storing oral content. These contents can be put on the internet with the aid of information and communication technology so that people in other parts of the world can benefit from it.

4. Preserving content in Rural Libraries

Bappa (2012) opined that in Africa, when an older person dies, it is a library that has been burnt down, meaning that old people in Africa usually die with a wealth of knowledge that was untapped. It is pertinent for real rural libraries to

be set up and running so that traditions tapped from the older generation can be documented and preserved such as chieftainships, meeting places, palaces, cultural centers, market days and museums.

2.5 The role of public libraries in preservation and documentation of the African culture

One of the goals of a public library is to collecting and documenting cultures of the communities where they are situated. Keeping record cannot be over emphasized for any work of life, how much more African culture. This is necessary so that succeeding generations can have an insight of what used to be. The role of public libraries in preserving and documenting the African culture includes: -

1. Provision of space for cultural works

In modern libraries, a space is reserved for cultural works which can be painting, art work, edifice both from the rich and the poor. These art works are displayed for the public to see and appreciate. The main goal of the cultural work is to promote cultural values among the community.

2. Sustaining local cultural activities

Library and information centres can sustain local and cultural activities by organizing and hosting story telling. People can gather at a section in the library for this event weekly, monthly, quarterly as the case may be. By so doing, the local culture is sustained, preserved and documented because from storytelling, soon everyone who patronises them will be well aware of the cultural activities within the community.

3. Lectures and seminars

Lectures and seminars help in preserving and documenting the African culture. Some of the information that will be disseminated borders around political, economic and cultural events in the society. For example, school children who go on excursion to a public library can be briefed about the first traditional ruler to the current traditional ruler. Some places around the world that have unique cultures or resources hold seminars and lectures to intimate people about the cultural events in that area.

4. Provision of cultural materials

The public libraries are custodians of cultural materials in the communities where they reside. Cultural materials from neighbouring communities can be kept in the libraries. The section where these cultural materials are stored for safekeeping is called the archival section. Here old materials that tell a lot about the community and their heritage.

5. Record keeping

Every public library in a community should keep good record of events and happenings in their community. The proper record should include local history, tales, riddles, traditional proverbs and traditional technologies which can be used by the public in different gatherings.

2.5.1 Challenges of storing African Culture/ Information

In order to avoid extinction of African cultures, it is necessary to store materials and resources that have been gathered so that the unborn generation can have a taste of the originality of their culture. As good as the idea is, it is posed with some unavoidable challenges. Most of the materials that are being preserved are in digital formats have their challenges as follows: -

1. Physical deterioration

Physical deterioration here simply means the loss of the physical efficiency of a resource or material. It is when a resource that has been preserved or documented but begins to wear and tear as a result of age. White paper terns yellowish or brownish after a long period of time in the archives although the information can be retrieved but digital data can be completely lost once deterioration starts. Digital media can also be lost as a result of fire outbreak, flood and virus attack. ((Lin, Ramiah and Wal, 2004).

2. Digital obsolescence

Digital obsolescence is a situation when a data is no longer readable i.e it cannot be accessed anymore due to more recent and developed technology that has overtaken it. After a number of years, a technology that was very good becomes obsolete and if not replaced with the current media on time, it becomes unreadable. A good example is video recorder. There was a time it was in vogue and data was stored in it but as time went on, other technologies took over. If data was not transferred from it as it was phasing out, all the data would be lost.

3. Migration

Migration simply means transferring data from one technology to another. It is transferring data from an older generation of hardware and software to a newer generation of hardware and software which may include changing the format probably from Word to PDF and vice versa or from one operating system to another. The main aim of migration is to preserve the intellectual content of resources in digital format so that they can be displayed, retrieved and be available to be change.

4. Absence of collaboration and partnership

Collaboration is when two forces join their resources together to achieve a goal. here the two parties have something to offer. In the case of African

culture, there seems to be an absence of collaboration and partnership between government, publishers, creators and relevant industries when it comes to long term preservation of resources.

5. Absence of legislation and policies

Knowledge, they say is power. The absence of legislation and policies has hindered digital content from copyright and from being accessed. Some countries, are not aware of the legislative policies surrounding digital content such as renewing of license. Most African countries are not well informed of preservation strategies and this causes a huge challenge in documentation and preservation of digital media.

6. Funding

Affordability and cost are a major problem in many phases of documentation and preservation. Most African societies are not willing to invest in preserving scholarly and cultural resources. Aina, Mutula, and Tiamiyu (2008) stated that this lack of disaster planning and mitigation strategies in Africa results to unnecessary, and sometimes, permanent loss of valuable heritage and information resources.

7. Disaster planning and recovery

Inadequate disaster planning and recovery plans is a huge challenge documentation and preservation of African culture in the sense that recovery plans are not planned for so when it actually occurs, there is no remedy.

2.6 SUMMARY

African societies are not as advanced as developed countries and so most of their information are in oral forms. It has become necessary for ICT to be applied to African cultures so that people all over the world can access it anywhere at their convenience. It can also be translated in different language. Public libraries help to preserve and document the African culture by provision of space for cultural works, sustaining local cultural activities, lecture seminars, provision of cultural materials and record keeping. Challenges of storing African culture includes; physical deterioration, digital obsolescence, migration, absence of collaboration and partnership, absence of legislation and policies, funding and disaster planning & recovery. The need to preserve and document culture has become necessary because it gives people an idea of how the community has existed, it makes research a lot easier, ICT makes people far away have a feel of the African culture from the comfort of their homes, the beliefs and language can be learnt and it creates awareness that there is such a place for tourists to visit. The ways that ICT can assist in storing African culture is by; creating healthy digital content, broadcasting in rural communities, digitization of recorded oral culture and preserving content of rural libraries.

SELF ASSESSMENT EXERCISE

I.   Mention three roles of public libraries in information storage
II. Name two challenges of information storage
III. How many independent countries form the African Union?

2.7   GLOSSARY

➢ Cultural Diffusion – cultural diffusion basically means a situation where diverse cultures are formed from merging out of different pieces of culture where there are different types of clothing, different types of food and way of life.

➢ Information storage – information storage is the process of storing details about a society for future generation to have access to it.

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2.9 POSSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1. Provision of space for cultural works, sustaining local cultural activities and lectures and seminars.
2. Funding and record keeping
3. Fifty-seven (57)

UNIT 3   CHALLENGES OF INFORMATION MANAGEMENT IN AFRICAN SOCIETIES

UNIT STRUCTURE

3.1   INTRODUCTION

This final unit focuses on information management which assists all professionals including librarians to get the right information to the right sources at the right time using the right medium. Information management makes work easier by preferring efficient methods of creating, storing and disseminating information. With information management information storage and information retrieval is easy. Information management has it benefits and processes that for all professional and processes that are basically for librarians. Like all concepts there are some challenges that plagues information management.

3.2   LEARNING OUTCOMES

By the end of this unit, you should be able to:

- Define Information management

- Explain the benefits of information management
- Identify general information management processes
- Identify librarians' information management processes
- Examine the different challenges of information management in African Societies.

3.3   Information Management

Previously information was in all shapes and sizes and people that really needed them were not able to reach the information they needed. People who had access to information that others needed. They hoarded it and treated it like a scarce commodity but due to globalization and influx of information and communication technology, times have changed and information has suddenly become too much for individuals and organisations. There is a dire need for information to be managed so that it can be profitable to man. When information is managed, there is more profit, new and innovative products would be managed.

Information management according to Detlor (2010), is the management of systems and processes that have the ability to create, acquire, store, organize distribute and eventually use information. Information management assists organisations like libraries to access, process and use information effectively and efficiently. Without information management, things would be done haphazardly in the sense that the right information may not be available for a particular activity. Information management helps staff in an organisation to accomplish their goals a lot easier. Information management can also be said to be management of resources/ systems. Some scholars are of the opinion that information management draws ideas from librarianship and information science.

Arua, G. N., & Ukwuaba, H. O. (2016) sees information management as provision and distribution of the right information to the appropriate user who differs in age, gender, occupation and so on. They further explained that information management is concerned with how the organisation controls and utilises the information asset which are records and information resources that are in the organisation.

Being that a librarian's duty is to get information to users at the right time. Information management enables the librarian to manage the various collection of resources ranging from physical books, e-books, journals and so on. All these resources need to be classified, catalogued and retrieved easily. The sole aim of information management from a librarian's perspective is to make information available when users want access to. It is pertinent to note that libraries do not create any of these resources and so the technical know-how of getting these resources and enrooting them to the users is all part of information management.

3.3.1 Benefits of Information Management

Information management has a lot to offer in different organisations like making information available to the right audience, in the right format at the right cost and at the right time. Information management sieves the useful from the not so useful information. Information management serves a middle ground for the information resource and the user of the information. Information records society (n.d) outlined some benefits of information management and they include: -

1) **Saves the time of the staff**

   The time of the staff is saved. Time that would have been spent sieving information is saved as information management takes care of that. Only useful information gets to the staff. It can be very cumbersome to look for right information as there is a lot of information out there.

2) **Saves cost for the organisation**

   The cost that would have been incurred for storing useful and not so useful data has been cut out. Only useful data is stored, documented, preserved and ready for circulation. The organisation does not have to have a pile of junk be it paper or electronic. Every storage space costs money.

3) **Improved knowledge of information**

   When information management is introduced in any organisation including the library, there is improved knowledge of the organisation itself. There is a better circulation of information within the organisation.

4) **Improved control of information assets**

   ` the information assets of any organisation can be put under check with information management in the sense that as the information being churned out is controlled and not served to the wrong audience. Information management ensures that the right mail is delivered to the right address. Unauthorized people do not have access to the information not meant for them.

5) **Improved ability to use new technologies**

   Whatever format the information comes in, information management delivers the information in the right format, using the right technology. Information management keeps up with the most recent technology available. The user of the information has to learn the new technology that contains the resource or data.

6) **Reduced exposure to prosecution.**

   Prosecution of non-compliance will not arise because information management has handled the issue before hand. The information management personnel is supposed to be aware of any legislation and related risks to organisational reputation. The user of the information will not have to deal with non-compliance of laws.

3.4   Information management process generally.

Information management has some knowledge areas where proper information management must be achieved. Different organisations value one set of information more than another organisation because of their focus but there are common grounds where they meet. Bytheway, (2015) summarized the information management processes as: -

I. **Project**

   Information technology is without value until it is engineered into information systems that meet the needs of the business by means of good project management.

II. **Business change**

   The best information systems succeed in delivering benefits through the achievement of change within the business systems. Unfortunately, people do

not appreciate change that makes new demands upon their skills in a way that new information systems often do.

III. **Business operations**
When new systems are put in place, with business processes and business information improved and with staff ready and able to work with new processes, then the business can get to work, even when new systems extend beyond the boundaries of a single business.

IV. **Performance management**
It is a known fact that financial success must be balanced with internal efficiency, customer satisfaction, and organisational learning and development, rather than investment being solely on financial result.

3.4.1 Wilson (2005), outlined six information management (IM) processes applicable to library perspective. They include: -

i. **Acquisition**
Acquisition in the library is an information management process because it involves selecting and acquiring the selected materials for the library or information center as well as keeping the records of the acquired resources. This is necessary for the collection development and to avoid duplication of resources. Acquisition involves outright purchase, exchange or gift. Information management comes into play here by keeping appropriate records. After acquisition, the resources need to be classified and catalogued and this also is part of the information management process. Information management also takes into cognizance that acquiring processes for different libraries. The acquiring policy for school library is very different from an academic library, the acquiring policy for national library is also very different from special libraries. Libraries have to work with different sets of vendors for specific items which are reviewed by subject specialists. The information management process is involved every step of the way for proper documentation of the acquiring process.

ii. **Organisation**
Organisation in the library is important for daily operations in the library. Organization as an information management process focuses on the how the library is being run and the arrangement of books and resources on the shelves. In organizing books and resources, they should be catalogued and classified after being received in the library and placed in the proper place. There are some general schemes of classification that libraries make use of, some of them are; Melvil Dewey's Decimal, Library of Congress, Universal Decimal Classification.

iii. **Storage and Retrieval**
When libraries get more resources, space for keeping the resources becomes a problem. With information management, there are various ways that library storage and filing system can be resolved following Ellis's system which suggests; secure storage lockers, mobile book shelving, oversized library

material storage, video and CD archive storage, compact book storage and newspaper storage. When all these storage facilities are put in place, storage becomes very easy and retrieval is easy as well.

iv. Access/lending
With the advent of information communication and technology, access/lending has become less tedious. Information management also made access/lending digitized. Previously, everything in the library was done manually but with information management and ICT, the data of users is accessed on a computer and list of resources are also accessed on a computer so the time of the use and librarian will not be wasted and proper record of is kept.

v. Dissemination
With information management, dissemination of resources for the library is done with expertise and ease. Library resources can be documented and disseminated to different libraries with proper record being kept and tracked. Information management gets the right resources to the right audience and at the right time.

3.5 Challenges of information management in African societies are as follows:

1. Humanistic factors
Humanistic challenge of information management are man-made challenges i.e. caused by man/ humans. Such a challenge may occur when: -

a. He/ she doesn't know the exact information to look for
b. He/she doesn't know that if he/she doesn't have such information, he/she can collaborate and reach out to a colleague.
c. He/she has access to the information but doesn't know understand the need and their analysis.
d. Lack of understanding of the software and information systems
e. Lack of accuracy of the data collected

2. Organisational factors
Organisational challenge has to do with lapses from the organisation itself, examples are: -

a. Lack of good condition that encourages collaboration
b. Lack of existing internet systems
c. Inadequate education of users
d. Inadequate and incomplete documentation

3. Environmental factors
Environmental challenge has to do with the lapses within the environment.

a. Lack of serious consideration and adequate investment.
b. Lack of suitable use of mass media to develop the culture of using computer and information systems
c. Lack of suitable consultants/ experts for designing the software.
d. Lack of suitable rules from government in this regard.

3.6   SUMMARY

Information management assists both the librarians and other professionals to get the right information promptly. Benefits of information management are summarized under the following subheadings; saves the time of the staff, saves cost of the organization, improved knowledge of information, improved control of information assets, improved ability to use the new technology and reduced exposure to promotion. Challenges of information management is subdivided into three broad categories namely; humanistic factors, organizational factor and environmental factor. Information management different systems and processes that have the ability to create, acquire, store, organize and to distribute information efficiently so that the right people who need a particular information can get it at the right time and from the right sources. There are some basic information management processes that cuts across all works of life namely; project, business change, business operation and performance management. Information management makes the librarians work easier by practicing the following processes; acquisition, organization, access/lending, and dissemination. There are so many challenges that are prone to information management in African societies ranging from lack of suitable rules from government, inadequate and incomplete documentation to inadequate education of users; just to mention a few.

SELF ASSESSMENT EXERCISE
1) Mention three benefits of information management
2) Name three information management processes applicable to the library
3) Mention three challenges of information management in African societies

3.7   GLOSSARY
➢ Information Management – Information management is a set of processes that supports the organisations activities such as knowing what the company needs at that point in time, acquiring information, organizing and storing the information s well as distributing and making use of the information.

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3.9   POSSIBLE ANSWERS TO SELF-ASSESSMENT EXERCISE(S) WITHIN THE CONTENT

1) Saves the time of the staff, saves cost for the organisation and improves control of the assets
2) Acquisition, organisation and storage & retrieval
3) Humanistic, environmental and organisational