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Automation in Academic Libraries: An Evaluative Study of Two Nigerian Libraries

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Abstract: Automation is expected to embrace all the aspects of library operations, and these services fully made accessible online to library users. A lot of academic libraries are in different phases of automating their services. Most Nigerian academic libraries have not been able to automate all their operations due to varying factors. Thus library users are still unable to experience the ease of service expected through automation. The need to identify the aspects of library services and identify the factors impeding automation prompted this study. The study is significant to LIS study, Policy, theory and literature as it adds to literature on automation in Nigerian academic libraries. The design of the study was descriptive survey research. This study evaluated automation in the University of Uyo and Covenant University libraries. The structured questionnaire was used to collect data from all Library and Information Science (LIS) professionals working in these academic libraries. Data obtained was analysed using SPSS 15.0. The findings revealed that LIS professionals have a high degree of awareness of library automation in academic libraries. It was also discovered that only cataloguing and OPAC services have been partly automated at the University of Uyo Library, and although the ILS being used is web-based, the OPAC is not yet launched online. Conversely, all aspects of library services have been automated at the

Centre of Learning Resources, Covenant University. In addition, it was also observed that the factors affecting the implementation of automation in academic libraries vary from one institution to the other. It was therefore recommended that Library and Information Science professionals should be encouraged to start experimenting with all the various modules embedded in the Library Management System for other library operations. It was equally recommended that they consult with other academic libraries with the same needs and brainstorm to identify how to meet the needs for more effective automation of library services.

Keywords: Automation, Academic Libraries, Integrated Library Management System, Library Services

Introduction

Change is a constant phenomenon applicable to every profession across the globe. The Library and Information Science (LIS) profession is not an exemption, as library services have continued on a steady transition from the traditional (analogue) to the digital sphere. Computerisation has overtaken many aspects of library services. In addition to this, information is fast becoming a vital national resource, resulting in the multiplication of areas of specialisation within the information profession. The profession is now more challenging with the continual advancement of modern technologies. The 21st century academic library is one that is expected to be fully automated. This implies the computerisation of all the routine housekeeping operations of the library including the maintenance of a functional and internet-accessible OPAC. Thus, the concept of library automation cannot be over-emphasised. In fact, as observed by Abbas (2014), automation is the reality of the 21st century and any library that ignores its capability to transform the information environment is at risk of losing grounds. Ossai-Ugbah (2010) opines that ignoring the potentials of this new technology for learning will even lead to institutions being less competitive and attractive to prospective students.

Library automation is the application of computers and utilisation of computer-based products and services in the performance of different library operations and functions and providing various services and producing outputs. It implies a high degree of mechanisation/computerisation of various routine and repetitive tasks to be performed by human beings, thereby reducing human intervention to a great extent (Kemdarne, 2012). Library automation is also the application of ICTs to library operations and services (unescobkk.org, 2015). The automated library is internet-technology based. The rapid development of technology has seen improvements in communication links and a lowering of costs in accessing the World Wide Web. The implication of this is that the Internet is now more widely available to more people. As a result, many establishments have capitalised on its potentials to reach a wider audience with their services (Ossai-Ugbah, 2010, Idiegbeyan-ose and Ilo, 2013). Automated libraries can also thus be used to reach all the potential library users without the library staff actually travelling out of the library. Suffice it to note here that the rate to which the

automation process is completed however, varies between the developed and developing countries and, from one institution to another. Shrama (2007) identified the following as reasons for library automation: facilitates bibliographic control, efficiency, expediency, accuracy, reduced workload and increased self-esteem of the library. Automation has a lot benefits which apply to users, the staff and the library in general. The benefits according to unescobkk.org (2015) and Shrama (2007) include: enhanced productivity/efficiency, better use of information resources through improved access, improved resource sharing through the virtual catalogue or network, reduced duplication of cataloguing effort, improved use of resources, improved customer services, improved image of the library, accurate production and evaluation of management information, optimised use of human and other resources, and facilitation of the acquisition of new skills and knowledge due to the adaption of modern technologies. One of the five laws of library science is to "save the time of the user". This is majorly made possible in an automated environment.

Automation in the University of Uyo Library

The automation of Uniuyo library started in 2007 with the choice of Strategic Library Automation and Management (SLAM), which is an indigenous software. The library was networked, staff were trained and retrospective conversion of data commenced in the library. The concentration was on the cataloguing module with the aim of converting all the bibliographic records from manual to online using the software for access through OPAC. However, this project experienced serious pitfalls and the converted data were lost as a result of the server that crashed. This project was suspended in 2010 and it started again in 2013 with the choice of free and open source software, KOHA (Ottong, Etim, Ukpanah, Umoh & Enidiok, 2015).

Automation in Covenant University Library

The Covenant University library is known as the Centre for Learning Resources (CLR). Automation in the CLR started with the use of Microsoft Access (in-house designed). It eventually changed to Alice for Windows library software which was used to build a usable OPAC (Yusuf & Iwu, 2010). Due to a few shortfalls and for visibility on the web, they again migrated to Millennium Library software and through it can boast of a functional virtual library service, which gives staff and students, access to the Web Public Access Catalogue (WebPAC).

Statement of Problem

The process of cataloguing, classification, circulation, acquisition and other library services was completely manual before the adoption of Information Communication Technologies into Librarianship. This made it tedious, slow, time consuming and prone to error and mistakes. Book order and the processing was completely manual resulting in longer time for newly acquired books to make its final journey to the shelf. Library users were denied quick and easy access to these materials. Filing of catalogue cards to ensure that all the library holdings are represented was very tedious as a lot of filing and re-filing will need to be done in order to

incorporate new titles in the catalogue. At the circulation unit, books loaned out could not be accounted for because of the voluminous book used for record keeping that one may need to search through first. This process made library services unattractive to users because of the time wasted in getting information resources. The advent of integrated management system has gone a long way in easing access to resources and ensuring quick service delivery in the library. Automation is expected to embrace all the aspects of library operations, and these services fully made accessible online to library users. It is thus very essential that the library staff are aware of the automation procedure as they are the ones working behind the scenes.

A lot of academic libraries are in different phases of automating their services. Most Nigerian academic libraries have not been able to automate all the operations due to varying factors. These factors range from individual to management and other socio economic issues.

The result is that library users are still unable to experience the ease of service expected through automation. It thus becomes necessary to carry out an evaluative study of some of these academic libraries to find out how far they had gone in automating their services as well as identify the factors impeding the process.

This is thus an evaluative study on automation in academic libraries using two academic libraries in Nigeria as case study. The specific objectives are to:

1. ascertain the level of awareness by LIS professionals of library automation in the academic libraries.
2. examine the extent of library automation in the academic libraries.
3. examine the factors affecting the implementation of automation in academic libraries.

Literature Review
Studies have been carried out across the globe on library automation. Shrama (2007) carried out a comparative study on the library automation software packages used in academic libraries of Nepal Majority of the academic libraries use locally developed software. He asserted that the present need, long-term requirements, hardware and software requirements, financial resources of the library and customer support from software developers must be kept in view at the time of selection of any automation software. He identified the following as problems of locally-made software, lack of trained manpower, lack of training facility, inadequate funds, and lack of National Information Policy. Singh (2003) carried out a study on the problems and prospects of library automation in academic libraries in India. He identified the following as some of the reasons for the differences in automation levels in the libraries:

- Attitude and awareness of the management;
- Attitude and awareness of the users especially faculty;
- Resources available;
- Non-availability of suitable software;
- Level and skill of staff;
- Geographical location.

A study was carried out by Ossai-Ugbah (2010) on the impact of automated library services and usage on students' academic performance in

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Nigerian universities. The study examined the extent to which the use of automated electronic information services by students has influenced the academic performance of students in three tertiary institutions in Nigeria. The study revealed that having pre-university computer literacy did not account for better academic performance, and students who made use of automated library services were better exposed to academic materials and performed academically better than those who did not make use of the services of an automated library. However, respondents identified slow internet speed and insufficient access to automated library facilities as the major constraints.

Abbas (2014) enumerated the following as steps necessary for achieving automated library system:

a. Planning and managing the implementation project;
b. Infrastructural development;
c. System Configuration:
    i. Automation software,
    ii. Determining the hardware components,
d. Ensuring system integration/compatibility;
e. Engaging in staff trainings;
f. Retrospective conversion of library records.

Eyitayo and Akintunde (2007) listed the following as standards in library automation software:

❖ Meta data standard;
❖ z35.50 standard;
❖ Interoperability standard.

According to Hodgson (2002), implementing information products and systems that support standards can ensure that libraries will be able to:

- integrate electronic content products from multiple vendors;
- resource-share on a wider geographic scale, even globally;
- participate in more cooperative programmes with other organisations, including ones outside the library community;
- speed up the "time to market" of library materials, i.e. the time to acquire, catalogue, process and circulate an item;
- provide remote access to library services; reduce the need for user training;
- operate successfully with their parent organisation's computing infrastructure;
- migrate cost effectively to newer systems; and
- more easily adopt new technologies.

She further observed that the widespread use of Integrated Library Systems (ILS), global communications via the Internet and the growing number of digital library initiatives have made the need for compliance with standards more critical than ever. Most Integrated Library Systems separate software functions into discrete programs called modules, which are then integrated into a unified interface. Examples of modules include: acquisitions (ordering, receiving and invoicing materials), cataloguing (classifying and indexing materials), circulation (loaning materials to patrons and receiving them back), serials (tracking magazine and newspaper holdings) and OPAC (public interface for users).

Methodology

This is a survey research carried out, through a well-designed questionnaire consisting of a combination of single-choice and multi-choice items. The target population was the professionals

and para-professionals working in the University of Uyo and Covenant University libraries. The questionnaire was distributed through a simple random sampling technique and consisted of a total of nine items which were structured to answer the research questions raised by the study. It was also designed to gather information on the demographic data of the respondents. Thirty (30) copies of the questionnaire were distributed but twenty five (25) copies were retrieved,

thus giving a response rate of 83.3%. All the received copies of the questionnaire were valid so they were all used in the analysis.

Data Presentation and Analysis
With the exception of figure 1 to 3 which constituted the demographic distribution of the respondents, data was analysed according to the research questions. Statistic software SPSS 15.0 for Windows was used to analyse the data in simple percentages.

Figure 1: Respondents by Institution
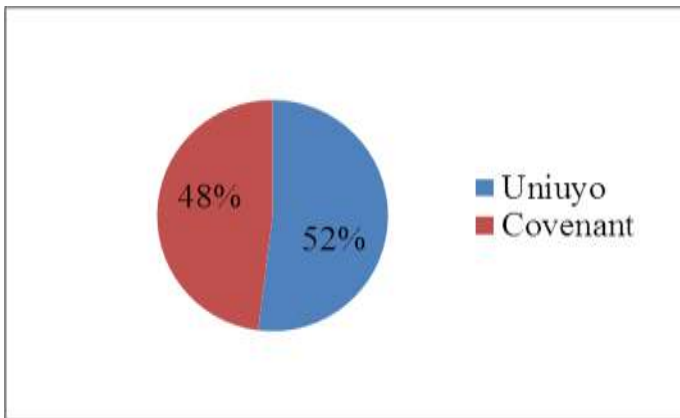
Figure1 represents the distribution of the respondents according to their institutions. University of Uyo library had a total of 13 respondents constituting a percentage of 52, while Covenant University library had a total of 12 respondents constituting a percentage of 48.

Figure 2: Rank of Respondent
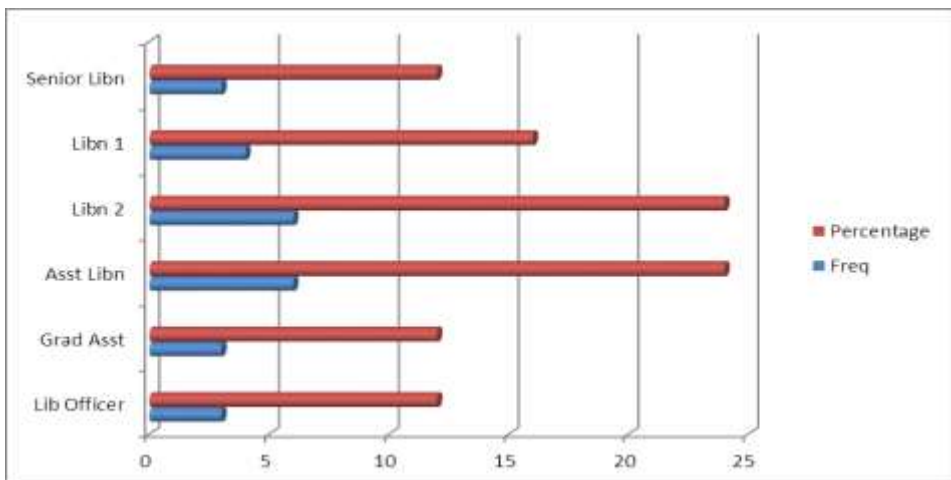
From Figure 2, it can be deduced that the respondents' distribution in terms of rank are as follows: Senior Librarian were 3, representing 12%; Librarian 1 were 4, representing 16%; Librarian 2 were 6, representing 24%; Assistant Librarians were 6, representing 24%; Graduate Assistants were 3, representing 12%; and Library Officers were 3, representing 12%.

Figure 3: Years of Experience of Respondents
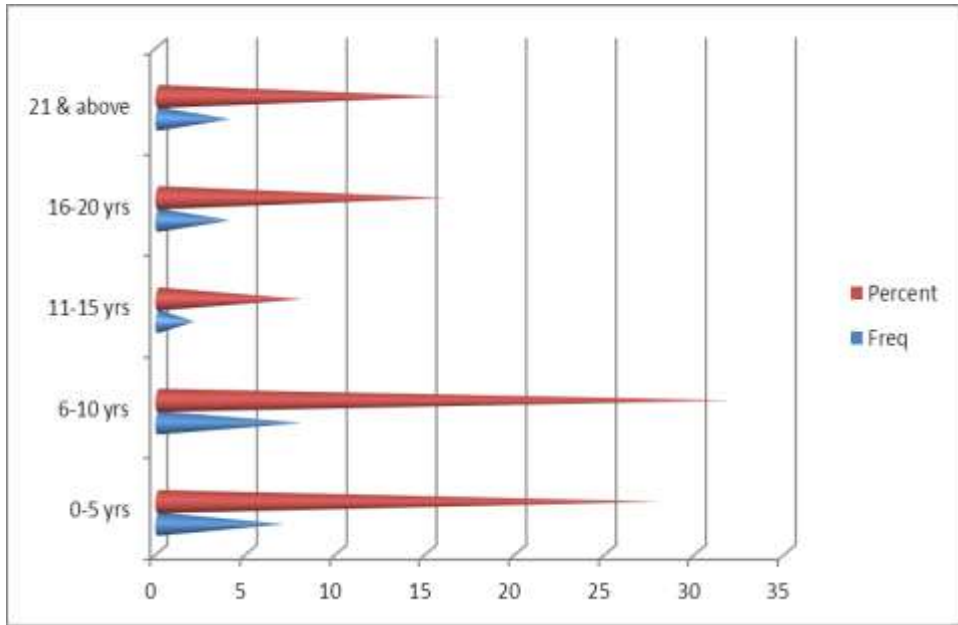
Respondents that had worked between 6-10 years had the highest number at 8 (32%), closely followed by 0-5years at 7 (28%). Respondents that had spent 16-20 years as well as 21 years and above were 4 (16%) respectively, while the least were those that had worked for 11-15 years at 2 (8%).

Research Objective 1: Awareness of library automation

Table 1: How automated is your library?

Level of Library Automation	Frequency		Percentage	
	UUL	CLR	UUL	CLR
Fully Automated	1	11	8.0	92.0
Partly Automated	11	1	84.0	8.0
Not Automated	1		8.0	0
Total	13	12	100.0	100.0

Table 2: Is your library presently using an Automated Library Management System?

Automated Library Management System Use	Frequency		Percentage	
	UUL	CLR	UUL	CLR
Yes	12	12	92.0	100.0
No	1	-	8.0	
Total	13	12	100.0	100.0

Table 3: Is the Library Management System Web based?

Web based Library Management System	Frequency		Percentage	
	UUL	CLR	UUL	CLR
Yes	12	12	92.0	100.0
No	1	-	8.0	-
Total	13	12	100.0	100.0

From the tables 1, 2 and 3, it could be deduced that LIS professionals are aware of library automation in academic libraries. In Table 1, it could be observed that a greater percentage (84%) of the LIS professionals in University of Uyo Library agreed that their library is partly automated. This is in contrast with the Centre for Learning Resources where 92% of the LIS professionals agreed that their library is fully automated. Table 2 shows that 92% of the LIS professionals in the University of Uyo Library are aware that the library is making use of an automated Library Management System, while 100% of the LIS professionals in the Centre for Learning Resources agreed that the Library uses an automated Library Management System. Table 3 also reveals that 92% of the population sample in the University of Uyo Library agreed that the Library Management System is web-based, as against the 100% of the population sample in the Centre for Learning Resources who agreed same. From the findings above we can conclude that LIS professionals in the institutions studied have a high degree of awareness of library automation in academic libraries.

Research Objective 2: Extent of Library Automation

Table 4

Automated LMS Services	Frequency and Percentage of Yes		Frequency and Percentage of No	
	UUL	CLR	UUL	CLR
Cataloguing	10(76%)	12 (100%)	3 (23%)	0
Serials	3 (23%	11 (92%)	10 (77%)	1 (8%)
Acquisition	3 (23%)	9 (75%)	10 (77%)	3 (25%)
Reference	3 (23%)	10 (83%)	10 (77%)	2 (17%)
Circulation	4 (31%)	12 (100%)	9 (69%)	0
OPAC/WEBPAC	11 (85%)	12 (100%	2 (15%)	0

Table 4 shows the extent of library automation in the institutions under study. This is measured by the services carried out by the automated Library Management System. The table reveals that Cataloguing and OPAC services constitute the highest percentages of 76 and 85, respectively in the University of Uyo Library. This implies that only Cataloguing and OPAC services have been automated in the University of Uyo Library. Observation also shows that the OPAC is not yet launched into the Internet, thus it is not available on the World Wide Web. Serials, Acquisition, Reference and Circulation services are yet to be automated. However, in the Centre for Learning Resources, it indicated that a greater number of library services have been automated as the entire population sample disclosed that WEBPAC, Cataloguing and Circulation have been automated, respectively. These were closely followed by Serials, Reference and Acquisition as indicated by 92%, 83% and 75% of the respondents, respectively. Furthermore, the fact that the OPAC of the Centre for Learning Resources was called WEBPAC was due to its visibility on the World Wide Web.

This result of the study indicate that while University of Uyo is partly automated, Centre for Learning Resources is fully automated. The fact that University of Uyo OPAC is yet to be visible online unlike that of her counterpart's WEBPAC, makes it a more complex situation. Koha software being used by University of Uyo Library is web-based and so capable of being launched online.

Research Objective 3: Factors affecting the implementation of Automation

Table 5

Factors affecting the implementation of library automation	Frequency		Percentage of Yes		Frequency		Percentage of No	
	UUL	CLR	UUL	CLR	UUL	CLR	UUL	CLR
Lack of funds	9	3	69%	25%	4	9	31%	75%
Lack of requisite skills	6	2	46%	17%	7	10	54%	83%
Management bureaucracies	10	6	77%	50%	3	6	23%	50%

Lack of awareness of existing standards	4	2	31%	17%	9	10	69%	83%
Inadequate workforce	8	4	62%	33%	5	8	38%	67%

Table 5 shows that the factors affecting the implementation of automation in academic libraries vary from one institution to the other. Among the respondents from the Libraries under study, it could be observed that management bureaucracy is the major factor affecting the implementation of library automation, as indicated by 77% and 50% of the LIS professionals in the University of Uyo Library and the Centre for Learning Resources respectively. The other major factors as indicated by 69% and 62% of the respondents from the University of Uyo Library are lack of funds and inadequate workforce, respectively.

Discussion of Findings

In University of Uyo Library, the findings revealed that the Cataloguing and OPAC services have been automated. Majority of the staff have agreed that the library is partly automated which implies that not all the services have been automated. Automation of OPAC/cataloguing is very important as agreed by Singh (2003) and Abbas (2014) who agreed that the automation process commenced in this direction in the academic libraries they studied viz University of Roorkee, India and University of Ibadan, Nigeria respectively. Automation of cataloguing/OPAC services is also very essential as it speeds up the process for library materials to get to the shelves on time and minimises the problem of document location. In the Centre for Learning Resources, WEBPAC, Cataloguing and

Circulation have been fully automated with Serials, Reference and Acquisition nearly completed. The finding is in sync with a similar study by Abbas (2014) who revealed that University of Ibadan have fully automated cataloguing module, with acquisition and serials partially implemented while reference and circulation are still at proposal stage.

Management bureaucracy, lack of funds and inadequate workforce were identified as the major hindrances to automation in the University of Uyo and Covenant University libraries. The problems of automation however goes beyond the ones studied as Emezie and Nwaohir (2014); Mishra, Thakur, and Singh (2015); and Athanasius (2018) identified lack of infrastructure facilities, insufficient power supply, poor funding, poor administrative support and inadequate staff training as problems of automation.

Conclusion

One of the laws of library science states that the library is a growing organism states one of the laws of Library Science (Bhatt, 2011). The implication of this is that Library and Information Science is a profession that is dynamic and always open to change. The era of the switch from pure book based services to web-based services through automation has come to stay. There is the need for academic libraries to embrace this change and reflect it in their services.

Recommendations

Based on the findings made in this study, the following conclusions and recommendations are put together:

a. Automation of all the routine library operations is very possible in an academic library as shown by the results of the study of the Centre for Learning Resources. In view of this, it is recommended that academic libraries across the nation should move beyond using only the cataloguing and OPAC modules. Library and information science professionals should be encouraged to start experimenting with the various modules embedded in the Library Management System for other library operations.

b. Academic libraries have peculiar needs, depending on the individual institution and the management. There is need for Library and information science professionals to identify the problems peculiar to their respective institutions. This will go a long way in enabling them to seek for positive ways of overcoming them. They may need to scout for and consult with other academic libraries with the same needs and brainstorm to identify if such problems could be solved by networking and collaborations.

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Human Capital Development as Correlates of Librarians' Productivity in Nigerian Public University Libraries

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Abstract: The study examined human capital development in relationship with the productivity of librarians in the Nigerian public university libraries. It employed survey research design to investigate 923 librarians in 54 public university libraries. A self-developed questionnaire was adopted and it gave a reliability coefficient of 88% to Human Capital Development and 94% to Productivity. A response rate of 67.2% was achieved. Data were analysed using descriptive and inferential statistics. It was revealed that human capital development will boost the productivity of librarians. It concluded that effective human capital development of librarians would greatly enhanced librarians' job performance in the university libraries. The study recommended that library management should continue in developing her professional workforce so as to satisfy various clienteles in the university community.
Keywords: Human capital, manpower training, career development, productivity, Public Universities

Introduction

Productivity according to Parham (2014) can be seen as the rate of outputs of goods and services rendered by employees in the organization. Similarly, Srivastava and Barmola (2011) asserted that productivity is the amount of skills exerted by employees to produce an item or service in the organization. Employee productivity is

an essential ingredient needed to boost the growth and development of every organization in the human society. Hence, productivity in this study can be conceptualized to mean the ability to render a desired service in the organization. Also, it could be seen as the outcome of what an employee exerted in the production of goods and services in the organization. In

Nigerian public university libraries, librarians' productivity entailed providing current and relevant educational resources in the library that would encourage increase in paper publications among faculty members and librarians themselves, innovative research works in the university that would attract grants from both local and international organizations. This helped in promoting the image and status of the university among her peers.

Human capital development (HCD) according to Akintayo (2011), is needed in enhancing the employee productivity as well help in sustaining competitive advantage over other organizations in the-same market. Therefore, human capital development becomes an instrument needed in increasing the productivity of the workforce. HCD comprises of health care, nutrition, population control, education, character, ethics, personality, training, career development and creativity of people in the organization. It can be generally believed that human resources are the most crucial factors of all organization's resources. It is the human capital that ensures and directs other factors of production (input) are properly assigned to yield a desired result (output) for the organization. It implies that productivity is measured in the ratio of input and output; that is, input determines the output of goods and services in the organization.

Thus in this study, the researcher shall be concerned with the training and career development of librarians in the public university libraries in Nigeria. Training attracts a number of benefits to librarians. It enables librarians to: effectively inspire other library personnel towards stated goal accomplishment, be more productive as well as effectively meet the information needs of users in this information age, among other benefits.

Statement of the Problem

It can be generally observed that although many studies have been carried out to address library, its collections and services but few if any have been carried out from the perspective of human capital development as affects the productivity of librarians. It is on this premise that this study focused at investigating the effect of human capital development on the productivity of librarians in the Nigerian public university libraries.

Objective of the Study

1. Investigate the level of librarian's productivity;
2. Examine the extent of librarian's human capital development;
3. Ascertain the relationship between librarian's human capital development and productivity; and
4. Find out some problems that affect the librarian's productivity and human capital development.

Research Questions

1. How does the level of librarian's productivity be ascertained?
2. How does the level of librarian's human capital development be rated?
3. What are various problems affecting librarian's productivity and human capital development?

Research Hypothesis

Ho: Human capital development is not significantly correlated with the productivity of librarians.

Scope of the Study

The study focused only on librarians in the Nigerian public universities; while other libraries and library workers were not covered. Librarians are custodians of educational resources organized in the university library, as well managers of other library personnel. Besides, the researcher focused on training and career development of librarians while other aspects of human capital development were excluded from the study.

Review of Literature

The place of human resources in the production of goods and services in any organization especially in the academic library of any Nigerian University cannot be overemphasized. They are the determinant factors for the success or failure of the organization; thus, these human resources contribute immensely to the success of the librarians' tasks if they are adequately trained in the modern trends of librarianship. Also, whenever the mental capacities of these library personnel are not properly catered for by the university authority through adequate training and skills development, it can lead to failure in effectively discharging their duties to the library users especially in this era of information explosion. Hence, human capital development has a strong relationship with the productivity of manpower in the organization. Many researchers in their studies averred to this assertion.

Employees' productivity and efficiency in the organization can be boosted through adequate training and development (Malaolu & Ogbuabor, 2013) The authors concluded by recommending that organizations should continuously meet the training needs of their workforce and ensuring that those workers that performed excellently during training sessions are handsomely rewarded. This implies that training and manpower development of workers in the organization especially in the university library should be taken seriously if they are to excel in their various tasks assigned to them by the management of their organization. The authors further stressed that organization needed to embark on training and capacity building for their employees so as to enhance the overall performance of the organizations as well to have competitive advantage over its peers in the-same industry.

However, Mahmood, Ahmad and Hussain (2014) opined that organizational human capital and organizational performance are closely related. The authors emphasized the important of knowledge sharing which is an offshoot of training and skills development of employees in the organization. Onuka and Ajayi (2012) opined that workers' effectiveness and profitability of the organization can be positively enhanced if their manpower are regularly trained and re-trained; and this could be in-house training programmes where a resource person is being engaged in training workers of some new skills needed in achieving the set goals and objectives of the organization, or it could be out-of-work training programmes where an employee is granted study leave or permission to undergo some courses in a secular school (university or tertiary institution) in order to acquire new knowledge or skills that would enhance his/her efficiency in the workplace. Fajana (2002) posited that the effectiveness and success of an

organization rested on the human capital within the organization.

In the same vein, Hatala and Lutta (2009) posited that growth and development in the organization rested on the collective knowledge of their employees, this makes it imperative for advancement knowledge among workers in the organization. This can be possible through effective training and re-training of employees in the work place. Ability to manage and retain the experienced employees in the organization will enable her to have competitive advantage over her peers in the same industry (Bock, Zmud, Kim & Lee, 2007). Hence, knowledge management is crucial in enhancing the organization's competitiveness and requires a free flow and sharing of knowledge among workers in the organization (Li & Lin, 2006). Here, these scholars emphasized the importance of knowledge management and sharing among employees as they effectively enhance their productivity in such organization especially in the university library.

Therefore, knowledge sharing encourages continuity in the organization in case of sudden demise, turnover, transfer or retirement of an experienced employee; this helps in filling the vacuum that might have been created as a result of any unforeseen circumstance in the organization. Knowledge sharing among workforce helps in achieving the organizational set goals and objectives (Hatala & Lutta, 2009). It could also be noted here that library is a growing organism (Ranganathan, 1963) where systematic growth of educational resources is expected to be on regular basis to support the

curricula and programmes in the university; hence, knowledge sharing encourages continuous growth of the human resources in the library particularly the university library.

Onuka and Ajayi (2012) were of the view that training is greatly needed in facilitating the productive capacity of workers in the organization. Kayode (2001) noted the inestimable value of training and capacity building of employees in any organization. Thus, capacity building of workers can take place in different methods; the most widely training techniques include: under-study, job-rotation, self-development/self-assessment on-the-job training; out-the-job training; induction/orientation; committee/work group; apprenticeship; demonstration and vestibule (Olaniyan & Ojo, 2008; Banabo & Ndiomu, 2010). This implies that workers should be encouraged to regularly attend seminars, workshops and conferences, which would result in their building and up-dating their skills in contributing meaningfully in achieving the set goals of the organization (Okoye & Ezejiofor, 2013). It can be observed that the aforementioned training programmes serve as avenues in discovering and developing new skills in the organization.

Furthermore, before training and career development could be embarked upon by the management of any organization especially the public university library for its employees, it is imperative to consider the following vital issues which if they are not adequately resolved, could hampered the effectiveness of training and development in the organization. The researcher concurred with the submission of the aforementioned

scholars, it becomes imperative for every university library management to devote more financial resources into the human capacity building of its workforce especially librarians; thus, the university management in addition to the annual budget devoted for the staff development in the organization should access the Tertiary Educational Trust Fund (TETFUND) established by the Federal Government of Nigeria to cater for the human capacity building of mostly academic staff as well as involve in the structural development of facilities that enhance research and learning in various public universities and tertiary institutions in Nigeria instead of allowing the fund staying idle in the Central Bank of Nigeria account.

Conceptual Model for the Study

Independent variable   Dependent variable

HUMAN CAPITAL DEVELOPMENT
Manpower training
✓ Job rotation
✓ New Staff orientation, etc
Career development
✓ Local conferences
✓ International conferences
✓ Seminars/workshops
✓ Educational settings

PRODUCTIVITY
✓ Increase in number of paper publication
✓ Innovative research work
✓ Students' academic success
✓ Accreditation of more courses

Figure 1: Conceptual model for the Study
Source: Researcher

Methodology
The researcher employed correlation research design for the study. 923 librarians from, 54 public universities that spread across four regions in Nigeria (i.e. South West, South East, North Central & North West) were surveyed using simple random sampling technique. A self-developed questionnaire was adopted and it gave a reliability coefficient of 88% to Human Capital Development and 94% to Productivity. Items in the instrument were gathered from the literature reviewed for the study. The instrument was designed in line with Likert-type scale and had items reflecting the various variables and literature reviewed for the study. 923 copies were evenly administered to librarians in those sampled universities, 620 copies were successfully retrieved within the stipulated time of the research, this gave a response rate of 67.2% was achieved. Data were analysed using descriptive and inferential statistics. Data collected for this study was analysed using Statistical Package for Social Science (SPSS), while the hypothesis was tested using Pearson Product Moment Correlation.

Data Analysis and Results

Research Question 1: How does the level of librarian's productivity be ascertained?

Table 1: Level of Librarian's Productivity

S/N	ITEMS REQUIRED	VH (%)	H (%)	M (%)	L (%)	Mean	SD	AM
a.	**Students' academic success**							
i.	Our collections contribute to students' success.	411 (66.3)	181 (29.2)	26 (4.2)	2 (0.3)	3.64	0.540	
ii.	Students enjoyed conducive learning environment in the university library.	376 (60.6)	211 (34)	29 (4.7)	4 (0.8)	3.61	0.584	3.60
iii.	Relevant and current library resources encourage excellent students' performance.	323 (52.1)	260 (41.9)	32 (5.2)	5 (0.8)	3.55	0.617	
b.	**Accreditation of more courses**							
i.	My duties in the library contribute to the accreditation exercises of the university	394 (63.5)	194 (31.3)	28 (4.5)	4 (0.6)	3.58	0.611	
ii.	Relevant and current library collections lead to more programmes being accredited in the university	385 (62.1)	189 (30.5)	40 (6.5)	6 (1)	3.54	0.661	3.55
iii.	Library boosts academic curricula and programmes.	367 (59.2)	224 (36.1)	22 (3.5)	7 (1.1)	3.53	0.623	
c.	**Innovative research work**							
i.	My innovative efforts boost research works in the university.	362 (58.4)	226 (36.5)	27 (4.4)	5 (0.8)	3.52	0.621	
ii.	My job output enhances innovative research efforts of faculty members.	346 (55.8)	252 (40.6)	18 (2.9)	4 (0.6)	3.52	0.589	3.51
iii.	My services in the library contribute to the academic success of students.	369 (59.5)	205 (33.1)	35 (5.6)	11 (1.8)	3.50	0.686	
d.	**Increase number of paper publication**							
ii.	They provide relevant resources to strengthen research works in the university	330 (53.2%)	256 (41.3)	30 (4.8)	4 (0.6)	3.47	0.621	
iii.	My regular paper publications brighten my chances of being promoted.	331 (53.4)	248 (40)	31 (5)	10 (1.6)	3.45	0.667	3.41
iv.	Most of my publications appear in some standard international journals	335 (54)	176 (28.4)	70 (11.3)	39 (6.3)	3.30	0.903	

Source: Field Survey, 2018

The above Table revealed that most librarians working in the Nigerian Universities indicated of having high level of productivity judging by the average mean score of 3.55 on the scale of 4. Each had an average mean scores of 3.60, 3.55, 3.51 and 3.41 respectively. Especially, librarians in some university libraries reported that their library collections contribute greatly to the success of students in their university (mean = 3.64), also, library provides conducive reading and learning environment that facilitate students' academic success, also librarian actively involved in the accreditation activities of the university (mean = 3.61) and possessing relevant collections that supported the accreditation of some academic programmes in the university (mean = 3.58).

<u>Research Question 2</u>: How does the level of librarian's human capital development rated?

Table 2: Level of Librarian's Human Capital Development

S/N	ITEMS REQUIRED	SA (%)	A (%)	D (%)	SD (%)	M STD	AM
a.	**Manpower training**						
i.	It helps me to effectively meet the information needs of library users.	386 (62.3)	204 (32.9)	20 (3.2)	10 (1.6)	3.56 0.639	
ii.	Training enables me to put in my best in the library	398 (64.2)	172 (27.7)	40 (6.5)	10 (1.6)	3.55 0.689	
iii.	It enables me to identify, analyze and take critical decision that would enhance my productivity in the library.	377 (60.8)	215 (34.7)	22 (3.5)	6 (1)	3.55 0.614	
iv.	Training programmes are relevant to the needs of librarians in my library.	354 (57.1)	249 (40.2)	17 (2.7)	-	3.54 0.551	
v.	It enables me in developing cooperative working relationship with other colleagues in the library.	371 (59.8)	207 (33.4)	39 (6.3)	3 (0.5)	3.53 0,599	
vi.	Training should be done regularly in my library.	370 (59.7)	205 (33.1)	40 (6.5)	5 (0.8)	3.52 0.654	
vii.	It is flexible enough to cater for the needs of individual trainees.	344 (55.5)	254 (41)	14 (2.3)	8 (1.3)	3.51 0.611	3.48
viii.	Training enables me to be more productive in this information age	359 (57.7)	217 (35)	36 (5.8)	8 (1.3)	3.50 0.667	
ix.	Training helps me to effectively inspire other employees towards goal accomplishment.	379 (61.1)	170 (27.4)	66 (10.6)	5 (0.8)	3.49 0.716	
x.	It assists me to be more relevant in the librarianship profession.	337 (54.4)	251 (40.5)	30 (4.8)	2 (0.3)	3.49 0.605	
xi.	Adequate training resources put in place in my library enhance my productivity.	345 (55.6)	219 (35.3)	48 (7.7)	8 (1.3)	3.45 0.693	
xii.	Knowledge I gained during training positively improves my work performance in the library.	330 (53.2)	238 (38.4)	41 (6.6)	11 (1.8)	3.43 0.696	
xiii.	They enable me to get the assigned difficult job done.	309 (49.8)	250 (40.3)	56 ((9)	5 (0.8)	3.39 0.684	
xiv.	They help me to achieve quality work output in the library.	345 (55.6)	230 (37.1)	37 (6)	8 (1.3)	3.27 0.668	
b.	**Career Development**						
i.	Career development helps me in developing managerial/leadership skills.	379 (61.1)	213 (34.4)	22 (3.5)	6 (1)	3.56 0.614	
ii.	It helps me in eliminating unnecessary delays in completing work assignments.	392 (63.2)	184 (29.7)	35 (5.6)	9 (1.5)	3.55 0.670	
iii.	It serves as criterion for my promotion to the next grade.	343 (55.3)	248 (40)	17 (2.7)	12 (1.9)	3.49 0.649	
iv.	It helps me to be open to changes that come up while discharging my duties in the library.	343 (55.3)	234 (37.3)	34 (5.5)	9 (1.5)	3.47 0.668	
v.	It assists me to deal effectively with work pressure.	340 (54.8)	233 (37.6)	41 (6.6)	6 (1)	3.46 0.663	3.45
vi.	Career development opportunities enhance the level of my productivity in the library.	338 (54.5)	231 (37.3)	26 (4.2)	25 (4)	3.42 0.755	
vii.	It brings me up-to-date on changing technology in the librarianship.	346 (55.8)	198 (31.9)	68 (11)	8 (1.3)	3.42 0.736	
viii.	It enhances my effectiveness in the assigned higher responsibilities	333 (53.7)	220 (35.5)	59 (9.5)	8 (1.3)	3.42 0.715	
ix.	It enables me to overcome the challenges and complexities of the work environment.	346 (55.8)	198 (31.9)	49 (7.9)	27 (4.4)	3.39 0.812	
x.	Career development programme in my library is motivating and it improves productivity.	321 (51.6)	196 31.6)	69 (11.1)	34 (5.5)	3.30 0.873	

Source: Field Survey, 2018

Table 2 revealed high level of librarian's human capital development as it recorded average mean score of 3.45. They indicated manpower

training as the highest measures of their human capital development in the university system (mean = 3.48). Specifically, training helped librarians to effectively meet the information needs of library users (mean = 3.56) and it equally enabled them to put in

their best (mean = 3.55) as well as having ability to identify, analyze and take critical decision that would enhance their productivity in the library (mean = 3.55). They were of the view that training programmes are relevant to their needs (mean = 3.54).

<u>Research Question 3</u>: What are those problems affecting librarian's productivity and human capital development?

Table 3: Problems affecting Librarian's Productivity

7	ITEMS REQUIRED	VGE(%)	GE(%)	ME(%)	NE(%)	M	SD	AM
i.	Disparity in allowances being paid	264(42.6)	209(33.7)	85(13.7)	62(10)	3.09	0.978	
ii.	Inadequate recognition	273(44)	192(31)	88(14.2)	67(10.8)	3.08	1.005	
iii.	University authority marginalizing librarianship position	266(42.9)	190(30.6)	85(13.7)	79(12.7)	3.04	1.037	
iv.	Delayed salary payment	269(43.4)	172(27.7)	107(17.3)	72(11.6)	3.03	1.035	
v.	Lack of modern office facilities .	256(41.3)	194(31.3)	101(16.3)	69(11.1)	3.03	1.011	
vi.	Irregular promotion opportunities for librarians.	237(38.2)	221(35.6)	93(15)	69(11.1)	3.01	0.989	3.02
vii.	Lack of effective job design in my library.	250(40.3)	200(32.3)	96(15.5)	74(11.9)	3.01	1.018	
viii.	Non- provision for my basic needs.	218(35.2)	236(38.1)	111(17.9)	55(8.9)	3.00	0.942	
ix.	Unprotected lives and library resources	221(35.6)	248(40)	65(10.5)	86(13.9)	2.97	1.009	
x.	Autocratic leadership styles in my university librarian	236(38.4)	196(31.6)	114(18.4)	74(11.9)	2.96	1.021	

Source: Survey Field, 2018

Table 3 indicated that services rendered by most librarians in Nigerian Universities were on decline due to some unpleasant issues affecting their optimum job performance; these were judged high. Some problems confronting them

include disparity in allowances being paid to other academic staff in the university (mean = 3.09), inadequate recognition of librarianship profession by the university authority (mean = 3.08), among other hurdles.

Hypothesis Testing

Ho: Human capital development is not significantly correlated with the productivity of librarians.

Table 4: Correlation Analysis between Human Capital Development and Productivity of Librarians in Public University Libraries in Nigeria

Items	M	SD	N	R	P	Remark
Human capital development	3.27	0.78	620	0.033	0.000	Sig.
Productivity	3.55	0.67				

From the above Table, it can be seen that librarians possessed 3.27 mean and 0.78 standard deviation effect of human capital development on the services they performed in the university library, while their level of productivity indicated 3.55 mean and 0.67 standard deviation. Also, 0.033 correlation coefficient and p-value < 0.05 was recorded. This implied that human capital development greatly influenced the productivity of librarians in the university library ($r = 0.033$, $N = 620$, $P < 0.05$). Hence, null hypothesis slated for the study is rejected. It indicates that effective and regularly observed human capital development by the management will boost the level of services being rendered by librarians in the Nigerian public university libraries.

Discussion of Findings

Research question one revealed that there are adequate relevant library collections that would meet the information needs of various categories of library users. Equally, the conducive reading and learning environment of the library would facilitate high performances of students in their various programmes of learning in the university, also librarians output and collections enhanced the university chances in the accreditation activities. This showed that library played a vital role in supporting the curricula and research productivity of faculty members. These corroborated the submission of Okonedo et al (2015) that reported high research productivity of lecturers in the university, this helps in boosting students' academic success in their various level of examination exercises.

Besides, librarians were actively involved in the accreditation exercises; as well as enriching the curricula of both old and new programmes that were offered. This encouraged growth and development of the university. Periodically, every university in Nigeria sought for approval of Nigerian Universities Commission (NUC) before the commencement of any new programme; to facilitate this, library must be well stocked with relevant and current educational resources that would support such programme. This concurred with the study of Singh and Jain (2013) who listed accreditation of courses in the university as part of the factors through which an employee could derive job satisfaction and this would enhance the level of his/her productivity.

Research question two showed that librarians considered their manpower training as important in which their professional skills would be boosted and this would enhanced their efficiencies in the university library. Besides, it should be noted that trained and re-trained librarians would adequately meet the information needs of various library users, and it enables them to put in their best as well as having ability to identify, analyze and take critical decision that would enhance their productivity in the library. This result confirmed the earlier studies of Akintayo (2011) as well as Banabo and Ndiomu (2010) who asserted that training and development of staff in any organization was an integral part of the success or failure of the organization.

On the other hand, career development enhanced the productivity of librarians as this was the second focus of HCD in this study. It was revealed by high percentage of respondents that career development helped in developing their managerial and leadership skills.

This result corroborated Oluchi and Ozioko (2014), who noted that lack of managerial skills by the library administrators and obsolete library equipment were some of the problems associated with productivity of librarians. With relevant and adequate training programmes, the mental capabilities of librarians will be developed and this would enable them to face the new challenges in librarianship that was brought about with the application of new technology in processing and disseminating information resources to the library users.

The researcher concurred with the submissions of the aforementioned scholars; this implied that the university library management must devote more financial resources into the human capacity building of its workforce especially librarians; thus, the university management in addition to the annual budget devoted for the staff development in the organization could access the Tertiary Educational Trust Fund (TETFUND) established by the Nigerian Federal Government to cater for human capacity building and educational facilities in various institutions of higher learning in Nigeria.

Research question three revealed disparity in the allowances being paid to other academic staff in the university, followed by inadequate recognition of librarianship profession by the university authority, among other hurdles greatly affected the productivity of librarians in the university. In other words, productivity of workers in any organization especially the university library is the pivotal of its growth and development. This finding confirmed the submission of Nwosu et al (2013) who noted the poor remuneration of librarians in Nigerian university system.

Moreover, analysis of findings revealed in Table 4 indicated that there was a positive relationship between human capital de velopment and productivity of librarians in Nigerian
public university libraries (r = 0.033, P < 0.05).This tallied with the studies of Malaolu and Ogbuabor (2013), Mahmood et al (2014), among others, they all established that human capital development greatly enhanced the employees productivity in the organization. This implied that, librarians should be trained and re-trained in this highly competitive information age in order to be relevant in the profession.

Conclusion
The study had established the link between human capital development and productivity of librarians. This implies that when librarians are adequately trained and re-trained, they will efficiently meet the information needs of various information seekers that daily or periodically visit the university library. Also, the study established the notion that human capital development would lead to the effective job performance of workers in any organization, specifically in the public university libraries as a well-trained librarian would be more skillful and productive than those ones who are inadequately or sparingly trained.

Recommendation
1. Librarians are to be trained and re-trained to enable them efficiently discharge their professional duties to various information seekers.

2. Librarians should be adequately recognised by the authority as being done to other faculty members in the university, this will boost their morale to be more

effective in discharging their duties.
3. Every library should put in place a well-designed career development programme for its personnel especially librarians.

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Addressing Contending Issues and Embracing Emerging Trends in Library and Information Science Education for Sustainable Development in Nigeria

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*Abstract***:** The emergence of Sustainable Development Goals (SDGs) was largely attributed to the inability of many nations to achieve the Millennium Development Goals. This paper identifies unresolved contending issues in Library and Information Science (LIS) education and training in Nigeria, with case for embracing emerging trends, not only for sustainability of LIS schools, but also to contribute positively towards actualization of the SDGs. With specific references to polytechnic-based and university-based LIS schools, the contending issues range from nomenclature, curriculum, infrastructure and human resources. In polytechnic-based LIS schools, many courses need to be merged so as to create avenue for integration of contemporary courses; and possibly develop specializations such as information resources management, knowledge management, records and information management, and publishing and multimedia technologies at the Higher National Diploma (HND) level. For university-based LIS schools, the development of a new programme tagged 'BSc. Information Science and Media Studies' by the National Universities Commission (NUC) with curriculum that reflects information management and multimedia technology, may or may not be a threat to LIS education; however, rebranding and repackaging LIS to Information and Knowledge Management in line with global best practices is a way forward. In addition, a case for Master of Knowledge Management (MKM) programme in universities was made in order to address emerging opportunities. The paper concludes that these contending

issues need to be addressed, emerging trends embraced, and university-based LIS schools in Nigeria should work towards ensuring that future master degree holders (MLIS graduates) possess practical computing skills in areas of programming, web design, content development, and library management systems.

*Keywords***:** Information and Knowledge Management, Nigeria, Polytechnic-based Library Schools, Sustainable Development Goals, University-based Library Schools

Introduction

The inability of many countries, especially in Sub-Saharan Africa like Nigeria, to actualize the Millennium Development Goals (MDGs) by 2015, contributed to the emergence of another development agenda, tagged the Sustainable Development Goals (SDGs). The SDGs, billed to be achieved by 2030, looks at issues of halting poverty and hunger, enabling good health and well being, providing quality education, ensuring gender equality, providing clean water and sanitation, providing affordable and clean energy, decent work and economic growth, developing industries, innovation and infrastructure, to reducing inequalities. Others are sustainable cities and communities, responsible consumption and production, climate action, life below water and life on land, peace and justice, strong institutions as well as partnership for the goals (United Nations Development Programme, 2016). There is no doubt that these development goals are laudable ideas; and since books, information and libraries are triangular instruments of societal development (Nwokocha, 2017), their roles towards the actualization of the development goals will be feasible to all and sundry in all sectors of the society. Thus, availability, accessibility and utilization of information and knowledge, of various kinds, as

provided by libraries and related information agencies will be making significant impact and contributions in all areas of the development goals. This is because there is no sector or aspect of human endeavour that does not require information and knowledge for thorough planning, decision making and implementation.

It is also expected that Library and Information Science (LIS) education and training should contribute positively in achieving the SDGs. However, the present structure and pattern of education and training in library/information schools in Nigeria may not fulfill the expectations. This is attributed to various contending issues that are yet to be holistically addressed in educating and training library and information practitioners in Nigeria. From observation, these issues range from nomenclature, curriculum, course contents, contemporary programmes, infrastructure and human resources. Unfortunately, many library/information schools in the country are still using outdated curriculum for BLS/BLIS and MLS/MLIS programmes; and are even acting as if information and communication technologies (ICTs) and other digital-related factors are not influencing their pattern of education and training, as well as the future prospects of their graduates. It is obvious that a good curriculum should not be static, rather it should change in

response to social, political, and economic realities that permeate in the society (Okoro, 2009, cited in Simisaye, 2014). Thus, Aina (2014) raised an alarm that, if care is not taken, the current practice of librarianship in Nigeria is a journey towards extinction of the profession in the country; and this is attributed to various factors, especially outdated curriculum, pattern of education and training, as well as absence of creative and innovative information service delivery by librarians. Addressing these issues will result to embracing emerging trends, which are instruments for not only sustainability of LIS schools, but also for the actualization of SDGs in the country.

The Contending Issues in LIS Education and Training

The various contending issues in the education and training programme of library/information schools in Nigeria include nomenclature crisis, curriculum, course contents, contemporary programmes, infrastructure and human resources. In his inaugural lecture, Nwokocha (2017) recommends that LIS schools in Nigeria should go for a uniform name, which is Department of Library and Information Science (DLIS); and that all universities in Nigeria should work towards establishing a Faculty of Library, Communication and Information Technology, with degree programmes in LIS, mass communication, publishing, computer science and other related disciplines. Although majority of Nigerian librarians, both practicing and educators are products of the same nomenclature, with some minor variations. However, things are fast changing in the society, thereby

demanding for periodic modifications in line with the emerging trends. For instance, a school of thought sees the word 'library' as having negative connotation in for-profit environment; that name change tells the potential student that the multidisciplinary field is information-based, and not limited to librarianship, of which graduates can work anywhere, whether in library, corporate setting or government establishments (Crowley, 1998, cited in Mutula, 2013), as well as possess the requisite skills and competences to create, run and manage information-based enterprises (i.e. infopreneurship).

As it is today, the word 'library' is no longer attracting secondary school leavers to study LIS in Nigeria. This is a fact, a hard truth, but one that some librarians, if not many, will disagree with. LIS educators will attest to the fact that prospective undergraduate students hardly choose LIS as a course of study, rather LIS departments in universities and polytechnics serve as dumping ground for students that failed to secure admission in other 'so-called juicy' disciplines. This is largely attributed to nomenclature. Not only that, the poor state of libraries in our society, especially public and school libraries, where available, sends a disappointing signal to prospective students that the study of 'library' may endanger their future and retard chances of becoming successful individuals.

Thus, in this 21st century cum knowledge economy, entrepreneurship education is now the driving force of all learning programmes in higher education institutions. Unfortunately, 'library' is not seen as being entrepreneurial in nature, rather its

products, which are 'information and knowledge', are now factors of production, forerunners of entrepreneurship, and drivers of infopreneurship in knowledge economies, as well as critical strategic resources that facilitate sustainable competitive advantage in organizations. Therefore, as Ocholla (2011) posits, enabling information and knowledge sharing should be LIS's primary activity in this digital era. This is because sharing and using these information and knowledge products have been found to be more effective ways of managing organizations, governments and businesses (Sousa, 2014; Aliyu & Dawha, 2015; Chiu & Chien, 2015).

As argued by Aina (2013), information and knowledge are best managed by librarians. Thus, access to constant information and knowledge is desirable given the fact that it will accelerate innovation and creativity, thereby promoting development. Therefore, the study and practice of information and knowledge management should be given adequate attention by the librarians, especially LIS educators, or else practitioners in other information-related professions/fields may take it away from them.

Furthermore, in our present library/information schools in Nigeria, are we actually educating and training students for the practice of information science? We doubt. Williams (1988) notes that information science brings together and uses the theories, principles, techniques and technologies of a variety of disciplines, like computer science, psychology, cognitive science, mathematics, communications, linguistics, library

science, and management science; and they are brought to bear in solving the problems with information generation, organization, representation, processing, distribution, communication and use. Thus, information science in the present era is purely computing, which involves sophisticated practical skills in programming, systems analysis and design, database management, web designs and digital content development, which are lacking in many library/information schools in the country. Rather, what many are actually teaching in most library/information schools in Nigeria is theoretically-based information management, without practical components and hands-on-practices on the part of trainees, which is applicable to all types of libraries, information centres of corporate organizations, as well as library/information and documentation divisions of ministries, departments and agencies of government.

Embracing Emerging Trends in LIS Schools of Polytechnics and Universities

The case for embracing the emerging trends will be looked at from the angle of present issues surrounding education and training system of the two classes of LIS schools in Nigeria, i.e. the polytechnic-based library/information schools and the university-based library/information schools, with their respective suggestions.

Polytechnic-based LIS Schools: Polytechnic-based LIS schools (i.e. Departments of Library and Information Science in Nigerian polytechnics) operate a uniform curriculum approved by the regulatory

agency of polytechnics and allied technical institutions, i.e. the National Board for Technical Education (NBTE). Meanwhile, there are so many areas and courses that need to be re-examined in the curriculum of both National Diploma (ND) and Higher National Diploma (HND) programmes. There are so many courses that were unnecessarily split into two or more. Such courses should be merged, and thereby create room for integration of other contemporary courses that are required in the digital era cum knowledge economy. Thus, curriculum review is inevitable at the National Diploma (ND) and Higher National Diploma (HND) levels.

Take for instance, at the National Diploma (ND) level, the recent curriculum used was published by the NBTE in 2002. In that curriculum, there is no basis for History of Libraries I & II, Types of Libraries I & II, and Reference Sources I & II. These courses should not have I & II components, but rather should be compressed as one respectively. In addition, Cataloguing I & II, and Classification I & II should also follow suit, since there are additional Cataloguing and Classification I & II, with each having four (4) credit units load.

At the Higher National Diploma (HND) level, the curriculum currently used was published in 1990 by the NBTE. There is no need for Collection Development I & II, since the students offered such a course at their ND level before HND admission. Current Awareness Services I & II are unnecessary, but should be compressed as one and renamed Readers' or Users' Services in Libraries. Research Methods I & II

may be spared since the latter emphasized more on statistical applications, but Project I is not necessary and should be expunged. Splitting the various types of libraries as separate courses should be looked into. Academic Libraries and Special Libraries/Information Centres should be combined, whereas National Libraries and Public Libraries/Information Centres should come together as a course, in line with LIS draft curriculum for universities (Okojie, 2014a). Sadly, the most unfortunate aspect is that the NBTE curriculum presently used for HND LIS programme in Nigerian polytechnics was published in 1990. This is 2017, meaning that 27 years old curriculum is still actively used in Nigeria. This is not only unfair, but also totally unacceptable in 21st century education and training, and could have been responsible for curriculum enrichment programme of new library and information schools in Nigerian polytechnics (Ugwuogu & Igwe, 2015).

The merging of the aforementioned courses will create avenue for the integration of courses involving emerging trends in line with the demands of the present era for result-oriented information services. Some of these courses are information literacy, knowledge management, infopreneurship, e-publishing, information products and services, public relations and marketing, advocacy and lobbying, web design and development, e-content development and management, database management, new media and communication, online information services, information ethics, trends in

scholarly communication, among others.

Furthermore, it is worthwhile to state that the polytechnic-based library/information schools should not be left out in the trend towards nomenclature change. National Diploma in Library and Information Science (LIS) may remain as it is or better changed to National Diploma in Information and Knowledge Management (IKM); but at the Higher National Diploma level, there is need for specializations such as: HND – Information Resources Management, HND – Knowledge Management, HND – Records and Information Management, and HND – Publishing and Multimedia Technology. These specializations are in line with the calls for training LIS practitioners in various areas for the 21st century job market (Simisaye, 2014). Other allied areas of LIS such as business information management and agricultural information management should be properly accommodated in the various specializations. For health information management, it is already a separate programme with ND and HND levels run by the colleges/schools of health technology which are also under the supervision of NBTE. Thus, LIS as a multidisciplinary field will therefore succeed in giving room for options, depending on the interests of the students. There will be compulsory courses for all the specializations; however, these various options will definitely make the study of LIS in the polytechnic sector not only attractive to students, but also fulfilling for challenging career and entrepreneurial opportunities in the future.

University-based LIS Schools: Although the National Universities Commission (NUC) produces benchmark minimum academic standards (BMAS) for undergraduate programmes in Nigerian universities, however, universities still have their right to develop their academic brief cum curriculum, but in line with the BMAS. The latest draft BMAS for LIS was released in 2014, but the number of university-based library/information schools that have reviewed their curriculum in line with it is not yet known. Despite the integration of many education courses in it, the aspect of BMAS content that is worth commending states that LIS could be domiciled in its own faculty or related one, and interested library/information schools to award BLS, BLIS, B.Sc. (LIS/RM), B.A. (LIS), B.Tech. (Library and Information Science/Technology), or BSc. Library and Information Management, as their degree nomenclature, depending on their choice (Okojie, 2014a). In addition, we are yet to see the report or outcome of the library school curriculum review and development of benchmark summit organized by Librarians' Registration Council of Nigeria (LRCN) in 2015 at Lokoja, Kogi State.

Meanwhile, there are existing, and also emerging information-based fields that are fast influencing LIS and its information services delivery philosophy. It is now a fact that for LIS to remain relevant in the present society, it cannot do without information and communication technologies (ICTs), or else the nature of neglect that will be associated with the profession in its education, training and services will be unprecedented.

ICT is even a discipline studied independently in universities, in addition to computer science, not only in Nigeria, but also in other countries across the universe. Therefore, integration of ICT in LIS education should not just be theoretically-based, but should be accompanied with aggressive hands-on training and instructions for acquisition of practical skills in computing, programming, web design, content development and database management.

Furthermore, recently, the National Universities Commission (NUC) developed a new course tagged 'BSc. Information Science and Media Studies' (Okojie, 2014b). A thorough assessment of the curriculum and course contents shows that the emphasis is on combination of information management and multimedia technologies. Definitely, graduates of such a programme will have the capacity to perform the work of BLIS holders as it pertain to principles and practices of information management in the areas of acquisition, processing, organization, preservation, and dissemination of information resources in all types of libraries as well as information and documentation centres of corporate establishments and government agencies. Presently, the Pan Atlantic University, Lagos; the American University of Nigeria, Yola; and the University of Ilorin (as Department of Information and Communication Science) are offering the programme. Gradually, other universities will start running the programme. Can we say the new programme is a threat/challenge to university-based LIS education or what? It may or may not; depending on the extent of what

leadership of the Nigerian Association of Library and Information Science Educators (NALISE), the Nigerian Library Association (NLA) and the Librarians' Registration Council of Nigeria (LRCN) will do to save the profession. Rebranding and repackaging of LIS in areas of nomenclature, curriculum, programmes, as well as education and training pattern, are inevitable, not only for sustainability of LIS schools, but also to play active roles in the achievement of the SDGs.

The afore-stated issues reinforce the fact that for universities that intend to start library/information school, they should consider contemporary nomenclature in tandem with the knowledge economy, and their curriculum should reflect same, thereby training innovative and entrepreneurial information practitioners and knowledge management experts for all sectors of the knowledge economy. Thus, the calls for nomenclature change of library/information schools (DLIS) in Nigeria to Department of Information and Knowledge Management (DIKM), in line with global best practices, interdisciplinary research and emerging opportunities still remain a necessity (Mutula, 2013; Uzuegbu, Igwe & Nnadozie, 2015; Nnadozie, Igwe & Nwosu, 2017), and as such, should be given consideration, vigorously pursued and actualized.

Strengthening MLIS Programme in Nigerian Universities

The possible rebranding of LIS nomenclature to Information and Knowledge Management (IKM), as it was done in developed knowledge economies, will not affect the usual Master of Library and Information

Science/Studies   (MLS/MLIS) programme of Nigerian universities. The fact is that MLIS, having professional   and   academic components, remains the main qualification required of a professional librarian, and will still be run in our LIS schools. However, with the trends in information services delivery, university-based LIS schools should work towards ensuring that henceforth their MLIS graduates must be able to acquire hands-on and practical ICT skills in areas of programming, web design, content development and management, library management system, database management, digital preservation,   development   of institutional repositories, and social media application and use for library services.

In addition, the poor level of information literacy competence among different classes of individuals in the society such as students and graduates (Ukachi, 2015; Onuoha & Molokwu, 2016; Jinadu & Kiran, 2016), and even practicing librarians (Ojedokun, 2014; Baro & Eze, 2015; Anyaoku, Ezeani & Osuigwe, 2015) demands that information literacy and strategies of its functional delivery should be aggressively taught in MLIS programme, as well. This is because MLIS graduates will end up as information literacy educators and instructors in their various institutions and establishments.

Case for Master of Knowledge Management Programme in Universities

For   university-based   library/ information schools that are running undergraduate   and   postgraduate programmes in LIS and its allied areas, there is need to develop a professional master   degree   programme   in knowledge management (Master of Knowledge Management). Although there are other related professional master degree programmes like Master of Information Management run by Ahmadu Bello University, Zaria and Bayero University, Kano, as well as Master   of   Health   Information Management and Master of Media Resources Management run by the University of Ibadan; the Master of Knowledge   Management   (MKM) programme will be a paradigm shift in response to the knowledge economy. MKM will capture both explicit and tacit knowledge, but with more emphasis on the latter, and will be geared   towards   projecting,   via education and training, the strategic role of knowledge in businesses, organizations and establishments in the knowledge economy.

The MKM programme should be tailored in a way that reflects management of tacit knowledge and innovations for the purpose of enhancing business decision making and   organizational   competitiveness (Centre for Applied Knowledge and Innovation Management, 2017). Such MKM programme should be patterned in a way that signifies a departure from traditional library operations and services (librarianship) based on explicit knowledge, to a contemporary business dimension that focuses on tacit knowledge management, which cuts across knowledge discovery, capturing, organization, sharing, and utilization for productivity and competitive advantage in diverse establishments.   In   addition,   the programme structure and mode of delivery should project LIS as a multidisciplinary field that has

strategic contributions to the success of businesses, enterprises, organizations and corporations, mostly through the implementation of knowledge management programmes, which contributes significantly to organizational sustainability and competitive advantage.

The Master of Knowledge Management (MKM) programme should be like after-sought MBA (Master of Business Administration) programme that is offered by individuals from diverse academic backgrounds; but the focus will be on the strategic role of knowledge in all affairs and engagements of man. Thus, from areas of agriculture, health, business, engineering, social and humanitarian issues, science and technology, among others, individuals/practitioners in these fields need to understand the place of knowledge, especially tacit knowledge, in their operations and services, and therefore implement knowledge management programmes using experts like holders of MKM degrees.

The admission into the programme should be open to graduates of all disciplines, considering that knowledge management is implemented in all sectors of the economy, be it business, agriculture, health, education, engineering, construction, oil and gas, science and technology, among others. The content of the Master of Knowledge Management (MKM) should cover the following courses:
- Foundations of Knowledge Management
- Sociology of Knowledge and the Knowledge Economy
- Principles of Knowledge Management
- Research Methods and Statistics for Knowledge Management
- Knowledge Creation, Discovery and Acquisition
- Knowledge Sharing and Communication
- Knowledge Management Theories, Models and Frameworks
- Entrepreneurship and Knowledge Management
- Competitive Intelligence
- Scholarly Communication
- Technologies for Knowledge Management
- Managing Innovations, Research and Development
- Learning Organisations and Competitive Advantage
- Media and Information Literacy for Knowledge Management
- Management of Indigenous Knowledge
- Knowledge Management Implementation, Monitoring and Evaluation

The combination of the afore-outlined courses for MKM will result in training KM practitioners that will be responsible for various existing and emerging opportunities in different sectors of the economy.

Presently, there are series of existing and emerging career opportunities in the area of knowledge management in Nigeria, Africa and across the universe, of which a strategically planned and implemented MKM programme by university-based library/information schools will address. A google search on these career opportunities will convince many, in addition to the requirements. Such positions include knowledge manager, communication and

knowledge management expert, strategic information and knowledge management director, knowledge manager, learning and communication advocate, senior manager for knowledge management, knowledge manager and communication officer, organizational learning and knowledge management advisor, knowledge management coordinator, director of knowledge management, senior associate for knowledge management, monitoring, evaluation knowledge management officer, among others. Thus, a master degree programme in knowledge management that will address this gap is required in our knowledge economy, and LIS educators should drive it in their universities.

Supporting Infrastructure and Human Resources in LIS Schools

Infrastructure and human resources are fundamental in education and training; and are part of the contending issues affecting LIS in Nigeria. The study involving twenty (20) university-based LIS schools in Nigeria by Issa, Idowu, Harande and Igwe (2016) reveals that training library without relevant and diverse materials, information resource centre, ICT laboratory with functional systems and Internet connectivity are major resources lacking, serving as challenges in the LIS schools; and they operate with human resources that are of 'top-light and bottom-heavy pattern', and over 50% of the professorial staff cadre roaming as associate, visiting, and adjunct; as well as inadequate ICT professionals and technicians in the studied LIS schools. These issues need to be addressed.

Unfortunately, many LIS graduates (both BLIS and HND holders) are not securing job opportunities, and at the same time cannot actually create viable entrepreneurial opportunities. One of the major factors responsible for this is lack of skills, especially poor ICT skills, lack of web design skills, absence of content development skills, poor communication skills, and inadequate entrepreneurial competences. Presently, online information products and services, as well as digital marketing of products and services, are driving the universe. That is, the design, packaging, repackaging and marketing of information products and services via the Internet, is an area that LIS graduates can key in, and earn their living; but they do not have the requisite skills, due to poor infrastructure and inadequate human resources to drive the process.

LIS schools in Nigeria should have functional ICT laboratory in this digital era, with the services of ICT experts as technologists. Support of successful ex-students, philanthropists, politicians, and even departmental ICT levy should be explored. Furthermore, there should be deliberate engagement of ICT technologists in our LIS schools as technologists, so as to drive hands-on practice, and practical training of students in ICT-related areas and applications. In addition, NALISE should collaborate with members of Information Technology Section of NLA, possibly as adjunct lecturers/instructors, that are close to their institutions for training students in practical ICT applications for library and information services.

Conclusion

As it stands presently, LIS educators and the general LIS family in Nigeria should work collectively towards the sustainability of the profession,

making its significance and importance felt by all and sundry in the society. The unresolved contending issues raised and the emerging trends identified and suggested in this article are for the purpose of sustaining our LIS schools and librarianship profession on one hand, as well as to contribute significantly for the actualization of the SDGs in Nigeria. Nomenclature, curriculum, course contents, infrastructure and human resources are contending issues that need to be holistically addressed in both university-based and polytechnic-based LIS schools in Nigeria.

The leadership of NALISE should write to the NBTE and collaborate with the regulatory body for urgent review of the LIS curriculum for National Diploma (ND) and Higher National Diploma (HND) programmes in Nigerian polytechnics. Finally, as the Federal Government is planning the establishment of ICT University of Nigeria, with six study centres across the six geo-political zones of the country, LIS should be prepared to be among the programmes that would be run in that special university. This is because LIS is an information profession, and really needs to be seen as one in line with the demands of the digital era.

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Assessing the Role of Information Gatekeepers in Conflict Prevention in Nasarawa State

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Abstract: This study explores the role of gatekeepers in conflict prevention in Nasarawa State. To achieve this, the study raised two main objectives: identification of how gatekeepers help in the prevention of conflicts in Nasarawa state, ascertaining the perception of community members on their gatekeepers. The research used the network gatekeeping theory and a qualitative approach, a case study method was used to investigate the phenomena, with the study purposively selecting five (5) gatekeepers (community/opinion leaders) from each of the five communities and two (2) gated (community members) from each of the five communities. Data was collected with the help of a semi semi-structured and coded using qualitative research software Nvivo. The findings of the study reveal that: Time and immediacy of actions were considered by gatekeepers as paramount in conflicts prevention. It also shows that some community members view their leaders as prejudiced, selfish and not having their concerns at heart. it was concluded that Government should de-emphasize the over-dependence on gatekeepers, and reach out to these newly empowered gatekeepers (gated) also leaders (gatekeepers) should endeavor to accept technology and learn to use it in the information production and dissemination process, with active interactions with the members of their

community particularly the youth. Free flow of accurate and timely information within the community should be encouraged as this curtails and reduces false information and rumors which has been identified as a source of conflict within the community.

Keywords: Conflict, Information control, gated, gatekeeper, prevention, and community

Introduction

Where nations abide and commune for business and other trade relations, there are bound to be disagreements, these disagreements if not properly managed can progress into conflicts. Wilmot and Hocker (2001) stated that conflict is "an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources and interference from others in achieving their goals. Conflicts result in huge loss of lives and property as a result of persistent conflicts between communities in Nasarawa State. The understanding and conceptualization of conflict have led to a multiplicity of definitions and explanations of what really constitutes conflicts.

Therefore, as societies and people interact, conflicts develop, and so are definitions and explanations. Pankhurst (2003), explains that Conflict is a word often used loosely to mean many different things despite its long history in Social Science. Most types of social, political, and economic changes involve a conflict of some sort, and one could argue that many of the positive changes in world history have occurred as a result of the conflict. The main idea of conflict is that it is an intrinsic and inevitable aspect of social change. At the cultural level, conflicts occur between members of different cultures and members of the same culture who feel that cultural rules or norms are being violated.

To reduce the prevalence of conflicts and their associated consequences, studies were conducted. Chukwuma and Atelhe (2014) they explored the problem from ethnic sentiments and recommended the sensitization of stakeholders on the need for mutual co-existence; (Bhavnani, Eichinger, Martini 2009; Blench, 2004) discussed conflicts as rooted in poverty and the individual struggle for survival and their recommendations bordered around effective resource sharing policies; while Serneels and Verpoorten, (2012) and Cerra and Saxena, (2008) identify emotional factors as responsible for conflicts. One of the many ways identified for preventing and resolving conflicts is the use of gatekeepers. Many Scholars have stressed the role of community leaders as gatekeepers in the resolution of conflicts (Natsir and Hum, 2014).

Statement of Problem

Nasarawa State has witnessed incessant communal conflicts, where several communities' picked up arms against each other in a bid to further pursue their interests. This has resulted in the loss of lives and properties. Successive governments in Nasarawa State have taken measures aimed at addressing the challenges of communal conflicts but these killings have continued unabated (Abdul 2013; Chukwuma and Atelhe 2014). To reduce the killings and destructions of properties scholars have buttressed the importance of information control

through gatekeepers. However, the traditional rulers, ethnic and opinion leaders (gatekeepers) whom the government relied on as negotiator/ facilitators for conflict prevention seem to have failed. The gatekeepers are conceptualized as proxies of their communities hence they can decide what information should move to a group and what information should not for conflict prevention. The study was aimed at exploring the view and opinions of the communities about their gatekeepers and how effective they are in the prevention of conflicts in Nasarawa State. These formed the research objectives for the study. To better understand the opinions of community members and how effective they are for conflict prevention, the Network gatekeeping salience theory was adopted as a framework.

Objectives of the Study
1. To identify how gatekeepers, help in the prevention of conflicts in Nasarawa State.
2. To ascertain the perception of community members on their gatekeepers.

Literature Review
The network gatekeeping salience theory owes its roots to the theory of gatekeeping. Gatekeeping is fundamentally a descriptive theory, with a normative bend that offers little if any predictive power. Its chief value comes in summarizing the various forces that come into play as people make decisions about what messages will be selected to present to their audiences (Lewin 1947, Shoemaker 1991). Network Gatekeeping Salience (the degree to which gatekeepers give priority to competing gated claims) is a normative theory to understand the

interactions among gatekeepers and between gatekeepers and gated which is built on the bases of the Network Identification. It provides an opportunity for the theory of Network Gatekeeping Identification to move forward by showing the interaction between power and information, Barzilai-Nahon (2008).

Previous Studies on the Network Gatekeeping Theory
Agada (1999) carried out a study on the information use environment of African-American gatekeepers in Harambee. The study discovered that the Information User Environment of gatekeepers in this study is broadly shaped by the inner-city setting, socioeconomic status as well as African-American culture. The specific information behaviours of gatekeepers are however defined by social norms, personal and contextual factors. The strategic role played by the gatekeepers in their community call for their use by the neighbourhood public library and media houses as gateways to access the larger population in marketing and testing new programs and service

Bui (2010) studied "How Online Gatekeepers Guard Our View –News Portals' Inclusion and Ranking of Media and Events". This study examines two news portals, Google News and Yahoo News, the study tests three hypotheses on the relationship between the dominance of the news media, the proximity of news events to the U.S. interests, and position of the news links on portals' front pages and result pages. The findings of the study advance the understanding of the traditional gatekeeping notion in the Internet context and also challenge the network gatekeeping theory regarding

the role of the gated relative to the gatekeeper, and caution against any sweeping generalization about news portals as a single entity.

In a study titled "Gatekeeper or Peacekeeper: The Decision-Making Authority of Public Relations Practitioners", Ruth-McSwain (2011) investigates the external communication function of the organizational gatekeeper, specifically in their communication with the mass media. One main research question was formulated and two qualitative data collection methods were used to achieve the purpose of the present study: interviews and online focus groups using a snowball sample of public relations practitioners. Twelve semi-structured interviews, varying in length from 30 to 55 minutes, were conducted over the telephone and tape-recorded. The most significant finding reveals that the public relations professional had advisory authority in that they serve as a technician in the gatekeeping process by carrying out the decisions that are made by management.

Similarly, DeIuliis (2011) in his thesis titled "The Social Dynamics of Network gatekeeping" aimed at exploring news sharing and consumption on social networks and collaborative web portals. It had 5 research questions which were answered with the use of a collective case study design with a total of 15 in-depth interviews. Some of the major findings of the study include: heavy, masterful users of Digg.com see themselves more as hierarchical gatekeepers than members of a communal and collaborative editorial effort; trust is strongest between users who reliably 'Digg' each other's

submissions, but the degree to which the quality of those submissions plays a role remains ambiguous; network gatekeepers believe that their comprehensive interests make them correspondingly qualified to be gatekeepers, regardless of their level of journalistic training; and the profiles of news outlets are the most credible, but regular people can also become credible by demonstrating a prolonged expertise on a single subject . DeIuliis (2011) concludes that the Web poses paradigmatic challenges not only to news production and consumption, but also traditional notions of gatekeeping. He further asserts that the seemingly egalitarian, communal and democratic nature of social networks allows for more open and diverse exchange of news, but depending on the confidence users have in each other's gatekeeping, it could also push social news toward the precipice of tabloidization.

Odigie and Gbaje (2017) investigated the perception of network gatekeepers on bandwidth and online video streams in Ahmadu Bello University Nigeria. The study was guided by three objectives and used a qualitative research methodology and a case study design seek answers from its participants (network managers). The findings indicated a strained relationship between parties involved as restrictions were undertaken to curb the abuse of available internet facilities.

Research Method Adopted and Design

The research paper adopted a qualitative research methodology and a case study design the use of these methods and designs help explore the perception of community members on their gatekeepers in their traditional

settings. The population of the study comprised of two (2) members of the five conflicting communities and their gatekeepers/traditional rulers. The sampling strategy was done purposively as it allowed for the collection of data from participants that had a direct bearing on the topic under study.   The table 1 below highlights the sampled communities according to their local government and districts.

Table 1: Sampled Conflicting communities

S/N	Local Govt. Area	Communities	Senatorial District
1	Lafia	Alago and Eggon (Assakio)	South
2	Toto	Egburra and Bassa	West
3	Nasarawa	Udeni-gida,Toto	West
4	Obi	Migili and Eggon (Agyaragu)	South
5	Nasarawa-Eggon	Ambane-Egga, Ladi-Endeh (Mada station)	North
Total	5	5	3

The study made use of interview for the collection of data, the interviews were in-depth in nature, and involved the researcher personally interviewing members of the conflict-prone communities, based on a structured set of questions that were prepared before the interview. This enables the researcher elaborate more on questions that were not well understood by the participants and thus tap into the participants to view and knowledge of conflict prevention and opinions.

Data Analysis and Discussion of Results

The study used a thematic content analysis (TCA). TCA made it possible to make sense of data generated (Miles and Huberman, 2003). It involved inspecting data for emerging themes, coding the data, developing categories and interpretation of data. The data generated from the interview sessions were recorded and transcribed in detail. The data which was collected through the use of semi-structured interviews (using the study's interview guide) with a digital recorder lasted approximately 8 hours, 45 minutes and 11 seconds in total. The data collected from 14 interview sessions were examined and transcribed verbatim, particularly due to the language differences retranslation and transcription was necessary. The transcribed interviews were re-read and further cross-checked against the audio recordings to retain originality and speech context and lastly imported into qualitative research coding software (Nvivo) for the coding process. The coding was an iterative process of reading and re-reading the transcript in order to obtain pertinent or relevant codes, which were highlighted giving a total of one hundred and ninety-eight (198) codes. Subsequently, categorization of these free nodes or open codes was done with the aim of grouping together all codes which answered the research question into themes, categories and sub-categories. The categorization aided the answering of the research objectives.

How Gatekeepers help in the Prevention of Conflict in Nasarawa State.

The emerging categories and subcategories that provide answers to how gatekeeper's help in the prevention of conflict are depicted in figure 1 below;

Receives Information about Potential Crises Situations:

The Early and timely response to intelligence report on the possibility of a conflict was noted as a very important component in the prevention of conflicts. The above category depicts narratives on what was considered pertinent for gatekeepers in their bid for conflict prevention. The category had six sub-categories; "Mai-Angwa (traditional leader) first point of call on any crisis information": It is expected that the gatekeepers (traditional leaders) actively seek out information and be aware of potential conflict situations. Data collected indicate that the participants had become wearied by the incessant conflicts. As responses obtained indicate that gatekeepers responded hastily to any piece of information relating to the crisis. They subcategories Mai-Angwa first point

of call on any crisis information indicated that participants of the study believed that someone needed to take charge and control of happening. A general consensus is a role played by the head of the community, that is, 'mai-angwa' – the district head. Responses further showed that subjects reported directly and constantly to the traditional leader on potential crises situations in the community and they used this as a tool to maintaining the law and order and also solving disputes. As noted by a participant "when we have any problem, like land disputes, ownership of properties, farmers/herders issue or anything that could cause a fight in the community we have to report to the Mai-angwa first. Other subcategories highlight that acting promptly on potential crisis situations was another means by which gatekeepers aided in the prevention of conflict. Participants believed that

before conflict disintegrates to an uncontrollable form, it starts with little sparks which if not quickly handled could easily escalate. A participant stated that "once we have information on time before it escalates to the crisis we come together to iron it out on time". Emphasis on the quick identification of crisis situations as these conflicts are time sensitive and in most cases become full-blown when the required action is not taken in time.

Always Communicate with Subjects: Communication is a very important element in conflict prevention. Many conflicts have their roots in misinformation, absence of information, rumor, and poor understanding of information passed, and so on. To prevent these conflicts then, it is pertinent that community leaders keep a constant channel of communication. Participants were asked some ways community leaders (gatekeepers) help in conflict prevention. From the responses it was ascertained that constant communication and dialogue was a means adopted by the gatekeepers in curbing crisis. Regular enlightenment of their subjects on a variety of issues was a method the community leaders adopt. A participant (gatekeeper) praised their effort stating, "We as leaders try our best, we call them together and show them the importance of peace within a society like ours, we show them the benefit of living in peace". Further enquiries into viable means to preventing the eruption of crisis reveal Invitation of security and government operatives in crises situations was another measure used by gatekeepers to maintain law and order. The responses from this subcategory indicate that the leaders

(gatekeepers) used the services of security operatives in the prevention of conflicts. However, the success of their usage has been put to debate. Though some participants still have confidence in the government and its agencies in securing the lives and properties of the members of these communities. Judging from the participant's comment: "we still look onto security men to prevent issues". Other narratives show that using youth peer group leaders was another way gatekeepers prevented conflict in their environs since youth have always been the chief actors in most cases of conflict. However, giving the youth responsibility has been used to great effect in other places to reduce conflicts (United Nations 2004). This sub-category shows narratives which depict youth in the state being allowed to obtain and manage leadership roles. Such decisions free up the elderly and better allow for the management of crisis as youth better identify with their peers and are able to gather information from the grassroots and other means faster. Some of the means that the youth use in their capacities as leaders, include social media group pages. Narratives show examples of this as reported by participants "in social media, we have a group that we created like Ta'al campaign organization", a social page for instance, where the youth endeavour to keep and maintain peaceful coexistence.

Caution Youth on Behaviour: Youth restiveness and in some cases uncultured attitudes have been a source of concern. They indulge in many vices that make them willing hands for destruction. Drugs, cultism, and armed banditry are some of the

attitudes they indulge in. This subcategory portrays narratives which show actions taken by gatekeepers (leaders) to curb the excesses of the youth in the society. However, from the responses, it is obvious that not all the actions taken by the leaders are wholesomely accepted, as a participant (gatekeeper) stated that "we usually draw their attention and caution them that what they are doing is not good, it will not move us forward. Some will agree, some will not agree". The response indicates an information gap between the gated and gatekeepers, as such actions only slow down crisis as evident through the constant crisis in the community. Other such disciplinary actions taken by the gatekeepers were the imposition of fines on any community member that was found wanting, this, however, was not a lasting remedy also as crisis still emanated frequently in the society.

The perception of the community members on opinion leaders as information gatekeepers.

Category Four: Influence of Community Leaders

An explanation of the perception of community members on their opinion leaders as information gatekeepers is depicted in figure 2 below;
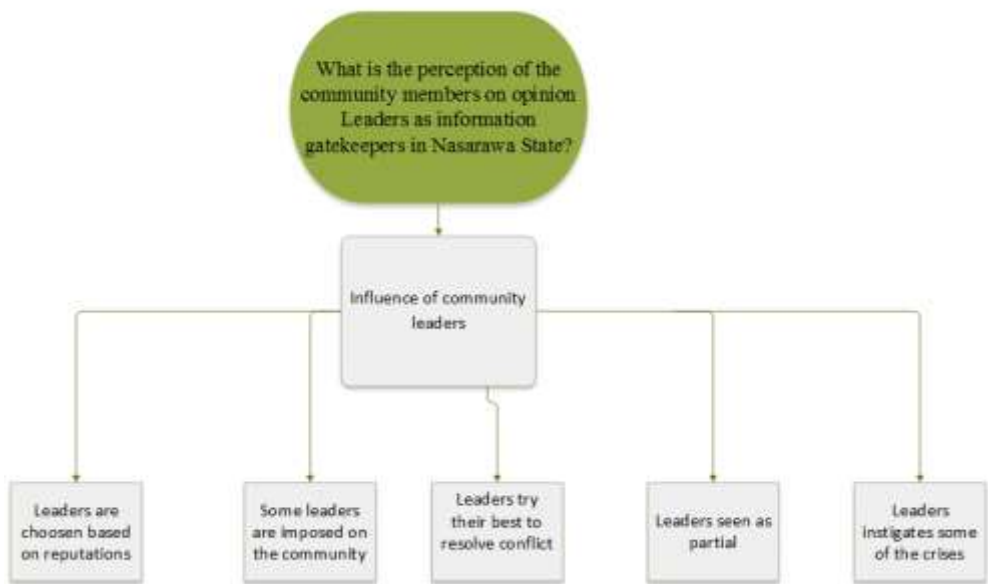

Figure 2: Perception of the Community Members on Opinion Leaders as Information gatekeepers

Fig two shows one category which reveals narratives related to how the gated perceive their leaders. This is captured in their comments which are both positive and negative. The narratives depict the ways the community members understand the roles and usefulness of gatekeepers within the community. Some evaluate the leaders in a positive light, while some have negative perceptions of the leaders. The category has four sub-categories: 1) leaders are chosen based on reputation; 2) leaders try to do their best to resolve conflicts; 3) leaders are seen as partial; and 4) Conflict is

instigated for political gain. The issues are discussed below under the following themes.

Leaders are Chosen Based on Reputation: Leadership is a fragile mantle to hold. Reputable leaders are those whom the community held in high esteem and they regard their admonition during crises. This sub-category highlights narratives which suggest that some leaders were 46 have a high reputation in the

The close relationship between the leaders and the community are in existence. Some of the gated in the community claim to know their leaders on a personal basis, that is, they know their personalities and can be trusted. For instance, a participant stated that; "*in my own clan anybody can be a leader provided you have clean record regardless of your status and the society is ok with you*". This perception of the community members assists as edicts and commands were given by such leaders are usually carried out as reported by a participant "*the traditional ruler, Commissioner, the chairman ..., these are the people that when they speak people listen*".

Some Leaders are imposed on the Community: In contrast to the above narratives, however, some participants claim that not all the leaders had immaculate records but that some of these leaders in the community came into power based on their status (Money). Such leaders were frowned upon but because of their material wealth, they still reach the seats as indicated by a participant; "*you see in our community, not every leader is chosen by the people; some buy their way into that seat*"

Due to the persistent conflict recorded the researcher wonder if the gatekeepers are playing their role or if the members of the community still hold in high esteem the role and views of the gatekeeper in controlling conflict hence the researcher sought to identify or find out the perception of the community members on gatekeepers

Leaders try their Best to Resolve Conflict: The sub-category depicts the effort put in by the leaders and how the community members construe the roles played by the leaders as information gatekeepers during conflict situations. From the narratives, it shows that members of the community quite appreciate the efforts of the leaders in the prevention and resolution of conflicts and crisis in their communities. A participant quipped that leaders make their considerable efforts in quenching crises by using all of their powers to stop the dissemination of conflicts instigating information in the community. The leaders went as far as employing the services of pastors and imams for advice on matters in the community. Some responses further revealed that in a bid to resolve conflict, the leaders used third-party options like religious leaders to convince and commute crisis. A participant commented that; "*community leaders often call parties involved in the conflict to pacify them and resolve the fights. Sometimes they succeed and sometimes they don't*".

Leaders Seen as Partial: *Some* of the leaders in an unsurprising turn, however, were accused of partiality and bias in the handling of crises in the state. The sub-category highlights narratives on the perception of community members on their leaders. The sub-category reveals that despite

the high regard accorded to some community leaders, some were accused of being one-sided and unfair to some parties during a conflict. A participant stated bluntly that they had issues with some of the leaders; "*we have a lot of problems from our community heads*", which some attributed to hatred and disregard for each other's political views and opinions. Some indicated that they "leaders" did not pay attention to the suggestions of others. According to a participant: "*someone brings her own idea the other one will say they should forget it because she is not on our side and it brings a lot of problems*". Disagreements were common because some of the leaders were accused of being selfish and having personal agendas. From the participants, they sometimes did not listen to their leaders and the decisions reached because some of the decisions passed down were not to their benefit but rather to back political parties. A participant claimed that they were always trying to protect something, which made them suspicious in most cases. He stated that; "*we don't know which interest they are protecting. Are they protecting the interest of the government? We don't know*". The gated accused their leaders of supporting the government against their own (the gated) interests, due to political and financial favours they got from the politicians in government.

Leaders Instigate some of the Crises:
This sub-category highlights narratives on the perception of community members on their leaders. The narratives indicated that community members were of the opinion that some crises situations in the community were instigated by their leaders. One of the participants averred

that "*conflicts are instigated by other people for political gain*". The gated also point fingers at their leaders as colluding with some external forces to cause divisive fractures, so as to gain relevance. They argued that, when there is a crisis in a place, there is the tendency for the government to reach out to the leaders of the place. Some of the responses reveal that the community members believed that some of the crises were used as a means of shifting the attention of the community from other pressing issues. The participant claimed that they wanted to be on their own, by stating that, "*we said we are done with Nasarawa, we will split, and that is why they initiated this fight, these crises*". The leaders were accused of using the calculated conflicts as a means of rendering them incapable of fighting for what they desired.

Discussion of findings and implication

The study sought to identify how gatekeepers help in the prevention of conflicts in Nasarawa state, based on the analysis, the study reveals that constant communication and swift actions by gatekeepers were means through which gatekeepers (leaders) in Nasarawa State helped in the prevention of conflict. Gatekeepers also maintained the decorum of the community by granting their youth leadership functions and roles thus breaking down the gatekeeping process. This breakdown of responsibilities was also observed in Ruth-McSwain (2011) study where he investigated the decision-making authority of public relations practitioners. Furthermore, it is in line with the study by Deluliis (2011) who found that gatekeepers on Diggs

platform saw themselves as hierarchical gatekeepers. These sharing actions by the gatekeepers led to the circumvention of the gatekeeping functions by the youth as information was now shared via social media platforms. The implication of this is that a gatekeeper's function whose main objective is information control of his community has been rendered debatable thus explaining why conflicts continually persist.

The study also reveals the perceptions of community members in Nasarawa State about their leaders to be varied. Some members viewed their leaders (gatekeepers) as good (reputable) while others said the leaders were biased and did not have the interest of the masses at heart. This perception is similar to the findings of Odigie and Gbaje (2017) who found that there were mixed reactions as regards the overall gatekeeping process. The study

further shows that feelings of bias and quarrels over the legitimacy of the rule were likely reasons for constant communal clashes.

Conclusion
Government should de-emphasize the over-dependence on gatekeepers, and emphasize on gated with carefully thought-out campaigns and awareness programs like town hall meetings on the need to show restraint and be more sensible in their gatekeeping roles and use social media responsibly due to the scale of destruction that might happen when information that is not meant for public consumption becomes public. Community leaders (gatekeepers) should endeavour to accept technology and learn to use it in the information production and dissemination process, with active interactions with the members of their community particularly the youth

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Users' Satisfaction with ICT-Based Resources and Services in University Libraries: A study of Igbinedion University Library, Okada, Edo State, Nigeria

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Abstract Information and Communication Technology (ICT) based resources and services are fast replacing the traditional means of rendering library services in university libraries. No library can effectively satisfy the information needs of its numerous users without the application of ICT in its day to day services. It is on this ground that this study investigated the level of users' satisfaction with ICT-based resources and services in Igbinedion University Library, Okada, Edo State, Nigeria. The research design adopted for the study was descriptive survey research design, while structured questionnaire designed after extensive review of related literature was the instrument used for data collection. The population which was 2,885 comprised all the undergraduate and postgraduate students that registered with the University Library for 2016/17 academic session. A sample size of 250 library users (200 undergraduate students and 50 postgraduate students) determined using Taro Yamane sampling formula was used for the study. Percentages and statistical mean were used to analyze data collected. The findings revealed that students in Igbinedion University were satisfied with the use of ICT-based resources and services, especially the use of online database resources, in

meeting their information needs in the university library. It was therefore recommended that more effort should be made by the University Library Management to improve on the existing ICT-based resources and services available for use in the library.

***Keywords*:** User Satisfaction, ICT Resources, ICT Services, University Libraries, Library Users, Igbinedion University.

Introduction

Satisfaction of library users' information needs according to Ijiekhuamhen, Aghojare and Omosekejimi (2015) means the level to which the library users' information needs are met and the degree to which their satisfaction boosts their continuous use of the library resources and services. Satisfying library users' information needs is the prime concern of every modern library. The library and information professionals will always seek to satisfy the information needs of every library user; no matter the extent it will take them. It is this quest to satisfy library users' information needs that has resulted to the application of Information and Communication Technologies (ICTs) in the routine operations of the 21st century libraries. As Haneefa (2007) puts it, library and information centres have continually used ICT in recent years to satisfy the sundry information needs of their users.

The library is defined as an agency mainly set up to procure, organize, preserve and make available to users within the fastest possible time all forms of information resources which they require (Nwalo, 2003). Kavitha (2001) cited by Sivakumaren, Geetha and Jeyaprakash (2011) noted that in every age, libraries have adopted the latest technology in rendering its services to users. In this present age therefore, ICT has become a force that has revolutionized and improved the

way library services are rendered. Tella (2003) as cited by Aiyebelehin (2012) observed that ICTs have become very important tools for participating in global market, enhancing educational activities, improving the delivery of basic services and enhancing local development opportunity.

Ajaegbu, Ehioghae and Oreoluwa (2014) stated that ICT based library resources employed by modern libraries in rendering its services are computers and its accessories, internet facilities, Online Public Access Catalogue (OPAC), fax machine, scanner and e-maps. Kumar (2012) stated that e-journals, Compact Disc – Read Only Memory (CD-ROM) databases, online databases, e-books, and a variety of other electronic media are fast replacing the traditional resources of libraries. ICT based services in the libraries, are services rendered using every available technology to replace traditional services rendered in the libraries. The advancement in ICT which has brought about electronic information, in the form of e-books, e-journals, online database resources and the Internet have propelled the world into an information era.

The advent of ICT has totally transformed the practice of library and information profession. ICT undoubtedly has brought a wave of innovations to the way and manner library services are rendered. It is an

open-secret that the impact of ICT on library services has profound implication on the social and economic development in Nigeria. No library can effectively satisfy the information needs of its numerous users without the application of ICT in its day to day services. Ajibero (2012) asserted that "woe betide the nation that fails to build and to indigenize its information infrastructure in order to exploit the immense benefits of the constantly changing hardware and software of ICT". ICT has a very influential power on all aspects of our society today, from trade to healthiness, from education to entertainment. Evidently, the library is clearly part of this influential power of ICT. With the use of the Internet, library services are being rendered more efficiently and effectively. For instance, queries frm library users are attended to within a very short period of time and reference services which were formerly rendered face-to-face between the library users and the Reference Librarians have gone digital and now termed e-reference services.

The level of users' satisfaction with ICT-based resources and services is of utmost importance to Librarians and Information Professionals. There are various degrees of users' satisfaction with ICT- based resources and services. Ijiekhuamhen, Aghojare and Omosekejimi (2015) asserted that the level to which the library users' information needs are met reflects the degree of their satisfaction with and their continuous use of the library resources and services. In the library, knowing the degree which users are satisfied with library's ICT based resources and services helps in providing better services to users.

Demekaa (2013) stated that "users' level of satisfaction with library services has been used to evaluate the performances of various services within a library, and to measure a given library's overall level of performance and to compare this level of performance with those reported for other libraries".

With the emerging services mediated by ICT in the library, it is essential to find out the level of users' satisfaction with the various ICT resources and services available in Igbinedion University Library, Okada. This is the way to determine if these ICT resources and services are satisfying, moderately satisfying or not satisfying the information needs of the library users, and also to determine the effectiveness of the library in meeting its objectives in the parent institution.

Statement of the Problem

University libraries are primarily set up to provide information resources and services for teaching, learning and research for its users who are basically students of the university (both undergraduates and postgraduates), academic staff and other members of the university community. Today, most university libraries, if not all, are acquiring ICT resources in order to render ICT mediated services and also providing the relevant and current materials with a view to satisfying the information needs of its users. As Anyaoku and Nwosu (2009) averred, libraries in line with the new development in the use of ICTs for information dissemination, now acquire ICT resources to provide information services for its numerous users.

However, it is not just enough to acquire these ICT resources to render

ICT services, the library users must get in return some level of satisfaction with these ICT-based resources and services to justify the fund committed. It is therefore imperative to find out the level library users, especially students in Igbinedion University, Okada are getting satisfaction from the ICT-based resources and services available in the library. It is on this basis, that this study attempts to investigate the level to which ICT-based resources and services are satisfying the library users in Igbinedion University Library, Okada, Edo State, Nigeria.

Research Questions

The research questions that guided this study are as followings:

1. What are the various types of ICT-based resources used in meeting users' information needs in Igbinedion University Library?
2. What are the ICT-based services available in satisfying the information needs of users in Igbinedion University Library?
3. What is the level of users' satisfaction with online database resources in Igbinedion University Library?
4. What is the level of users' satisfaction with accessibility to the Internet of Igbinedion University Library?
5. What is the level of users' satisfaction with e-reference services in Igbinedion University Library?

Literature Review

Information and Communication Technologies (ICTs) has revolutionised human life and endeavours; particularly in the enhancement of speed and span of information production, sharing and recycling, of which the library is the foremost. "The concept of ICT in the library encompasses the gathering (acquisition), organization (packaging), storage, retrieval and dissemination of information resources that can be in textual or numerical (books, documents), pictorial and vocal forms (audio -visual) or a combination of all the above (multi-media), using a combination of computers and telecommunications telephony" (Lawal–Solarin, 2013).

ICT is therefore an umbrella term that includes any electronic and communication device for teaching and learning. Such device according to Sivakumaren, Geetha and Jeyaprakash (2011) could be computer system, communication device, telecommunication, telephone, satellites, telex, facsimile, internet, e-mail, fax, video text and document delivery, electronic copiers, radio and television. Olakule (2007) added that these ICT facilities link schools, homes, business, students, hospitals and facilitate teaching and studying.

Libraries without ICT access in this 21st century may lose their relevance in the academic community, as most students, lecturers, and researchers are aware of what the internet provides, and they resort at a much greater cost to cybercafés to satisfy their current information needs (Ajala, 2007). Okewale and Adetimirin (2011) asserted that ICT has brought rapid growth in the way information is being managed in libraries. Information have undergone changes owing to the development in ICT, quick and easy access to every required information is of supreme importance especially in academic libraries.

ICT based resources are those resources, materials or equipment that are used to collect, store, organize and disseminate information electronically. According to Isah (2010), the advent of ICT has accelerated availability and usage of electronic resources in modern time, these ICT resources are computer based resources which aid in storage, retrieving and dissemination of information. Muhammad and Garko (2012) further listed ICT resources available in the library to include computer hardware and accessories, middleware and storage devices necessary to create, access, store, transmit and manipulate information on the information superhighway. Haneefa (2007) enumerated ICT resources as computer hardware and software which include computer sets, printers, scanners, floppy, magnetic tape, CD ROM, DVD, VCD, smart card, telephones, fax, telnet, e-journals, e-books and OPAC.

Ohonba (2010) also opined that ICT resources or devices provide means for collecting, storing, encoding, processing, analyzing, transmitting, receiving and disseminating (text, audio or video) information. Therefore, ICT resources are those resources that are used in the library to support the collection, organization, storage and dissemination of information electronically. ICT resources or devices are employed with the support of the internet in accessing online database resources which has become an integral part of satisfying users' information needs. According to Edem and Egbe (2016), in academia, online database resources are dominating the research information activities of researchers and researchers have realized the importance of such resources and making use of them. Ukpebor (2012), asserted that online database resources provide accurate and timely academic information, especially for students who depend greatly on the electronic resources for information to advance research and collaboration with other researchers around the world for intellectual growth.

ICT services rendered in the library according to Hussain, Khan and Zaidi (2013) , Idiegbeyan-ose and Ilo (2013) are the services rendered using a combination of ICT resources to meet information needs of users. Ekoja (2011) averred that one very important ICT-based service is the web 2.0 which enables the use of social media tools to render ICT services. According to Muhammad and Garko (2012) broadband internet access is an essential ICT services to the library as this improves information flow and eases exchange and sharing of ideas between library users and Librarians.

Dhanavandan, Esmail and Nagarajan (2012) also put information commons as part of ICT services rendered in the library. Information commons is a group of network access points and associated ICT tools situated in the context of physical, digital, human and social resources organized in support of learning. ICT based services are those services which were traditionally rendered in the library which are now being rendered electronically both online and offline with the use of computers and Internet services to library users.

Methodology
The descriptive survey research design was adopted for the study. The study focused on library users in Igbinedion University Library, Okada. The

population of the study which was 2,885 comprised all the undergraduate and postgraduate students that registered with the university library for 2016/17 academic session (2,453 undergraduate and 432 postgraduate students). A sample size of 250 library users (200 undergraduate students and 50 postgraduate students) was used for the study. Taro Yamane (1973) simplified sampling formula was used to determine the sample size. Structured questionnaire was the instrument used for data collection, the questionnaire was designed after extensive review of related literature and was validated by a Senior Librarian in Igbinedion University Library. The reliability of the instrument was done using Cronbach's Alpha reliability test. The questionnaire was structured into two sections. Section 1 contained responses on the demographic data of respondents, while section 2 was designed to address the questions on level of users' satisfaction with ICT-based resources and services in Igbinedion University Library, Okada, Edo state, Nigeria. 250 copies of the questionnaire were administered randomly to the respondents, while 240 copies were returned. Out of the 240 copies of questionnaire returned, 194 were from undergraduate students while 46 were from postgraduate students. Data generated were analyzed using descriptive statistics. Percentage was used to analyze research questions 1 and 2, while statistical mean was used to answer questions 3, 4 and 5 of the research questions. The criterion mean for the study was placed at 3.00. This means that any mean that was less than 3.00 was regarded as negative.

Results

Table 1: Percentage Distribution of Types of ICT-based Resources (N = 240)

S/N	ICT Based Resources used by library users in meeting information needs	Used		Not Used	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1	Computers	238	99.2	2	0.8
2	Scanners	236	98.3	4	1.7
3	Printers	238	99.2	2	0.8
4	E-books	236	98.3	4	1.7
5	E-journals	217	90.4	23	9.6
6	CD-ROM databases	211	87.9	29	12.1
7	Online database resources	238	99.2	2	0.8

Table 1 revealed the various types of ICT-based resources used in meeting users' information needs in Igbinedion University Library. The least used ICT-based resources is the CD ROM databases. This indicated that the ICT based resources listed in Table 1 are all used in meeting users' information needs.

Table 2: Percentage Distribution of Types of ICT-based Services (N = 240).

S/N	ICT based services available for satisfying information needs	Available		Not Available	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1	Internet services	240	100.0	0	0.0
2	Digital reference services	199	82.9	41	17.1
3	Social media services	158	65.8	82	34.2
4	E-mail services	157	65.4	83	34.6

Table 2 indicated the available ICT-based services in Igbinedion University Library. The result showed that 100% of respondents indicated that internet service is available. However, the social media and e-mail services are moderately available.

Table 3: Mean Rating of Level of Users' Satisfaction with Online Database Resources (N = 240).

S/N	Online Database Resources	Mean	SD
1	Journal storage (JSTOR)	4.51	.68
2	Health Inter-Network Access to Research Initiative (HINARI)	4.38	.73
3	Online Access to Research Environment (OARESCIENCES)	4.38	.78
4	EBSCOHOST	3.91	.70
5	The Essential Electronic Agricultural Library (TEEAL)	3.98	.79

Table 3 revealed the level of satisfaction with online database resources in Igbinedion university library. The result indicated that items 1 – 5 are above the criterion mean, with *Journal storage* (JSTOR) which is item 1 having the highest mean of 4.51. The level of users' satisfaction with online database resources is found to be satisfactory.

Table 4: Mean Rating of the Level of Users' Satisfaction with Accessibility to the Internet (N = 240).

S/N	Accessibility to the Internet	Mean	SD
1	There is easy accessibility to internet facilities	4.42	.56
2	There is strong and functional internet access	4.34	.56
3	There is uninterrupted internet connectivity access	4.13	.82
4	The internet access and browsing is very fast	4.28	.77
5	The internet Wi-Fi is accessible from any location in the library	3.97	.84

Table 4 revealed the level of users' satisfaction with accessibility to the Internet of Igbinedion University Library. The result showed that all the items were rated above the criterion mean, with *Item 1* having the highest mean (x = 4.42). Therefore, the level of users' satisfaction with accessibility to the internet is satisfactory.

Table 5: Mean Rating of the Level of Users' Satisfaction with E-reference Services (N = 240).

S/N	Users' satisfaction with e-reference Services	Mean	SD
1	When carrying out research work	4.18	.67
2	For general communication with reference librarian	4.09	.75
3	For receiving SMS alert on new arrivals in the library	3.13	.86
4	When sending query to reference librarian on library matters	3.42	.84
5	When receiving information on new library policy	3.57	.76

Table 5 showed the level of users' satisfaction with e-reference services of Igbinedion University Library. The result showed that all the items were rated above the criterion mean with *Item 1* having the highest mean of 4.18. Therefore, the level of users' satisfaction with e-reference services is satisfactory.

Discussion of the Findings

From the findings, Igbinedion University Library users use almost all ICT based resources in meeting their information needs. Computers, scanners, printers, e-books, e-journals, CD-ROM databases and online database resources are the ICT based resources employed by students of Igbinedion University, Okada to meet their information needs. This finding further gives credence to the fact that library users in universities use ICT-based resources in meeting their information needs in university libraries. The findings of Lawal–Solarin (2013), who in a study on the use of ICT in academic libraries in Nigeria: a case study of Covenant University Library Ota, Nigeria corroborated this finding.

Further findings from the study indicated that out of all ICT-based services available in Igbinedion University Library, the Internet service is the most accessible to library users. This is not farfetched, because the Internet is required for other ICT-based resources and services to function effectively. This assertion is in agreement with that of Isah (2010) who asserted in his study that the rate at which the library users in University of Ilorin depend on internet for free electronic resources shows that the Internet facilities provided by the University library is serving the academic staff as none of the respondents indicated lack of access to the internet as an hindrance to the use of e-library services.

This therefore signifies that the level of users' satisfaction with accessibility to the Internet in Igbinedion University Library, Okada is satisfactory. This finding validates the findings of the research work by Ivwighreghweta (2013) on the application of ICT on academic library operations and services in Nigeria where he indicated that library users overwhelmingly responded that the Internet facilities are available and accessible in their university libraries. Ajaegbu, Ehioghae and Oreoluwa (2014) also affirmed this in their findings when they stated that the Internet service is given priority in terms of value and usage when compared with other ICT-based library services. This finding further gives credence to the fact that the Internet is a key force in satisfying the information needs of university library users.

The result from the study revealed that the level of users' satisfaction with online database resources in

Igbinedion University Library is satisfactory. The online database resources' platforms available in the library, which are JSTOR, HINARI, OARESCIENCES, EBSCOHOST and TEEAL are used by library users to satisfy their information needs. This finding is in line with the findings of Oriogu, Ogbuiyi and Ogbuiyi (2014) which revealed that electronic and online databases were available, accessible and mostly used by undergraduate students in Babcock university library.

The results also revealed that users' satisfaction with e-reference services of Igbinedion University Library, Okada is satisfactory. Library users in Igbinedion university library use the e-reference services when carrying out research work, having general communication with Reference Librarian, receiving SMS alert on new arrivals in the library, sending query to Reference Librarian on library matters and receiving information on new library policy. This result is supported by the findings of Ivwighreghweta (2013) in a study on the application of ICT on academic library operations and services in Nigeria, which opined that library users are satisfied with the provision of e-reference services and other ICT services by users of university libraries in carrying out their research work.

Conclusion

From the analysis and discussion of results of this study, it is obvious that library users, especially students in Igbinedion University, Okada use all ICT-based resources and services in the University Library in meeting their information needs and their level of satisfaction with accessibility to the Internet is satisfactory. The accessibility to the internet further make the users to be satisfied with the use of online database resources and the use of e-reference services. Basically, the level of users' satisfaction with ICT-based resources and services in Igbinedion University library, Okada is satisfactory.

Recommendations

Even though there is seemingly decent satisfactory level with the use of ICT-based resources and services from the studies, the following recommendations are still expedient;

1. More effort should be made by the Management of Igbinedion University Library to improve on the existing ICT-based resources and services available for use in the library, so as to further increase the level of satisfaction with these ICT resources and services in the library.

2. The Internet access in Igbinedion University Library should be further improved upon, so as to increase the level of satisfaction by the library users' access to other ICT services. This is because most ICT-based services rendered in the library are tied to the accessibility and functionality of the Internet.

3. Also, more efforts should be put in place by the University Library Management to increase the awareness of the ICT-based services rendered by the library to students and the availability of online database resources in the university, especially during students' orientation.

4. Igbinedion University Library Management should device means to elicit information from the library users on their level of satisfaction with the library ICT-

based resources and services. This will further help them to strategize and improve on the areas they are

weak and strengthen where they are doing well.

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Faculty-Librarian Collaborations and Improved Information Literacy: A Model for Academic Achievement and Curriculum Development

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Abstract: This article looks at how librarians, who are the experts in information dissemination can collaborate with faculty to effectively teach students basic information literacy skills, integrating information literacy skills into the curriculum and how this process can make students learning experience meaningful and successful. It has become imperative for everyone, in the age of knowledge economy to be skilled in information literacy in the current dispensation of information technology. The authors believe that an effective way to achieve this goal is for faculty and librarians to collaborate and fine ways to teach these skills to students, because it is important that students acquire the required skills to evaluate, storage, organization, access, and effectively utilize information. Librarians and faculty members have equal stakes in ensuring that students acquired information literacy skills that will help them succeed not only during their years of university education, but also for their lifelong career choices. The authors specifically examine the faculty-librarian's collaboration, concepts of information literacy, incorporating information literacy into the curriculum, curriculum planning and development, challenges in integrating information literacy, better tips for faculty-librarians collaboration, model for integrated instruction as well as integrated curriculum.

Introduction

Educational theorists have promoted collaboration as a method to advance intellectual and practical students' learning. Successful teaching and learning in higher education depends upon building strong collaborative relationship between librarians and faculty members (Lewis & Sincan 2009). Librarians and faculty members ensure that the objective of the parent's body they serve are achieved, by making sure that the students acquire the skills needed to excel academically. Librarians and faculty members have mutual goals and concerns towards students' improved academic success. Both want students to develop a greater understanding of, and respect for books, journals, and other information resources. Lastly, both want to build a vibrant and goal-oriented social and learning community on campus. In order for these mutual goals to be achieved, it is imperative to leverage on the changes in the higher education environment and the paradigm shift in the library and information profession, there is need for collaboration between faculty members and librarians in order to inculcate information literacy skills to students.

Information literacy skills enable students to grasp concepts and apply them in multiple disciplines, their personal and professional lives. Literature has shown that most students depend on Internet materials for their assignments and research work. It is therefore necessary and essential that students acquire the information-literacy skills that will enable them retrieved the relevant information needed. Advancement in information technology, has made information storage, organization, access, and evaluation critical issues to be embraced by all sectors of our societies. Howard & Jamieson, (2014), opine that faculty and librarian should collaborate to team teach students on information literacy, the aim is to help students succeed in their academic and also in their life-long career choices.

Information literacy skill has to do with students having the knowledge to navigate their world electronically. Librarians has been trained on how to access and retrieved information in any format. For students to acquire these literacy skills, it is important that librarians who are expert in information dissemination collaborate with faculty members in student's information literacy skills. Rockman, (2004) observed that most of information on the Internet are of low quality, the ability to access and retrievedrelevant information is critical to students' academic achievement. In today's world, it is only those who are skilled in information literacy that will succeed in the information environment.

There is a growing emphasis on information literacy skills as a component of the twenty-first century learning process. The services librarians provide to students cannot be adequate for them in this era of information age. Librarians need to collaboration with faculty members to integrate information literacy into the curriculum. Many research has been

carried out on librarian-faculty collaboration, but the issue or critical trend is on commitment and how to improved integrated approach. It is as a result of this critical trend in information literacy integration that this article emphasizes on the need for improved collaborative interactions in which the faculty and librarians are partners in the classroom in an integrated process.

Literature Review

Collaboration have been define by different authors, It has to do with two or more individuals coming together with different skills, to complement each other on a subject matter, to create a shared understanding that none had previously possessed (Montiel-Overall, 2005). Faculty and librarians collaboration means both parties working together to identify what students need to know about accessing and retrieving information. It also means when faculty and librarians co-teach students information literacy, assess the students' progress in accessing and retrieving information as well as the end product. Leeder, (2011) states that: collaboration is all about having a trusting relationship with others and the same mind set towards a achieving a common goal that will benefit each other. Collaboration has to do with each party willingness to embrace and having mutual interest that can help each other accomplish goals. It demands an absolute willingness to collaborate with each other, readiness to work as a team and to ability to listen, take corrections, compromise and adjust our expectations based on feedback. When faculty and librarians come together to share their expertise on a particular issue, in order to identify better ways of achieving the tasks, they are demonstrating collaboration.

Information literacy skills can be define as the abilities of students, faculties and researchers to be able to access, evaluate and retrieved the needed information on any format. It has to do with having the skills or knowledge on the information needed and having the capacity to retrieve such information. (Association of College and Research Library, 2016). Information-literate people are those who can navigate their world that is those who can access information in any format. Information literacy skills have been describes as abilities to:

- know the needed information at the right time
- have the skills to access the needed information
- been able to evaluate the sources of information
- having the capacity to incorporate the needed information into one's knowledge base
- using the information to accomplish a specific purpose
- having knowledge of intellectual property right (Association of College and Research Library, 2016)

Information literacy skills in this research work is used to refer to the ability of students and other researchers to become conversant with, and apply the knowledge of how to recognize relevant information. The authors attempted to demonstrate the importance of incorporating and teaching information literacy as a tool to students' academic achievement.

Acquisition of skills in effective use of information is seen as a necessary requirement for students' optimum performance in academics. The availability of diverse and complicated information resources, occasioned by the advances in information and communication technologies (ICT), has brought about additional challenges on the students, who have to learn how to obtain and effectively use information from various sources for maximum performance (Igbo & Imo 2017). This has necessitated a shift in the method of teaching from the traditional approach to resource-based approach, requiring the impartation of information literacy skills in students. Igbo and Imo concluded by saying that the complexities of the information and communication technologies (ICT) have brought about the realization that students need to engage with the information environment as part of their formal learning process. That thus entails instructional activities tailored towards helping students to appreciate the rich information resources and learn how to locate access and effectively utilize these sources. For students to be academically successful, they need to have the information literacy skills that will help them to access, evaluate and use information appropriately. Chutima (2012), is on the opine that librarians and faculty should collaborate in achieving resource-based teaching/learning for students. This is to ensure that students are equipped and rooted adequately with the required skills.

A lot of study have shown that students and researchers rely mostly on internet resources for their research work. Brage & Svensson, (2011), found that most students and researchers use Internet materials for their research and assignments. This is as a result of the fact that Internet is fast and time-saving (Idiegbeyan-ose, Okosun, Eruange and Ojo-Igbinoba, 2005). Howard & Jamieson, (2014) states that the problem with most of the electronic information is that it receives little or no quality control. Moreover, many students lack the skills needed in searching information on-line, and also the various reference services that librarians can render. There is paradigm shift in educational system, students are supposed to possess the information skills that will make them become great thinkers and self-sufficient citizens who can locate and critically evaluate information. He concluded by saying that information literacy should be promoted by all educational stakeholders.

The advent of information communication technology has made traditional one-shot bibliographic instruction sessions, inadequate in providing information literacy to students. More course-related or integrated instruction sessions have contributed immensely in making students more information literate(Igbo & Imo 2017).Incorporating information literacy into the curriculum, Igbo, & Imo asserts that it is a partnership between stakeholders with pedagogical expertise, subject expertise and expertise in information organization and technology. He also states that in cooperating information literacy into the curriculum and the development of information literacy of students requires the marriage of knowledge (Igbo & Imo, 2017)experience and

skills of professional educators, academics and information professionals. He retorts that the above positions limited the incorporation and the development of information literacy in students to the efforts of the information professionals (librarians) and the faculty alone. He states that these two groups are the major key players in the process as they have the opportunity to interact more directly with students. There are vital reasons while information literacy should be integrated into the curriculum:
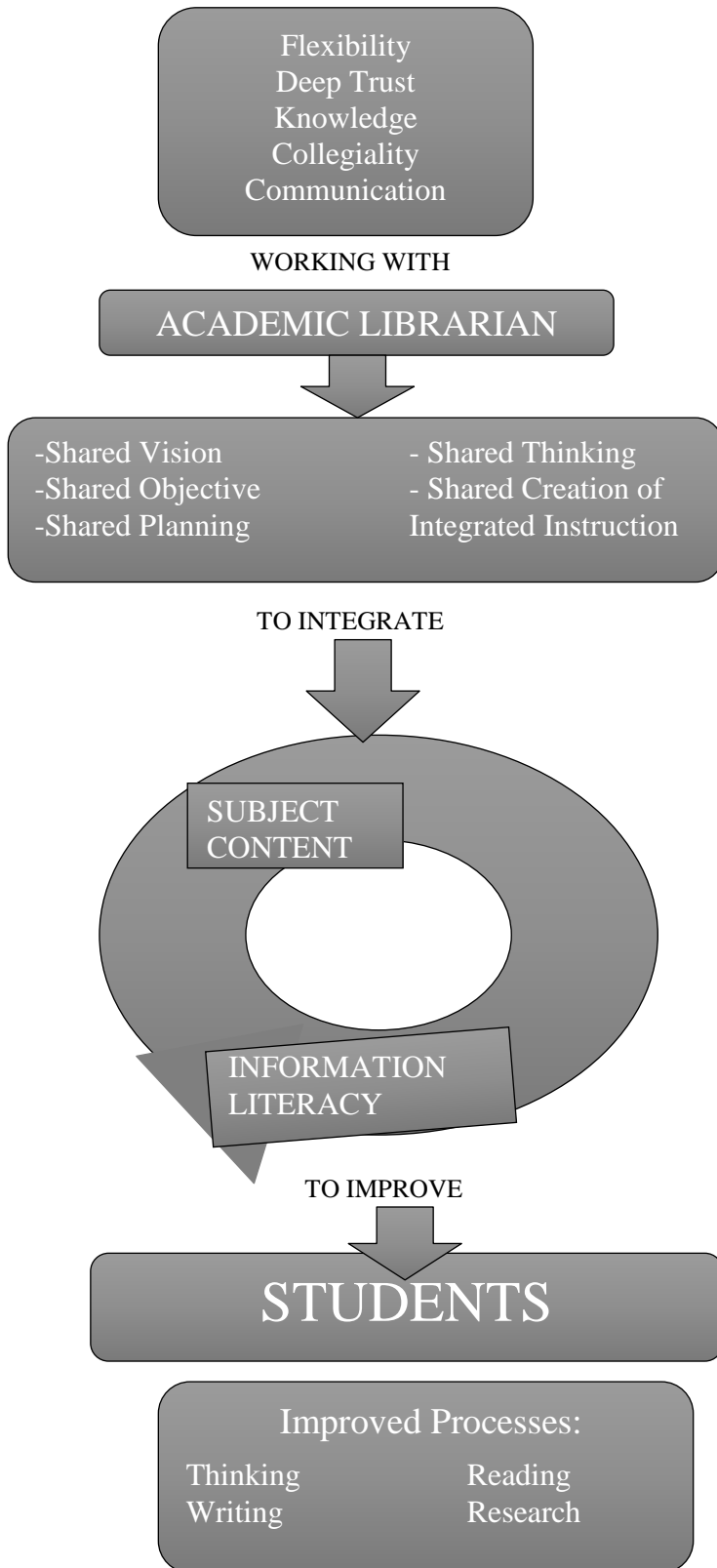
− Information literacy is for all
− Information literacy help in problems solving and decision making.
− Information literacyskills are transferable.
− Information skills are needed for lifelong learning;
− It helps in handle information and new technologies.
− The NUC has made it compulsory for all universities to incorporate information literacy into their curriculum. This is part of the accrediting criteria for higher education institutions; (Erich &Popescu 2012)

In this new resource based education, curriculum development is not only the responsibility of the faculty alone as it was in the past, changes in our educational environment call for changes in curriculum development.

Faculty and librarians are actively involved in curriculum planning and development. (Lori, & Beth 2006). The main purpose for this is to inculcate effective information literacy and independent information utilization by students, faculty and researchers. Lori & Beth suggest that librarians working with faculty are good, but there is need for collaboration which will result in integration of information literacy into the curriculum. Li (2007), is of the opine that students acquire their academic knowledge from the various course thought in their years of study, It is critical and vital that information literacy is part of the curriculum and their learning experience. He concluded by saying that it will only be possible if faculty and librarian collaborate. Montiel-Overall, (2005) developed a model for integrated instruction and integrated curriculum on faculty-librarian collaboration as follows:

Model a: Integrated Instruction (Adopted from Montiel-Overall (2005).
Integrated Instruction has to do with faculty and librarians coming together as collaborators and as a team in creating a learning experience for the students that will facilitate their learning resulting to better academic achievement.

Flexibility
Deep Trust
Knowledge
Collegiality
Communication

WORKING WITH

ACADEMIC LIBRARIAN

-Shared Vision
-Shared Objective
-Shared Planning

- Shared Thinking
- Shared Creation of
Integrated Instruction

TO INTEGRATE

SUBJECT
CONTENT

INFORMATION
LITERACY

TO IMPROVE

STUDENTS

Improved Processes:

Thinking   Reading
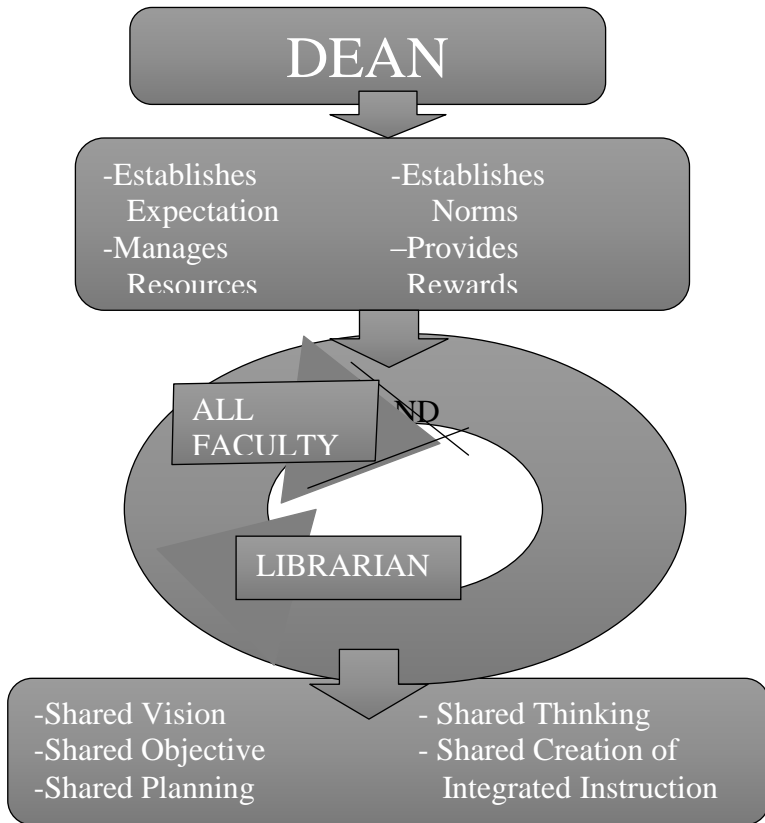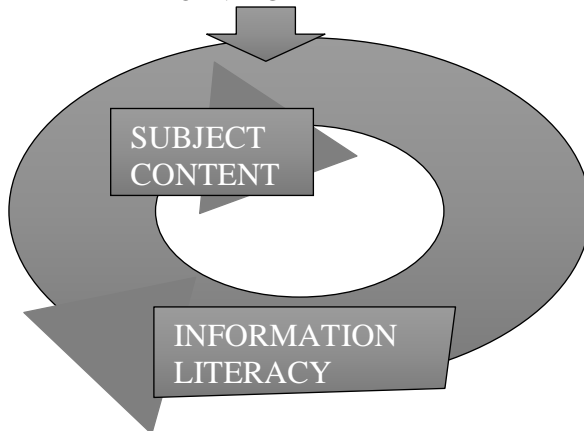Writing   Research

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LEADS TO

ACADEMIC ACHIEVEMENT

The Modelb: Integrated Curriculum (Adopted From Montiel-Overall (2005).
Integrated Curriculum involves all the elements of collaboration that occurs in
model A. Faculty and librarians working together to integrate subject content and
information literacy in all grade levels. .

DEAN

-Establishes   -Establishes
  Expectation   Norms
-Manages   –Provides
  Resources   Rewards

ALL
FACULTY   ND

LIBRARIAN

-Shared Vision   - Shared Thinking
-Shared Objective   - Shared Creation of
-Shared Planning   Integrated Instruction

TO INTEGRATE

SUBJECT
CONTENT

INFORMATION
LITERACY

IMPROVE

S T U D E N T S

Improved Processes:

Thinking   Reading
Writing   Research

LEADS TO
ACADEMIC ACHIEVEMENT

There are numerous challenges encountered in integrating information literacy in the curriculum. Curzon, (2004) opines that the major challenge is on how faculty will create time to incorporate information literacy into their courses. Research has proved it that information literacy is vital and important in student's academic success. From the various literature reviews, it is clear that student's information literacy can only be achieved through faculty-librarians collaboration. The greatest challenge according to Curzon, (2004) is on how to make information literacy an integral part of the university curriculum. A lot of suggestions have been made by various researchers on how to overcome these challenges of integrating information literacy in the curriculum. MacConald (2000), suggests that library instruction program should be on how to access and retrieved and used information. This can be achieved by integrating credit-bearing courses in information literacy in the curriculum. Rockman, (2004) observed that faculty-librarians collaboration have improved students learning and also assisted faculty in establishing learning priorities that enable students to be equipped with information literacy skills.

Faculty-librarians collaboration in the information literacy is critical for student learning process. Faculty and librarians must collaborate to help students create opportunities and be able to evaluate the quality of the information they obtain. Bennett, & Simning (2010) observed that faculty and librarians are not the ones who work independently and in isolation, because both have mutual goals towards student's academic achievement. They need to collaborate in teaching students information literacy in the new learning environment. Howard & Jamieson, (2014), argues that the teaching of information literacy should be the responsibility of faculty and librarians, rather than limited to the library. The importance of information is what has transformed the world into a global village, and also a knowledge based economy. It is on this premises that Rockman (2004), emphasizes that Information literacy is not just a library issue, but it is an educational and global issue. In order for everyone to be information-literate librarians and faculty at various institutions of learning should ensure that education and skills needed in the information age is been provided.

Effective collaboration between faculty and librarians is not easy in practice. Many authors have giving guidelines on how to achieve faculty-librarians collaboration. Bruce (2018), states the Following as tips on strengthening faculty-librarian collaboration:

1. **Take the initiative:** This means that librarians should take the lead in originating ideas on how to collaborate with the faculty. They should learn about what has worked elsewhere and how they can apply it.

2. **Seize opportunities**: This has to do with librarians utilizing every opportunity to educate students and faculties on how to apply their literacy skills in their assignment and research work. Librarians should educate faculties on various services and information resources available for them.

3. **Be open-minded:** Librarians should be open-minded when dealing with the faculty in various areas, to achieved students basic information literacy skills, and help them build a solid foundation of research skills for their academic work.

4. **B e purpose driven**: Faculty and librarian should know the purpose while they are collaborating and been driving by that purpose, and not necessarily a matter of librarians vs. faculty who is viewed as more important by students and others.

5. **Break down silos**: Silos will make faculty and librarians collaboration not to be successful. It is advisable that faculty and librarians break down silos, so that they can collaborate effectively for the benefit of the students.

Conclusion

Having seen from the various literature reviews, how important it is for faculty and librarian to collaborate in teaching and integrating information literacy in the curriculum, it is expected of them to pave the way for successful information literacy in the new educational environment. Institutional management, and all the stakeholders, including faculty and librarians should concentrate on how information literacy can be integrated and taught in higher education, because it has become a critical issue to acquire and equip students with information literacy skills for academic success in our educational system. Although print resources abound in libraries, technology presents enormous opportunities for the promotion of collaborative environment in higher education. In the present era of Information age, electronic resources in every subject area have become popular and globally embraced by all library clientele of tertiary institutions as they complement the traditional information resources. There is need for faculty and librarians' collaboration to ensure that students' grasp the skills needed to survive in this digital age. Information literacy can be said to be part of user education programmes. It is designed to teach users, specifically students in their educational pursuit. Thus they become competent in the ability to search for information on their own in any aspect of knowledge and can satisfy their information needs.

Recommendations

1 Faculty members and librarians should collaborate to draw up teaching modules to be used in one on one classroom, as well as on-line teaching.

2 It is suggested that institutions should integrate information literacy course in their entire curriculum.

3 Institutional and administrative support to information literacy should be adequately provided for it to be fully implemented.

4 It is imperative for faculty and librarians to ensure that students acquire the information literacy skills that will enable them recognise and solve information problems for academic success.

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Leaving No One Behind: Promoting Literacy in Nigeria through Inclusive Library and Information Services

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Abstract: Literacy is undeniably the catalyst as well as the anchor of any nation's development hence, a strong correlation between the literacy level and the socio-economic status of any nation. Regrettably, illiteracy rate in Nigeria is alarmingly high, based on the revelation of the Federal Minister of education in 2017 that nearly 65 to 75 million Nigerians are Illiterate. The Library is a veritable instrument for literacy crusade, being an information and educational resource eminently and conspicuously positioned to promote literacy through inclusive library and information services. This paper dwells on the relevance of the library in literacy promotion in Nigeria. It also spotlights the roles of the library in promoting literacy. The paper irradiates some challenges libraries and library professionals face with regards to literacy promotion as well as proposing ways forward.
Keywords: Literacy; Illiteracy; Literacy Campaigns; Public Library; Sustainable Development; UNESCO.

Introduction
Literacy is the mainstay of any nation's development hence, any nation that fails to prioritize literacy is doomed to fail. "Literacy affects labour quality and flexibility, employment, training opportunities, income from work and wider

participation in civic society" (Musingafi and Chiwanza, 2012). Furthermore, UNESCO (2016) revealed that "the World Literacy Forum estimates the cost of illiteracy to the world economy as 1.2 trillion dollars." Murphy (2006) notes that "Illiteracy is essentially a personal tragedy … It is a failure of the individual (usually through no fault of his own) to achieve his full potential and to escape the confining prison of ignorance and poverty" (Murphy, 2006). According to Graff (2008), experts have acknowledged the significance of literacy in individual and societal development. This explains why it is given prominence in the United Nations' 2030 Agenda for sustainable Development. To this end, UNESCO has duly set September 8 of every year aside as International Literacy Day.

Illiteracy poses a serious threat to the overall development of any society, hence is considered a serious socio-economic problem. This is because illiteracy, according to UNESCO (2017) "accompanies poverty, low life expectancy, political oppression, and underdevelopment." Unarguably, those who are literate and educated have the tendency to participate actively in the activities that support and promote the sustainable development of their communities. On this note, UNESCO and other concerned international organizations and agencies have launched aggressive literacy campaigns aimed at raising literacy rates across the globe. However, report of recent literacy survey in Nigeria revealed that preponderance of Nigerian citizenry is illiterate. This development calls for drastic measures. In the prevailing circumstance, libraries which are eminently and conspicuously positioned to champion the course of literacy promotion should rise to the challenge by adopting more inclusive strategies and a broader vision to promote literacy in Nigeria.

Literacy conceptualized

The term 'literacy' has been conceptualized by many schools of thought. It is "the state or condition of being literate" (New International Webster's Comprehensive Dictionary of the English Language, 2010). UNESCO (1993) defined a literate person as "someone who can with understanding both read and write a short simple statement on his/her everyday life." Learning which is necessary for an individual to attain a certain level of literacy is endless; otherwise, a relapse may occur. Therefore "literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society" (UNESCO, 1993). On the words of Graff (2008), "literacy is commonly considered the ability to read and write at a designated level of proficiency." According to UNESCO (1993), illiteracy/literacy are in many occasions used to explain issues relating to:

- Traditional mass literacy
- Functional literacy;
- Semi-literacy (those who leave school after a short time);
- Instrumental illiteracy (adults who have never attended schools);
- Linguistic illiteracy (immigrants not literate in the host country language);

- New literates (those who have just obtained a reading skill);
- Information illiteracy, which is a recent concept describing those unable to use the information offered in a technological society.

In this modern society, basic literacy is considered inadequate for an individual to function effectively and efficiently, hence, the need to attain a high level of literacy referred to as 'functional literacy'. Taking this into consideration, while the term 'literacy' is discussed, its functional consequence, applicability, or impact is considered as well. In view of this, Murphy (2006) declared:

> *... the single most important consideration in defining literacy is its functional significance. The ability merely to read and write at low levels of proficiency does not qualify a person effectively to meet the practical needs of daily life. Within increasing complexity of modern societies, the individual must be able to read simple instructions, write a legible letter, and engage intelligently in contractual relationships. This level of competence is referred to as functional literacy and the failure to achieve it is functional illiteracy (p.775).*

Functional literacy, according to UNESCO (1993) suggests the literacy level an individual should attain so as to operate effectively in a complex industrialized society.

Moreover, mathematical or numerical skill is considered an important skill a literate individual should possess. However, Murphy (2006) regretted that "almost all definitions of functional literacy have concentrated on the ability to read and write, ignoring another important aspect of mathematical ability". Possession of mathematical literacy provides an individual with the knowledge of personal financial management and the ability to engage positively in business-oriented activities.

The value of literacy
Illiteracy constitutes a big mishap to an individual and a society at large. This is why Bakare (2015) stated that "people who are illiterate are far more likely to live in poverty, facing a lifetime marred by poor health and social vulnerability." Concerned about functional illiteracy, UNESCO (1993) lamented that it is a serious problem that needs urgent attention, otherwise it could adversely affect living conditions in the developed countries. Considering this, Youngman (2000) in Musingafi and Chiwanza (2012) warned: "for great majority of people, if life in modern society is to be lived to the full, they must be released from the bondage of illiteracy if they are to make their best contribution to their families, the communities and the nation." Popovic (2016) declared: "Literacy is an entrance to the world". Freire (n.d.) in Popovic (2016) argued that literacy is not just concerned about reading the word but principally, a basic right and a means of achieving other rights. According to Chisita (2011) in Musingafi and Chiwanza (2012), human development is unimaginable, and cannot be achieved in the absence of literacy.

In addition to its educational and socio- economic benefits, literacy has other critical importance among which is peace building. On this, Popovic (2016) contends: "… we cannot say that literacy brings peace but we can say that literacy allows critical thinking which can lead to different

choices, choices other than extremism." Relating this to Nigeria which has battled insurgency for over a decade, the present Governor of Kebbi State, Alhaji Atiku Bagudu in ("Illiteracy rate in Nigeria alarming", 2017) affirmed: "most of the security challenges the country faced were manifestations of the level of illiteracy in the country. "We have an army of people whose inability to read can be exploited by divisive elements in the country."

There is no gainsaying that those competencies as information literacy, Information and Communication Technologies literacy etc., which individuals need so as to function effectively and efficiently in the modern society stem from basic literacy. "Even though we live in information age when information and computer literacy are much more important than just good reading skill; our information literacy is based on the literacy skills that we have developed at our early age" (Nazarova, 2010).

The term 'promotion' means "advancement, furtherance, or encouragement" (New International Webster's Comprehensive Dictionary of the English Language, 2010). Library is conspicuously positioned to promote literacy, considering the important roles it plays in the cultivation of a healthy reading culture necessary for independent and lifelong learning. Libraries' literacy programmes have always been channeled towards encouraging people on how to read in order to become literate and be relevant in the societies they belong to.

Libraries and literacy promotion
Literacy is an ability acquired through learning, usually in educational setting.

This confirms Graff (2008) declaration that "literacy is not an inborn human characteristic, but rather an ability that is learned, most often in schools." Although schooling is very critical for literacy to flourish, it is not enough. It is unthinkable to achieve a modern and literate society without libraries, which according to IFLA (2015) "are uniquely situated to promote literacy". Library is therefore a veritable instrument for the promotion of inclusive literacy.

Public libraries play vital roles in giving the citizenry a chance to acquire literacy by providing access to information materials and services. By encouraging reading and promoting literacy through inclusive library and information services, public libraries contribute immensely to the development of individuals and the society at large. Considering the significant functions of libraries in cultivation of widespread literacy, the world's largest library organization – IFLA in support of the UNESCO's development agenda on literacy, has held several congresses focused on fostering literacy through public and school libraries, where they also proposed guidelines which provide helps in promoting library services to support literacy works. The Public Libraries Section of IFLA is therefore tasked with issues regarding libraries participation in literacy promotion globally.

Promotion and sustenance of literacy is one of the significant functions of public libraries. Public libraries are educational and community resources which operate in heterogeneous or complex environment to provide educational, information and cultural materials in print and non-print media

to people irrespective of their differences. It is established with the central aim of educating and enlightening every member of the public or citizenry. In the United States of America, this role has earned the public library the name "people's university". Library is undeniably essential for the accomplishment of any community-wide literacy programme.

Exposing children to reading at early stages in life is one of the surest ways of nurturing literacy. This is one of the essential roles of libraries in literacy promotion. Storer (2015) acknowledged the significance of library in promotion of childhood literacy when he argued: "…while it's true that literacy typically begins with family, libraries have a vital role to play." This suggests that librarians should develop ways of getting children develop interest in reading at early stage so as to sharpen their literacy skills. Still on library's roles in promoting childhood literacy, Storer remarked:

> *There are several ways librarians can promote childhood literacy besides more interactive story time session, too. For instance, getting involved with Reach Out and Read programmes that work with state and local library systems can allow librarians to create book lists, coordinate environment more conducive to reading, work on joint grant applications to further literacy efforts and train volunteers to better promote childhood literacy in the community (p.2).*

Early Inculcation of reading habit in children and Childhood reading experience not only guarantee childhood literacy; it also enables children to adjust from their reading difficulties. "Public libraries in carrying out this role of education can identify reading problems of children at an early age and remedy them before they lead to frustration and school dropout" (Musingafi and Chiwanza, 2012).

Public libraries encourage non-literate adults to acquire literacy as well as follow up the literate ones so that they do not relapse to their former state. On this note, Kong (2011) commented: "library-based adult literacy programs are major contributors in the education of adult learners in urban and suburban communities … the public library is a little explored organization where adult literacy services are provided for free".

Foreigners or migrants are usually considered elements of an illiterate society due, to language barriers. Libraries therefore make provisions for them to adapt successfully to their host communities and contribute meaningfully to their socio-economic development by assisting them in learning the major, or official languages of their host communities. "Libraries create connections to local institutions and build English language skills for immigrants and non-native speakers" (Kong, 2011). Public libraries also extend literacy programme to adults who have are not adequately skilled in use of official languages such as English Language so as to accommodate learners from different cultural backgrounds.

IFLA (2003) suggests some guidelines to libraries and librarians on promotion of literacy. According to IFLA, the guidelines are prepared to guide librarians who believe in, and are willing to demonstrate the philosophy that libraries and literacy are

inseparable. However, although library-based literacy promotion crusade have the same target globally, approach could vary based on political, social, economic factors in a country, which might influence library-based literacy programmes positively or negatively. Based on the IFLA (2003) guidelines, librarians involved in literacy campaign, although activities of programmes may vary depending on home factors, should determine the following:

- Who is our audience?
- How do we start planning and developing community cooperation?
- Who are our potential partners?
- What materials are needed and how do we choose them?
- How do we train our staff?
- How do we promote our literacy program?
- How can we tell if we are successful?
- How do we keep our program going? (IFLA, 2003).

Nigerian libraries need to take on these guidelines for effective library-based literacy promotion in the Nation, in response to the prevailing worrying rate of illiteracy in Nigeria. Nigerian libraries need to be in strong collaboration with the existing literacy-promoting organizations like the National Commission for mass literacy, Adult and Non-formal Education, Agency for Mass Literacy, and others to provide comprehensive and all-inclusive library and information services to the needy population. Furthermore, attention should be focused on the disadvantaged groups and communities where literacy rate is reportedly low. The National Bureau

of Statistics (2017) in Ajibola (2017) reported Nigeria's literacy index as of 2017. According to this report, "the states where majority of people can neither read nor write are those in the Northeast, Northwest, and North-central" (National Bureau of Statistics, 2017; in Ajibola, 2017).

As a matter of urgency, outreach services should be well-supported in troubled areas like the North-East Nigeria, where access to library services might have been undoubtedly marred by the ongoing insurgency, and where need for library services may not be ranked among peoples' immediate needs due to prevailing circumstances. North-East Nigeria has experienced sustained Boko Haram Insurgency which has crippled their educational and socio-economic activities, and created millions of Internally Displaced Persons who have little or no access to library services. Unfortunately, the National Bureau of Statistics (2017) in Ajibola (2017) reported Yobe State, a State in the North-East Nigeria as having the lowest literacy level (7.23%) in Nigeria. This is worrisome! In the light of this, in the course of executing library-based literacy programme, this recent report on Nigeria's literacy index should serve as a guide to libraries as to the areas to be given special attention.

Challenges libraries face with regards to literacy promotion
Previous studies show that libraries encounter myriad of challenges in literacy promotion crusade. Some of these challenges are:

1. **Fiscal constraints**
   One major issue on which many other problems depend is fiscal constraint. Nigeria is yet to recover

from a serious economic difficulty. While in recession, governments are unable to meet their financial obligations to the ministries or agencies which depend on them for funding. This invariably leads to budget cuts. Unfortunately for the library, it is a service-based institution, and not revenue-generating one. During serious economic conflicts such as this, libraries compete unfavorably with revenue-yielding institutions for the limited monetary allocations from governments. This grossly affects inclusive library services for literacy promotion. In view of this, Kong (2011) lamented: "… libraries have been able to continue to provide library services, including literacy services to adult learners and their families for free. Due to extensive budget cuts, these programme gains are being threatened" (Kong, 2011).

2. **High cost of library resources and services**
   Nigerian has, for the past years experienced series of currency devaluation which has always placed the exchange rates on the high sides. This invariably leads to high cost, and subsequent scarcity or shortage of books and other reading materials, commonly described as "book famine". The general consequence of economic-related challenges is the adoption of fee-based library services for cost recovery. This sometimes discourages patronage, especially in developing countries where need for library services seem not to be ranked among the essential or immediate needs. This constitutes a challenge to library-based literacy programmes because "there is an

evident connection between lack of books and illiteracy" (UNESCO, 1993).

3. **Financial misappropriation**
   David Cameron, the immediate past Prime Minister of the United Kingdom once described Nigeria as "fantastically corrupt" even though he was, under pressure, made to retract this statement. Although Nigerians vehemently criticized Cameron for this statement, it is a common knowledge that Nigeria is seriously infested with corruption. At the time public libraries lament on poor funding, finances earmarked for equipping public libraries are in most cases misappropriated by those at the helms of library management. Sometimes, resources not acquired are falsely claimed to be acquired and the money is diverted. Commonly, library heads with questionable character do inflate costs of library resources in connivance with suppliers and divert the excesses. This unhealthy practice starves the library with materials and services needed for successful library-based literacy programmes.

4. **Dearth of trained and committed staff**
   The library personnel who should participate in library-based literacy promotion crusade are required to possess necessary trainings. IFLA (2015) noted that such trainings could be obtained through "pre-professional education, in-service training or as continuing education". Moreover, IFLA suggested three types of training for effective execution of literacy programme. These include: "training for staff working with the

public, training for library staff managers of literacy projects, and training for literacy tutors and persons providing services" (IFLA, 2015). Unfortunately, these trainings seem to be lacked in the curricular Nigerian library schools. Also, in-service training and continuing education for library-based literacy prorammes appear to be nonexistent in Nigerian public libraries' policies. Moreover, working in library generally requires commitment and sacrifice. Librarians, most often fall short of these expectations. Thus, poor raining and the lethargic attitudes of librarians constitute challenges to successful library-based literacy programme.

5. **Absence of relevant information materials or resources**
   Materials used for library-based literacy programme must be tailored to the needs of the selected populace. In most cases however, the appropriate materials are either lacking or insufficient, resulting in providing the populace with irrelevant materials. Use of materials haphazardly selected might discourage the inhabitants of a selected locality from participating in literacy programmes, especially when materials do not meet their needs.

6. **Problem of partnership**
   For a successful library-based literacy programme, libraries are expected to be in close partnership with educational, cultural, religious, and community-based organizations and institutions that are engaged with education and literacy promotion. However, such partnership, if at all exist in Nigeria, seems to be rather weak.

7. **Poor state of Nigerian public libraries**
   Public library in Nigeria is one of the institutions that suffer serious neglect from the governments. Most public libraries in Nigeria are currently in deplorable conditions due to governments' inattentiveness on issues relating to library development. A case in point is a report by Banjo (2018) on the pitiable state of many public libraries in Lagos State, which he described as "archaic, dusty and empty". If this is obtainable in Lagos State which has been a centre of civilization for centuries, we can imagine what the situation would be in other states of the federation. Another point of reference is a report on the deplorable state of the National Library of Nigeria by Ngelale and Sanya (2017) captioned "Nigeria's National Library: Intellectual Sanctuary in Ruins." Unfortunately, the National Library of Nigeria is the role model of other libraries in the nation. Summarily, the sorry state of Nigerian public libraries adversely affects library-based literacy promotion.

Recommendations

Possible solutions to the challenges libraries encounter with regard to library-based literacy promotion include:

1. **Availability and accessibility of books and reading materials**
   Books and other materials needed by public libraries for literacy promotion should be provided and made accessible to users. According to Irunegbo et al. (2013), "if people are to stay literate, they must have access to a variety of

written documents and continue the habit of reading in their adult lives." On this note, "Bring Back the Book (BBB)" campaign launched by Dr. Goodluck Ebele Jonathan on December 20, 2010 was aimed at reviving reading culture and improving literacy by delivering books to the doorsteps of the needy. Such initiative should be sustained at all cost. Also, Nigerian libraries should utilize such opportunities offered by concerned foundations such as Books for Africa, Book Aid International, Sir Emeka Offor Foundation, etc. which provide succor.

2. **Encouraging early literacy by providing necessary reading materials and services** Libraries, especially public and school libraries are in position to assist children to achieve early literacy. Daines (2014) noted: "library staff and services – particularly by public and school libraries - can make a huge impact to increase the number of children who read, increase levels of engagement and build literacy skills." Haggen (2017.) in Chikelu (2017, p. A43) stressed: "children need access to a large variety of books: fiction develops a child's love of stories, empathy for others, and strength of character, while nonfiction allows them to explore the world and learn about others". Libraries should therefore encourage and promote increased access to children's literature at home and provide easy-to-implement solutions for families on literacy issues. This is important because "early literacy helps to 'immunize' children against illiteracy" (Neary, 2014).

3. **Cooperation with other literacy-promoting organizations**
   Libraries can effectively combat illiteracy when they cooperate with other concerned stakeholders. "There are many groups who provide different types of cultural, information and literacy services to the community. Working together, library staff and these groups will be more likely to succeed in their community" (IFLA, 2015). Similarly, UNESCO (1993) suggested that libraries need to collaborate with schools and adult education, study organizations, local groups and societies; mass media such as local radio stations, local press and television. Partnership with concerned public and private organizations will attract book donations, infrastructure, and other assistance needed for literacy promotion. "For libraries to have a meaningful impact in this effort, educators, social workers and librarians themselves must understand the various roles each play, and work together in a partnership to help improve literacy levels" (UNESCO (1993).

4. **Cultivation and promotion of reading culture**
   Reading is the surest and safest escape route from illiteracy and poverty. The library should engage in programmes aimed at inculcating reading habit into the masses. Also, the library needs to launch an aggressive campaign against youth's obsession with movies, social media, sports, fashion, entertainments, music, etc. which pose serious threat to their literacy and education. Moreover, an illiterate individual

cannot use the library effectively, hence the need for libraries to fight illiteracy from the root. On this note UNESCO (1993) warned: "public libraries … must be ever vigilant that their use is as barrier-free as possible. Since illiteracy is a major barrier to such use, librarians must do their part to help eliminate this stigma."

5. **Libraries should encourage family learning and reading**

     Libraries should create platforms to educate parents on the need to create time for reading and studying with their children and keep the exercise sustained as their children grow up. Children's practice of reading and studying together with their parents creates a lasting impact in children's educational life. In view of this, Neary (2014) cautioned: "literacy begins at home - there are number of simple things parents can do with their children to help them get ready to read but parents can't do it all alone, and that's where community services, especially libraries, come in." Family learning and reading encourages interaction between children and their parents and this facilitates family literacy. Besides this, it enables parents to understand or identify how best their children can learn.

6. **Adoption of 'talk, sing, read, write, play' strategies**

     This is an aspect of library outreach programme for families organized by Carroll County Public Library, Maryland, USA. This could serve as a model to public libraries in supporting parents cultivates and inculcate good reading habit in their children. Nigerian public libraries should adopt such programme to help parents prepare their children for lifelong literacy.

7. **Outreach services**

     Libraries outreach services is one of the reliable means of extending library services to the disadvantaged groups and communities who have little or no access to library services. One major benefit of outreach service is that it brings people close to the library. Daines (2014) noted: "it is important that libraries shout about their work in promoting literacy". Reaching out directly to people through informal discussion groups enables librarians to know which services people expect from libraries based on their needs. Stoltz (n.d.) in Neary (2014) noted "… if libraries can listen and respond to families, it is helping us do our best work." Outreach services such as book mobiles need to be strengthened to help close the literacy gap existing between the urban and the rural dwellers. This should also be centered on the disadvantaged groups and communities like people living in slums, physically challenged, the internally-displaced persons (IDPs), the confined, rural dwellers, etc.

8. **Development of school libraries**

     Priority should be given to the development of school libraries as these play important roles in early literacy. Librarians and library organizations should therefore strongly advocate for development of school libraries because children have their first reading experiences in these libraries.

9. **Encouraging home/family libraries for children**

Literacy as earlier noted "begins from the home." Enabling environment where literacy could thrive should be created for children at home. Haggen (2017) in Chikelu (2017) emphasized need for families to increase access to children's books, and siting libraries at home thereby encouraging their children to become lifelong readers. "When kids have a large library, they are more likely to be frequent readers who read books for fun five-seven days a week" (Haggen, 2017; in Chikelu, 2017).

10. **Adequate training for library personnel involved in literacy programme**

For effective literacy-based literacy promotion, there is need for training. Librarians who will participate in library-based literacy crusade need training in such areas as identifying the target audience, planning and development of community cooperation, knowing materials needed and how to choose them, evaluation of the programmes, among others. These areas of training are doubtfully covered in the curricular of Nigerian library schools. Generally, there is need for teaching and study of issues relating to libraries and literacy promotion in Library and Information Science schools.

Conclusion

The rate of illiteracy in the country is still alarming despite heavy investments in education. This is confirmed by the Federal Minister of Education, Adamu Adamu in ("Illiteracy Rate in Nigeria Alarming", 2017) who lamented that "the country had about 65 million to 75 million illiterates." By adopting inclusive library and information services in literacy promotion; whereby every Nigerian, irrespective of gender, ethnicity, social and economic status, educational attainment, religious background, and residence is provided with the opportunity to acquire basic and functional literacy, Nigerian libraries can help to drastically reduce illiteracy rate in our Nation. Insurgency and other security challenges Nigeria currently grapples with are clear manifestations of the country's low literacy rate. This is because illiterate elements in the society are vulnerable to be used as ready-made instruments for destruction and socio-economic destabilization. Given that a large number of Nigerians are reported to be illiterate calls for drastic measures. Libraries should rise to this development by embarking on inclusive library and information services for literacy promotion. This, if successfully launched will make an impressive impact on Nigeria's literacy rate.

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