



*Covenant Journal of Library & Information Science (CJLIS) Vol. 2 No 2, Dec. 2019*

**ISSN: p. 2682-5295 e. 2682-5309**

---

**An Open Access Journal Available Online**

# ***Covenant Journal of Library and Information Science (CJLIS)***

**Vol. 2 No. 2, Dec. 2019**

**A bi-annual Publication of Library & Information Science,  
Covenant University.**

**Editor-in-Chief:** Dr. Ilo Promise  
dclr@covenantuniversity.edu.ng

**Managing Editor:** Edwin O. Agbaike  
edwin.agbaike@covenantuniversity.edu.ng

**URL:** <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

© 2019, Covenant University Journals

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, electrostatic, magnetic tape, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

It is a condition of publication in this journal that manuscripts have not been published or submitted for publication and will not be submitted or published elsewhere.

Upon the acceptance of articles to be published in this journal, the author(s) are required to transfer copyright of the article to the publisher.

**ISSN: p. 2682-5295 e. 2682-5309**

Published by Covenant University Journals,  
Covenant University, Canaanland, Km 10, Idiroko Road,  
P.M.B. 1023, Ota, Ogun State, Nigeria

Printed by Covenant University Press

**URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>**

## ***Contents***

Policy Guidelines for Records Management in Nigerian University Libraries <b>Jacob Olanrewaju Ojo CLN, Hussaini Mohammed Mairiga CLN, Innocent Sunday Idakwo CLN &amp; Usman Mohammed Song CLN</b>	<b>1</b>
Evaluation of Electronic Scholarly Journals of Al-Neelain University in Sudan According to the Scopus Database Criteria <b>Dr. Samir Ibrahim Bakhit &amp; Dr. Omer Hassan Abdelrahman</b>	<b>16</b>
Assessment of the Perception of Librarians on Gender Stereotype as Correlate of Job Performance in Academic Libraries in Delta State <b>Nwose Lawrence O., Olise Florence. N. &amp; Idoko Florence A.</b>	<b>29</b>
Expanding the Roles of Libraries: A Review of Institutional Repository in Promoting and Preserving Academic Research <b>Moruf Hawwau A., Okolo Omachi, Ali Benson &amp; Dauda Abigail</b>	<b>41</b>
The Role of Academic Libraries towards the Attainment of Sustainable Development Goals: The Nigerian Perspective <b>Omorodion Okuonghae &amp; Magnus Osahon Igbinovia</b>	<b>51</b>



An Open Access Journal Available Online

## Policy Guidelines for Records Management in Nigerian University Libraries

Jacob Olanrewaju Ojo CLN<sup>1</sup>, Hussaini Mohammed Mairiga CLN<sup>1</sup>,  
Innocent Sunday Idakwa CLN<sup>2</sup> & Usman Mohammed Song CLN<sup>1</sup>

E-Library Division, J.D. Amin Library, Federal University, Dutse  
Jigawa State, Nigeria.  
ojac\_educ@yahoo.com, Jacob.o@fud.edu.ng, hmairiga@fud.edu.ng  
Baze University, Abuja  
idakwa.Sunday@bazeuniversity.edu.ng

**Received: xxxx xxxxxx, 2019 Accepted: xxxx xxxxxx, 2019**  
**Date of Publication: December, 2019**

**Abstract:** This study was conducted to examine the policy guidelines for records management in Nigerian university libraries with a case study of libraries of federal universities in North Western States of Nigeria. The study aimed to identify the impact of policy guidelines on staff records management practices towards effective information resource management, the policies guiding the management of staff records and the challenges in the management of staff records of the libraries under study. The study population included seven staff records officers in the libraries studied. Face-to-face interview was the main instrument for data collection with the aid of semi-structured interview schedules with accompanying checklist. Data collected were analyzed using thematic analysis. The study found out that policy guideline in records management in the libraries under study has a positive impact on effective information management. It also revealed that there are policies guiding the management of records which partly included that records are only to be

handled by designated officers, records are not to be destroyed, rather, they are to be kept in the archives, and there should be separation of non-current records from current records. However, these policies are not written or documented. However, they can be regarded as policies as they affect the ways and manner these records are handled. The libraries are faced with the challenges of poor policy guidelines, inadequate funding, inadequate accommodation, poor electricity supply, and low morale of staff, lack of training and retraining of staff, and lack of strong support from the top managerial staff. Staff training and re-training, recruitment of staff to be done on merit, good attitude to work by staff, legislation and adequate funding among others are the recommendations.

**Keywords:** Policy guideline, University libraries, Information management, Nigeria, Records management.

## Introduction

The term records management is not new. Records management profession is as old as the first societal groups, because the need of a memory arises naturally in any organization. People have been keeping records in some ways since the early development of writing. According to Association of Records Managers and Administrators International (ARMA, 2010, paragraph 1), records serve the purpose of what an organization does. They give details of its general involvement such as contract negotiation, personal files, business transaction and financial statements. Akor and Udensi (2012) see records management as any document or other sources of information compiled, recorded or stored in written form or film, or by electronic process, or in any other manner or by any other means". Based on the definitions above, the concept can be seen as a branch of information management. Information Management is the management of information, software, hardware, system and people in an organization.

Records management is a field that is fast growing with high importance to many organizations. The records of any organization, such as the university system, sum up her corporate memory which replace/complement human memory and serve as guide for effective planning, research and decision making, as such, records are necessary to university management. In order to take advantage of past experiences, accurate records and good records management are the bedrock of planning for the future in the university system. Universities all over the world are hubs for academic activities and where people seek learning at its maximum. A university library, whether federal or state oriented is part of a university set up. Accordingly, it pursues the function of its parent's institution and plays very important roles in the administrative system of any university. It is in line with this that this study therefore investigates the policy guidelines for records management in Nigerian University libraries.

## Research Objectives

1. To find out policies (if any) guiding the management of staff records in Nigerian University Libraries
2. To identify policies guiding the management of staff records in Nigeria University Libraries
3. To identify the strategies employed in the management of staff records in the libraries under study
4. To identify the impact of policies on staff records management in the libraries under study
5. To identify the challenges in the management of staff records in the libraries under study

## Review of Literature

Records are needed for the proper running of the library (Akporhonor, 2011). They include financial records such as Budget request, statement of expenditure, shipment receipts and purchase order, receipts of money received and expended; personnel records such as initial application form, result of physical examination, interview notations, periodical appraisal/promotion/confirmation records, transfer, disciplinary actions, release and retiring, and taxes paid; organizational records or service records such as manuals, reports, directives, minute of meetings and policy statement. In the study by Abdulrahman (2014), it was reported that wooden shelves/cabinet, cupboard, drawers and top of table where storage facilities that were made available for usage in the university libraries in Nigeria. The study further revealed that the universities depended largely on wooden shelves for storing records. From the above discussion, it appears that there is a

shortage of storage facilities for records management in Nigerian University libraries.

An organization's records management program needs to be backed by policies and procedures that clearly state and describe every part of the records management program in relation to operational and legal requirements. Though, an organization may decide to have different policies and procedures for retaining records, management of files, management of vital records and dormant or inactive file management. According to Akor and Udensi (2013), records management is not given the attention it deserves in Nigerian universities. Reasons being that; they lack training of both records staff and users, file plans are not considered for usage, unskilled and de-motivated records staff and lack of management support. In like manner, the study by Nakpodia (2011) reveals that policy and program on records management are not obtainable in Nigerian universities; hence, the management of records is with no alignment to the principles of records management. There are no manuals for records management in the universities, no records retention and disposition plan, personnel are not well trained in records management, insufficient equipment for the storage and retrieval of records, shortage of facilities for the preservation, storage and retrieval of records, inadequate modern ICT to cater for the records generated and attitude of management towards records and its management summed up the problems of records management in Nigerian universities.

Other challenges faced in the management of records in Nigerian University Libraries according to Akporhonor (2011), Nakpodia (2011), Abioye (2006), Nwogu (2006) and Akor and Udensi (2014) are identified as inadequate funding, lack of storage space, poor maintenance, lack of skilled manpower, lack of access to information, delay in retrieval, inadequate power supply, lack of equipment, insecurity, poor record disposal culture, low morale of staff, lack of training and re-training, poor use of ICT, poor record creation cultures and inconsistency government policy.

### Methodology

This study adopted a qualitative methodology as it looked in-depth at non-numerical data in providing quality answers to this research work. The population of this study consisted of all Federal University Libraries in the North Western States of Nigeria. The subjects of the research are the Library administrative officers of all the Seven

(7) Federal University Libraries in North Western States Nigeria. The choice of the subjects is justified by the fact that, it is the library administrative officers that are responsible for the management of staff and other administrative records in the university libraries understudy as revealed by the preliminary study conducted by the researcher in October, 2016.

### Data Presentation and Analysis

The researcher conducted interview with the seven (7) Administrative Officers that are responsible for the management of staff records in their libraries. The data collected were presented and discussed based on the major themes that were derived out of the variables of the study.

### Response Rate

A total of seven (7) library administrative staff of the federal university libraries in North Western States of Nigeria were interviewed. The interview data were transcribed and presented in the following sections

Table 1: Background Information of the Participants

Name of the Library	Code	Rank	Educational Qualification	Working Experience	Date and Time of Interview
Bayero University Library, Kano (BULK)	A1	Chief Confidential Secretary	2 <sup>nd</sup> Degree (Masters)	32 Years	11/03/2019 11:00-11:34am
Federal University Library, Dutse (FULD)	A2	Administrative Assistant	1 <sup>st</sup> Degree (Bachelor)	5 Years	12/03/2019 10:00-10:30am
Federal University Library, Gusau (FULG)	A3	Administrative Assistant	1 <sup>st</sup> Degree (Bachelor)	4 Years	13/03/2019 10:00-10:31am
Usmanu Danfodiyo Library, Sokoto (UDLS)	A4	Faculty Officer	2 <sup>nd</sup> Degree (Masters)	25 Years	14/03/2019 2:30-3:03pm
Federal University Library, Birnin Kebbi (FULB)	A5	Administrative Assistant	1 <sup>st</sup> Degree (Bachelor)	5 Years	15/03/2019 9:00-9:30am

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

Kashim Ibrahim Library, (KILZ)	Zaria	A6	Faculty Officer	2 <sup>nd</sup> Degree (Masters)	29 Years	18/03/2019 10:00-10:32am
Federal University Library, Dutsimma		A7	Administrative Assistant	1 <sup>st</sup> Degree (Bachelor)	6 Years	19/03/2019 10:00-10:30am

Source: Research Interview, 2019

Key:

- A1= Bayero University Library, Kano (BULK)
- A2= Federal University Library, Dutse (FULD)
- A3= Federal University Library, Gusau (FULG)
- A4= UsmanuDanfodiyo Library, Sokoto (UDLS)
- A5= Federal University Library, BirninKebbi (FULB)
- A6= Kashim Ibrahim Library, Zaria (KILZ)
- A7= Federal University Library, Dutsimma (FULDA)

The data presented on Table 1 show the summary of the background information of the seven (7) participants interviewed. The data in the table revealed the names of the libraries under study, code given to each library under study, rank, educational qualification, their years of working experience as well as the date and time the researcher conducted the interview with the participants. Based on the data collected it has been revealed that only participant A3 had the least years of working experience, but all other participants had over 5 years of experience in records management. It also revealed that participants from A1, A4 and A6 had their second degrees (Masters) while A2, A3, A5 and A7 had only their first degrees (Bachelor). It has also been revealed that participant A1 has the highest number of working experience of 32 years. The duration of the interview had the maximum time of 34 minutes and minimum of 30 minutes.

The data also revealed the date and time the researcher conducted the interview with the participants from 11<sup>th</sup> March, 2019 to 19<sup>th</sup> March, 2019.

Cell phone was used to record the interview process for play back and proper analysis of their responses. A checklist developed was used to assist in the process of collecting data from my respondents which form parts of the appendix of this work. Personal observation of the storage facilities and conditions of the records was done by the researcher in that it was observed that, the records and its storage facilities were kept neat in Cupboards, File cabinets, Shelves, Drawers and Computer set in a conducive dedicated offices (except for BUK Library) with installed Air conditioners. It was also observed that most of the Administrative staff in charge of records did not have basic training in the field of record management.

Table 2: Coding of Emerged Themes

S/No	Themes	Coding
1	Existence of policies in management of staff records	RQ1
2	Policies available in management of staff records	RQ2
3	Strategies employed in the management of staff records	RQ3
4	Impact of these policies in the management of staff records	RQ4
5	Challenges in the management of staff records	RQ5

Key:

**RQ1= Research Question 1**

RQ2= Research Question 2

RQ3= Research Question 3

RQ4= Research Question 4

RQ5= Research Question 5

### **Existence of policies in Management of Staff Records**

Data collected from A1, A2, A3, A4, A5, A6 and A7 revealed that all the participant libraries have policies guiding records management in their libraries.

### **Policies Available in Management of Staff records**

A1, A3 and A5 revealed as part of their policies that, staff are not allowed access to their records, staff records are not to be destroyed, inactive records are to be separated and kept in the archive, records are to be handled properly, while A2, A4, A6 and A7 revealed as policy that, staff records are not to be destroyed, records must be handled with care, staff records must be treated and filed within one week of its arrival, staff records are to be handled only by the records officer, staff are not allowed to see their files. From analysis, A1, A3, A4, A5, A6 and A7 revealed that the policies are specific to staff records management alone while A2 was not sure. The study also revealed that, there are no written policies guiding the

management of staff records in all the libraries studied.

### **Strategies Employed in the Management of Staff Records**

The findings revealed that, not all the participants had a comprehensive records management programme in place to manage records in their libraries, and that all the participant libraries had not properly promulgated records management policy to all staff that would clearly and adequately define the authority, objectives, responsibilities and the interrelationship of the staff who manage or perform records management processes. As revealed by the participants, records management responsibilities were not in most cases assigned to staff of appropriate level and skills. A senior officer is designated to oversee the library's record management as it involved the University Librarian in the case of participant A1.

In the exact words of participants A4, "enough financial resources are made available for records management programme in the library" while participants A1, A2, A3, A5 and A7 revealed that the financial resources

were not enough to enable the records management programme to be established and maintained. It was also revealed that, as part of the strategies employed in the management of staff records generated in these libraries, there were established procedures and guidelines that underpinned the records management policy for compliance by staff. For example, all the participants revealed that “as a policy, staff records of any form are not allowed to be destroyed but to be moved to the archive which is a designated area within the records office”.

The findings also revealed that the records management policies, guidelines and procedures are not properly documented in the participant libraries. No document of such was made available for signing on request. A1 revealed that as part of their policy, “all staff are not allowed access to their records as they are treated confidentially, there is also no destruction of records in the libraries”. As parts of the strategies employed by A1, in his words “staff records are kept in a designated place within the office of the University Librarian who also oversees the library records management and to ensure the security of the records”. In fact, the researcher was taken to the record area in the office of the University Librarian where the researcher personally made observations. Participant A3 in his words, “proper cleaning of storage shelves, devices and files, keeping the records in conducive environment, adequate provision of storage shelves and in-house training are some the

strategies employed for their staff records management”.

### **Impact of Policies on Management of Staff Records**

Participants A1, A2, A3 and A7 indicated that it saves cost to strictly observe records management policies as it reduces duplication of effort while participants A1, A2 and A7 in their response indicated that it ensures accountability and guarantees the right thing are done at the right time as well as indicating who to do what.

### **Challenges in the Management of Staff Records**

A2, A3, A5, A6 and A7 were revealed to be battling with the challenges of funding; they reported that the recognition and status the unit deserves was not given by those at the top management of the libraries. This was said to have affected the unit in all of its ramifications, including funding. However, A1 and A4 were revealed to be properly funded. In the words of participant A1, “Funding is never our problem”. A3 was found to be faced with the problem of storage space as against data collected from A1, A2, A4, A5, A6 and A7 who are not faced with this same problem.

Participants A1, A2, A3 and A7 are challenged with the problem of lack of a robust policy on records managements, lack of modern ICT gadgets for storing and manipulating information as well as inadequate power supply. This can be corroborated with the exact word of participant A3 that, “Inadequate power supply is our major problem in this library, the library cannot afford to run her generating set for 8 hours as electricity supply from the national grid

is nothing to write about". All the participants revealed that there is a dedicated power generator to the library but are only put to work between 9am to 2pm daily, whenever there is power outage. Due to the inconsistent power supply from the national power grid to these libraries, these libraries are still left without powers most of the time especially when the generating set is faulty. As for A4, A5 and A6, Power supply cannot be listed as one of the challenges they faced in their day to day activities due to the fact that there is a dedicated power generator as an alternative means of power supply to the library that help in supplying power to the library when the primary source fails.

Participant A1 revealed in his exact words during the interview that "I am lacking manpower in the handling of staff records as the work is too much for me alone to handle...I have made request for an assistant to assist me but nothing has been done yet". This revealed that there is inadequate manpower in his library.

A6 outlines low morale of staff as one of the challenges faced in the management of staff records in his library. Even though the challenge of low morale was not mentioned by A1, but he revealed in his word that "the importance of records managers are downplayed in this part of the world, as it is believed that even someone without basic training in the field of records management can take up their responsibilities as against what is realistic".

The interview checklist also revealed that, training and retraining of staff is

another major challenge faced in the management of staff records. From the study, it was obvious that, these staff are not specially trained and retrained in the field of record management. They are not given the opportunity to attend seminars, conferences, workshops etc. This agrees with the result of the study of Abdulrahman (2014) which showed that staff engaged in records management in the universities libraries in North Central Nigeria were not exposed to other forms of training. His finding is in line with the study of Nwogu (2006) who observed that in many organizations, employees usually learn on the job.

The findings show the various challenges associated with records management by the seven (7) participants interviewed. The responses indicated that the major challenges being faced in the effective management of records included: inadequate funding, inadequate accommodation, poor electricity supply, lack of modern ICT gadgets for storing and manipulating information, low morale of staff, lack of training and retraining of staff, and lack of strong support from the top managerial staff.

### **Measures to Overcome the Challenges in the Management of Staff Records**

Participant A1, A2, A4, A5, and A7 were of the view that, there was need for the library authority to identify ways to train and retrain records managers as well as making it a standard to recruit experts and professionals into the sensitive roles of records managers. They were also of the view that, the library authority should consider only those who were qualified, experienced

and ready to work for employment as records managers, rather than employing based on other prerequisites.

A4, A5, A6 and A7 were of the opinion that records managers should cultivate a good attitude to work as this would build their inner motivation to work and contribute to the field of records managers. They should also be ready to develop themselves by enrolling for formal training and programmes that would add up their qualifications. Participant A1 was of the view that, the library authority should ensure that adequate number of hands were employed to handle staff records to enable them work effectively and efficiently and to avoid leaving this sensitive job in the hands of a few.

Participants A1, A2, A3, A5, A6 and A7 were also of the opinion that the concerned authority should provide robust written and functional policy that guide the management of records and adequate funding that would go a long way in fuelling the power generators to work for a longer period, for training and retraining of staff and for the acquisition of ICT gadgets and other facilities and the maintenance of those available for staff records. From the analysis, the measures to be taken in ensuring effective staff records management practices in libraries of federal universities in North Western States of Nigeria include, staff training and retraining, recruitment should be done on merit, good attitude to work by staff, and adequate funding.

### **Other Suggestions that will ensure the Effective Management of Staff Records in Libraries**

All participants (A1, A2, A3, A4, A5, A6 and A7) suggested that the university management at large should be more concerned and sensitive about record managements. They also suggested that records managers should be cared for and maintained properly by those in authority as they believe that, if they were cared for and properly maintained, they would in turn properly maintain their records. Also suggested was that funding should be made readily available for all activities that are connected to records management and lastly that the Government at the federal level should make legislations that would improve records management.

### **Conclusion**

The study is on policy guidelines for records management in Nigeria university libraries. It was undertaken to find out the policy guidelines for records management in Nigerian university libraries. There were policies guiding the management of staff records in the libraries studied which partly included staff's restriction to his/her records, non-destruction of records, records to be handled by only records officer, separation of non-current records from current records, records to be treated and filed within one week, among others. However, these policies were not written or documented. Challenges of staff records management in Nigeria University libraries included, poor policy guidelines, inadequate fund, inadequate accommodation, poor electricity supply, low morale of staff, lack of training and retraining of staff, and lack of strong support from the top managerial staff. The major solutions to all the challenges are staff training and

retraining, recruitment of staff to be done on merit, good attitude to work by staff, legislation and adequate funding, among others. In summary, policies on records management were not constantly reviewed and documented, off-site storage of records were not in practice, records officers only learnt on the job as they were not formally trained and re-trained, funding required by records unit to perform optimally were not provided and the unit was not given the attention it deserved.

### Recommendations

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

Policies guiding records management in libraries of federal universities should be clearly stated and properly documented. This will to a very large extent serve as a reminder and a guide to

records officers on how to handle or relate with staff records. The Nigerian university libraries should strive to ensure that qualified and competent personnel are engaged with the maintenance of their staff records, regular training and re-training should be in place for effective and efficient records management. The management should ensure that there is constant power supply as a matter of policy for smooth running of these libraries, they should also create more space to accommodate records generated, these should include modern information and communication technologies like computers, CD ROM, magnetic tape, radio, television, cell phones, satellite systems, network hardware, etc. and finally, funds should readily be made available for the management of records as a policy.

### References

- Abdulrahman A. B. (2014). Management of University Records for effective administration of Universities in North Central Nigeria. *International Journal of Library and Information Science*. 7 (3), 47 – 54.
- Akor U.A. & Udensi J. (2012). An Assessment of Record Management System in Establishment Division of two Universities: *International Letters of Social and Humanistic Sciences* Vol.13. Pp. 97 – 109.
- Akporhonor, B.A. (2011). The Challenges of Records Management in University Libraries of South-South Zone of Nigeria. *Communicate. Journal of Library and Information Science* 13 (1) 23-24.
- Akporhonor, B.A., & Iwhiwhu E.B. (2007). The Management of Staff Records at Delta State University Library. *Library Philosophy and Practice*. Retrieved April, 2016 from: <http://unlib.unl.edu/LPP/akporhonor-iwhiwhu.htm>.
- Gama U.G. (2009). A Survey of Record Management practices in circular Primary Schools in Metropolitan Local Government Area (MLGAs) of Kano State. *Samaru Journal of Information Studies*. Vol. 10 (1 &2), 2010.

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

- Haliru, B. (2015). Management of Federal University Libraries in Nigeria. Master Thesis, Bayero University, Kano, Kano, Nigeria.
- International Standards Organization. (2001). ISO 15489-1. *Information and Documentation and Records Management part 1: General*. Geneva. International Standards Organization.
- Mabera, S. U. (2010). *Management of Students' Academic Records in Federal Universities in North Western Nigeria: Implications for access and utilization*. Unpublished MLS Thesis submitted to the Department of Library and Information Sciences, Bayero University, Kano, Nigeria.
- Momoh M. & Abdulsalam D.O. (2013). *Information Management Efficiency in Universities in Northern Nigeria: An Analysis*. *World Journal of Social Sciences* Vol. 4. No. 1. March 2014 Issue. Pp. 107 – 116.
- Nakpodia E.D, (2010). Student's records: Challenges in the Management of student personnel in Nigerian tertiary institutions. *Prime Research on Education (PRE)* Vol. 1(3), pp. 044-049, May 27th, 2011. [www.primejournal.org/PRE](http://www.primejournal.org/PRE). Date accessed: 18<sup>th</sup> April, 2015.
- Richmond, H. (2010). Why Records Management: The Ten Reasons. Accessed 15 August 2015. Available at: [http://www/condor.ca/](http://www.condor.ca/)
- Xolile, PC. (2012). The Status of Records Management in the University of Zululand. A dissertation Submitted in partial fulfillment of the requirement for the award of Masters in Information Science at the University of Zululand, South Africa
- Yahaya R.M. (2010). *Management of students' record by management information System (MIS) units of federal universities in Northern states of Nigeria*. Master Thesis, Bayero University, Kano, Nigeria

## Interview Questions

### Background

Today's date:

Name of the University: \_\_\_\_\_

Name of the Library: \_\_\_\_\_

Years Established: \_\_\_\_\_

Rank: \_\_\_\_\_

Educational Qualification: \_\_\_\_\_

Area of Responsibility: \_\_\_\_\_

Years of Working Experience: \_\_\_\_\_

Number of Staff in the Library: \_\_\_\_\_

### Interview Questions

1. Are there policies guidelines for staff records management in your library?
2. What are the policies (if any) guiding the management of staff records in the library?
  - I. Are the policy written?
  - II. Can I see the policy (if written)?
  - III. Is the policy specific to this library?
  - IV. Who draw out the policy?
3. What strategies are employed in the management of staff records generated in your libraries?(Refer to the attached checklist)
4. What are the challenges in the management of staff records in your Library?
5. What measures are taken in meeting the challenges of records management practices in your library?
6. What are the impacts of policy on the management of staff records management in your library
7. What other suggestions can you give that will ensure the effective management of staff records in your library?

### Checklist on Policies Guidline for Records Management

#### 1. Policies Guiding Staff Records Management in the Library

- (a) Are there Policies guiding the management of staff records in your library
- (b) If yes, what are the policies guiding the management of staff records in your library?
- (c) Are the policies written?
- (d) If written, can I see the policy?
- (e) Is the policy specific to this library?
- (f) Who draws out the policy?

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

- (g) Does your organization conduct regular review on records management policy and responsibilities, records management programme, recordkeeping system and records management guidelines and procedures to cater for changing circumstances?
- (h) Does your organization continuously monitor the compliance with established records management guidelines and procedures?
- (i) Does your organization identify areas requiring improvement through regular review of records management practices of sections/units and exception cases (e.g. loss or unauthorized destruction of records)?
- (j) Has your organization put in place the requirement to seek the senior management's endorsement on any change of the organization's records management policy?

## **2. Strategies Employed in the Management of Records in the Library**

- (a) A comprehensive records management programme in place to manage records in your library
- (b) Records management programme adopted as library policy at the top management level
- (c) Records management policy defined clearly and adequately the programme authority, objectives, responsibilities and the interrelationship of the staff who manage or perform records management processes
- (d) Policy been properly authorized and promulgated to all staff concerned of the library
- (e) Records management responsibilities assigned to staff of appropriate level and skills
- (f) A senior officer been designated to oversee the library's records management
- (g) Formally designated officers at an appropriate level with the responsibility for carrying out the records management programme in their sections/units
- (h) Records management programme been allocated appropriate resources to enable it to be established and maintained
- (i) Procedures and guidelines been established to underpin the records management policy for compliance by staff

- (j) Records management policy, responsibilities, guidelines and procedures been properly documented
- (k) Guidelines which prescribe uniform records disposal procedures and consistent records disposal action
- (l) Established records retention and disposal schedules for all its records
- (m) Separation of active and inactive records to enhance retrieval efficiency
- (n) Utilized off-site storage for inactive records to save cost
- (o) Conducting of regular review (e.g. at least once every two years) to systematically and consistently dispose of time-expired records according to approved records retention and disposal schedules
- (p) Instituted safeguards against unauthorized destruction of records
- (q) Physical destruction of time-expired records to avoid inadvertent destruction and leakage of sensitive information
- (r) Reviewing approved records retention and disposal schedules regularly to cater for changing circumstances (e.g. a longer retention period due to a new statutory requirement)

### **3. Impact of Policies on Records Management**

- (a) Cost saving and efficiency in terms of significantly duplication of effort and time spend looking for information
- (b) Effective management in ensuring awareness of and access to the library's records
- (c) Accountability by ensuring that records which document important activity are safely retained for an appropriate length of time
- (d) Preserving the institution's corporate memory by enabling records of enduring cultural and historical value to be identified, captured and transferred to the possession of an approved repository at the end of their life cycle.

### **4. Challenges in the Management of Staff Records in the Library**

- (a) Funding
- (b) Storage space
- (c) Maintenance
- (d) Skilled manpower
- (e) Access to information

- (f) Delay in retrieval
- (g) Power supply
- (h) Equipment
- (i) Security
- (j) Records disposal
- (k) Low morale of staff
- (l) Creation of records
- (m) Use of ICT
- (n) Government policy
- (o) Training & re-training

**5. Measures in Ensuring Effective Staff Records Management Practices in the Library**

- (a) Measures to be taken in ensuring effective records management practices in the library
- (b) What other suggestions will ensure the effective management of staff records in the library?



An Open Access Journal Available Online

## Evaluation of Electronic Scholarly Journals of Al-Neelain University in Sudan According to the Scopus Database Criteria

Dr. Samir Ibrahim Bakhit & Dr. Omer Hassan Abdelrahman

Dept. of Library and Information Science,  
Faculty of Arts, Al-Neelain University, Khartoum, Sudan  
omhass@hotmail.com Samirbakhit2@yahoo.com

Received: xxxx xxxxxx, 2019 Accepted: xxxx xxxxxx, 2019  
Date of Publication: December, 2019

**Abstract** :The main purpose of this study is to evaluate the online electronic scholarly journals of Al-Neelain University in Sudan according to the Scopus database criteria, with a view to investigating to what extent these journals meet the Scopus database criteria. The study adopted the descriptive approach and case study method. The study population consisted of nine online scholarly journals all of which constituted the study sample. Data were collected by reviewing all online scholarly journals of the University. Data were then statistically analyzed using simple statistical tools and presented in tables. The findings indicated that all of Al-Neelain University online scholarly journals are compatible with Scopus criteria by 56.2%, and confirmed that the missing criteria included absence of publication ethics statement and lack of diversity in geographical distribution of editors in all journals. The study also revealed that 75% of the studied journals lack diversity in geographical distribution of authors and delays in the publication schedule, and that these journals are not available through quality websites. The study recommended the use of Scopus criteria for the development and improvement of Al-Neelain University online scholarly journals.

**Keywords:** Al-Neelain University Scholarly Journals, Online Scholarly Journals, Scopus Criteria, Electronic journals, Journal Evaluation Criteria.

## **Introduction**

All universities are interested in the publication of scholarly journals for serving scientific research, as this is one of their basic functions. Johnson, Watkinson, and Mabe (2018) stressed the fact that journals constitute a very essential component of the scholarly communication process and are an integral part of scientific research. With the advent of the internet, scientific journals in universities and other academic institutions are published and are accessible in an electronic form. Online scholarly journals are currently one of the most preferred forms of scholarly communication by researchers, a fact that has been indicated by many researchers (Moghaddam, 2008; Herring, 2002; Borrego, Anglada, Barrios, and Comellas, 2007). Ornelas, Arroyo and Escudero (2005) pointed out that:

"The lack of methodological knowledge for the evaluation of electronic academic journals on the Internet has permitted the appearance of a great number of publications that neither adhere to traditional standards nor include quality criteria" (p.139).

The online scholarly journals published by Al Neelain University in Sudan need to be evaluated against international journal evaluation criteria with a view to determining their degree of quality. Consequently, this study aims to investigate and evaluate these journals according to the Scopus database criteria. Scopus criteria have been selected for evaluation because they have universal acceptance and recognition. The importance of this study is that it is an attempt to fill the

gap in this respect, i.e. to highlight the strengths and weaknesses in the online scholarly journals of Al Neelain University. This will help the Editorial Boards of these journals, and other journals as well, to develop and improve the quality of their journals.

## **Statement of the Problem**

The University of Al-Neelain in Sudan publishes 12 scholarly journals in the range of humanities and sciences disciplines out of which there are 3 print journals and 9 online open access electronic journals available on the university's website. These online journals need to be evaluated as to whether they are eligible for inclusion in the Scopus database as a means of measuring their quality. This paper attempts to evaluate the electronic journals of Al-Neelain University according to the Scopus database criteria to determine to what extent they meet the requirements of inclusion into the Scopus database. In so doing the paper attempts to answer the following research question:

To what extent do the online scholarly journals of Al-Neelain University in Sudan meet the criteria of inclusion of journals into the Scopus database?

## **Objectives**

This study has the following objectives:

1. To highlight the required criteria for scholarly journals to be included in the Scopus database
2. To investigate the current status of online scholarly journals at Al-Neelain University
3. To evaluate the online scholarly journals of Al-Neelain University as to whether they are eligible to be included in the Scopus database.

## **Literature review**

The following literature review consists of two parts. The first part deals with

selected research papers from a variety of studies evaluating electronic journals. The second part, on the other hand, presents some examples of evaluation criteria for electronic journals with a focus on the Scopus Database Evaluation Criteria.

Khalifa(2017) presented a study on the evaluation of six electronic Arab journals in library and information science. The results of his study proved that none of the six journals is qualified to be included in the Web of Science or Scopus databases, and that only one journal is qualified to be added to the Directory of Open Access Journals (DOAJ). The literature shows that there was some growth of Iranian Journals in Scopus Database during 2000-2012. The number of Iranian indexed journals in Scopus database increased from eight to 113 titles in just 12 years (2000-2012). However, this unprecedented growth is believed to have happened due to changes in the editorial policy of Scopus database rather than to positive developments of scholarly writing in Iran (Riahi, Sohbatih, Fariba and Zare, 2015). Taskin, Doğan, Akça, Şencan and Akbulut (2015) reviewed 203 of the journals evaluated according to the Scopus criteria and indexed in the Scopus database, in order to determine whether they matched the Scopus indexing criteria. They found that only 13 of these journals passed the minimum technical criteria for journals to be indexed in Scopus.

Bakhit (2015) investigated how Sudanese scholarly journals on the Internet were evaluated, based on a checklist, and revealed that most of these journals were not able to provide

some of the essential requirements such as the internal search engine, regularity information, availability of back issues, and date of last journal website update. Vishwakarma and Mukherjee (2014) developed 30 criteria based on the criteria of Scopus, Scientific Electronic Library Online (SciELO), Library and Information Science Abstracts (LISA) and Library, Information Science and Technology Abstracts (LISTA) to evaluate the journals of library and information science of South Asian Association of Regional Cooperation (SAARC) Countries. The main result of this study was that none of the journals of this region was indexed in the Web of Science (WOS) or SCOPUS. Some other studies dealt with different aspects of journal evaluation; For instance, Hosseini, Ghaeb, and Baradar (2012) discussed evaluation criteria for electronic scholarly journals indexed in scholarly databases from the readers' perspective. On the other hand, Blas, Rele, and Kennedy (2019) developed an evaluation tool to be used by librarians in order to enable scholars to evaluate the credibility of publication platforms including electronic scholarly journals.

#### **Electronic journal evaluation criteria**

In Web of Science, many factors are taken into account when evaluating journals for coverage ranging from the qualitative factors to the quantitative ones. These include the following (Testa, 2018):

- Basic publishing standards include- Peer Review
- Acknowledgements -Ethical Publishing, Publishing Format,

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

Timeliness, International Editorial Conventions, Full text English,

- Editorial Content,
- International Focus, and
- Citation Analysis.

At the Arab World level, the Arab Impact Factor (AIF) was established in 2015 under the auspices of the Association of Arab Universities (AARU). The following nine criteria have been developed for selecting Arab journals in this project (Arab impact factor, 2016):

- The journal should have an (ISSN) for the print version and another (ISSN) for the electronic one.
- The journal should have a website that contains all the information about it.
- The editorial board should constitute competent professors.
- Research should be geographically distributed.
- The journal's website should contain publishing rules, publishing ethics, and intellectual property rights.
- Adherence to the publication timetable of the journal issues.
- Adherence to the rules of appointing members of the editorial board.
- Attention to linguistic accuracy
- The journal should be issued regularly. (AIF, 2014).

### Scopus criteria for journals selection

Scopus is Elsevier's abstract and citation database launched in 2004. It is created to facilitate the access of researchers and general users to

worldwide quality peer-reviewed academic publications in all Sciences (Rew, 2015). Elsevier outlines a number of minimum criteria required of a journal to be eligible for being reviewed in Scopus database. These criteria include:

- Should be a peer-reviewed journal with a clear peer review process.
- Regular publication of the journal with a valid International Standard Serial Number (ISSN).
- Availability of content in Roman script and abstracts and titles should be in English.
- Provision of statements on publication ethics and malpractice.

The evaluation process is done by the independent Scopus Content Selection and Advisory Board (CSAB). According to Sack (2017), The CSAB was established in 2005 and set up in 2009 an International group of 15 independent international scholars and journal editors representing all major fields of knowledge and geographical regions of the world. Table 1 depicts the set of criteria used by CSAB to evaluate journals for inclusion into the Scopus database. Most of the criteria of journal evaluation are similar in many aspects (i.e. peer review, international focus, publishing ethics). Some are more detailed such as the Scopus and Web of Science (WOS) criteria. Most journals try to pass these criteria in order to be covered in global databases such as Scopus and WOS to gain global recognition and access to the largest audience of researchers.

<b>Category</b>	<b>Criteria</b>
Journal Policy	Convincing editorial policy. Type of peer review. Diversity in geographical distribution of editors. Diversity in geographical distribution of authors.
Content	Academic contribution to the field. Clarity of abstracts. Quality of and conformity to the stated aims and scope of the journal. Readability of articles.
Journal Standing	Citings of journal articles in Scopus. Editor standing.
Publishing Regularity	No delays or interruptions in the publication schedule.
Online Availability	Full journal content available online. English language journal home page available. Quality of journal home page.

Table 1: **Category** and criteria for evaluating journals in Scopus Database  
Source: Elsevier Content Policy and Selection (2019).

## **Methodology**

This study employed the descriptive approach and the case study method to describe and evaluate the scholarly electronic journals of Al Neelain University in Sudan. The study population consisted of nine online scholarly journals all of which constituted the study sample. Data was collected by reviewing all online scholarly journals of the University. Data was then statistically analyzed using simple statistical tools and presented in tables. The sample journals

were evaluated according to Scopus database criteria in two stages: In the first stage the journals were evaluated according to the Scopus minimum criteria (6 criteria), whereas in the second stage they were evaluated according to the Scopus basic criteria (12 criteria). The scores of the studied journals were then calculated from all 18 criteria. Data on the journals were collected from the website of Al Neelain University during the period from December 2018 to January 2019.

## Results and Discussion

Table 2: Studied Scholarly E-journals of Al- Neelain

Title of journal	Frequency	First Issue	No. of issues	No. of Articles
Nile Basin Studies Journal	Biannual	1999	21	<b>281</b>
Adab Alneelain Journals	Quarterly	2009	11	<b>153</b>
Neelain Medical journal	Quarterly	2011	20	188
20 Laboratory Medicine journal	Annual	2012	7	34
Journal of Graduate Studies	Monthly	2014	46	<b>803</b>
Sudanese Journal of Agricultural Technology and Fish Sciences	Biannual	2016	2	<b>8</b>
Alneelain journal of geosciences	Biannual	2017	3	<b>12</b>
Journal of the Faculty of Commerce	Biannual	2017	2	<b>12</b>
Al Neelain Journal of Science and Technology	Quarterly	2017	1	16
Total			225	<b>1517</b>

The electronic journals of Al-Neelain University are developing numerically and currently there are nine journals, whereas in 2014 there were only four journals. This positive development enhances the university's ranking status on the Internet. However, this should be in accordance with the policies and standards of quality. It is also noted that

the journals of Al-Neelain University are relatively newly established journals; the first Journal started publishing in 1999, six years after the University's inauguration in 1993. This may indicate that the University did not give scientific research enough priority during its first years.

Table 3: Evaluation of the studied journals according to Scopus criteria

20

Scopus criteria

Journals Criteria	Peer-reviewed content	Registered with the ISSN International Centre	English language titles	English abstract	Have references in Roman script	Publication ethics statement
Nile Basin Studies Journal	√	×	×	√	√	×
Adab Al-Neelain Journal	√	√	×	√	√	×
Neelain medical journal	√	×	√	√	√	×
Laboratory medicine journal	√	×	√	√	√	×
Journal of Graduate	√	×	×	√	√	×

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

Studies						
Sudanese Journal For Agricultural Technology and Fish Science	√	×	√	√	√	×
Al-Neelain journal of geosciences	√	×	√	√	√	×
Journal of the Faculty of Commerce	√	×	×	√	√	×
Al Neelain Journal of Science and Technology	√	×	√	√	√	×

Table 3 shows that none of the journals of Al-Neelain University meets all of the minimum criteria of Scopus. The Scopus criteria stipulate that ISSN should be registered with the ISSN International Center. It has been shown that one journal is registered with this center, which is Adab Al-Neelain

Journal (Majallat Adab Al-Neelain). The table also shows that there are six journals with (ISSN) but not registered with the ISSN International Center. There are also two journals that do not have (ISSN) these are Medical laboratories Journal and the Journal of Agricultural Sciences.

Table 4: Evaluation of the studied journals according to Scopus main Criteria

Category	Criteria	Nile Basin Studies Journal	Adab Al-Neelain Journals	Neelain medical journal	Laboratory medicine journal	Journal of Graduate Studies	S. J. of Agricultural Technology ..	Al-Neelain journal of geosciences	Journal of the Faculty of Commerce	Journal of Science and Technology
Journal Policy	Convincing editorial policy	×	√	√	×	×	×	√	×	√
	Type of peer review	×	×	×	×	×	×	×	×	×
	Diversity in geographical distribution of editors	×	×	×	×	×		×	×	×
	Diversity in geographical distribution of authors	√	√	×	×	√	×	×	×	×
	Academic contribution to the field	√	√	√	√	√	√	√	√	√
Content	Clarity of abstracts	√	√	√	√	√	√	√	√	√
	Quality of and conformity to the stated aims and scope of the journal	×	√	√	√	√	√	√	√	√
	Readability of articles	√	√	√	√	√	×	√	√	√
Publishing Regularity	No delays or interruptions in the publication schedule	√	√	√	×	√	×	×	×	×
	Full journal	√	√	√		√	×	√	√	√

---

					√					
	content available online									
	English language	√	×	√	√	×	×	√	×	√
Online	journal home page available									
Availability	Quality of journal home page	×	×	×	×	×	×	×	×	×

---

Table 4 shows that 50% of the studied journals are irregular in their issues and do not have a specific timetable for their issues. Regularity of publication of journal issues is a very important indicator in a large number of criteria. Regularity makes it easier for researchers to systematically follow up on new topics in their fields. All the studied journals have their full content of research articles on the Internet. The table also shows that most of the studied journals do not provide enough information about their Editorial Boards

and editorial policies. There is a defect in the availability of Al-Neelain University Journals through the University website; the journals are available through two interfaces. The first one is the webpage titled *University Publications* where all journals of the University are there but this webpage is static and does not show all issues. The second interface is the University digital repository where all journal issues are shown. This duplication of journal interfaces might cause some access problems.

### General evaluation of the studied journals according to Scopus Criteria

Table 5: Total Score of the studied Journals by Scopus criteria

Studied journals	Scores	Percentage
Nile Basin Studies Journal	11	61.1%
Adab Al-Neelain Journal	12	66.7%
Neelain medical journal	12	66.7%
Laboratory medicine journal	10	55.5%
Journal of Graduate Studies	10	55.5%
Sudanese Journal For Agricultural Technology and Fish Science	8	44.4%
Al-Neelain journal of geosciences	11	61.1%
Journal of the Faculty of Commerce	8	44.4%
Al Neelain Journal of Science and Technology	9	50%
Total	91	56.2%

Table 5 shows the total scores obtained by the studied journals after applying the 18 minimum and main Scopus criteria to the Al-Neelain journals as shown in Tables 2 and 3 above respectively; each journal's attained Minimum Scopus criteria is added to its attained Main Scopus criteria in order to get the journal's score. The score of each journal is then divided by 18 and multiplied by 100 to get the percentage of the score of a given journal out of the 18 Minimum and Main criteria. Finally, the scores and percentages of all journals are added to arrive at the total score and percentage of all studied

journals, which are 91 and 56.2 % respectively as shown in table 4.

### Conclusions and recommendations

This study aimed to evaluate the electronic scholarly journals of Al-Neelain University in light of Scopus database criteria. Most of these criteria are important and can be applied with little effort by the Sudanese and Arabic journals. However, some of these criteria are difficult to implement since these criteria - such as the journal standing (reputation) criterion - require that the journal be indexed in a database and the number of citations to the

journals' articles be easily calculated, which is not the case for a number of Al-Neelain journals.

The main findings of the study are as follows:

- Al-Neelain University journals are 56.2 % compatible with Scopus criteria.
- The most popular Scopus criteria available in the studied journals are: availability of full issues, peer reviewed content, quality of and conformity to the stated aims and scope of the journal, English language abstracts, and references in Roman script.
- The Scopus required criteria which are not available in all

studied journals are: (ISSN) as registered with the ISSN International Centre - where there is only one journal with a registered ISSN-, type of peer review, diversity in geographical distribution of editors, no publication ethics statements, and quality of journal home page.

Based on the above findings, this study recommends that the University administration and the Editorial Boards of Al-Neelain University journals should work on developing their journals through adherence to international journal quality standards and criteria such as the Scopus criteria.

## References

- AIF. (2016). Ranking roles. Retrieved from:  
<http://www.arabimpactfactor.com/pages/tasnif.php> (Accessed on 11 January 2019).
- Bakhit, Samir. (2015). Sudanese scientific journals on the Internet "Analytical and Evaluation Study". (ACRSLIS) Journal of the Arab Center for Research and Studies in Library and Information Science, 12 (4), 140-175. Retrieved from:  
[http://acrslis.weebly.com/uploads/1/6/0/7/16070576/fourth\\_issue.pdf](http://acrslis.weebly.com/uploads/1/6/0/7/16070576/fourth_issue.pdf) (Accessed on 11 January 2019).
- Blas, N., Rele, S., & Kennedy, M. R. (2019). The Development of the Journal Evaluation Tool to Evaluate the Credibility of Publication Venues. *Journal of Librarianship and Scholarly Communication*, 7, 1-17. <https://doi.org/10.7710/2162-3309.2250> (Accessed on 14 November 2019).
- Borrego, Angel; Anglada, Lluís; Barrios, Maite & Comellas, Núria. (2007). Use and Users of Electronic Journals at Catalan Universities: The Results of a Survey. *The Journal of Academic Librarianship*, 33(1), 67-75. Retrieved from:  
<https://www.sciencedirect.com/science/article/abs/pii/S0099133306001613> (Accessed on 23 March 2019).
- Elsevier. Content Policy and Selection. (2019). Retrieved from:  
<https://www.elsevier.com/solutions/scopus/how-scopus-works/content/content-policy->

- and-selection (Accessed 12 January 2019).
- HERRING, Susan Davis.(2002). Use of Electronic Resources in Scholarly Electronic Journals: A Citation Analysis. *College & Research Libraries*, 63(4), 334-340. Retrieved from: <https://crl.acrl.org/index.php/crl/article/view/15538> .(Accessed on 23 march 2019).
- Hosseini, Elahe; Ghaebi Amir & Baradar, Roya. (2012). Evaluation Criteria of Electronic Journals Indexed in Scientific Databases from End User's View: a Proposed Checklist . In: *International Conference on Information and Knowledge Management (ICIKM 2012) IPCSIT*, Singapore, vol.45.pp 267-271. Retrieved from: <https://pdfs.semanticscholar.org/083f/14d4943cf950cf8ed29e5350ab1767e891b5.pdf> (Accessed 13 November 2019).
- Johnson, Rob; Watkinson, Anthony & Mabe Michael. (2018). The STM Report An overview of scientific and scholarly publishing. Retrieved from: [https://www.stm-assoc.org/2018\\_10\\_04\\_STM\\_Report\\_2018.pdf](https://www.stm-assoc.org/2018_10_04_STM_Report_2018.pdf) (Accessed on 13 November 2019).
- Khalifa, Mahmoud. (2017). Evaluation of Arab scientific journals according the international criteria of citations databases and journals directories: library and information science journals as a model. *Cybrarians Journal*, issue ,48December, 1-33. Retrieved from: [http://journal.cybrarians.info/index.php?option=com\\_content&view=article&id=813:mkhalifa&catid=316:papers&Itemid=93](http://journal.cybrarians.info/index.php?option=com_content&view=article&id=813:mkhalifa&catid=316:papers&Itemid=93) (Accessed on 28 December 2018).
- Moghaddam, Golnessa & Talawar V.G. (2008). "The use of scholarly electronic journals at the Indian Institute of Science: a case study in India, *Interblending & Document Supply*, 36 (1), pp. 15-29. doi:10.1108/02641610810856354
- Ornelas, Maricela; Arroyo Graciela; & Escudero, Eduardo.(2005). Measuring the Quality of Electronic Journals .*Electronic Journal of Information Systems Evaluation*, 8(2), 133-142: 139. Retrieved from: [www.ejise.com/issue/download.html?idArticle=463](http://www.ejise.com/issue/download.html?idArticle=463) (Accessed on 13 January 2019).
- Rew, David. (2015). An Introduction to the Scopus Content Selection and Advisory Board (CSAB), Retrieved from: [https://www.elsevier.com/\\_data/assets/pdf\\_file/0004/95116/general\\_introduction\\_csab.pdf](https://www.elsevier.com/_data/assets/pdf_file/0004/95116/general_introduction_csab.pdf) (Accessed 12 January 2019).
- Riahi, Aref; Sohbatih, Fariba & Zare, Amin. (2015). Investigation into Growth of Iranian Journals in Scopus Database during 2000-2012. *COLLNET Journal of Scientometrics and Information Management*, 9(1) Abstract only. Retrieved from:<https://www.tandfonline.c>

- om/doi/abs/10.1080/09737766.2015.1027104 (Accessed on 13 march 2019).
- Sack, Jörg-Rüdiger. (2017). How a journal is evaluated: Scopus selection criteria from the perspective of the Content Selection and Advisory Board (CSAB). Presented at the seminar "Recommendations from CSAB Scopus Experts and Publishers Elsevier for publishers and from the countries of Russia" Moscow, 2017. Retrieved from: [https://conf.neicon.ru/materials/28-Sem0417/170417\\_1000\\_Sack.pdf](https://conf.neicon.ru/materials/28-Sem0417/170417_1000_Sack.pdf) (Accessed on 14 November 2019).
- Taşkın, Zehra; Doğan, Güleda; Akça, Sümeyye; Şencan, İpek & Akbulut, Müge. (2015). Does Scopus Put its Own Journal Selection Criteria into Practice? [online]. Available at: [http://www.bby.hacettepe.edu.tr/akademik/zehrataskin/file/zt\\_gd\\_sa\\_is\\_ma\\_issi2015.pdf](http://www.bby.hacettepe.edu.tr/akademik/zehrataskin/file/zt_gd_sa_is_ma_issi2015.pdf) (Accessed 14 January 2019).
- Testa James. (2018). Journal Selection Process. Retrieved from: <https://clarivate.com/essays/journal-selection-process/> (Accessed on 10 January 2019).
- Vishwakarma, P. & Mukherjee, B. (2014). Developing qualitative indicators for journal evaluation: Case study of library science journals of SAARC countries. *DESIDOC Journal of Library & Information Technology*, 34(2). Retrieved from: <http://dx.doi.org.library.iau.edu.sa/10.14429/djlit.34.4968> (Accessed on 25 march 2019).



An Open Access Journal Available Online

# Assessment of the Perception of Librarians on Gender Stereotype as Correlate of Job Performance in Academic Libraries in Delta State

Nwose Lawrence O., Olise Florence N. & Idoko Florence A.

Delta State Polytechnic, Ogwashi-uku,  
njikeme@yahoo.com, asiweflorence@gmail.com

Received: xxxx xxxxxx, 2019 Accepted: xxxx xxxxxx, 2019

Date of Publication: December, 2019

**Abstract:** Gender matters all over the world and in almost all areas of life. Librarianship is no exception. There exists obvious gender stereotypes in libraries all over the world. However, there is no empirical evidence that ascertains whether these gender stereotypes affect the job performances of librarians. This study therefore assesses the perception of librarians on gender stereotype as a correlate of job performance of librarians in academic libraries in Delta State. A structured questionnaire was used to survey 95 librarians in academic libraries in the State. Data were analyzed using percentages, descriptive statistics and Pearson moment correlation. Findings include that gender stereotypes exist to a low extent in these libraries and its influences have some negative sides on the job performances of librarians. However, it was found that there is no significant correlation between gender stereotypes and the job performance of librarians. Hence, recommendations were made.

**Keywords:** Academic libraries, Gender, Gender stereotype, Job performance, Librarians and Library and Information services.

## Introduction

Gender matters all over the world and in almost all areas of life. In rendering library and information services, librarians believe in the free flow of

information to library users, equity in information access, and diversity of information regardless of the gender of any user. Unfortunately, this gender equity in the dissemination of

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

knowledge to library clientele is not same for librarians in the profession. There have been obvious gender stereotypes existing in academic libraries. These stereotypes may or may not affect job performance. It was in this light that Lawton (2018) wrote that gender stereotype in libraries has become prevalent in the profession especially with several women experiencing sexual harassment and men climbing quickly on the ladder of leadership.

Gender stereotype has existed for a long time in libraries. The librarianship profession has been dominated by female library staff. However, this scenario has not always been so. Dickson (2002) had argued that male dominated the library profession originally, but were regarded as low status, old fashioned, and classless. Centuries later, it has evolved to not just incorporate women, but almost completely associated with females. Ultimately, the trend towards employment of females in the profession continued over the years, which resulted in the misconception that librarianship is a feminine profession. Although in recent times more men have started coming into the profession, there is empirical evidence that men have continued to remain in the minority with females on the majority in all types of libraries and library schools (Record and Green, 2008). Mars (2018) also added that despite the dominance of females in the profession, there exists income inequality between male and female librarians as well as an uneven distribution of men in leadership

positions compared to their female counterparts.

Interestingly, despite the dominance of females in the profession, men have continued occupy disproportionately administrative positions in libraries. For instance, Voelck (2003) study showed that male librarians climb more quickly into and advance much more quickly to administrative positions within the library structure despite been the minority in libraries. Nevertheless, lately female librarians have become more successful at achieving leadership positions in a bid to achieve gender equality (OCLC,2017). Besides, librarianship has simply come to favor the "feminine" model. Another aspect of gender stereotypes in libraries, is female librarians are seen as either uptight, unattractive old-fashioned gatekeepers or the objects of sexual fantasy (Lawton, 2018). These appalling gender stereotypes can lead to bad behavior and low job performances.

Evidently, gender stereotypes do exist in libraries not only in library management but in overall performance of library routine jobs. There is, according to Farrelly (2006), a strong agreement that gender stereotypes would be drastically reduced if more male librarians are placed in the various sections and divisions in libraries particularly in cataloguing/ classification department, circulation unit, serials unit, and in other non-administrative positions. This becomes paramount especially since Record and Green (2008) have found that male tend to avoid areas in librarianship that are perceived as feminine such reference services as well

as children librarianship, and rather sought for titles tagged as ‘masculine’. No doubt, stereotypes can greatly influence modern and emerging trends and job performances in libraries. For instance, with more male librarians in Readers’ Service Divisions, young male interest in reading and using the library may increase. This may even motivate younger males to join the librarianship practice. Furthermore, Men are often given fixed roles, expectations, opportunities based on their biological make up and societal expectations in libraries. A man may be more skillful in certain jobs in the library (for an instance, a reference service library), but may be placed in a more masculine position because of societal expectations. This in one way or the other may affect job performances in libraries. Therefore, this study assesses the perception of librarians on perceived gender stereotypes as a correlate of job performance of librarians in academic libraries in Delta state.

### **Statement of the problem**

Gender has been an issue in all spheres of human endeavors, librarianship inclusive. Gender stereotype has been observed in libraries and has been recorded in terms of library management, male dominance in administrative positions, gender oppression in workplaces, sexual harassment, etc. However, few or no studies have addressed how gender stereotypes affect the job performance of librarians in academic libraries. Hence, this study becomes imperative. However, Ugwu and Ugwu (2018) have noted that one difficulty encountered by researchers of gender stereotypes and

job performance among staff in corporate organizations is the complexity involved in making comparison between male and female workers, job performance owing to gender segregation in the allocation of work or tasks. Bearing this in mind, the researchers are posed with a challenge of assessing the extent to which gender stereotypes affect job performance of librarians. Hence, this study seeks to assess gender stereotypes as a correlate of job performance in academic libraries in Delta state by focusing on librarians.

### **Objectives of the Study**

The objectives of this study are:

1. Find out librarians' perception on the extent to which gender stereotype exists in academic libraries in Delta state.
2. Determine the level of job performance of librarians in academic libraries in Delta state.
3. Assess librarians' perception on the ways gender stereotype influences the job performance of librarians in academic libraries in Delta state.
4. To establish the correlation between gender stereotype and job performance in academic libraries in Delta state.

### **Research Questions**

The following research questions are posed for this study;

1. What are librarians' perception of the extent to which gender stereotype exists in academic libraries in Delta state?
2. What is the level of job performance of librarians in academic libraries in Delta state?
3. What are librarians' perceptions on the way gender stereotype influences

the job performances of librarians in academic libraries in Delta state?

### **Research Hypotheses**

**Ho1-** There is no significant correlation between gender stereotypes in academic libraries and the job performances of librarians.

### **Literature review**

Gender, according to Moser (2011), refers to a socially constructed relation between men and women. Pereira (2007) added that gender applies to social and historical attachments given to male and females because of their physical and biological differences. Gender is dynamic in nature and is subject to change. There are cultural, political, social, religious and economic issues that act as determinants of the decisions and actions of male and female in all societies. Stereotypes are generalizations made about individuals simply because they belong to a particular group. Gender stereotypes, therefore are generalizations about the attributes given to men or women just because they are men or women (Heilman, 2012).

Job performance, on the other hand has been defined by Ojo (2009) as an extent to which the day-to-day work is being carried out. Hose (2012) simply defined it as the way employees perform their work. Also, job performance has been defined as the total expected value to the organization of the discrete behavioural episodes that an individual performs over a stipulated period of time. Job performance can also be described as the accomplishment of assigned duties in accordance with organizational guidelines subject to the normal

constraints of reasonable utilization of available resources (Ogunleye & Osekita, 2016). There are certain indicators of job performance which may include effectiveness and efficiency of the staff, level of creativity, the level of work or cordial relationship with other staff, how well the personnel communicates etc.

In libraries, gender stereotypes have been noticed (Dickinson, 2002; Voelck, 2003; Reed, 2006; Folorunsho & Oshinaike, 2008; Lawton, 2018). Studies have proven that there are more females in the profession than their male counterparts. However, The American Library Association (ALA) (1999) found that in academic libraries, men held more leadership positions and titles than their female counterparts. Additionally, according to ALA (2011), male library directors made more than their female counterparts in both academic settings. In 2010, the ALA released another demographic analysis that proved these trends continued into the second decade of the twenty-first century. In 2010, it was found that most masters in library and information science students were women and most of the librarians working in the states were also women. (ALA, 2011). The proportion of male librarians decreased by 17.2% in 2010. These notwithstanding 40% of library managers were men (ALA, 2011). Unsurprisingly, the wage gap continues in the library field as well. More worrisome, is that women librarians had more years of experience than men earned more than their female counterparts (ALA, 2011).

Interestingly, Hassan and Ogunkoya (2014) believed that women and men have equal abilities as long as they are given the same exposure. It seems librarianship is a feminine profession with the few men in the profession occupying administrative or leadership roles. This could be because Hartman as cited by Hassan and Ogunkoya (2014) stated that males are perceived as more influential than females while good performance is associated with masculine traits. It could also be because of the 'glass ceiling' effect whereby women are prevented from occupying certain high ranking positions. Or maybe women are selective when choosing career. Confirming this, Onwuchekwa in Ugwu and Ugwu (2018) concluded that women in most cases engaged in some form of work which require mainly social and interpersonal skills such as librarianship. Besides, Ugwu and Ugwu (2018) maintained that men in academic libraries tend to be found on job which have wider opportunities for adventures and promotion. Consequently, the gender difference in opportunity structure explains the observed difference in the career behavior of men and women in academic libraries. If women are provided with the same opportunities as men, their behavior should be more similar. Today, female librarians have unprecedented opportunities and role models as a female is the Librarian in the Library of Congress for the first time. Also, in Nigeria, a number of academic libraries of great standing have been headed by women not to mention the Association

of Women Librarians in Nigeria (AWLIN) programmes.

Nevertheless, there are still some obvious gender stereotypes in academic libraries which may affect the job performance of librarians. The library profession has over the years become a feminine profession, thereby reducing the prestige of the profession. With the feminization of the library field, Mars (2018) stated that not only would salaries and career mobility be affected but also the reputation and job performances of librarians themselves. Notably, librarians perform various tasks in the library. These tasks include from answering users' queries, selective dissemination of information, cataloguing and classifying library materials, library user education, information brokering, etc. These jobs are very significant for the overall satisfaction of the information and research needs of library users. However, have there been any gender differences in the extent these library jobs are performed in academic libraries? For instance, Cabonero and Dolendo (2013) while assessing the cataloguing and classification skills of librarians in workplaces discovered that the five librarians studied, two male and three females, had outstanding skills in cataloguing. However, from the breakdown given the female librarians studied had higher grade points in the assessment of the cataloguing and classification skills. However, there were no notable gender differences in heading the cataloguing and classification unit as one man and one woman have headed the unit which contradicts Mars (2018) claims that

female librarians weren't frequently given leadership or administrative roles in libraries. Nevertheless, the social cognitive theory, has stipulated that stereotypes exist as people link men and women to certain behaviors and characteristics (Bauer & Baltes, 2002). This study, therefore anchors its theoretical framework on the social-cognitive theory. The social-cognitive theory stipulates that gender roles are products of a wide array of social factors which comes up in a society. Men and women are more likely to be linked to a certain role based on given social factors in a society and vice versa.

### Methodology

This study employed the descriptive survey research design using a

structured questionnaire. The descriptive survey design was used because it helps in the collection of detailed and factual information which is needed to describe an existing phenomenon. The target population of the study is 95 librarians in all academic libraries in Delta State, Nigeria. Total enumeration technique was used. Hence, all the 95 librarians in all the academic libraries in Delta state, Nigeria constitute the sample for this study. 94 copies of the questionnaires distributed were retrieved. Data collected were analyzed using percentages, descriptive statistics, and Pearson moment correlations. The criterion mean of this study is 2.00. All analysis was done with the aid of SPSS version 20.

## Results and Discussion

### Respondents Bio-data

Table 1: Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
male	37	39.4	39.4	39.4
female	57	60.6	60.6	100.0
Total	94	100.0	100.0	

Table 1 showed that there are more female librarians than their male counterparts (that is 57 female librarians making 60.6% of the respondents) in academic libraries in Delta state. It could be implied therefore that Folorunsho and Oshinaike (2008) and

Lawton (2018) assertions that there are more females in the library profession is true.

**Research Question 1:** What are librarians' perception of the extent to which gender stereotypes exist in academic libraries in Delta state?

Table 2: Extent gender stereotypes exist in academic libraries

Extent gender stereotypes exist	Test Value = 2			
	N	Mean	Std Deviation	Remark
Women librarians are given routine jobs that requires love and care	94	2.06	.730	High extent
Men librarians are given tasks in the library that requires strength	94	1.55	.728	Low extent
Male librarians that get involved in library routine task are disregarded	94	1.76	.864	Low extent
Male librarians occupy administrative positions more than their female counterparts	94	2.19	.871	High extent
Male librarians take permission to be absent or late from work for family related reason	94	2.10	.917	High extent
Female librarians take permission to be absent or late from work for family related reasons such as school runs and attending to children	94	2.19	.723	High extent
Females are better librarians than males	94	1.87	.751	Low extent
Male librarians are better in their performance when compared to their female counterparts	94	1.86	.850	Low extent

\* Aggregate mean= 1.94

Table 2 showed the extent gender stereotypes exist in academic libraries. Evidently gender stereotypes exist in academic libraries as an aggregate mean of 1.94 was achieved. However, this mean score falls within the range of low extent. Hence, it can be said that gender

stereotypes exist in academic libraries to a low extent.

**Research Question 2:** What is the level of job performance of librarians in academic libraries in Delta state?

Table 3: Level of job performances of librarians in academic Libraries

Job performances	High level	Low level	No level	Mean	Std. Deviation
I classify library books	16(17%)	26(27.7%)	52(55.3%)	1.62	.764
I catalogue library materials	33(35.1%)	37(39.4%)	24(25.5%)	2.13	.779
I answer library users reference queries	65(69.1%)	29(30.9%)	–	2.69	.464
I shelf books	21(22.3%)	34(36.2%)	39(41.5%)	1.36	.483

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

I supervise library work done by subordinates	49(52.1%)	21(22.1%)	24(25.5%)	2.33	.822
I index newspapers	28(29.8%)	35(37.2%)	31(33.0%)	2.10	.791
I render library users education services to users	62(66.0%)	32(34.0%)	–	2.66	.476
I manage electronic resources	14(14.9%)	19(20.2%)	61(64.9%)	1.59	.795
I charge and discharge library materials	28(29.8%)	13(13.8%)	53(56.4%)	1.73	.894
I perform collection development activities like selections, acquisition, stock revision, etc.	11(11.7%)	15(16.0%)	68(72.3%)	1.39	.691
I have attended a number of Training Session	49(52.1%)	39(41.5%)	6(6.4%)	2.46	.616
I have additional degrees since my first appointment	54(57.4%)	26(27.7%)	14(14.9%)	2.43	.740
I have given suggestions to improve library jobs	39(41.5%)	37(39.4%)	18(19.0%)	2.22	.750
I have experienced work related accidents	24(25.5%)	30(31.9%)	40(42.6%)	1.83	.812
I have been absent from work in 2018	31(33.0%)	57(60.6%)	6(6.4%)	2.27	.571
I am polite with colleagues and clients	81(86.2%)	13(13.8%)	–	2.86	.347
I pay attention to my duty	85(90.4%)	9(9.6%)	–	2.90	.296

As shown in table 3, only 16(17%) of 94 respondents (librarians) claim to classify library materials to a high level. Hence with a mean score of 1.62, it can be said that librarians in academic libraries classify library materials in a low level. Similarly, with few number of respondents claiming to manage electronic resources (14 respondents 14.9%), charge and discharge library materials 28(29.8%) respondents, perform collection development activities like selection, acquisition, stock revision, etc. 11(11.7%) respondents, to a high level, the said items had mean scores below the 2.00 criterion mean of this study. Hence, it can be inferred that librarians manage

electronic resources, charge and discharge library materials, perform collection development activities like selections, acquisition, stock revision etc. to a low extent. This could mean that librarians in the region lack the skills to perform this task or they have not been posted to the sections that perform these jobs. However, other jobs in table 3 were found to be performed to a high level. Furthermore, the item “I have been absent from work in 2018” had a mean score of 2.27. This means that majority of the librarians have been absent from work in 2018 either on a high level or low level.

**Research Question 3:** What are librarians’ perceptions on the ways

gender stereotypes influence the job performances of librarians in academic libraries in Delta state?

Table 4: Librarians perception of Gender stereotypes influence on job performances

Gender stereotypes influence on job performances	Agree	Disagree	Undecided	Mean	Std. Deviation
Perceived gender stereotypes makes you work harder	22(23.4%)	35(37.2%)	37(39.4%)	1.62	.764
Perceived gender stereotypes makes you lose interest in library work	17(18.1%)	53(56.4%)	24(25.5%)	2.13	.779
Perceived gender stereotype decreases your confidence	27(28.7%)	16(17.0%)	51(54.3%)	2.69	.464
Perceived gender stereotype increases your confidence	16(17.0%)	35(37.2%)	43(45.7%)	1.36	.483
Perceived gender stereotype affects your leadership aspirations	18(19.1%)	35(37.2%)	41(43.6%)	2.33	.822
Perceived gender stereotypes make you feel dissatisfied with your job	60(63.8%)	33(35.1%)	1(1.1%)	2.10	.791
Perceived gender stereotypes leads to healthy competition between male and female librarians	44(46.8%)	33(35.1%)	17(19.1%)	2.66	.476
Perceived gender stereotypes increases your interest in library work	17(18.1%)	35(37.2%)	42(44.7%)	1.59	.795
Perceived gender stereotypes makes you lazy	59(62.8)	12(12.8%)	23(24.5%)	1.73	.894

Table 4 showed the various ways gender stereotypes influence job performance of librarians. Librarians agree that perceived gender stereotypes make librarians lose interest in library work ( $x = 2.13$ ), decreases librarians confidence ( $x = 2.69$ ), affects librarians leadership aspirations ( $x = 2.33$ ), make them feel dissatisfied with their job ( $x = 2.10$ ), and leads to healthy competition between male and female librarians ( $x = 2.66$ ). It can therefore be said that perceived

gender stereotypes has a number of negative influence on the job performance of Librarians. Unfortunately, Ilan and Dafna (1999) had earlier stipulated that gender stereotypes influence are not easily eliminated.

**Hypothesis Ho1-** There is no significant correlation between gender stereotypes in academic libraries and the job performances of librarians.

Table 5: Correlations between gender stereotypes and job performances of librarians

		Gender stereotypes	Job performances
gender stereotypes	Pearson Correlation	1	.053
	Sig. (2-tailed)		.610
	N	94	94
job performances	Pearson Correlation	.053	1
	Sig. (2-tailed)	.610	
	N	94	94

In table 5, Pearson correlation coefficient  $r$  is .053. Since the significant value (Sig.2-tailed) is .610 (which is greater than 0.05), it can be concluded that there is no significant correlation between gender stereotypes in academic libraries and the job performances of librarians. The null hypothesis was therefore accepted. No wonder, Tulsa (2016) found that gender has little or no significant effect on job performance ratings. Results of Tulsa’s study indicate that "there are no meaningful differences in ratings of men and women regardless of job type".

**Conclusion and Recommendations**

It has been established that gender stereotypes exist in academic libraries in Delta state to a low extent and librarians perform their jobs such as cataloguing materials, library user education services etc. to a high level. Nevertheless, it was found that librarians manage electronic resources,

charge and discharge library materials, perform collection development activities like selection, acquisition, stock revision etc. to a low extent perhaps because few librarians are posted to the sections that handle these jobs. Perceived gender stereotypes have some negative influences on the job performances of librarians. No significant correlation was found between gender stereotypes and librarians job performances in academic libraries. Thus, it may be easier for library management to avoid the negative influences associated with gender stereotypes. Library routine tasks should be assigned to librarians regardless of their gender and both male and female librarians should be given equal opportunities to administrative positions. It is also recommended that male or female librarians should ensure that perceived gender stereotypes are not self-imposed.

**References**

American Library Association (ALA). (1999). *Library directors: gender and salary*. Retrieved from

://www.ala.org/research/librarystaffstats/diversity/libdirectors  
 American Library Association (ALA). (2011). *Library workers:*

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

- facts and figures*. Retrieved from <http://ala-apa.org/files/2012/03/Library-Workers-2011.pdf>
- Bauer, C. C & Baltes, B. B (2002). Reducing the effects of gender stereotypes on performance evaluations. *Sex Roles*, 47(9/10), 465-473
- Cabonero, D. A. & Dolendo, R. B. (2013). Cataloging and classification skills of library and information science practitioners in their workplaces: A Case Analysis. *Library Philosophy and Practice*. Retrieved from <http://digitalcommons.unl.edu/libphilprac/960>
- Dickinson, T. E (2002). Looking at the Male Librarian Stereotype. *The Reference Librarian*. 37 (78), 97-112.
- Farrelly, M. (2006). For the Boys. *Public Libraries* 45 (1), 37-38.
- Heilman, M.E (2012). Gender stereotypes and workplace bias. *Research in Organizational Behavior*,. 32, 113–135
- Hose, C. (2012). What is the definition of job performance? Retrieved from [http://www.ehow.com/into\\_7856570\\_definition\\_jobperformancehtm](http://www.ehow.com/into_7856570_definition_jobperformancehtm)
- Ilan, T. & Dafna, I (1999). The relationship between gender and performance issues of concern to directors: correlates or institution? *Journal of Organizational Behavior*, 20 (4). Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/%28SICI%291099-1379%28199907%2920%3A4<459%3A%3AAID-JOB924>3.0.CO%3B2-J>
- Lawton, S. (5 March, 2018). Reflections on Gender Oppression and Libraries. *Public Libraries Online*. Retrieved from <http://publiclibrariesonline.org/2018/03/reflections-on-gender-oppression-and-libraries/>
- Mars, P. (2018). Gender Demographics and Perceptions in Librarianship. *School of Information Student Research Journal*, 7(2). Retrieved from <http://scholarworks.sjsu.edu/slissrj/vol7/iss2/3>
- Moser, M. E (2011). Gender and Development: Concept and definitions. Retrieved from [www.bridge.ids.ac.uk/reports/re55.pdf](http://www.bridge.ids.ac.uk/reports/re55.pdf)
- Ogunleye, A.J. & Osekita, D. A.(2016). Effect of Job Status, Gender, and Employees' Achievement Motivation Behavior on Work Performance: a Case Study of Selected Local Government Employees in Ekiti State, Nigeria. *European Scientific Journal*, 12 (26)
- Ojo, O. (2009). Impact assessment of corporate culture on employee job performance. *Business Intelligent Journal*, 2(2), 389-412.
- Pereira, C (2007) Gender in the making of the Nigerian University System. New York: James Currey Ltd.
- Record, A. & Green, R. (2008). Examining Gender Issues and Trends in Library Management from the Male Perspective. *Fal.*, 22(4), 193-199.

Tulsa, O (2016). New Study Shows Gender Differences in Job Performance May Be Declining. *Business Wire*. Retrieved from <https://www.businesswire.com/news/home/20161129006199/en/New-Study-Shows-Gender-Differences-Job-Performance>

Ugwu, C. I & Ugwu, M. E. (2017). Demographic Variables and Job Performance of Librarians in University Libraries in South East

Nigeria. *Library Philosophy and Practice (e-journal)*. 1553. Retrieved from <http://digitalcommons.unl.edu/libphilprac/1553>

Voelck, J. (2003). Directive and Connective: Gender-based Differences in the Management Styles of Academic Library Managers, *Portal*, 3( 3), 394-399



An Open Access Journal Available Online

## Expanding the Roles of Libraries: A Review of Institutional Repository in Promoting and Preserving Academic Research

Moruf Hawwau A\*, Okolo Omachi, Ali Benson & Dauda Abigail

Department of Digital Services, American University of Nigeria, Yola  
\*hawwau.moruf@gmail.com

Received: xxxx xxxxxx, 2019 Accepted: xxxx xxxxxx, 2019  
Date of Publication: December, 2019

**Abstract:** Institutional repository is a new scholarly publishing model for researchers and academic institutions. The idea is conceived to enable broader access and dissemination of knowledge as well as preservation for future use, which are the core roles of traditional libraries. However, digital technology facilitates the adoption of institutional repository and makes libraries responsible for its management. Thus, libraries have reclaimed their function of preserving knowledge which has hitherto been hindered by digital right management policies whose emphasis is on access rather than ownership, and which has prohibited libraries from claiming ownership of subscribed materials. Institutional repository roles in enhancing academic research, faculty-librarian collaboration, library services and collections, as well as the roles of libraries in promoting and preserving academic research knowledge for posterity cannot be undermined. To achieve these laudable roles, preservation policy for repositories is of paramount importance. The study thus provides a review of different literatures to explore the key roles of institutional repositories in promoting academic research. The review of literature revealed that lack of adoption of repository policies pose challenges to institutional repositories in the preservation of academic research. The analysis of the Registry of Open Access Repository Mandates and Policies (ROARMAP) statistics showed a partial adoption of repository policies among research

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

institutions. It is recommended that adoption of preservation policies for repository content should spread across borders and form prerequisite for establishing institutional repositories. This review suggested other factors to consider in improving the implementation of institutional repository policies towards preserving academic research.

**Keywords:** Institutional repository, academic research, library services, preservation

## Introduction

Institutional repository is a new scholarly publishing model for researchers and academic institutions. This new publishing platform that serves as a paradigm shift from publishers' domination to granting authors' freedom. This system of scholarly communication expands the readership and availability of most scholarly research while also showcasing its institutional origins. Robinson (2009) highlights some of the objectives of Institutional Repository as to providing a convenient self-archiving mechanism for published output, enabling staff to manage an online collection of their own publications for research and citation purposes; to provide a platform for the archiving of unpublished works; and enable the Institution demonstrate the depth of its research efforts to stakeholders. It ensures digital preservation, long-term access to research and breaking publishers' monopolies by reducing costs (or at least allow their re-allocation) associated with publisher subscriptions as well as assist research collaboration through facilitating free exchange of scholarly information. Digital repository enables easy access to extracting, detecting and finding new research study thereby serving as repertoire of knowledge and databank for the academic institution

**URL:** <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

## Institutional Repository for Supporting and Enhancing Academic Research

Academic librarians have played a vital role in research process by ensuring availability of research materials right from when the idea is conceived to developing the manuscript, provide sources through which author determines quality journals to publish in, as well as disseminating to wider audience through the new publishing model known as institutional repository (McIntyre, Chan & Gross, 2013). Tenopir, Sandusky, Allard and Birch (2013) highlighted the emerging role academic librarians' play in data management and in the creation of metadata for research data. Academic libraries are also partnering with faculty in publishing journals, which is part of the final step of the Joint Information Systems Committee (JISC) research lifecycle (Perry, Borchert, Deliyannides, Kosavic & Kennison, 2011). According to Moruf and Adeleke (2018), many academic law libraries are also building their digital institutional repositories for easy and timely access to legal information resources. Nitecki and Davies (2017) define librarians' role in research process to include defining research topic, gathering background information, locating and evaluating information resources, and citing

sources utilized in reporting research results. Also, provide publication-based view of research as expanding to embrace emerging interactive open science (Foster open science). It is evidenced that academic libraries roles have expanded beyond citing sources utilized to communicating results of research but also publishing and enabling reuse through institutional repository.

Institutional repository provides a platform for academics to publish their research free of charge and; then, disseminate to a wider audience at no cost to enable international visibility and entrenching research network. According to Richard (2002), academic authors rarely receive direct compensation for the research articles they publish. Rather, they publish for professional recognition and career advancement, as well as to contribute to scholarship in their discipline. Institutional repositories also grant authors right management system to their publications; make arrangement for a reward system and enable institutional affiliation through an established policy system thereby granting authors academic freedom to determine mode of access, user type and user communities as well as choose time frame for access to their content.

### **Developing Library Collections to Guarantee Ownership of Library Resources**

Libraries have seized from claiming ownership of their collections, with the proliferation of physical and electronic resources forming part of larger collections of the library through e-subscription to various electronic

resources ranging from e-books, e-journals and databases and other open access sources (Moruf & Olajojo, 2017). Thus, emphasis have shifted from ownership to access while the digital right management prevents library from claiming ownership even with the exorbitant rate paid for subscription of e-resources. Institutional repository, as a new publishing model of scholarly publications guarantees ownership of collections by the institution's library managing repository, as content owners grant non-exclusive permanent right to the institution to preserve, distribute and disseminate for use; therefore, library's collection continues to increase day by day as diverse resources are deposited in the repository. Institutional repository facilitates deposit of Open Educational Resources (OER), this is reiterated in a working definition given by the Organisation for Economic Co-operation and Development (OECD). OER is defined as "digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research" (OECD, 2007). All resources deposited increases institutional repositories content, which in turn contributes immensely to building library collections, though this does not guarantee full ownership of the repository content due to certain mandates which does not provide exclusive right to content holders (institutional repository/library) to own such materials till eternity.

### **Developing Library Collections to Guarantee Academic Freedom and Protecting of Authors' Rights**

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

The intellectual property right grant authors non-exclusive right (unlimited right) to own and retain copyright of their work, as well as licensing such rights. Copyright protection automatically subsists in all works of authorship from the moment (period of creation) of creation (Kumar, 2009). The benefits accrued to individual researchers, institutions and society have been highlighted; Institutional repository demonstrates to the academic community, that individuals and their work are valued, by supporting mechanisms that reduce workload and maximize the benefits accrued to their efforts by protecting author's rights and guarantee freedom of ownership; provide a reference point for scholarly works that can interoperate with other systems, maximizing efficiencies between them by sharing information (Prosser, 2004). Academic libraries play the role of educating authors to motivate institutional repository depositors, enable authors to have better understanding of intellectual property rights so as to negotiate their copyright with publishers, thereby improve their knowledge of copyright, make them aware of their rights and maximize the return of their efforts. Kumar (2009) reported that it is essential to create awareness among the creators of information and knowledge about Intellectual Property Right because of

the difficulty to prove rights violation in the digital environment whenever they occur.

### **Institutional Repository Roles in Maintaining and Completing Research Lifecycle**

Research is a continuous process of knowledge development which begins from idea conception to disseminating the result of the research produce. Libraries have played a significant role in every stage of research process. Vaughan, Hayes, Lerner, McElfresh, Pavlech, Romito, Reeves, and Morris (2013) analyse the five broad areas through which library services support research lifecycle such as the role of library in finding literature to assist the development of ideas; learning about grant seeking tools; preparing data managements plans for grant proposals; managing citations during the process of conducting research; and depositing research output in repositories. Institutional repositories as a new research publishing model enable instant access to the result of research on depositing and/or archiving thereby completing the research continuum with wider dissemination to create knowledge which is the essence of research (Figure 1). Hence, Institutional repositories assists in building research network, visibility and promote institution research.

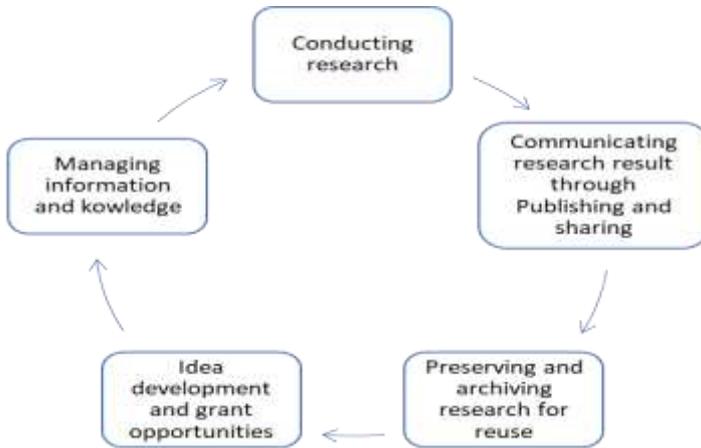


Figure 1: Research Lifecycle Model for Academic Library Services

### Enhancing Faculty and Librarian Collaboration

Some academic libraries have fully succeeded in distributing scholarly literature in a digital environment and gained momentum in hosting journal publications produced by institution's research outputs through open access repository thereby unlocking access to research. These types of journals are regarded as library-hosted journal. Perry *et al.* (2011) reported that library-based journal publishing models, is one of the options employed by many libraries which involve hosting open access journals in collaboration with faculty. While also explaining the sustainability of faculty-published journals and suggest that library-based journal hosting via an institutional repository could offer a more stable environment for such journals, thus providing a valuable service to the faculty editors and to the journal. Journal hosting services through institutional repository offers opportunities for small institution's libraries that do not have sufficient resources to dedicate to wider

publishing services (McIntyre *et al.*, 2013). However, for library to fulfil the traditional roles of scholarly publishing there is need to measure and evaluate the success of library-hosted journal to encourage increased submission. For this reason, Crow *et al.* (2012) reiterated the need to develop metrics to evaluate the effectiveness and value of these services. Visibility is next to citation impact thus, high visibility of the library-hosted journal will guarantee higher impact factor (McIntyre *et al.*, 2013).

It was also affirmed that download statistics could also serve as a measure of visibility. As proclaimed by Bankier and Smith (2008), statistics can provide evidence to editors and authors of the impact of publishing through the library. McIntyre *et al.* (2013) mentioned sustainability, scalability and visibility as measures to a successful library journal hosting services in addition to other functions of scholarly communication; other measures revealed are: registration (ensuring that

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

the output clearly establishes the ownership of intellectual property on that output), archiving (preserving scholarly output for the future), certification (demonstrating the quality of research outputs) and awareness (enabling the distribution, discoverability, and accessibility of research outputs). In fulfilling the above-mentioned roles, academic libraries will be regarded as a publishing platform for academic institution which will have a great impact on librarians and faculty collaboration. Conclusively, library journal hosting can help improve the sustainability of faculty journals and add value beyond the provision of storage space (McIntyre *et al.*, 2013).

### **Strategic Roles of Institutional Repositories for Colleges and Universities**

Asides hosting open access journals, institutional repositories removes the cost of publishing on the part of authors, enables institutional based research to be widely available and accessible without barrier therefore, improving research lifecycle for innovation and development, institutional repository could also serve as revenue to the institution when such hosted journals are being subscribed to by other academic institutions for their use. In assessing the sustainability of the library publishing services, Xia (2009) suggests that libraries should consider the degree of sustainability and scalability of library based published journal as these will help substantiate the capacity of journal hosting venture to survive and grow in longer term. Crow *et al.* (2012) also proposed that library publishing activities should be assessed and

evaluated on value proposition of the publishing venture (the content and service available to users) and the income streams set up to generate income from the publishing service (obviously, income streams may not exist for some open access publications). Thus, with Library responsible for managing institutional repositories, it also has the capability to handle all aspects of the publishing process e.g. copy editing, article formatting, marketing etc.

Researches have shown numerous roles and benefits of institutional repositories could offer to academic institutions including; provision of information repertoire for marketing institutions' research to show others how the institution is making a difference. Institutional repository also acts to attract staff, students and funding agencies; enables the management to develop an institution's intellectual property rights by raising awareness of copyright issues as well as facilitates the recording of relevant rights information; improves the accuracy and completeness of the institution's record of scholarly works, increase the visibility, reputation and prestige of the institution among others.

### **Evaluating Academic Research Contributions to Repository Content through DOAR**

Open DOAR (Directory of Open Access Repository) is an authoritative directory of academic open access repositories providing repository services to information users through in-depth approach and analysis that gives a quality- monitored list of repositories (Norris *et al.*, 2008). The Directory of

Open Access Repositories represents a database that lists repositories and allows breakdown and selection by a variety of criteria which can also be viewed as statistical charts. The underlying database has been designed from the ground up to include in-depth information on each repository this can be used for search, analysis, or underpinning services like text-mining. Open DOAR has recorded 3,746 repositories by 2018, out of which 85.9% (3,024) constitute institutional repositories by higher education institutions, this shows the depth of research contributions by academic institutions towards open access publishing and scholarship (Norris *et al.*, 2008).

In the same vein, the Registry of Open Access Repository Mandates and Policies (ROARMAP) is a searchable international registry charting the growth of open access mandates and policies adopted by research institutions and funders that require their researchers to deposit research output into an open access repository. ROARMAP statistics shows that, out of 990 registered repositories by the universities and academic-based research institutions, 761 have adopted repository policies in order to fast-track and increase the visibility of their research thereby promoting academic research through open access repositories (ROARMAP policies adopted by quarter, 2019). The analysis above shows a higher percentage of research contributed by academic institutions as a result of depositing through their respective repositories compared to other organizations.

## **Institutional Repository Preservation Policies and Challenges**

Preservation is an archiving activity in which specific data are maintained for a period so that they can still be accessed and utilized through changes in technology (Ball, 2010). One of the objectives of institutional repository is preservation of organizational scholarly contents as reiterated by Lynch (2003). Nevertheless, the big question is to whether institutional repositories will provide a period of preservation for its contents. Digital preservation is identified as the key function of a repository; however, data survey affirmed that repositories are not efficient enough in providing standard preservation services (Smith, 2007). The exponential increase of digital content in digital information age has made library realize the significance of electronic preservation as quoted by Wheatley (2004), “careful consideration must be given to the preservation needs of materials to be archived within an institutional repository”. Various significant opportunities have also been offered for digital preservation by institutional repositories to include digital content management, digital preservation and faculty legacy preservation (McGovern & Aprille, 2008). Li and Banach (2011) found out that digital preservation form an aspect of the major mission of Institutional Repositories (IRs). Therefore, it is important for institutions to develop preservation policies for their Institutional Repositories (IRs).

In a study conducted by Kenney and Ellie (2005) about institutional readiness on developing electronic preservation

programs, only about one-third of the institutions studied have developed, approved and implemented the policies of digital preservation. A similar research conducted by Li and Banach (2011) to investigate current practices in relation to the existence of digital preservation policies in research libraries, found that 51.5% of Institutional Repositories have preservation policies, and result of their research also shows an increase in digital preservation policy development since the 2003-2005 Cornell survey. It further indicated commitment of research libraries to providing long-term preservation for their IR content, hence, ensuring long-term preservation of research materials is one of the functions of institutional repository. Park and Shim (2011) described archiving as the second key role of institutional repository and according to Performance Based Research Fund (PBRF), institutional repository archiving permits research work to be deposited in digital form for easier retrieval in when preparing for promotion or funding.

### **Conclusion and Recommendation**

Various studies have shown in different ways the benefits, objectives, and challenges of institutional repositories and many more, however, little or no study have been conducted on the contribution of IRs to academic research through which the adoption and implementation of repository policy for the preservation of repository content is guaranteed. Hence, the need for developing and implementing policies

that guide the deposit, use and preservation of repository contents. For institutional repositories to achieve its objective of promoting academic research and preservation for posterity, developing digital preservation policies is therefore central to guarantee preservation actions for academic research and implementation as the policies state the strategies for preserving IR content and decisions about what content requires short, medium- and long-term preservation. It was found that there is increased awareness of digital preservation among research libraries as many libraries are now developing policies for securing permissions to preserve IR content but most academic libraries are still making efforts towards developing preservation policies for IRs.

However, it is evidenced that certain factors such as insufficient knowledge of copyright issues among faculty, lack of time to secure permissions from copyright holders on the part of content contributors might hinder IR collection and preservation of academic research through the institutional repository efforts. This study therefore recommends the need for massive campaign on copyright education to assure collection of quality content and recognition of preservation policies for institutional repository, as well as research funding models for academic research that enable universities and other higher education institutions to ensure research control, long-term digital preservation and deposit of academic research.

## References

- Ball, A. (2010). Preservation and curation in institutional repositories (version 1.3). Edinburgh, UK: Digital Curation Centre. 1-65.
- Bankier, J.G. & Smith, C. (2008). Establishing library publishing: Best practices for creating successful journal editors. Retrieved from [http://works.bepress.com/courtney\\_a\\_smith/2](http://works.bepress.com/courtney_a_smith/2)
- Crow, R., Ivins, O., Mower, A., Nesdill, D., Newton, M., Speer, J., & Watkinson, C. (2012). Library publishing services: Strategies for success. Final research report. Retrieved from [http://docs.lib.purdue.edu/purduepress\\_ebooks/24/](http://docs.lib.purdue.edu/purduepress_ebooks/24/).
- Kenney, A. & Ellie, B. (2005). Developing Digital Preservation Programs: the Cornell Survey of Institutional Readiness, 2003-2005. Retrieved May 15, 2010, from <http://worldcat.org/arcviewer/1/OCC/2007/08/08/0000070519/viewer/file1088.html#article0>
- Kumar, N. (2009). University Libraries and Copyright Laws . ICAL 2009 – Library Vendor/Publisher Interface, 407-409.
- Li, Y. & Banach, M. (2011). Institutional Repositories and Digital Preservation: Assessing Current Practices at Research Libraries. The Magazine of Digital Library Research, [D-Lib Magazine] 17(5/6), 1-13, doi:doi:10.1045/may2011-yuanli
- Lynch, C. A. (2003). Institutional Repositories: Essential Infrastructure for Scholarship in the Digital Age. Retrieved from <http://www.arl.org/bm~doc/br226ir.pdf>.
- McGovern, N. Y. & Aprille C. M. (2008). Leveraging short-term opportunities to address long-term obligations: A perspective on Institutional Repositories and Digital Preservation Programs. *Library Trends*, 57(2), 262-279. [http://muse.jhu.edu/journals/library\\_trends/v057/57.2.mcgovern.html](http://muse.jhu.edu/journals/library_trends/v057/57.2.mcgovern.html).
- McIntyre, G., Chan, J. & Gross, J. (2013). Library as Scholarly Publishing Partner: Keys to Success. *Journal of Librarianship and Scholarly Communication*, 2 (1). doi:eP1091. <http://dx.doi.org/10.7710/2162-3309.1091>
- Moruf, H. A. & Adeleke L. A. (2018). Electronic Information Resources and the Legal Profession. *Information Impact:Journal of Information and Knowledge Management*, 9 (1) 26-34. doi:<https://dx.doi.org/10.4314/ijikm.v9i1.3>.
- Moruf, H. A., & Olajojo, P. O. (2017). Virtual Law Library as a Veritable Tool for Justice Delivery System In Nigeria: An Investigative Study Of Oyo State High Court. *The information technologist: An International Journal of Information and Communication Technology*, 14(1), 1-10.
- Nitecki, D.A. & Davis, M.E. (2017). Expanding Librarians' roles in the research life cycle. IFLA World Libraries and Information Conference. WROCLAW: IFLA.
- Norris, M., Oppenheim, C., & Rowland, F. (2008). The citation advantage of open-access articles. *Journal of the American Society for*

- Information Science and Technology, 59(12), 1963-1972.
- OECD. (2007). Giving Knowledge for Free: the Emergence of Open Educational Resources. Retrieved from <http://tinyurl.com/62hjsx6>.
- Park, J.H. & Shim, J. (2011). Exploring how library publishing services facilitate scholarly communication. *Journal of Scholarly Publishing*, 43 (1), 76-89.  
<http://dx.doi.org/10.1353/scp.2011.0038>
- Perry, A. M., Borchert, C. A., Deliyannides, T. S., Kosavic, A. & Kennison, R. R. (2011). Libraries as journal publishers. *Serials Reviews*, 37(3), 196-204.  
<http://dx.doi.org/10.1016/j.serrev.2011.06.006>
- Prosser, D. (2004). The next information revolution – How open access repositories and journals will transform scholarly communications. *Liber Quarterly*, 14(1/4), 1-20.
- Robinson, M. (2009). Promoting the visibility of educational research through an institutional repository. *Serials Review*, 35(3), 133-137.
- Smith, A. (2007). Census of Institutional Repositories in the United States  
MIRACLE Project Research Findings.  
<http://www.clir.org/pubs/reports/pub140/contents.html#fore>
- Tenopir C., Sandusky R. J., Allard S. & Birch, B. (2013). Academic librarians and research data services: preparation and attitudes. *International Federation of Library Associations*, 39(1), 70-78.  
<http://dx.doi.org/10.1177/0340035212473089>
- Vaughan, K.T.L., Hayes, B. E., Lerner R.C., McElfresh, K.R., Pavlech L., Romito D., Reeves L.H., & Morris E.N. (2013). Development of the research lifecycle model for library services. *Journal of the Medical Library Associations*, 101(4), : 310-314. doi:doi:10.3163/1536-5050.101.4.013
- Wheatley, P. (2004). Institutional Repositories in the context of digital preservation. *Microform & Imaging Review*, 33, 135-146. doi:doi:10.1515/MFIR.2004.135
- Xia, J. (2009). Library publishing as a new model of scholarly communication. *Journal of scholarly publishing*, 40(4), 370-383.  
<http://dx.doi.org/10.1353/scp.0.0052>



An Open Access Journal Available Online

## The Role of Academic Libraries towards the Attainment of Sustainable Development Goals: The Nigerian Perspective

Omorodion Okuonghae<sup>1</sup> & Magnus Osahon Igbinovia<sup>2\*</sup>

<sup>1</sup>Samuel Adegboyega University, Ogwa, Edo State

<sup>2</sup>Ambrose Alli University, Ekpoma, Nigeria

okuonghaeo@yahoo.com

magnus.igbinovia@aauekpoma.edu.ng

Received: xxxx xxxxxx, 2019 Accepted: xxxx xxxxxx, 2019

Date of Publication: December, 2019

**Abstract:** The study investigated how academic libraries can enhance the actualization of the United Nations' developmental agenda in Nigeria, in a bid to make the world a better place for all. To this end, three (3) pertinent research objectives were generated to guide the conduct of the study which translated into the questions for the study. The survey type of the descriptive research design was adopted for a population of 270 librarians from 18 academic libraries across the six (6) geopolitical zones in Nigeria. Total enumeration was adopted as sampling technique, while questionnaire was used to collect data. Out of the 270 copies of questionnaire distributed, 202 were retrieved and found useable, constituting 75% response rate. The descriptive statistics was used in analyzing the data for the study. The study showed that academic libraries contribute to the actualization of the sustainable development goals in Nigeria by providing conducive learning space and information resources to users. On ways academic libraries can foster attainment of SDGs, the study revealed that these libraries should engage in collaboration that supports information dissemination and strive to bridge the information needs of government and non-governmental institutions. Moreover, the study found that the major challenges of academic libraries in the provision of

information services for the attainment of SDGs are poor networking among libraries and library professionals and inadequate/irregular training of library staff. Thus, recommendations were made in view of the challenges discovered and the study's objectives.

**Keywords:** Academic libraries, Library services, Sustainable development goals, Nigeria

## Introduction

In the quest to solve critical societal problems, Heads of States under the umbrella of United Nations came together in September 2015 and unanimously adopted a framework for development known as Sustainable Development Goals (SDGs). The SDGs also known as Global Goals is an agenda to transform our world, a transition from the Millennium Development Goals (MDGs) which is expected to run for the next 15 years, could also be referred to as 2030 agenda for sustainable development. The development framework consists of 17 goals and 169 targets across all aspects of human endeavors which according to IREX (2016) are interrelated. Thus, SDGs could be considered as a system with goals working together to make the world a better place. Regardless of this interrelatedness, Igbinovia (2016) reported that Nations and institutions must adopt goals that can be well managed through concentrated efforts for success. In line with this, Nations, institutions, societies, professional bodies and even individuals are doing so much to ensure the actualization of SDGs.

It is pertinent to state that one common element that cuts across all goals and targets in the framework is information. This implies that adequate information is germane for the realization of SDGs.

Therefore libraries as information institutions are crucial to the actualization of this global agenda and cannot afford to be docile. This corroborates the assertion of Igbinovia and Osuchukwu (2018) that librarians as information professionals are rightly positioned to foster the attainment of SDGs through information and knowledge sharing. Investigations have been carried out by Benson, Anyanwu, Onuoha and Nwaura (2016); Igbinovia (2016, 2017); Ono, Iida and Yamazaki (2017); and Igbinovia and Osuchukwu (2018) to assess the relationship between libraries/librarians and the actualization of SDGs. Therefore, the concept of library and how it enhances the attainment of the global agenda is worthy of scholarly attention.

A library has been variously defined and its definition has changed as advances in technology permits and as necessitated by the need to be accommodative of issues that tend towards societal and national development. The conventional definition of library according to Eberhart (2010) is a "collection of resources in a variety of formats that is (1) organized by information professionals or other experts who (2) provide convenient physical, digital, bibliographic, or intellectual access and (3) offer targeted services and programs (4) with the mission of educating, informing, or entertaining a variety of audiences (5) and the goal of stimulating

**URL:** <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

individual learning and advancing society as a whole" (p.1). While academic libraries are libraries attached to academic or higher institutions of learning which focus majorly on teaching, learning and research. However, libraries are taking up new roles to cater for societal needs which prompted measures like the library development strategy for 2015-2018 by the ENFIELD Council. The strategy acknowledges the changing role of libraries and places them at the heart of every community. Libraries are thus considered to engineer community development by constantly accommodating new roles and rendering new services. Also, the Beyond Access Initiative (2013) shows how libraries are powering development through information access and community partnership. Recently, during the adoption of the UN's agenda for SDGs, libraries have actively keyed-into the agenda, making impact in critical areas of society.

Academic libraries like other types are providing access to information germane to SDGs realization. Much more than information access, Igbिनovia (2016) averred that while some conventional library services will directly support the UN's agenda to transform our world, there is need to take up new roles in line with the agenda. This study therefore investigates how academic libraries via their services can aid the actualization of SDGs from the Nigerian perspective.

### **Statement of the problem**

The actualization of the global goals (SDGs) in most African countries (Nigeria inclusive) is very slow in

relation to the efforts made by the international organizations in meeting the 2030 deadline. More than two years into its adoption, there seems to be a poor level of sensitization or awareness of these goals by the public, yet awareness is instrumental to the realization of the agenda. Therefore, the lack of awareness on what constitutes SDGs, how it can be implemented and its impact on the quality of life poses a major challenge to developing countries in general and Nigeria in particular. In Nigeria, investigations like that of Omisore, Babarinde, Bakare and Asekun-Olarinmoye (2017) showed that majority of the respondents to their study are unaware of what the sustainable development goals are or how they affect their own development. This shows the low level of awareness and knowledge of SDGs related issues by Nigerians. How then can these goals be achieved if people do not know about them or how they fit into the implementation of the goals?

Sustainable development goals' related discourses in various platforms have revealed that for the global goals to be achieved, academic libraries must stand up to their responsibilities of not just providing information resources, but must act as catalyst for social and economic development through regular information literacy training and provision of timely, relevant, accurate and adequate information. The implication of this is that the attainment of the SDGs in Nigeria is not possible without the academic libraries playing its role as an agent of societal development. However, it is unclear what services academic libraries ought

to performed in order to stimulate developmental actions across the 17 goals as a result of the dearth in empirical research that addresses such issue. Therefore, this study intends to examine how the identified gap could be filled by investigating academic libraries (via their services) as a panacea for the attainment of the sustainable development goals in Nigeria.

**Objectives of the study**The main objective of the study is to examine academic libraries as a panacea for the attainment of the sustainable development goals in Nigeria. Specifically, the study sought to:

1. investigate the contributions of academic libraries towards the attainment of SDGs in Nigeria;
2. identify ways academic libraries can foster the attainment of SDGs in Nigeria; and
3. examine the challenges experienced by academic libraries in information service delivery for the attainment of SDGs in Nigeria.

### **Research questions**

Based on the identified objectives for the study, the following research questions were asked to guide the study:

1. What are the contributions of academic libraries towards the attainment of SDGs in Nigeria?
2. What are the ways through which academic libraries can foster the attainment of SDGs in Nigeria?
3. What are the challenges experienced by academic libraries in the provision of information services for the attainment of SDGs in Nigeria?

### **Review of related literature**

The SDGs comprised of some interrelated goals targeted at making the world a better place by eliminating HIV/AIDS, hunger and poverty as well as promoting gender equality, good health, quality education, environmental degradation, sanitation, climate change amongst others. The 17 goals were adopted to transform the world without leaving any region behind by 2030. The SDGs, also known as the global goals or the 2030 Agenda, were adopted to bring about significant change and improvement in every society as well as build on the achievement of the millennium development goals (MDGs) which came to an end in 2015. As opposed to the MDG which brought unequal level of development among different countries of the world, the framework for the SDG was designed to apply to all countries irrespective of their level of development. The goals are distinctive and peculiar to solving societal challenges and as such should be acted upon by all countries regardless of population size and economic strength in order to spur prosperity and transformation of the world while protecting it. The United Nations recognizes that ending poverty must be systematically carried out alongside addressing economic growth, educational, social, health, climatic and environmental issues (United Nations, 2015).

Though implementation of SDGs is unanimously agreed upon, governments are to make conscious effort to personalize and adopt this agenda by establishing national frameworks that supports the actualization of SDGs.

Thus, governments should follow-up and closely monitor the implementation of the 17 goals and continuously evaluate how they impact of the development of all citizens through strategic feedback mechanisms. This evaluation should be done across local, state, national and regional levels which will inform on how the goals are making global impact in line with the United Nations' agenda.

The 17 goals of the United Nations aimed at transforming our world bothers on critical life issues including the eradication of poverty, putting an end to hunger, ensuring healthy living and promotion of well-being, quality education for all, ensuring gender equality, providing clean water, renewable energy, sustaining decent work and inclusive economic growth, ensuring innovation and infrastructural development, reducing inequality, improving sustainable urbanization, enhancing sustainable consumption and production, climate action and environmental sustainability, conservation of life below water, protecting life on land, ensuring peace and inclusive access to justice, and partnership (United Nations, 2015 and Leal Filho, et.al., 2018). To ensure high chances of success, the goals are broken down into 169 targets across critical aspects of environment, economy and society. Since the adoption of the goals, countries, organizations, agencies and governments have taken

different measures and steps to ensure the attainment of these sustainable goals. While different organizations (Non-Governmental Organizations inclusive) are playing their part in the attainment of the goals, academic libraries as information based institutions are also contributing significantly towards the realization of the goals in Nigeria.

Academic libraries are those libraries in higher institutions of learning or post-secondary school level which caters for the teaching, learning and research needs of institutional members (Umoh, 2017). They are unique and distinctive as their parent body. Academic libraries could be found in colleges of education, polytechnics and universities. The library provides the platform for users (which usually include researchers, students and lecturers) to access different information and information resources in different formats in order to meet their information need. The academic library is established to foster learning and development in the society by rendering different quality information related services to the citizens to enable them make informed decisions and solve societal problems, as well as enable the citizenry to play active role in the society (Drotner, 2015). Through their vital services, academic libraries have positioned themselves to be potent vehicle for societal development and lifelong learning among the citizenry.

Over the years, academic libraries have contributed to the paradigm shift in

Nigeria higher institution of learning from being teaching-centered to learning-centered. In addition to the provision of information literacy training, academic libraries provide the following roles:

1. Provision of materials to support whatever curricula are offered at the institution.
2. Provision of access to highly skilled subject specialists to assist library users (students, researchers and lecturers) in research and access to library resources.
3. Carrying out library instruction/user education programmes to library users so as to guide them in the use of library resources.
4. Provision of both quiet and collaborative spaces conducive to all types of learning.
5. Provision of the most up-to-date technological tools that might be used in future workplaces.
6. Provision of Selective Dissemination of Information (SDI) or Current Awareness Services (CAS).

Furthermore, as with other types of libraries, academic libraries provide information for all its users. It is no more a secret that the attainment of the SDGs requires citizens to have access to timely, accurate and adequate information. The promotion of sustainable development in the 21st century also demands access to information. This is one major way academic libraries in Nigeria are

helping the Nigerian government in the attainment of the global goals. A major hindrance to the actualization of the SDGs in Nigeria is the poor level of awareness and knowledge on SDGs by the public which impact on how they respond to policies and frameworks tilted towards the achievement of the developmental agenda. In Nigeria, studies show that majority of the population is unaware of what the sustainable development goals are neither do they have good knowledge of SDGs or how they affect their own development (Omisore, Babarinde, Bakare&Asekun-Olarinmoye, 2017). It is imperative to state that without awareness and knowledge of the goals by all stakeholders which includes everyone, there will be great impediment to the achievement of the goals and by extension, a challenge to global development (Ajimobi, 2017).

Information and knowledge provide access to economic opportunities, personal and societal development. Unrestricted access to quality information equips people to make informed decisions with the potential of improving their lives and well-being. Communities and societies with access to quality information for all citizens are better equipped to eliminate poverty and close the inequality gap, perk up agriculture,

offer quality education, sustain good health, advancement in culture, research and innovation (IFLA, 2016). As stated in target 16.10: a well-informed society contributes significantly to the advancement of the country since the provision of timely and current information has the capability to promote peaceful and inclusive societies for sustainable development. The provision of information will ensure that there is accountability and access to justice for all (Bradley, 2016).

Academic library services that foster the attainment of SDGs are:

1. Promotion of universal literacy inclusive of media literacy, information literacy and digital literacy.
2. Bridging information gaps and helping government and non-governmental organizations to understand local information needs and indigenous knowledge.
3. Advancing digital inclusion through unrestricted access to Information & Communications Technologies (ICT), and dedicated staff to help people develop new digital skills (Advancing Sustainable Development, 2017)
4. Supporting research endeavors towards innovation and development.
5. Preserving and providing access to the rich cultural heritage around the world.

Through quality information service delivery, libraries in higher institution of learning have been able contribute

to the actualization of SDGs as well as help improve the digital and information literacy skills of the citizens (Emezie & Igwe, 2017). Some of the existing initiatives of library support to SDGs may include:

1. Bridging the digital divide gap by providing digital literacy training for library users
2. Provision of information and research space to help decision makers achieve the SDGs
3. Provision of Open Access resources in different areas such as health, agriculture and environment.
4. Media and information literacy programmes for marginalized persons to make an important contribution to achieving universal literacy (Bradley, 2016)

Conclusively, academic libraries play roles which no other organizations play. They are the institutions in a society that assist people in exercising their right to information. They safeguard and provide access to cultural heritage, enhancement of community, civil society, organizations and government in capacity building skills. In order to help Nigeria achieve the global goals set by the UN, academic libraries raise general awareness by strongly supporting the broader development targets of access to information, improved service delivery and thereby setting a platform towards achieving the SDGs by 2030.

### **Methodology**

The survey type of the descriptive research design was employed in carrying out this study. This type of research design was dimmed fit in a bid

to elicit data from the librarians in order to determine how academic libraries can enhance the actualisation of SDGs. Thus, the population of this study is 270 librarians from selected academic libraries in the six geopolitical zones that make up Nigeria. Public or government owned institutions were selected for this study because according to Christian (2008) they account for significant proportion of the scholarly researches conducted in this regard and given their higher number of library users.

The population was derived by selecting one university library, one polytechnic library and one college of education library in each of the six geopolitical zones of Nigeria, to ensure proper representation of all types of academic

libraries for the study. The institutions which were all public or government owned were selected based on the ease of accessibility to the researchers. Total enumerative sampling technique was adopted for the study making the sample size 270 professional librarians. The instrument that was used in collection of data was a self-designed questionnaire. The descriptive statistics of frequency, mean and standard deviation were used to analyze the data collected.

### Presentation of results

Out of the 270 copies of questionnaire distributed for the study, 202 were retrieved and found useable, constituting 75% response rate. The Table 1 below shows the response rate for the study across all academic libraries covered in the study.

Table 1: Questionnaire administration and response rate

Geo-Political Zone	Name of Institution	No. of Librarian	Questionnaire Returned	Response Rate (%)
North Central	University of Ilorin, Ilorin	26	19	73
	Benue State Polytechnic, Ugbokolo	11	9	82
	Federal College of Education, Kontagora	14	11	79
North East	Abubakar Tafawa Balewa University, Bauchi	19	13	68
	Federal Polytechnic, Mubi	15	12	80
	Federal College of Education (Technical), Gombe	12	11	92
North West	Ahmadu Bello University, Zaria	25	18	72
	Federal Polytechnic, Birnin-Kebbi	13	13	100
	Federal College of Education, Kano	14	11	79
South East	Ebonyi State University, Abakaliki	11	9	82
	Federal Polytechnic, Nekede	15	9	60
	Federal College of Education,	10	7	70

Eha-Amufu				
South West	Lagos State University,	16	10	63
	Federal Polytechnic, Ede	16	11	69
	Federal College of Education, Oyo	13	6	46
South South	Delta State University, Abraka	14	13	93
	Auchi Polytechnic, Auchi	16	10	63
	Federal College of Education, Obudu	10	10	100
Total		270	202	75

### Demographics analysis of the study

This section focused on the study demographics. The distribution

presented in table 2 covered the gender, age range and working experience of the respondents.

Table 2: Study Demographics

Gender distribution		
Gender	Frequency	Percentage (%)
Male	94	46.5
Female	108	53.5
Total	202	100.0
Age distribution		
Age	Frequency	Percentage (%)
20-30 years	14	6.9
31-40 years	87	43.1
41-50 years	81	40.1
51-60 years	16	7.9
61 years and above	4	2.0
Total	202	100.0
Working experience		
Working Experience	Frequency	Percentage (%)
1-5 years	39	19.3
6-10 years	49	24.3
11-15 years	66	32.7
16-20 years	23	11.4
21-25 years	11	5.4
26-30 years	6	3.0
31 years and above	8	4.0
Total	202	100.0

From Table 2, it is revealed that there are more females 108(53.5%) than male 94(46.5%) in the libraries studied. This is accounted for by the fact that most of

the respondents are female and by implication there are more female in academic libraries than male. The Table 2 also depicted that majority of the

personnel in the academic libraries studied are within the age range of 31-40 years which is followed closely by those within the age range of 41-50 years. However, only 4 respondents are 61 years and above. This implies that majority of the library personnel are middle aged expected to have enough experience of the library profession. Moreover, majority of the respondents 66 (32.7%) had worked in the library profession between 11-15 years which justifies the age range of majority of the respondents. This is followed by 49(24.3%) of the respondents who had

spent 6-10 years on the job. The minimum experience accumulated by the library personnel are those above 31 years, as most library staff would be close to retirement age by this time.

**Response to research questions**

This section will present results from the analysis in relation to each of the research raised for the study.

**Research question 1:** What are the contributions of academic libraries towards the attainment of the sustainable development goals in Nigeria?

Table 3: Contributions of academic libraries towards the attainment of the sustainable development goals in Nigeria

Contributions of Academic Libraries	Strongly Agreed		Agree		Disagree		Strongly Disagree		$\bar{x}$	S.D
	No.	%	No.	%	No.	%	No.	%		
Provision of media literacy programmes for marginalized populations to make an important contribution to achieving universal literacy	52	25.74	27	13.37	100	49.50	23	11.38	2.53	0.39
Provision of information literacy programmes for the information sick populace in order for them to make informed choices	100	49.50	37	18.32	60	29.70	5	2.48	3.15	0.28
serving as the heart of the research and academic community in Nigeria	101	50	20	9.9	30	14.85	51	25.24	2.85	0.57
preserving and providing access to the world's culture and heritage	51	25.25	100	49.50	40	19.80	11	5.45	2.95	0.23
Provision of selective dissemination of information and current awareness services	64	31.68	80	39.60	25	12.37	33	16.33	2.87	0.38
Giving out instructions on the most efficient use of appropriate resources	100	49.50	74	36.63	20	9.90	8	3.96	3.32	0.20

Provision of accurate, up-to-date information.	88	43.56	66	32.67	28	13.86	20	9.90	3.10	0.31
Provision of Information resources for library users	102	50.49	70	34.65	25	12.38	5	2.48	3.33	0.19
Provision of both quiet and collaborative spaces conducive to all types of learning	91	45.05	100	49.50	7	3.47	4	1.98	3.38	0.13
Assisting library users in information search and retrieval from different database across the globe	99	49.01	75	37.13	18	8.91	10	4.95	3.30	0.20
Grand Mean									3.08	

Table 3 above shows that there are numerous contributions made by academic libraries in achieving sustainable development goals in Nigeria. The result shows that majority of the respondents with mean value of 3.38 was of the opinion that provision of both quiet and collaborative spaces conducive for learning contributes to the attainment of SDGs. This is followed by those who opined that provision of Information resources for library users contributes to achieving SDGs with mean value of 3.33. The least respondents with a mean value of 2.53

opined that provision of media literacy programmes for marginalized populations to make an important contribution to achieving universal literacy. With criterion mean of 2.5 and a calculated mean of 3.08, the study showed that academic libraries through their services contribute to the attainment of sustainable development goals.

**Research question 2:** What are the ways academic libraries can foster the attainment of the sustainable development goals in Nigeria?

Table 4: Ways academic libraries can foster the attainment of the sustainable development goals in Nigeria

Ways Academic Libraries can foster development	Strongly Agreed		Agree		Disagree		Strongly Disagree		$\bar{x}$	S.D
	No.	%	No	%	No	%	No	%		
Organizing sensitization campaign through different media on the different SDGs and their specific targets	100	49.50	41	20.29	30	14.85	31	15.35	3.04	0.41
Organizing periodic information literacy training for members of the populace	88	43.56	65	32.18	37	18.32	12	5.94	3.13	0.26

Closing gaps in access to information and helping government, civil society, and business to better understand local information needs	120	59.41	32	15.84	30	14.85	20	9.90	3.25	0.33
Promoting universal literacy	99	49.00	56	27.72	37	18.31	10	4.95	3.21	0.26
Advancing digital inclusion through access to Information & Communications Technologies (ICT), and dedicated staff to help people develop new digital skills	75	37.13	57	28.22	50	24.75	20	9.90	2.93	0.34
Forming a consortium or collaboration with UN depository libraries that support dissemination of information and research to help decision makers achieve the SDGs	132	65.35	40	19.80	25	12.38	5	2.48	3.48	0.19
Providing a network of delivery sites for government programmes and services	54	26.7	68	33.66	70	34.65	10	4.95	2.82	0.28
Grand Mean									3.12	

Table 4 above investigates the possible ways academic libraries in Nigeria can in an increased measure enhance its contribution to SDGs. Majority of the respondents constituting a mean of asserted that forming a consortium or collaboration that support dissemination of information and research to help decision makers is crucial to achieving the SDGs. This is followed by closing information gaps and helping government, civil society, and business to better understand local information needs with a mean of 3.25 where the

most possible ways for libraries to support SDGs. The least of them with a mean of 2.82 was providing a network of delivery sites for government programmes and services. It is however worthy of note that all the listed ways would to a measure help libraries in promoting sustainable development.

**Research question 3:** What are the challenges facing academic libraries in the provision of information services for the attainment of the sustainable development goals in Nigeria?

Table 5: Challenges facing academic libraries in the provision of information services for the attainment of the sustainable development goals in Nigeria

Challenges	Strongly Agreed		Agree		Disagree		Strongly Disagree		$\bar{x}$	S.D
	No.	%	No.	%	No.	%	No.	%		
Inadequate library infrastructure	110	54.46	60	29.70	30	14.85	2	0.99	3.38	0.18
Poor funding	100	49.50	80	39.60	12	5.94	10	4.95	3.34	0.19
Poor policy by parent institution	143	70.79	39	19.31	15	7.43	5	2.48	3.58	0.15

Too much external interference	98	48.51	70	34.65	20	9.9	14	6.93	3.25	0.25
Inadequate/Irregular training of library staff	177	87.62	12	5.94	10	4.95	3	1.48	3.79	0.09
Poor networking among libraries and library professionals	186	92.07	10	4.95	5	2.48	1	0.49	3.89	0.05
Poor library usage by Nigerians	106	52.47	89	44.06	4	1.98	3	1.49	3.48	0.11
Grand Mean									3.53	

Table 5 above elicited data on the challenges faced by academic libraries, in rendering services that contributes to SDGs actualization. Majority of the respondents with a mean of 3.89 noted poor networking among library and library professionals as a challenge to achieving SDGs. This is closely followed by those who indicated inadequate/Irregular training of library staff as libraries' challenge to supporting the attainment of SDGs. The challenge with the least response of 3.25 was external interference.

### Discussion of Results

The study revealed that academic libraries contribute to the attainment of SDGs in Nigeria. This finding is in agreement with Bradley (2016) that academic libraries contribute to sustainable development through the provision of various information services. The information sciences revealed by this present study to contribute to the attainment of SDGs include the provision of both quiet and collaborative spaces conducive to all types of learning. This is in line with Iroka and Ndulaka (2014) that libraries promote sustainable development in Nigeria by expanding individual's learning process and their ability to

think critically. Also, Boyi (2013) noted that education is instrumental in driving sustainable national development in Nigeria, and this is done by creating conducive atmosphere for learning. By implication, the conducive learning environment provided by academic libraries makes it convenient for people to learn and consequently, increasing their mental capacity towards sustainable development. Another academic library service revealed by this study that promotes SDGs is the provision of information resources to the library users.

In line with the aforementioned, Maria and Chinemerem (2019) opined that SDGs will be easily achieve if people have access to health, environmental and agricultural information resources at their disposal. These information resources will equip them with the right information and knowledge to made developmental strides and contribute to the achievement of the SDGs. It is implied that academic libraries in Nigeria are contributing to sustainable development by providing people with the conducive environment for learning that increases their mental capacity for development. Also, by providing

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

information resources on critical areas of development, academic libraries would drive the attainment of SDGs in Nigeria.

Also, the findings from the study showed that academic libraries can help foster the attainment of the sustainable development goals in Nigeria through different ways. This revelation corroborates the assertion of IFLA (2016) that the library plays a major role in the attainment of development in any nation. This present study showed that one of the major ways academic libraries foster the attainment of SDGs is by forming a consortium or collaboration that support dissemination of information and research to help decision makers achieve the SDGs. Also the study showed that access to information and helping government, civil society, and business to better understand local information needs. This is in agreement with the findings of a group named 'Advancing Sustainable Development' (2017) that academic libraries can aid the achievement of the sustainable development goals through closing gaps in access to information and helping government, civil society, and business to better understand local information needs, promoting universal literacy and advancing digital inclusion through access to information and communications technologies and dedicated staff to help people develop new digital skills. In addition, Dahlman (2019) on the issue of collaborating to promote SDGs opined that government should create collaboration with all stakeholders in a bid to improve necessary policies in order to solve the challenges bothering on the actualisation

of SDGs. By implication, academic libraries as information based institution are strategically positioned to enhance the attainment of sustainable development in Nigeria. This they do by providing unrestricted access to information to all and building a system that enhances the collaboration of developmental stakeholders towards setting up a framework that enhances the attainment of SDGs.

Moreover, the study revealed that academic libraries face several challenges in the provision of information services for the attainment of the sustainable development goals in Nigeria. This finding supports Drotner (2015) assertion that in a bid to provide library and information services, academic libraries encounter numerous challenges of which poor funding and irregular training of library staff are top on the list. However, this study revealed top academic libraries' challenges to achieve SDGs to include poor personnel and institutional networking, and inadequate/irregular training of library staff. The study earlier advocated creating collaboration or partnership among development stakeholders as a vehicle to the attainment of the SDGs, which is in consonance with this identified challenge faced by academic libraries as regards SDGs. Thus, the library personnel and the academic libraries should strive to create synergy to improve efforts and achieve greater success towards SDGs. In buttressing the place of collaboration to achieving SDGs, Igbinovia (2016) affirmed that collaborations of libraries among themselves and with government and non-governmental organisations will

create synergy that will enhance libraries' contribution to achieving SDGs. Therefore, SDGs as a universal agenda is a development framework involving the contribution of everyone in the society regardless of socio-demographic distributions, political inclinations among others. Meanwhile the challenge of training was corroborated by Jaiyesimi (2016) who gave challenges to implementing SDGs in Africa to include poor capacity building which entails the training of personnel to make them more skillful and improve their proficiency level.

### Conclusion and Recommendations

The drive towards SDGs is a universal agenda to transform our world. To achieve this transformation, we must have a rethink towards the approaches that have left libraries out of national planning, implementation, decision making and monitoring process. With the invaluable and constantly changing roles of academic libraries in the society, it is difficult for a country to attain or sustain national development without the contributions of academic libraries. Therefore, academic libraries in Nigeria must be up and doing by strengthening their conventional roles

and taking up new ones that aligns with SDGs

Based on the findings and the conclusions drawn from this study, the researcher recommends the following:

1. Libraries in Nigeria should form a network that reaches the local level and which can be used to sensitize and deliver programmes including government programmes in some cases where information dissemination is difficult.
2. Libraries must support government in capacity building skills through information literacy programmes.
3. The government and parent institutions should fund library adequately in a bid to train personnel for developmental functions.
4. Adequate ICT infrastructures should be put in place in libraries to enable them provide public access to ICT and support digital inclusion for all categories of persons in the country who seem to be discriminated.
5. Libraries should periodically organize sensitization campaigns on SDGs using different media and platforms.

### References

Advancing Sustainable Development (2017). The Role of Libraries in the Attainment of Botswana Vision 2016. Research from <http://library.ifla.org/258/1/201-radijeng-en.pdf>.

Ajimobi, A. N. (2017). Economic Development and Public Libraries: Perspectives on the

Impact of an LSCA funded research project. *Illinois libraries*; 8(2), 80-83.

Bradley, F. (2016). What are the UN SDGs and what do they mean for libraries? Retrieved from [http://eifl.net/sites/default/files/resources/201511/3\\_eifl-fbradley-2030agenda.pdf](http://eifl.net/sites/default/files/resources/201511/3_eifl-fbradley-2030agenda.pdf)

URL: <http://journals.covenantuniversity.edu.ng/index.php/cjlis/>

- Bradley, F. (2016). Contribution of Libraries to the SDGs. Retrieved from [http://www.ifla.org/files/asstest/wlic/2015/Contribution of Libraries to the SDGs - United Nations Partnerships for SDGs platform](http://www.ifla.org/files/asstest/wlic/2015/Contribution_of_Libraries_to_the_SDGs_-_United_Nations_Partnerships_for_SDGs_platform).
- Boyi, A. A. (2013). Education and sustainable national development in Nigeria: challenges and way forward. *Mediterranean Journal of Social Sciences*, 4(8), 147-152
- Christian, G. E. (2008). Issues and challenges to the development of open access institutional repositories in academic and research institutions in Nigeria. A research paper prepared for the International Research Center (IDRC) Ottawa, Canada.
- Dahlman, C. (2019). A Guidebook for the Preparation of STI for SDGs Roadmaps: Draft for consultation. United Nations Inter-Agency Task Team on Science, Technology and Innovation for the SDGs (IATT) Sub-Working Group on STI Roadmaps co-led by World Bank, DESA, UNCTAD and UNESCO. Available at: [https://sustainabledevelopment.un.org/content/documents/22724Guidebook\\_STI\\_for\\_SDG\\_Roadmaps\\_Draft\\_for\\_STI\\_Forum.pdf](https://sustainabledevelopment.un.org/content/documents/22724Guidebook_STI_for_SDG_Roadmaps_Draft_for_STI_Forum.pdf)
- Drotner, K. (2015). Library Innovation for the Knowledge Society. *Scandinavians Public Library Quarterly*, 33 (2), 20-23.
- Drotner, K. (2015). IFLA. 2014. Lyon Declaration on Access to Information and Development. Retrieved from <http://www.lyondeclaration.org>.
- Eberhart, G.M. (2010). The Librarian's Book of Lists. Chicago: American Library Association, 118 pp.
- Emezie & Igwe (2017). Delivery of community information service as corporate social responsibility by librarians in Nigerian tertiary institutions. *Information Impact: Journal of Information and Knowledge Management*, 8 (1), 76 - 92
- IFLA.(2015). Libraries and Implementation of the UN 2030 Agenda. Retrieved from <http://www.ifla.org/files/assets/hq/topics/libraries-development/documents/libraries-un-2030-agenda-toolkit.pdf>.
- IFLA. (2016). The Role of Public Libraries in the Attainment of Vision 2016. Retrieved from <http://library.ifla.org/258/1/201-radijeng-en.pdf>.
- Igbinovia, M.O. (2016). Libraries as Vehicles to Sustainable Developmental Goals: A case study from Nigeria. *Library Hi-Tech News*, 33(5) Available at: <http://dx.doi.org/10.1108/LHTN-03-2016-0010>
- Igbinovia, M. (2016). Libraries as vehicle to Sustainable Developmental Goals (SDGs): Nigerian's current status and outlook. *Library Hi Tech News*, 33(5), 16 - 17 Available at: <http://dx.doi.org/10.1108/LHTN-03-2016-0010>
- Igbinovia, M.O. (2017). Librarians' involvement in cross-disciplinary research and its

- implication to Sustainable Development Goals (SDGs). *Library Review*, 66(4): 251-265. Available at: <https://doi.org/10.1108/LR-09-2016-0078>
- Igbinovia, M.O. & Osuchukwu, N. P. (2018). Predictors of knowledge sharing behaviour on Sustainable Development Goals among library personnel in Nigeria. *IFLA Journal*, 44(2): 119-131. Available at: <http://dx.doi.org/10.1177/0340035218763445>
- IREX. (2016). Librarians, Internet Improve Farmers' Livelihoods in Romania. Retrieved from <http://www.irex.org/news/librarians-internet-improve-farmers%E2%80%99-livelihoods>.
- Iroka, P. L. & Ndulaka, C. M. (2018). Education and libraries for sustainable development in Nigeria. *Archives of Current Research International*, 12(4): 1-10. Available at [http://www.journalrepository.org/media/journals/ACRI\\_41/2018/Feb/Iroka1242017ACRI39009.pdf](http://www.journalrepository.org/media/journals/ACRI_41/2018/Feb/Iroka1242017ACRI39009.pdf)
- Jaiyesimi, R. (2016). The challenge of implementing the sustainable development goals in Africa: The way forward. *African Journal of Reproductive Health September 2016 (Special Edition on SDGs)*, 20(3), 13-18. Available at: <http://www.bioline.org.br/pdf?rh16029>
- Leal Filho, W., Tripathi, S. K., Andrade Guerra, J. B. S. O. D. , Giné-Garriga, R., OrlovicLovren, V. & Willats, J. (2018): Using the sustainable development goals towards a better understanding of sustainability challenges, *International Journal of Sustainable Development & World Ecology*. Available at: <https://doi.org/10.1080/13504509.2018.1505674>
- Maria, N. N. & Chinemerem, A. N. (2019). Ensure inclusive and equitable quality education and promote lifelong learning opportunities for achieving sustainable development goals: The role of libraries. *International Journal of Library and Information Science Studies*, 5(2), 30-35
- Omisoro, A. G. Babarinde, G. M. Bakare, D. P. & Asekun-Olarinmoye, E. O. (2017). Awareness and knowledge of the sustainable development goals in a university community in Southwestern Nigeria. *Ethiop J Health Sci.*, 27(6), 669-676
- Ono, T., Iida, K. & Yamazaki, S. (2017). Achieving sustainable development goals (SDGs) through ICT services. *FUJITSU Sci. Tech. J.*, 53(6), 17-22. Available at: <https://www.fujitsu.com/global/documents/about/resources/publications/fstj/archives/vol53-6/paper03.pdf>
- Oyemike Victor Benson, O.V., Anyanwu, E.U., Onuoha, C.O. & Nwauwa, E.B. (2016). Priorities and Challenges of Actualizing Sustainable Development Goals: Perspectives of Library and Information Professionals in Owerri, Nigeria.

- Journal of Applied Information Science and Technology, 9 (2), 39-46
- Umoh, E. B. (2017). Information and Services Provision by Academic Libraries in Nigeria. *International Journal of Academic Library and Information Science*. 5(5), 153-159
- United Nations. (2015). Transforming our world: the 2030 Agenda for Sustainable Development. Retrieved from <https://sustainabledevelopment.un.org/post2015/transformingourworld>.