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Livingspring Journal of Library and Information Science (LJLIS)

**A Journal of the Nigerian Library Association
Osun State Chapter**

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Livingspring Journal of Library and Information Science is a peer-reviewed print and electronic journal owned and published by the Osun State Chapter of the Nigerian Library Association. Livingspring Journal publishes scholarly articles and essays that make clear contributions to the scholarship of theory and practice, original articles in all aspects of library and information science. Furthermore, emphases are given to articles that are critical, empirical, well-researched and theoretical, practice-based and analytical. Contributions that focus on innovative and reflective approaches to knowledge, theory, practice, current, past, and emerging theories of librarianship and library practice, as well as reports of successful, innovative, or experimental library procedures, methods, or projects in all areas of librarianship, set in the context of applied research are welcome.

Livingspring Journal of Library and Information Science

EDITORIAL

It is with great pride and joy that we introduce the maiden edition of the Livingspring Journal of Library and Information Science (LSJLIS), an official publication of the Osun State Chapter of Nigerian Library Association. The editorial members of this maiden edition were recommended on 5th of April, 2017 during the state ordinary general meeting held at the Hezekiah Oluwasanmi Library, Obafemi Awolowo University, Ile-Ife.

The Editor-in-Chief and the Associate Editor have PhD in the fields of librarianship and information resources management with rich experiences in scholarly communication. The Editor-in-Chief, Dr Jacob Opele bagged his PhD information resources management at the prestigious foremost faith based Babcock University, Ilishan-Remo, Ogun State with specialization in knowledge management. The Associate Editor has a PhD in librarianship at the premier University of Ibadan, Ibadan, Oyo State. Both have published in top professional and academic journals locally and internationally. Their appointment as the pioneer editorial board members, has equally added to the quality of the articles in this first edition as well as its acceptability in the academic community. Other members hold masters' degree in library, archival and information studies at the University of Ibadan, Ibadan, Oyo State. They have practiced librarianship for more than two decades. Their unique experiences had also contributed to the success of this first edition.

The *Livingspring Journal of Library and Information Science* is a peer-reviewed print and electronic journal that publishes scholarly articles and essays that make clear contributions to the scholarship of theory and practice, knowledge management, records and archive management, health information management and original articles in all aspects of library and information science. Furthermore, emphases are given to articles that are critical, empirical, well-researched and theoretical, practice-based and analytical. Contributions that focus on innovative and reflective approaches to knowledge, theory, practice, current, past, and emerging theories of librarianship and library practice, as well as reports of successful, innovative, or experimental library procedures, methods, or projects in all areas of librarianship, set in the context of applied research are welcome.

The Journal aims to provide a stimulating and challenging forum for contributors to describe, theorise and reflect on their area of calling and is particularly interested in contributions that have relevance to local, national, continental and global context. There are six articles in this maiden edition comprising:

1. *Influence of school libraries on academic achievement of students in selected secondary schools in Ilesa, Osun State, Nigeria;*
2. *An assessment of the influence of academic qualification and work experience on employment of staff in two federal university libraries in South-West Nigeria;*
3. *Planning school library services for students' satisfaction in public secondary schools in Imo State;*

4. *Utilization of indigenous knowledge and quality of life of rural people in Idemili South Local Government Area of Anambra State, Nigeria;*
5. *Information literacy skills for sustainable development goals in the 21st century Nigeria.*
6. *Osun State University Library system: The story so far.*

I am sincerely grateful to the members of the Osun State Chapter of the NLA, the editors, eminent reviewers, editorial advisers as well as numerous persons who have contributed immensely towards the realization of this maiden edition. Time and space constraints will not permit me to list all their names. A special appreciation goes to the chairperson of the NLA, Osun State Chapter, Dr. (Mrs.) Modupe A. Aboyade for providing the enabling environment for this maiden edition. Above all, to the Almighty God for the gift of life and the privilege to produce this first edition.

Jacob Opele, PhD
Editor-in-Chief

Nigerian Library Association, Osun State Chapter

MESSAGE FROM THE CHAIRPERSON

I have enjoyed almost three years as Chairperson of the Osun State Chapter of the Nigerian Library Association, and this has made me aware of the significance of journal production for professional development especially in the field of Library and information science. Professional development entails learning to maintain professional credentials such as academic degrees, learning opportunities situated in practice meant to help librarians and to improve their knowledge competencies, skills as well as effectiveness and efficiency at work. Examples of activities that contribute to professional development and growth are continuing education, participation in professional organisations, keeping abreast of research development, skill based training, etc.

Dr. (Mrs.) M.A. Aboyade

The need for Osun State Chapter journal became necessary due to the need to increase research outlets for serious ethical works in the rapidly burgeoning field of Library and Information Science. The starting point was the positive response from the entire members of the Nigerian Library Association, Osun State Chapter, at the Ordinary General Meeting of the Association held on the 4th April, 2018 at the Redeemed College of Missions, Ededimeji. At the floor of the house, members agreed that a journal to be named Living Spring Journal of Library and Information Science (LISJOLIS) should commence.

The aim of the journal is to produce qualitative research work that is of equal relevance to practitioners and academics. That is, *the journal is expected to cater for the interest of a wide range of library and information professionals worldwide.* The Editor-in-Chief, Dr. J. Kehinde Opele, and the Associate Editor, Dr. W. A. Aboyade and other executives swung into action immediately to have this maiden issue produced and made visible via this medium

Living Spring Journal of Library and Information Science (LSJOLIS) is therefore, a publication of the Osun State Chapter of Nigerian Library Association. First of its kind in the State since over two decades of its existence. Over the years, the non-existence of the journal has created a vacuum in the professional development of the Association. This is because, the academics in the profession have not been able to fully display and publish ethical research work in their own journal. This dream, having been actualized, would give room for authors in various disciplines within and outside the State to present and share their research findings to the public through this medium.

The first and subsequent issues of the Living Spring Journal of Library and Information Science is and would be edited and reviewed by a cream of Editors and Reviewers who will painstakingly read through the manuscripts and provided copious comments which would greatly improve the quality of the papers for publication. The
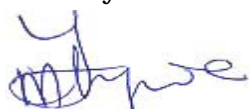
articles in this publication would focus on a variety of issues relating to library and information profession.

The work of Dr. J. K. Opele as the Editor-in-Chief and Dr. W. A. Aboyade, the Associate Editor has in no means added much value to the articles in this edition. This has in turn added value to the State Chapter activities, and the library profession in general. I am sincerely grateful for the opportunity, having served the Association in various capacities rising through to become the Chairman of the Association and actualising this vision.

I send my best wishes to all who have made it possible by evaluating the articles in it, subscribing to it, writing for it and reading it. I am happy to have this dream come true with the maiden issue of the ***Livingspring Journal of Library and Information Science*** hosted on this website. The website is well designed to be readers and users friendly and attractive.

To the Osun State Chapter members, especially the Exco, for provision of funds, I am grateful. To the Editors and consultants, for all round support in actualising this vision, you are all highly appreciated for painstakingly going through the manuscripts and offering abundant useful suggestions and comments to make the work publishable. Also to all contributors for sending-in their articles for publication. We cannot do without you all.

Thank you.

Dr. (Mrs.) M.A. Aboyade,
University Librarian,
Ladoke Akintola University of Technology (LAUTECH),
Ogbomoso.

Notes to Contributors

The Editorial Board hereby calls for well researched, empirical, theoretical, practice-based and robust articles on contemporary issues relating to library and information science

Authors are required to submit their papers electronically in MS-WORD document format to:
1. livingspringjournal@gmail.com
2. opelejk@gmail.com
3. abowakan@gmail.com

Guidelines and General Information

(a)   Title of paper, name of author(s), affiliation of author(s), e-mail and telephone number of leading author (if more than one).
(b)   **Font and size:** (Times New Roman, size 12).
(c)   **Abstract**: (Not more than 250 words).
(d)   **Keywords**: (Not more than five (5).
(e)   **Body of text**: Introduction; Literature; Methodology; Results and Discussion; Conclusion; Recommendations, References, Tables and graphs (Not more than 4000 Words).
(f)   **References**: American Psychological Association (APA) citation Style, 6th ed., 2010 (www.apastyle.org).
(g)   Table(s) and figure(s) should be embedded in the text and discussed immediately after presentation.
(i)   Assessment fee = ₦5,000.00: Publication fee   =   ₦15,000.00.
(j)   Submitted articles will be peer-reviewed.

Publication Agreement

1. *Livingspring Journal of Library and Information Science* is a peer-reviewed journal that assures quality.
2. Authors are to adhere strictly to our publication requirements (font type – Times New Roman, font size 12, 1.5 spaced)
3. We own the journal copyright while the contents remain the legal document of the authors
4. Authors own the ethical and legal issues relating to plagiarism typographical errors.
5. An edition of a journal will not allow two (2) articles by an author.

As part of the submission process, authors are required to make sure their submissions comply strictly with all of the publication guidelines, and submissions that are inconsistent with the journal requirements may be returned to authors.

The Editorial Board welcomes comments and suggestions towards the improvement of the journal websites

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Influence of school libraries on academic achievement of students in selected secondary schools in Ilesa, Osun State, Nigeria

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Abstract

The indispensability of school libraries on teaching and learning in secondary schools and consequently the academic performance of the students cannot be over-emphasized. This paper investigates the influence of libraries on teaching and learning in secondary schools. To address the issue adequately, the study is limited to Ilesa in Osun State. Questionnaire was used to collect data for this study. Three hundred (300) SS 2 secondary school students were selected from 10 secondary schools in the two local government areas in the city. The data collected were analyzed using simple frequency and percentage. Findings show that though there are buildings designated as school libraries, many of them are not well equipped and adequately staffed to serve the information needs of the students. Other findings show that the school libraries have very low utilization of ICT facilities; this indicates that they are yet to embrace the digital revolution that is driving service delivery in institutionalized organizations all over the world. However, the paper recommends establishment of libraries and continuous upgrade of ICT facilities as well as recruitment of qualified and experienced Librarians in secondary schools to ensure robust service delivery for sustainable development and growth of secondary school education in the country.

Key words: School libraries, electronic resources, information and communication technology, curriculum.

Introduction

The school library is the cornerstone of the school community which is integral to teaching and learning. Researches over the years have indicated that good school library programmes are linked to higher academic achievement in students (Tung & Chang, 2009). Erikson and Markuson (2007) stated that, the library is a place where students learn to use technology as a tool to explore the world of knowledge. By providing teachers and students with a full range of print and electronic resources to support learning, the school library enhances students' achievement. A well-stocked and well-staffed school library has a positive impact on students' achievement regardless of the socio-economic or educational level of the community. School libraries provide teachers and students with a current collection of multi-perspective and multi-format resources aligned with the local curriculum and international academic standards. This collection forms the core of the schools' information infrastructure and serves as a gateway to the world beyond the classroom (Lance, Rodney & Hamilton-Pennell, 2006).

The study examines the positive effect of access to books and information and communication technology (ICT) resources on reading achievement. It also emphasises the importance of staffing the school libraries with certified librarians who play important roles in teaching critical thinking skills, leading the way for technology use, and inspiring literacy. Library collections need to be diverse in terms of subject matter in order to cater for the needs of learners and to attract existing and new users. In the case of books, this would mean fiction and non-fiction of different levels, to cater for every able learner as well as those who struggle to read. Books should also be made available in formats attractive to learners, especially non-readers and reluctant readers and these should include: graphic novels; comic books; and e-books among others. Non-book materials in the collection would include computers, audio-visual items such as audio books, DVDs, music, online resources, digital resources, games in electronic formats (Paton-Ash and Wilmot, 2015). Schools with a well-equipped library, staffed with full-time certified librarians and appropriate support staff contribute significantly to gains in students' learning. High quality school libraries not only help students to read more, but also help them learn how to use and process information better and to perform better in tests and examinations.

Levels of library funding, staffing levels, collection, size, and range, and the instructional role of the librarians, all have a direct impact on students' achievement (Bates, 2000). The fundamental purpose of school libraries is to provide access to books and that access is the primary factor that leads to raising students' test scores in all aspects of literacy. Libraries play a vital role in all stages of education especially in junior secondary and senior secondary education. Libraries in schools are the natural supporting centres for individual's intellectual development and are particularly important today in view of the shift in emphasis towards individualized and holistic learning (Clark, 2010).

Libraries are learning hubs, each with a full range of print and electronic resources that support students' achievement. Today's school libraries must be gathering places for people of all ages and all interests to explore and debate ideas. School libraries have the most significant impact on learning outcomes when they are supervised by a school librarian, who works collaboratively with teachers, to help all students develop a love of reading, become skilled users of ideas and information, and explore the world of print and electronic media resources (School Libraries Work, 2016). The prevailing scenario of libraries in senior secondary schools in Nigeria is not encouraging. A lot needs to be done in order to provide our schools with well-

organized libraries with qualified professionals to develop the interest of students in objective reading. Currently, the situation is such that a few books locked in a classroom are given the status of a library in absence of any standards and guidelines. This paper critically investigates and presents findings about the existing status of senior secondary school libraries in Ilesa, Osun State.

Objectives of the study

The study is intended to achieve the following objectives:
- Examine the available resources in the school libraries;
- Find out if students utilize the available resources in the school libraries;
- Emphasize the importance of objective reading to students' academic achievement; and
- Identify the roles of library personnel in the libraries.

Research questions

- What are the available resources in the school libraries?
- Do secondary school students utilize the available resources in the school libraries?
- How important is objective reading to the secondary school students' academic performance?
- What are the roles of library personnel in the school libraries?

Literature review

Okiy (2013) stated that, the Federal Government of Nigeria knows the importance of libraries to educational development hence, as far back as 1981, stressed the need for school libraries in the Nigerian educational system in the National Policy of Education and reiterated this further in the revised National Policy of Education (1998) as follows:

> *As libraries are one of the most important educational services, proprietors of schools shall provide functional libraries in all their educational institutions in accordance with the established standards. They shall also provide for training librarians and library assistants for this service. The function of the library therefore is to implement, enrich, and vitalize the educational programmes, as it strives to attain excellence in content, process and product.*

Being a carrier of knowledge, the library is a vital partner in knowledge management and shares with all other instructional agents their responsibility for systematically designing, carrying out and evaluating the total process of learning and teaching. The development of education may be said to be synonymous with the development of library and library services within any given community. Libraries are very relevant to the development of our educational system (Everhart, 2013) and the school library supports all students in learning and practicing skills for evaluating and using information regardless of form, format or medium, including sensitivity to the modes of communication within the community. It provides access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions, organizing activities that encourage cultural and social awareness and sensitivity, working with students, teachers, administrators and parents to achieve the mission of the school.

All these functions are fulfilled by school library by developing policies and services, selecting and acquiring resources, providing an intellectual access to appropriate sources of information, providing instructional facilities and employing trained staff. School library helps to update knowledge and improve the standard of teaching and learning ability. School library programmes are structured to develop students' self-confidence, empower them to transfer the life skills they learn to various situations (Valenza, 2010).

School libraries are perceived to play a central role in education as a social construct. That is, a social network through which students and teachers engage in reading, promoting, quiet games, social skilling, researching, working on computers, group playing a pivotal role in socialisation of the whole school community. It could be for the solo readers, group research or rowdy and stimulating discussion and debate which, for the students, help shape the attitudes, abilities and interests of people as they move from being ego-centric little critters to hopefully beings capable of thinking and caring outside their own square. School libraries are also a part of an evolutionary process of change and development, as the information landscape changes. School Library Works (2016) stated that, the purpose of the school library includes provision of a flexible space with a wide and inclusive range of resources to support learning and teaching throughout the school. This should include development of a culture that promotes wider reading, motivated readers and learners for life and provision of a place for collaborative learning, creativity, and for developing independent research and information literacy skills. Owoeye and Yara (2011) stated that, the chief purpose of a school library is to make available to the pupils at their convenience, all books, periodicals and other reproduced materials which are of interest and value, which are not provided as basic or supplementary textbooks. They further noted that, the library occupies a central and primary place in any school system as it supports all functions of the school. School library information resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to be able to achieve educational goals.

School library resources should include books, periodicals, magazines, and newspapers, films, computers, filmstrip, videotapes, recording of all types, good materials for secondary education on arts and sciences, reference books such as dictionaries, encyclopaedia, and directories of local and state governments, yearbooks, handbooks and subject bibliographies, CD ROMs among others. Oniovosa (2004) asserted that, in a survey around the world on the reading ability of the children, one of the factors that positively influence children's reading achievement is the availability and accessibility of books and other non-books resources in their immediate environment, at home, in the classroom and in the library. School library collections inform, educate, entertain and enrich students at all levels. Students learn faster and their literacy skills grow rapidly when they are able to explore information that is meaningful to them (SLW, 2008).

Reading is the art of interpreting printed and written words, a basic tool of education and one of the most important skills in everyday life. Reading is both interactive and transactional and it involves the use of verbal symbols in the construction of messages, ideal and concepts for the purpose of negotiating meaning. The reader tries to get out of the text, the information, message or meaning which the writer has put down. It is the product of two basic components i.e., word recognition and language comprehension. Bradshaw (2015) asserted that, learning activities including reading is associated with better cognitive ability. Palani (2012) is of the opinion that, effective reading is an important avenue of effective learning and reading is interrelated with the total educational process hence, educational success requires successful

reading habit. He believes reading is the identification of the symbols and the association of appropriate meaning with them. Comprehension skills help the learner to understand the meaning of words in isolation and in context. The problem most students have that contributes to their poor performance in tests and examinations is lack of proper reading. Vocabulary acquisition and fluent writing will result in success in examination. Reading improves analytical thinking skills, and enhances overall critical thinking skills in students which are essential in helping students to learn how to think clearly.

The important roles of trained personnel in the running of an effective, result oriented school library cannot be overemphasized. Considering the unprecedented quantity of information learners are exposed to, Luhtala (2012) opined that, librarians' role is more important than ever. School librarians help all students to gain access to, evaluate, ethically use, create, share, and synthesize information. Studies consistently show that higher test scores result when school librarians are involved with instruction and the correlation is positive especially regarding disadvantaged students who often do not have access to resources and computers in their homes. By providing students equal guidance and access to print and digital resources, school librarians help to close gaps between privileged and at risk students (Chan, 2008). Thus librarians serve an important role in school systems particularly in guiding students to develop skills that will help them to access information (Brzozowski, 2015).

Methodology

A descriptive research design was adopted for this study. Data were collected in order to determine the influence of school libraries on the academic performance of secondary school students in Ilesa City. Three hundred (300) copies of questionnaire were administered in some schools that form the studied population for inferential purposes. The questionnaire has four sections A-D. Section A was designed to elicit information on demographic variables such as name, age, class and school while Section B was designed to get information on the available learning resources in the school libraries. Section C was designed to gather information on utilization of school library resources while Section D was designed to elicit information on the importance of reading students' achievement.

The population for the study consists of all the 4,425 secondary school two (SS 2) students in Ilesa City, Osun State. The sample size consists of 10 schools; 5 from each local government area comprising 3 public secondary schools and 2 private secondary schools. The study was limited to SS 2 students. Multi stage sampling technique was used to select the sample size for the research. The first stage was the selection of all the secondary schools in Ilesa West and Ilesa East Local Government Councils. The second stage was the use of simple random sampling to select five secondary schools comprising 3 public and 2 private secondary schools from each of the Local Government Councils making a total of 10 schools. The third stage was the selection of 30 students in each school making a total of 300 students in all through the simple random sampling technique.

The research instrument (questionnaire) was devised as a recording tool and administered on the respondents in the eight (8) schools to collect data about the variables under investigation. The questionnaire gathered the required facts adequately with utmost confidentiality. The questionnaire solicited information on the availability of school libraries, library materials, and their impact on reading by students and the data were analysed using descriptive statistics

Data Analysis

This section deals with the analysis of data and discussion of the findings obtained on the survey conducted. A total of 300 copies of the questionnaire were administered among the randomly selected secondary school students. The response rate of the students was 100%. Data was analysed using descriptive design of simple percentage.

Table 1: **Demographic and class distribution of students**

Gender	Frequency	Percentage (%)
Male	148	49.33
Female	152	50.67
Total	**300**	**100.0**

Source: Field work, 2016

Table 1 shows that 152 (50.367%) respondents are females while 148 (49.33%) are males.

Table 2: **Information resources available in the school libraries**

S/N	Information Resources	Frequency	Percentage (%)
1.	Encyclopedia	50	16.7
2.	Dictionaries	200	66.7
3.	Textbooks	240	80.0
4.	Novels	150	50.0
5.	Magazines	125	41.6
6.	Journals	50	16.7
7.	Biographies	40	13.3
8.	Other items	50	16.7

Table 2 presents the information resources available in the school libraries. Fifty (50) students (16.7%) affirm the availability of encyclopaedia in their school libraries. Nearly all the libraries have dictionaries with 66.7% acceptance. 240 (80%) of the respondents indicated the availability of textbooks in their school libraries, while 150 (50%) respondents affirmed that, novels were available in their school libraries. 125 (41.6%) indicated the availability of magazines, while 50 students (6.25%) and 40 students indicated they have journals and biographies in their libraries respectfully.

These results confirmed the researchers' observation during the field work. These result are in contrast to the opinion of Halsey (2008) that the school library must be well equipped to afford the students with the lifelong learning skills and develop their imagination, enabling them to live as responsible citizens. This table is in line with the first objective which seeks to examine the available resources in the school libraries

Table 3: **ICT resources available in the school libraries**

S/N	Items	Frequency	Percentage (%)
1.	Projectors	30	10
2.	PCs/Laptop	120	40
3.	Servers	30	10
4.	Broadband (Internet access)	30	10
5.	Online databases	-	0
6.	Scanners	60	20
7.	CD/DVD	-	0
8.	Routers/Switches	30	10
9.	Television	60	20
10.	Photocopier	90	36
11.	Printers	-	0

Table 3 shows ICT resources available in the school libraries. Only 30 (10) % students indicate they have projectors which they use during presentations, seminars, workshops, etc. Majority of the schools do not have servers, internet access, online databases, routers, television, etc. This shows that the level of ICT utilization in the secondary school libraries is very low. None of the has fax machine. The result shows that most of the secondary schools have no modern resources necessary to enhance teaching and learning in secondary schools. It should be noted however, that the few students that indicated the availability of some ICT resources are in the private schools This negates the opinion of Lance et al (2006) that, it is important that secondary school students should have available to them current and appealing information in all formats. This should include books, magazines, newspaper, internet, video, television and radio. The table depicts the first objective which seeks to examine the available resources in the school libraries and answer the first research question on the available resources in the school libraries.

Table 4: **Utilization of school libraries**

S/N	Questions	Yes	%	No	%
1.	Do you have a library in your school?	240	80.0	60	20.0
2.	Do you have a library period on your time table?	90	30.0	210	70.0
3.	Do you get needed information from the school library?	80	26.6	220	73.3
4.	Are you satisfied with the available resources in your school library?	70	23.3	230	76.7

Table 4 indicates that even though all the 240 (80%) of the students have libraries in their schools, only 90 students out of those that have school libraries have library period on their time table while the remaining 150 students do not have library hour. Library hours are important in the achievement of the purpose of establishing school library as well as the mental development of the students. During these periods, school library personnel have the

opportunity to impact the students with necessary information. Students can also interact with the library personnel and get their favourite materials. From the finding, absence of library hours is common, particularly in the public secondary schools. This finding supports the work of Education Resource Service (ERS, 2005) which describes library hour as an important aspect of good practice in school libraries. Despite the fact that most of the students involved in the study have school libraries, only 80 (26.6%) get needed materials from the school libraries and only 70 (23.3%) are satisfied with the available resources in the libraries. The table seeks to pursue the second objective which seeks to find out if the secondary school students utilize the available resources in the school libraries and answer the second research questions on the utilization of library resources, it will be observed from the table that many of the students do not maximally utilize the available resources in the school libraries.

Table 5: **Role of reading to students' performance**

S/N	Questions	Yes	%	No	%
1.	Do you visit the library to read assigned textbooks?	90	20	240	80.0
2.	Do you find material you love to read in the school library?	80	60	120	40.0
3.	Do you believe your achievement can be better if you read your assigned books?	240	80	60	20.0
4.	Is your school library conducive for reading?	115	38.3	185	61.7
5.	Do you spend enough time reading in the school library while preparing for examination?	88	29.3	212	70.7

Table 5 presents the response of students to the importance of reading to their academic achievement. 60 students representing 20% visit the school libraries to read assigned textbooks while the remaining 240 (80%) students do not visit the library to read assigned books. 80 (60%) of the respondents find the materials they love to read in the school libraries while 120 (40%) students do not find the materials they love in the school libraries. 240 (60%) students believe their academic achievement can be better if they read assigned books. 115 (38.3%) students reported that their school libraries are conducive for reading while 185 (61.7%) stated that, their libraries are not conducive for reading.

During the period of preparing for examinations, 88 (29.3%) spend time to read in the library while 212 (70.7%) students do not read in the school libraries. The finding supports the assertion of Palani (2012) that, effective reading is an important avenue of effective learning and reading is interrelated with the total educational process hence, educational success requires successful reading habit. Reading has an important role to play in aiding academic achievement of secondary school students and for students to achieve better in their academic, they should visit the school libraries often to read while preparing for examinations. This tables addresses the third objectives which seeks to find the importance of objective reading to academic achievement of the students and answers the third research question that objective reading is important to secondary school students' academic achievement.

Table 6: Availability of school librarians in the schools.

Questions		Frequency	Percentage (%)
Do you have a professional librarian in your school	Yes	90	30
	No	210	70
	Total	**300**	**100**
Do you receive library instruction from your school librarian?	Yes	30	10
	No	270	90
	Total	**300**	**100**

Table 6 describes the availability of school librarians in the schools studied. 90 students (30%) have professional librarians in their schools while 210 students (70%) do not have professional librarians in their schools. 30 students out the 90 students who have professional librarians receive library instructions from their school librarians, the remaining 60 students do not receive any instruction from the school librarians. Previous researches on school libraries had established the important roles of school librarians, but these key staff are hardly available in most the school libraries. This finding confirms the work of Williams, Wavell and Morrison (2013), which stressed that the availability of qualified library personnel can raise test scores, enabling the accomplishment of learning outcomes, and providing the personal qualities that encourage a vibrant but safe learning environment. School libraries may be available and well-equipped but little can be achieved in the absence of trained personnel. This depicts the fourth objective that examines the roles of library personnel and answers the fourth research question that school librarians have important roles to play in the secondary schools.

Findings

The findings of this study reveal that the resources in the school libraries of the selected schools are not adequate. The commonest resources in the school libraries are textbooks, while reference sources such as biographies, encyclopedia are scarcely available in the school libraries. It was also discovered that, the available resources are not being adequately utilized by the students and that, reading has an important role to play in aiding academic achievement of secondary school students. Even though school librarians have important roles to play in assisting the secondary school students to maximize the use of the school library resources, some of the schools involved in this study do not have professional school librarians to manage the school libraries.

Conclusion

From the analysis of the study, it can be concluded that, there is need to equip the school libraries with relevant and adequate resources because there are a few relevant information materials in the school libraries; dictionaries, textbooks, and encyclopedia top the list. Other relevant materials like journals, magazines, biographies, yearbook, abstracts etc. are either too few or conspicuously absent. ICT facilities, particularly Internet access is scantily available in the school libraries. It shows that majority of the schools are yet to embrace the digital revolution that is rapidly driving service delivery all over the world. There is need to encourage the students to make use of the available resources in the libraries. The teachers can help by giving the students assignment and projects that will take them to the libraries.

Students should be made to appreciate the importance of reading to their academic achievement. No doubt students can read at home but the place of reading in the libraries cannot be over-emphasised Students have a lot to gain when they read in well-equipped libraries, as they will have access to a wide range of reading materials that may not be available at home. School librarians have important roles to play in making the school libraries to fulfil their purposes.

Recommendations

i.   School libraries should be well-equipped with enough reading materials and Information and Communication (ICT) resources, as this will increase the interest of students in school libraries.

ii. Students should be encouraged to utilize the available resources in the school libraries. Time should be allocated on the schools' time table to allow the students to visit the school libraries.

iii. Students should be made to know the importance of reading to students. They should be encouraged to read their assigned books in the school libraries.

iv. School librarians should be employed to manage the school libraries. They should be trained and re-trained so as to help the students get the best from the school libraries.

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An assessment of the influence of academic qualification and work experience on employment of staff in two federal university libraries in South-West Nigeria

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Abstract

This study examined the influence of job recruitment variables of academic qualification and work experience on employment of staff in Hezekiah Oluwasanmi Library, Obafemi Awolowo University, Ile-Ife and Kenneth Dike library, University of Ibadan. Two research objectives and two null hypotheses were raised to guide the study. The ex-post facto research design was adopted. The population comprised all the librarians and library officers in the libraries under study. A structured and validated questionnaire titled "influence of academic qualification and work experience on employment of library staff questionnaire (IAQWEELSQ)" with a reliability index of 0.865 was used as instrument for data collection. Data generated were analysed using the mean (x) and standard deviation; while t-test and ANOVA were used to test the null hypotheses at 0.5 level of significance. The findings revealed that, recruitment variables of academic qualification and work experience have significant influence on employment of staff in the libraries under study. Consequent upon the findings, it was recommended among others that, prospective employees should endeavour to acquire requisite qualifications and work experience to broaden their chances of securing employment in competition-driven Federal University libraries.

Keywords: Academic qualification, work experience, employment, university Libraries

Introduction

Librarianship today has become a complex profession requiring specific and detailed knowledge of many kinds. It is no longer an all comers' affairs, but one that requires that rigid standard be set for those entering into the profession. Fundamentally, the library is made up of the building; books (information materials like print and non- print), and most importantly the brain. The brain entails the staff or personnel who organize the operations of the library. A library can have an excellent collection of documents, plenty of online resources and a magnificent building, but if it does not have a competent workforce (staff), it will lose its relevance; because the complicated services which a modern library renders do not organize and run 'themselves' but must be modified, improved and extended in the light of changing conditions (Uzuegbu & Arua, 2012). The key, therefore, to successful library services rests on having reliable, honest, informed and skillful persons in both major and intermediate positions.

According to the Librarians' Registration Council of Nigeria (LRCN) (2014), for effective and efficient service delivery, it is required that the academic library be staffed with a mix of the relevant personnel, which include academic librarians (i.e. professionals), library officers (para-professionals), and support staff. Whichever category, the quality of persons recruited to render library services determines to a great extent, the quality of output and satisfaction given to clientele. As a result, the selection of library personnel becomes a matter of foremost concern to librarians and information managers.

Jagath (2005) opines that, a library's strength is generally determined on the bases of its resource collection, equipment, staff, technology, investment capability, and the managerial process. Nnadozie (2007) observes that, "the staff is the most important possession of any library. This is because the staff provides the managerial, technical, professional and other support services". The author further maintains that, the planning of library services, organization of resources and coordination of routine activities rest on the shoulders of the staff. Thus, the achievement of set goals of any library depends to a large extent, on the calibre of staff.

In order to provide information products and services that will meet the expectations of the users, there is need for committed, competent, educated and motivated library staff. To this end, staff recruitment in university libraries is a goal that is not only indispensable, but one that should be pursued with principles subsumed in certain variables that point to the employees' competence and eligibility. However, the process of recruiting university library staff has overtime been influenced by various factors. Researchers such as Onwubiko, (2004); Nwachukwu, (2006); and Uzuegbu and Arua, (2012) have identified educational qualifications, experience, age, research and publications, membership of relevant professional bodies, marital status, locality, referee reports, passion, minimum salary, gender, religion, ethnicity, ICT skills as potent variables considered in recruitment of staff in today's technology driven university libraries. In all these, academic qualification and work experience formed the focus of this study in two Federal university libraries in South West, Nigeria.

Statement of the problem

Acquiring high quality and talented personnel is critical to the success of any university library. As the job market becomes increasingly competitive and more saturated with available skills growing more diverse, recruiters have become more selective in their choices. This is because,

poor recruitment decisions can produce long-term negative effects. In recent times, it has been observed that internal and external advertisements for librarians in university libraries in Nigeria lay emphasis on the variables of educational qualification; work experience; research and publication; membership to relevant professional bodies and referee reports as essential components of curriculum vitae accompanying application letters for employment into their libraries. But no one knows to what extent each of these variables influences the suitability or otherwise of applicants for employment as sometimes they seem to be mere window dressing or 'fulfillment of all righteousness'. More so, not only that the views of practicing librarians in the context of what, or to what extent some of these variables should be considered during recruitments are scarcely known, review of empirical studies show that there is a paucity of literature on the influence of job recruitment variables on employment of staff in federal universities in South West zone of Nigeria. It therefore becomes imperative to ask; how do the selected job recruitment variables of academic qualification and work experience influence employment of library staff in the selected Federal university libraries in South-West Nigeria? This study was an attempt at finding plausible answer to this question, thereby filling the obvious gap that exists in literature on the subject of employment and recruitment variables in the university libraries under study.

Objectives of the study

1.   To determine the influence of academic qualification on employment of staff in Hezekiah Oluwasanmi Library, Obafemi Awolowo University, Ile-Ife and Kenneth Dike Library, University of Ibadan.
2.   To examine the influence of work experience on employment of staff in HOL, OAU, Ile-Ife and KDL, UI.

Null hypotheses

Ho1:   There is no significant influence of academic qualification on employment of staff in Hezekiah Oluwasanmi Library, and Kenneth Dike Library.
Ho2:   There is no significant influence of work experience on employment of staff in Hezekiah Oluwasanmi Library, and Kenneth Dike Library.

Review of related literature

Academic qualifications and employment of university library staff

There have been various studies with various results on the nature of relationship between prospective employees' qualifications and their employment in organizations. Nnadozie (2007), notes that library work is no more an all comers' affair because of the rapid growth and complexity of the profession, but one that requires that rigid standard be set for those entering the profession. Accordingly, Singh (2014) opines that, libraries need the services of professionally qualified librarians for proper administration of the system. Hence, educational qualifications of librarians influence the organizational health of libraries. Higher academic and professional qualification leads to better library management and ultimately better library services". Specifically, Nnadozie (2016), observes that because of the complexity of university librarianship, its professional manpower is required to possess specific educational qualifications in addition to other professional certifications.

Given that the function of an academic librarian is essentially academic in nature, Lawal (2002) believes that, employees should be properly qualified academically and otherwise to be able to cope with the intellectual demands of their jobs. Supporting this assertion, Onwibiko (2004) submits that, recruitment and assimilation into libraries should be based on merit spearheaded by academic qualification. Accordingly, Ifidon and Ifidon (2007), recommend that, "applicants to be selected for library work must have adequate professional qualification in librarianship which should be supported by adequate experience. They must be intellectually sound and be imbued with love for knowledge". Hence, they believe that the minimum academic and professional qualifications, which are clearly spelt out by the LRCN are mandatory requirements for those being interviewed for appointment in libraries (depending on the level of appointment) to determine their employability.

According to the LRCN (2014), which is the regulating body for librarianship in Nigeria, a prospective librarian must have been trained and awarded a minimum of bachelor degree in library and information science from a recognized library school and be certified by the body. Academic qualification according to Onwubiko (2004), should never be compromised during recruitment of prospective librarians by university libraries. Job recruitment variables in university libraries have been the focus of some empirical investigations within and outside Nigeria. The result of the study by Amadi (2012) on the influence of academic qualification and work experience on employment of library staff in University of Port Harcourt (UNIPORT) and Rivers State University of Science and Technology (RSUST) shows that, the two institutions attach great importance to academic qualification and work experience. The respondents further attested that the three variables played a significant role during their employment process and that their institutions are currently practicing the same trend. Similarly, other empirical investigations on this subject by Tewell (2012); Uzuegbu and Arua (2012); Akhilish and Prerana (2016) indicate a high positive influence of academic qualification on employment of library staff.

Although, much as academic qualifications alone may not guarantee total and quality job delivery, it gives an employee a sound and solid platform and serves as a threshold for explosive performance, all other things being equal. Hence, LIS professionals are expected to be academics of higher order with competence to work in a hypertext, networked and digital environment.

Work experience and employment of university library staff

Work experience comprises years of exposure to work, skills or abilities acquired and general contribution to knowledge within a given period of time. It entails skills gained through being actively involved in or exposed to something over a period of time. Philosophically, experience is knowledge acquired through the series of engagements and not through abstract reasoning. Shaffril and Uli (2010) observe that, work experience is a significant factor in employment, noting that the use of experienced manpower yields good work performance. They claim that the more experienced an applicant is, the higher work performance he has, hence the centrality of the place of experience in determining the employability of a candidate. According to Akhilesh and Prerana (2016), employability skills are transferable core skill groups that represent essential functions and enabling knowledge, skills, and attitude required by the 21st century workplace. Employability skills are necessary for career success at all levels and for job and service industries. Irrespective of their fields, employers of labour always look for

competent, best qualified, skilled, experienced and suitable employee for their organizations. The Library and Information sector is not an exception to this.

Ifidon and Ifidon (2007) opine that, experience is one of the mandatory requirements for those being interviewed for appointments into university libraries. They further maintain that the needfulness of money in library operations notwithstanding, the centrality of the place of experienced librarians cannot be compared with any other resource of the library. In its prominence and placement, the university library conveys its integral role in supporting universities' core missions of research, teaching, town cum gown collaboration and education. The attainment of the lofty expectations from university libraries require that, the services of blended and experienced librarians are secured (Uzuegbu & Arua, 2012). There is a positive role of experience during recruitment of prospective employees which cannot be over-emphasized. It helps in developing skills in communication and team work as well as helps a young person to decide if a work area is likely to be what they want or not.

One of the most valuable benefits of work experience is that of placing a prospective employee in a real-life situation, as this gives him/her the opportunity to work with people for whom the job is their full-time occupation. It is worthy to note that requirements for experience during recruitments in libraries must be based on relevance to library operations. Hence, such experience must have been obtained while working in a library or similar organization.

According to Ekere and Ugwu (2011), the higher the work experience, the more satisfaction librarians derive from their job. It then follows that for one to stay put in a job for so long, would confirm the value of the job and at the same time would moderate the satisfaction of the worker. It goes to show the satisfaction of the acquaintance, adaptation and convenience of the worker, unlike the worker with shorter working experience. Hence, work experience is a factor that can influence employment and job satisfaction in university libraries in Nigeria. Evidently, the experience one gathers during work over years is bound to help librarians overcome associated challenges in future. More so, Singh (2014) describes experienced staff as an indispensable asset of any university library.

Methodology

The ex-post facto research design was adopted for this study. This design was chosen because the event that generated data for this study took place in the past prior to the conduct of the research. The population of the study consisted 65 and 78 librarians and library officers in HOL, OAU, Ile-Ife and KDL, UI respectively totaling 143. A structured questionnaire titled "influence of academic qualification and work experience on employment of library staff questionnaire (IAQWEELSQ)" was used as instrument for data collection. The questionnaire was developed using four-point rating scale responses of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument was validated by three validators who are senior lecturers in the department of Educational technology/Library Science at the University of Uyo and further subjected to a reliability test in which an internal consistent coefficient of 0.865 was obtained. Data generated were analysed using the mean (x) and standard deviation; while t-test and ANOVA were used to test the null hypotheses at 0.5 level of significance.

Decision rule: In testing the hypothesis, where the calculated t-value was less than the critical t-value, it was concluded that there is no significant influence between the variables and

the null hypothesis was accepted. On the other hand, where the calculated t-value was greater than the critical t-value, the null hypothesis was rejected indicating a significant influence between the variables tested.

The instrument was a four-point rating scale; therefore, the response set is given below:
Strongly agree – 3.50 – 4.0; Agree – 2.50 – 3.49; Disagree – 2.0 – 2.49;
Strongly disagree – 1.0 – 1.99.

On a four-point rating scale, the average mean response of cut-off mean is 2.50, thus, Mean response below 2.50 was deemed unacceptable while Mean responses of 2.50 and above were taken as agreed and as such accepted.

Data analysis and result

Table 1: **Summary of the respondents' mean scores on influence of academic qualification employment of staff in HOL and KDL**

S/N	Qualification in libraries	N	$\bar{x}$	Std. Dev	Remarks
1.	Only qualified applicants should be employed.	134	3.78	1.19	SA
2.	Certificates should be verified before employment.	134	3.98	1.10	A
3.	Importance should be attached to academic qualifications.	134	3.04	1.07	SA
4.	Librarians are to be certified by the LRCN before employment.	134	3.06	1.00	A
5.	I am qualified for my post.	134	3.80	0.40	SA
	Grand Mean		**3.53**	**0.95**	**SA**

* SA = Strongly agreed, A = Agreed

Table 1 shows the item by item analysis of the influence of qualification on employment of staff in the federal university libraries. The result shows that all the items have mean responses above 2.50 the cut off Mean. The result also shows that the grand Mean of all the items is 3.53; this indicates that academic qualification has a strong positive influence on employment of staff in federal university libraries under study.

Table 2: **Summary of the respondents' mean scores on influence of work experience on employment of staff in HOL and KDL**

S/N	Experience (in years) and Employment	N	$\bar{x}$	Std. Dev	Remarks
1.	1-5 years	27	2.89	1.02	A
2.	6-10 years	40	3.18	0.93	A
3.	11-15 years	35	3.29	0.46	A
4.	16-20 years	21	3.43	0.88	A
5.	21 and above	11	3.70	0.48	SA
	Grand Mean	**134**	**3.30**	**0.76**	**SA**

Table 2 above shows the summary of respondents on the influence of experience on employment of staff in federal university libraries. The result shows that librarians with

experiences above 21 years had a mean response of 3.70 and they thought experience should be considered during employment. This was followed by those with 16-20 years of experience. However, those with fewer years of experience were less inclined to consider experience as a very essential variable that will influence employment of library staff. This is shown in the result by the lower Mean ($\bar{x}$) responses for 1-5 years (2.89) and 6-10 years (3.18). However, the grand Mean shows a mean response of 3.30 indicating that work experience does have an influence on employment of staff in the two libraries.

Testing the null hypotheses

Hypothesis One**: There is no significant influence of academic qualification on employment of staff in HOL, and KDL**.

Table 3: **Summary of significant test of influence of academic qualification on employment of staff in HOL and KDL**

Group	N	$\bar{x}$	Std. Dev.	Df.	Tcal.	Tcrit.	Decision
Academic Qualification	134	3.53	0.95				
Employment of staff	134	3.20	0.88	132	3.058	1.96	Reject H$_o$

Tcal – calculated test-value, Tcrit- critical test value

Table 3 above shows the summary of the t-test analysis for the significant test for influence of qualification on employment of staff in federal university libraries in South-West Nigeria. The result shows that the grand Mean for qualification is 3.53 while the Mean for Employment of staff is 3.20. The result shows a calculated t-value of 3.058. At 132 degree of freedom and .05 alpha level, the critical value is 1.96. Since the tcal is greater than the tcrit alpha level, the critical value is 1.96. Since the tcal is greater than the tcrit, the null hypothesis is rejected, thus, there is a significant influence of qualification on employment of staff in federal university libraries under study.

Hypothesis two: **There is no significant influence of work experience on employment of staff in HOL and KDL**.

Table 4: **Summary of significant test of influence of experience on employment of staff in HOL and KDL**

	Sum of Squares	Df	Mean Square	Fcal	Fcrit
Between Groups	7.589	4	1.897	2.534	2.462
Within Groups	96.561	129	.749		
Total	**104.149**	**133**			

Table 4 presents the summary of the Analysis of Variance (ANOVA) test for influence of experience on employment of staff in federal university libraries in South-West Nigeria. The years of experience ranged from 1-5, 6-10, 11-15, 16 -20 and above 20 years. The result shows that the Fcal is 2.534. At 4 and 12 above 20 years. The result shows that the Fcal is 2.534. At 4 and 129 degrees of freedom and .05 alpha level, the Fcrit is .462. Since the Fcal is greater than the Fcrit, the null hypothesis is rejected and alternate hypothesis is retained, thus, there is a significant influence of work experience on employment of staff in the libraries.

Discussion of the findings

The result of the analysis on influence of qualification on employment of staff in university libraries indicated that qualification has a significant influence on employment of staff in the university libraries under study. This influence may be attributed to the fact that the nature of services offered by university libraries requires a high level of intellectual capacity and academic competence. It can also be linked to the recognition that, effective library service delivery in university libraries would only be a mirage unless competent and well qualified individuals are hired to execute library functions. The finding of this study is in line with Lawal (2002), who believes that employees should be properly qualified academically and otherwise to be able to cope with the intellectual demands of academic librarianship.

The findings from the result on the influence of work experience on employment of university library staff revealed that there is a significant influence of work experience on employment of staff in the libraries under study. This result may be linked to the desire of university library managers to hire applicants that have had good understanding of how the library system works and are ready to bring that experience to bear; rather than experimenting with fresh minds. The finding of this study is in tandem with Amadi (2012), who investigated the influence of experience on employment of library staff in UNIPORT and RSUST, in which the respondents attested that previous work experience played a major role during their recruitment and maintained that their institutions were still practicing the same trend.

Conclusion

From the findings of the study, it is concluded that, the variables of academic qualification, work experience influence employment of staff in the two federal university libraries studied. In all, the considerations given to the selected variables in the recruitment exercises of the libraries under study have been unveiled and the identified gap that existed in literature equally filled.

Recommendations

Based on the findings of the study, the following recommendations are made.

1.   In view of the stiff competition in the labour market, prospective employees should endeavour to acquire the requisite qualifications and work experience in order to broaden their chances of securing employment in federal university libraries.

2.   University library managers should institute continuous in-house training mechanism and other staff development programmes to retrain newly recruited staff before deployment.

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Planning school library services for students' satisfaction in public secondary schools in Imo State

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Abstract

The study examined the need for efficient planning of school library services and the satisfaction derived by the students in Imo State public secondary schools libraries. Planning is an essential management function which invariably precedes all other activities that lead to effective services in an organization especially library. Therefore, this research sought to determine how planning affects the provision of library services in these school libraries, examine the services provided and also the level of satisfaction derived by the students. Correlation and survey research design methods were adopted while two structured questionnaires were used as instrument for data collection. The population comprised all the senior secondary school students and teacher librarians (16,207 & 275) from 275 secondary schools in Imo State. A sample of 660 was drawn comprising 550 SS2 students and 110 teacher librarians using multi stage, purposive, and simple random sampling techniques. The research questions were answered using Pearson (r) and simple percentage. The finding showed that there was very low positive relationship between planning and students' satisfaction with library service which means that planning has a positive impact on library services and students 'satisfaction, and also that the major problems that militate against planning school library are lack of written statement of objectives, inadequate funding, etc.

Key words: Planning; students' satisfaction; library services; school library.

Introduction

The school library is seen as an information service centre located in a primary school, secondary school and teacher training college whose objective is to provide information to support learning activities in the school. The school library is the centre of the entire educational programme in the school community for without it, no profitable and rewarding educational programme can go on in the school environment because all the school activities depend on the school library (Akanwa & Mbagwu, 2016). The school library is also seen as the power house of the school system that assists teaching and learning by storing instructional materials.

One of the objectives of the school library, according to Akanwa (2010), is the provision of information services that can support teaching and learning activities in the school, while Anyanwu (2016) stated that, the school library inculcates library literacy and information finding skills in all the students and teachers. She pointed out that library services are those services provided for users in the library for maximum performance, and these services are in the form of book services, user education, reference and lending services, and extension activities such as excursions, film show, drama etc. The school library also promotes the development of reading skills and encourages long term learning habits through reading, listening and viewing of varieties of learning materials. For every school library to function effectively and provide the expected services to members of the school community, planning must be well applied in order to achieve its goal.

Planning is seen as the way an organization (school library) operates, makes a mission statement, formulates policies, budgets and embarks on programmes and projects that will satisfy the users. Hilbert and Alan (2011) defined planning as a managerial function which every supervisor including librarians must perform on daily basis. By planning, a supervisor realistically anticipates future problems and opportunities, analyses them and anticipates the probable effects of various alternatives, and decides on the course of that which should lead to the desirable results (Umar, 2013). Yape (2012) pointed out that, planning helps to organize future performance as it affects people, money, materials and services in the light of specified constraints and time frame. Planning of school library services is very necessary as it can help to attract students to the library.

For any school library to serve its clientele effectively and efficiently, planning must be adequately applied to the administration of the school library. Lack of proper planning in the provision of school library services can lead to chaos. In this research study, planning variables as they affect the satisfaction of students are measured to determine their effects on the provision of library services to students. Imo State is made up of six (6) education zones namely; Owerri education zone 1 & 2, Orlu education zone 1 & 2, Okigwe education 1 & 2 with 275 public secondary schools.

Statement of the problem

As stated above, school library is the centre of all the educational programmes in the school community, hence it needs to be well planned in order to achieve its objectives. Careful observations of these school libraries by the researcher revealed that there is poor planning of library services in these secondary schools in Imo State; as a result, students' satisfaction with library services are not achieved.

It was also observed that, these school libraries are faced with problems, such as inadequate organization of library services and resources, inadequate fund, inadequate staff, absence of standards for school library services and inadequate supervision of students. The existence of these inadequacies in school library practice may lead to ineffective planning of school library services. It is the view of the researcher that, the knowledge of the influence of planning on school library services may not have been adequately applied in these school libraries in Imo State.

The problem posed as a question is: what could be the relationship between planning school library services and students satisfaction in public secondary school libraries in Imo State.? The answer to this question is the focus of this study.

Objectives of the study

Generally, the study examined the effects of planning and students' satisfaction with library services in public secondary school libraries in Imo State. In order to achieve this broad goal, the following specific objectives were designed:

1. To determine the relationship between planning school library services and students' satisfaction;
2. To identify the areas involved in planning school library services;
3. To ascertain the types of library services provided to students in the secondary school libraries;
4. To ascertain if students derive maximum satisfaction from available library services;
5. To find out the problems affecting planning of school library services for students' satisfaction.

Research questions

In other to achieve the above objectives, the under listed research questions were framed to serve as guides.

1. What is the relationship between planning school library services and students' satisfaction?
2. What are the areas involved in planning school library services?
3. What types of library services are provided to students in the school libraries in Imo State?
4. Do students derive satisfaction from the available library services?
5. What are the problems affecting planning of school library services and students' satisfaction?

Review of related literature

Planning is regarded as the primary function of management that involves stating of objectives, ascertaining ways of achieving the objectives, evaluating resources and implementing the plan. Harold (2013) stated that planning is future and goal oriented. According to him, since development takes place over a period of time, planning designed to achieve development is seen as a continuous spiral process. In this regard, planning is not only concerned with objectives but with how to achieve them. For any school library service to be effective and satisfy the needs of the students, it must be properly planned and this involves a number of

considerations which include the following: the nature of the targeted users, the types of library services to be provide, acquisition and organization of library materials, the qualifications of staff to provide the services and anticipated funding implications (Greer, Grove & Fowler, 2007).

The areas involved in planning school library services are budgeting, accommodation, Information and Communication Technology (ICT), Library services etc. Nwamene (2004) is of the opinion that the school library budget should include the following headings; staff salaries and allowances, building funds and building maintenance, purchase of new books, periodicals and non-print materials, purchase of new equipment and furniture etc. The budget is a primary tool in the management of all organizations if well planned and subsequently funded. But Awunandu (1987) bemoans the fact that these budgets are not funded, that as far as the school library is concerned, budgeting is just a routine task for the teacher-librarians. The introduction and use of ICT in school libraries is spreading fast in school libraries in developed, but it is still at the take- off-stage in Nigeria school libraries. Ukoha (2003) advocates that ICT in school resources should be introduced to all children libraries (in school and public libraries) so that children may learn to use them from early childhood.

Library services are regarded as social services which are aimed at stimulating the reading habit of library clients. They play important roles in the educational, economic and recreational life of the society especially children (Hollindale, 2000). Bassey (2006) states that there is no doubt that library are in the business of providing services to its user community. To be most functional, the service it provides should correspond with the needs of its users, which is the reason for the existence of the library. According to Emenalor (1990) and Trece (2000), some of the services that are provided by the school library for its clients include reference service, lending service, ICT, quiz competition, story hour, Current Awareness Services etc. Onyia (2002) stresses that all these services are organized to satisfy the users and also attract them to the school library.

Libraries in all environments should endeavor to satisfy their users because without them, there will be no library. Therefore satisfaction of library users is measured by the number of people that use the library, therefore librarians are supposed to offer library services that will attract their users to the library. The school library is usually used by the children and young people, therefore services that will interest them will be introduced into the library. Igben (1993) concurs by stating that for a library to be most functional, the services it provides must correspond as closely as possible with the needs of the users. In the same vein, Trece (2000) and Abiga (2002) observed that the use of library by users and indeed their satisfaction with library services depend on the availability of suitable learning materials, library services, accommodation, competent staff and the organization of library resources.

From literature reviewed so far, it could be deduced that school libraries provide services to the students but there are still problems hindering their actual impact on the students. Onyia (2002) and Nwachukwu (2006) enumerated these problems as: inadequate accommodation, inadequate reading materials, poor funding, incompetent staff, lack of standard and non adoption of ICT, with poor funding as the most important problem militating against provision of library services. Nwachukwu (2006) submits that the problem of funding is crippling the services of the school library because they need money to acquire library materials, procure furniture and equipment and also organize programmes for the students.

Methodology

Correlational and survey research designs were used to conduct this study. The population of the study was 16,482 made up of 16,207 SS2 students selected from 12 local government areas, 275 teacher librarians in the 6 education zones of Imo State. Nine (9) secondary schools were selected from each of the local government apart from Ikeduru and Owerri Municipal where 10 schools each were selected because of the number of schools. Out of this, a sample of 660 was drawn, i.e., 110 librarians and 550 SS2 students from 110 public secondary schools in Imo State. Multi stage sampling was used to select the schools and its corresponding samples from the State, Zone, and LGAs. Purposive sampling technique was used to select SS2 students because they were old enough in the school and they were not in final class like the SS3 students. Thus, 110 public secondary schools out of 275 schools in Imo State were involved in the study, while simple random sampling was used to select 5 students each from the sampled secondary schools making a total of 550 students.

The researcher developed two (2) sets of rating scales to elicit information for the study captioned, "School Library Planning Questionnaire (SLPQ)" for the teacher librarians" and "Students Satisfaction with Library Services Questionnaire (SSLSQ)" for students.

The completion and return of the rating scales were done on the spot from each school which accounted to 100% return rate. Data obtained from copies of returned rating scales were analyzed using descriptive statistics as well Pearson Product Moment Correlation Coefficient (PPMCC) were used to answer research question 1 while simple percentage was used to answer research questions 2-5.

Results

The presentation of the result is according to the research questions.

Research question one: **What is the relationship between planning and students' satisfaction with library services?**

Table 1: **Correlation coefficient between planning and students' satisfaction with library services**

n	r	r^2	Decision
110	0.18	0.03 (3%)	Very low positive relationship

Table 1 shows the correlation coefficient of the relationship between planning and students' satisfaction with library services. The result of the analysis indicated that n is 110 while the correlation coefficient is 0.18, the coefficient of determination is 0.03. The index of 0.18 shows that there is a very low positive relationship between planning and students' satisfaction with library services. Also the coefficient of determination of 0.03 implies that 3% of the total variation in students' satisfaction with library services could be attributed to planning. Nevertheless, the fact that the correlation was positive, it also means that, as planning increases students' satisfaction with library services increases as well by 3%. The conclusion is that there is a very low positive relationship between planning and students' satisfaction with library services.

Research question 2: **What areas are involved in planning school library services?**

Table 2: **Areas of planning** (N = 110)

S/N	Items on Planning	Yes		No	
		Frequency	**%**	**Frequency**	**%**
1	Budget /Funding	110	100	0	0
2	Policy	35	34	73	66
3	Accommodation	30	27	80	73
4	Library services	103	97	3	3
5	Staffing	107	97	7	6
6	Information and Communication Technology (ICT)	110	100	0	0
7	Specific Project	110	100	0	0

Table 2 shows that the school libraries in Imo State plan for library services in the areas of, Funding (100%), adoption of ICT (100%), specific projects (100%). Employment of adequate staff (97%), inclusion of library services in the school activities (97%). Items with low scores are provision of accommodation and policy on library services at (27% and 34%) respectively. They also prepare yearly budget for each of these items with regard to research question 2.

Research Question three: **What types of library services are provided to students?**

Table 3: **Types of school library services provided**

S/N	Services	Provided		Not Provided	
		Frequency	**%**	**Frequency**	**%**
1	Current awareness services	110	100	0	0
2	Lending services	103	94	7	6
3	User education	110	100	0	0
4	Inter library loan	0	0	110	100
5	Excursion	100	90	10	10
6	Referral services	110	100	0	0
7	Drama	110	100	0	0
8	Reference services	110	100	0	0
9	Photocopying services	30	27	80	73
10	Reading competition	103	94	7	6
11	Display and exhibition	110	100	0	0
12	Computer practice/internet	110	100	0	0

(N = 110)

Table 3 shows the type of school library services that are provided and according to the respondents, current awareness, user education, drama, reference services, display and exhibition, referral services and computer practice/ internet are the ones that are mostly provided, and each of them scored 100%, excursion (90%). These are followed by lending services, and reading competition which scored 94% each. Whereas, photocopying services attracted low scores, inter library loan is not provided at all.

Research question four: **Do students derive maximum satisfaction from available library services?**

Table 4: **Students' Satisfaction with Library Services (N = 550)**

S/N	Services	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied	
		Freq	%	Freq	%	Freq	%	Freq	%
1	Current awareness service	307	59	195	35	20	4	28	5
2	Lending services	35	6	4	7	185	34	290	53
3	User education	51	9	90	16	106	19	303	55
4	Inter library loan	0	0	0	0	135	25	415	75
5	Excursion	0	0	30	5	270	49	250	45
6	Drama	277	50	203	37	55	10	15	3
7	Referral services	409	74	100	18	21	4	20	4
8	Photocopying services	0	0	0	0	300	55	250	45
9	Reading competition	17	3	30	5	290	52	213	39
10	Display and exhibition	350	64	190	34	0	0	10	2
11	Computer practice/internet	17	31	340	62	35	6	5	1
12	Hour of service	250	45	235	43	50	9	15	3

Table 4 shows that students are very satisfied with referral services (74%), display and exhibition (64 %), and current awareness (59%). Other services that attracted high ratings are computer practice/internet, drama, and hour of service. On the other hand, the services that attracted low scores are reading competition, excursion, photocopying, inter library loan, lending services, and user education.

Research question five: **What are the problems affecting planning of school library services?**

Table 5: **Problems affecting planning of school library services**

S/N	Problems	Frequency	Percentage
1.	Lack of standards	30	27
2.	Inadequate funding	93	85
3.	Lack of written statement of objectives	98	89
4.	Inadequate organization of library materials.	54	49
5.	Inadequate accommodation	25	23
6.	Lack of professional librarians	84	76

(N = 110)

Table 5 shows that inadequate funding (85%), lack of written statement of objective (89%) and lack of professional librarians (76%) are the major problems facing planning of school library services whereas lack of standard (27%) inadequate accommodation (23%) and inadequate organization of library materials(49%) are the least problems facing planning of school libraries.

Discussion of findings

In the relationship between planning school library services and students' satisfaction, it was observed that there is a very low positive relationship between planning and students' satisfaction and the hypothesis proved that the relationship is not significant. The result implies that planning has relationship with students' satisfaction, but the relationship is not significant. This finding is in consonance with Akanwa (2010) that the level of development in school library in the Eastern States of Nigeria is low, while the condition of the school library was very poor. Nwamene (2004) found in her study that due to inadequate planning of library resources and services in secondary schools in Imo State, students do not have the desire to use these school libraries. It can thus be explained that proper and adequate planning promotes library activities which enhance students' performance, and eventually lead to their satisfaction.

In the same vein, the result showed that, planning significantly influences the availability of library services to students in school libraries. From the finding, it could be deduced that school libraries plan for their library activities, particularly in the area of budgeting, library services, staffing, ICT, accommodation and specific project. School library budgets are normally included in the school's central budget and sent to the Ministry of Education. Budget is a very important activity in the planning of school library services because it is targeted at helping organizations to source for funds from the government or their parent bodies (Nwamene, 2004). It was also found that although these school libraries prepare yearly budgets, they are not well funded to procure ICT equipment, standard accommodation etc. So these school libraries suffer a severe case of underfunding. In as much as possible, they plan for adoptions of ICT, but only few libraries have computers in their libraries and internet connectivity. This finding corroborates that of Ukoha (2003) that, ICT resources should be introduced to school and public libraries so that students can learn to use them.

Furthermore, the results revealed that school libraries in Imo State provide services to their users, although these services are not very adequate, but they still use them to satisfy their students but they have a positive influence on students' satisfaction. This is exemplified by the availability of current awareness services, user education, referral services, excursion, display and exhibition etc. That is why Onyia (2002) emphasized that, all these services should be organized to satisfy users of school libraries.

The fact that students derive satisfaction from the library services provided to them especially in current awareness services , display and exhibition , drama, referral services, and computer practice /internet. These findings are in agreement with Trece (2000) that students are highly interested in programmes such as display and exhibition drama, computer practice/ internet.

As regards to the problems that affect planning of school library services in secondary school libraries, inadequate funding, inadequate accommodation, absence of written statement of objectives etc., were established from the study as problems that affect planning. From this investigation, inadequate funding is the most pressing problem that can affect school library services. Due to this problem, it is difficult to acquire reading materials, organize programmes and provide adequate library services for the students. This finding is in conformity with Nwachukwu (2006) that, the problem of funding is crippling the services of school libraries, because they need fund to acquire library materials, organize programmes and also purchase furniture and equipment for students.

Conclusion

From the outcome of the investigation, it was discovered that school libraries plan for their library services in so many areas but the level of planning is not sufficient. They also plan for library budgeting but the Imo State government most times does not carry out the budgeting implementation. Planning is an important aspect of every establishment especially with regards to library services and students' satisfaction. Planning school library services enhances the optimal performance of students and eventually leads to their satisfaction with available library services. Therefore for students to derived maximum satisfaction from the library services, there must be a positive relationship between planning and students satisfaction.

Recommendations

Based on the findings of the study, the researcher recommends that:
1. There should be proper and adequate planning of the available library services, because for any school library to serve effectively and satisfy the needs of the students, it must be properly planned.
2. Since the efficiency of any library and how it satisfies its users depend mainly on the competence of the personnel recruited to manage it, the researcher recommends the employment of qualified librarians in pubic secondary school libraries.
3. Attractive library services such as excursions, quiz/ reading competition, display and exhibition etc., should always be provided to the students in order to bring their attention to the library.
4. Provision of services in school libraries should be guided by standard set by the State or Federal Ministry of Education. This will enable all the school libraries to provide uniform services for students.
5. School library should plan and implement the adoption of ICT in providing library services.

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Utilization of indigenous knowledge and quality of life of rural people in Idemili South Local Government Area of Anambra State, Nigeria

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Abstract

Quality of life (QoL) is viewed as a good life and cultural conditions which include happiness and fulfillment of needs. The rural people seemingly under-use indigenous knowledge (IK) in terms of health, cultural values, and communication which has a negative impact on their QOL. This study investigated how utilization of IK determined the QoL of rural people in Idemili South local government of Anambra State. A survey research design was adopted for this study. The population consisted of 384 respondents from Idemili South LGA of Anambra State, Nigeria. A structured questionnaire titled utilization of IK and QoL of rural people in Idemili South LGA of Anambra State was used for data collection. A multi-stage sampling technique was used for this study. The findings revealed that uses of IK include: processing and preserving cassava, yam, cocoyam, and plantain. Challenges against the utilization of IK were: influence of modernization and western knowledge on younger generation, lack of interest in IK and rural-urban migration in search of greener pastures. Utilization of IK had significant positive influence on the quality of life of the rural people. The QoL of rural people depends on their effective utilization of IK. The study recommended that librarians should champion the documentation and preservation of various components of IK systems. Also, Ministry of Education should incorporate IK into the educational curriculum in order to promote the usefulness and its influence on the quality of life.

Keywords: Utilization of Indigenous Knowledge (IK); Idemili South Local Government; quality of life (QoL); rural people.

Introduction

Quality of life is the degree to which the experience of an individual's life satisfies that individual's wants and needs. It therefore reflects how and what people believe to constitute a good life and human satisfaction. The satisfaction derived from various life domains directly contributes to individual quality of life. The quality of life of a person is what he/she perceives it to be. For example, it consists of higher pay, longer holidays, satisfaction in working lives, time to pursue enjoyable and satisfying leisure, emotional fulfillment in relationships, and having a long healthy and happy life (Zaid & Poopola, 2010).

According to European Commission (2015), quality of life can be measured by a lot of indicators such as material living conditions, productive or main activity, income, personal and family life, leisure and social interactions, economic and physical safety. In addition, quality of life can be determined with the general characteristics of the community based on governance and basic rights, natural and living environment and overall experience of life. According to Zaid and Poopola (2010), the domains that are selected as indicators of quality of life are: educational level; health; income; and occupation.

Quality of life of rural people is connected to the utilization of indigenous knowledge (IK). The rural people have a relatively rich body of IK and related technologies with which they have been using for solving problems of food production, herbal remedies and other natural medicinal formations for health promotion. Despite the uniqueness of IK and technologies, the rural people seemingly under-use IK (Abanyam, 2012). In the traditional African context, girls avoided premarital sexual experience for fear of social punishments usually meted out to girls who lost their virginity before marriage. The situation today shows a contrast to this African cultural value. Studies repeatedly show that watching violent entertainment increases aggression in those who view it. Although modernization seems to present 'improved' life and ways of doing things, it is still important to note that IK is part and parcel of the traditional information systems on which information exchange and social interactions between and among people in a community rotate (Nnadozie, 2013).

Indigenous knowledge (IK) is based on social, physical and spiritual understandings which have informed the people's survival and contributed to their sense of being in the world. Africa has a rich body of indigenous knowledge which for many decades has been handed down orally from generation to generation (Grey, 2014). Such IK has traditionally played a vital role in the area of agriculture, animal and human health, natural resource management, education and other economic and social activities. IK has become an accepted term which includes the expressions, practices, beliefs, understandings, insights, and experiences of indigenous groups generated over centuries of profound interactions with a particular territory. According to Inter-Agency Support Group (IASG, 2014), IK is the innovations and practices of rural people around the world. Rural people according to Magni (2016) are those who have a historical continuity with pre-invasion and pre-colonial societies that developed on their territories. They consider themselves distinct from other sectors of the societies now prevailing in those territories or parts of them.

According to Nnadozie (2013) the pragmatic nature and utilitarian of IK causes everyday demand of life which is influenced also by non-indigenous elements such as indigenous response to innovation. For instance, farmers in rural communities rely on their native intelligence to determine the suitability of land for particular crops. It has been observed that

in Idemili South Local Government area of Anambra State, the rural people have reduced the extent by which indigenous knowledge is being used. This may be as a result of modernization or western culture on younger generation which has serious effects on indigenous health and quality of life of rural communities. This is particularly important for addressing the issue of indigenous knowledge utilization to improve the quality of life of rural people. This research therefore investigated how the utilization of indigenous knowledge determined the quality of life of rural people in Idemili South Local Government area of Anambra State.

Objectives of the study

The main objective of this research was to investigate how utilization of IK improves the quality of life of rural people in Idemili South Local Government area of Anambra State. The specific objectives are to:

1) Examine the uses of IK in Idemili South Local Government of Anambra State;
2) Determine the influence of IK Utilization and the quality of life of rural people in Idemili South Local Government of Anambra State;
3) Identify the challenges against the utilization of IK in Idemili South Local Government of Anambra State.

Research questions

The study provided answers to the following research questions.

1) What are the uses of IK in Idemili South Local Government of Anambra State?
2) What are the challenges against utilization of IK in Idemili South Local Government of Anambra State?

Research hypothesis

The following hypothesis was tested at 0.5 level of significant.

Ho1:   Use of IK does not significantly influence the quality of life of rural people in Idemili South Local Government.

Review of related literature

The concept of quality of life is the essence of life and its interaction with the social order and physical environment. Milivojevic, Kokic-Arsic,, Milovanovic, Savovic, and Tonic (2012) see the quality of life as quality of performance which is becoming more important than quantity adding that, old and young, men and women want to live healthy life with a peaceful and spiritually fulfilling life. All they want is highly ethical society in which they can trust, and that is not based on exploitation but on helping each other, which gives a real base to realize their hopes and dreams. This, in other words implies that, people want to be happy throughout their life. According to Bagheri-Nesami, Rafii, and Oskouie (2010), quality of life is a criterion for determining the power or force that makes a person tolerate challenging situations successfully in life.

Quality of life as a general term is meant to represent either how well human needs are met or the extent to which individuals or groups perceive satisfaction or dissatisfaction in various life domains. Understanding quality of life therefore has potential implications because improving quality of life is very essential to individuals' lifestyle and goals. This is because, quality of life reflects the extent to which human needs are met in terms of levels of happiness, pleasure, and fulfillment (Bruaer, & Dymitrow, 2014). The experience of rural people in having a good quality of life reflects a complex set of attitudes and expectations of life in relation to individual attitudes.

However, some major indicators of quality of rural life of rural people as identified by Zaid and Popoola (2010) are: educational level, occupation, income and health. On the other hand, Mabawonku (2005) posits that, IK is the basis for local level decision making in agriculture, healthcare, food preparation, music, arts, crafts, natural resources management and a host of other activities in the communities.

Ilo (n.d) identified some of the indigenous medical practices prevalent in the Nigerian society such as: heat therapy for treatment of fever; bone setting through indigenous orthopedic practices; use of 'Obialu-Ofuu' leaves for malaria treatment; and chewing of bitter leaf to quell stomach problems. Lwoga, Ngulube and Stlwol (2010) maintain that, knowledge of local herbs is normally transmitted in indigenous communities from grandparents to children, especially those who show interest in such a practice. Quality of life, on the other hand is a positive outcome that is meaningful for people and for the society, because it reveals how people perceive their lives and how well they live. (Brauer & Dymitrow, 2014).

Methodology

A survey research design was adopted for this study. The population consists of indigenes of the target communities in Idemili South Local Government of Anambra State made up of seven (7) communities with a total population of 237,900. The population includes the elderly and youths whose ages range from twenty to sixty-five years (20-65years). The sample size of the population was 384. A multi-stage sampling technique was used to select appropriate sample size for this study. A structured questionnaire titled "*Utilization of IK and QoL of rural people in Idemili South LGA of Anambra State*" was used as instrument to collect data from the respondents. The questionnaire has three sections A-C. The questions were tested for validity and reliability using the Cronbach's alpha test. The questionnaire was distributed and collected by the researcher. The questionnaire was analyzed using descriptive analysis such as frequency count, percentage distribution, mean and standard deviation.

Result and discussion of findings

Research Question One: **What are the uses of indigenous knowledge in Idemili South Local Government of Anambra State?**

Table 1:   **Uses of indigenous knowledge**

S/N	Utilization of indigenous knowledge	SA (%)	A (%)	D (%)	SD (%)	Mean	STD
	Agriculture						
1.	I can process and preserve yam. Cocoyam, and plantain in dry form and/ or grind them into flour for traditional dishes.	148 (51.6%)	58 (20.2%)	39 (13.6%)	42 (14.6%)	3.0	1.111
2.	I plant lemon grass to control or expel termites	122 (42.5)	96 (33.4)	33 (11.5)	36 (12.6)	3.0	1.021
3.	I keep maize in the kitchen to dry moisture content low enough to keep them safe against weevils	107 (37.3)	92 (32.1)	43 (15.0)	45 (15.7)	2.9	1.070
4.	I use wood ash solution on cut surface of yam sets to avoid decay/rotten and expel termites	104 (36.2)	103 (35.9)	24 (8.4)	56 (19.6)	2.8	1.104
5.	I use dogonyaro leaves(neem) to control termites on cassava	114 (39.7)	66 (22.6)	53 (18.5)	55 (19.2)	2.8	1.151
6.	I rub bitter leave juice on the surface of affected tubers as soon as infestation of termite is noticed	104 (36.2)	77 (26.8)	48 (16.7)	58 (20.2)	2.7	1.140
7.	Weighted Mean					**2.9**	
8.							
	Traditional medicine						
9.	Indigenous surgeons combine surgery and herbs to deliver pregnant women of their babies	190 (66.2)	45 (15.7)	36 (12.5)	16 (5.6)	3.4	.912
10.	Making incision on the swollen part of the body in a bid to get rid of bad water or blood after which herbs are applied on the body.	182 (63.4)	51 (17.8)	21 (7.3)	33 (11.5)	3.3	1.030
11.	I use 'obialu-ofuu'(scent leaf) and chewing of 'onugbu(bitter leaf) to quell stomach problems	152 (53.0)	74 (25.8)	19 (6.6)	42 (14.3)	3.1	1.075
12.	I use plants, herbs, roots, or their combination for treatment of ailments.	122 (42.5)	100 (34.8)	23 (13.6)	42 (14.6)	3.0	1.045
13.	I make use of traditional medicine for treatment of fever and bone setting through indigenous orthopedic practices	126 (43.9)	78 (27.2)	42 (14.6)	41 (14.3)	3.0	1.077
14.	I use ginger as a spice in cooking food to prevent vomiting, dizziness and ulcerative colitis.	114 (39.7)	80 (27.9)	56 (19.5)	37 (12.9)	2.9	1.053
	Weighted Mean					**3.1**	

Key: Strongly Agree (SA = 4); Agree (A = 3); Disagree (D = 2); Strongly Agree (SD = 1).

Table 1 shows some of the uses of IK in the rural communities. The percentage of respondents and their responses were presented in the same box for ease of reference. That is, the respondents who strongly agreed (SA) and agreed (A) in the items were added for accuracy. On the utilization of IK, results show that processing and preserving yam, cocoyam, and plantain in dry form and/or grind them into flour for traditional dishes (206, 71.8%; $\bar{x}$ = 3.09) and planting of lemon grass to control or expel termites (218, 75.9%; $\bar{x}$ = 3.06) were used in agriculture. The result implies that the rural people use IK for processing and preserving yam, cocoyam and plantain in dry form and/or grind them into flour for traditional dishes as well as planting of lemon grass to control or expel termites. It was also revealed that rural people use 'obialu-ofuu' (scent leaf) and chewing of 'onugbu' (bitter leaf) to quell stomach problems (226, 78.8%; $\bar{x}$ = 3.17). This result implies that rural people use IK in traditional medicine practice in the communities.

Research Question 2: **What are the challenges against utilization of indigenous knowledge in Idemili South Local Government of Anambra State?**

Table 2: **Challenges against utilization of indigenous knowledge**

S/N	Problems	SA (%)	A (%)	D (%)	SD (%)	Mean	STD
1.	Modernization and western knowledge positively influence the younger generation	193 (67.2)	47 (16.4)	38 (13.2)	9 (3.1)	3.4	.840
2.	Young generation lack interest on indigenous knowledge	190 (66.2)	51 (17.8)	37 (12.9)	9 (3.1)	3.4	.835
3.	Migration to urban areas for greener pasture	192 (66.9)	47 (16.4)	37 (12.9)	11 (3.8)	3.4	.860
4.	Custodians of indigenous knowledge are mostly illiterates	191 (66.6)	47 (16.4)	37 (12.9)	12 (4.3)	3.4	.871
5.	Indigenous knowledge is mostly held by the elders and traditional rulers in the community	185 (64.5)	50 (17.4)	43 (15.0)	9 (3.1)	3.4	.858
6.	Indigenous knowledge is restricted to only family members	186 (64.8)	47 (16.4)	41 (14.3)	13 (4.5)	3.4	.896
7.	There are satanic and diabolic practices in indigenous knowledge	163 (56.8)	40 (13.9)	75 (26.1)	9 (3.1)	3.2	.948
8.	Lack of confidence in indigenous knowledge	163 (56.8)	40 (13.9)	75 (26.1)	9 (3.1)	3.2	.948

Key: Strongly Agree (SA = 4); Agree (A = 3); Disagree (D = 2); Strongly Agree (SD = 1).

Table 2 presents results on the challenges against utilization of indigenous knowledge by the respondents. The percentage of respondents and their responses were presented in the same box for ease of reference. The result shows that influence of modernization and western knowledge on younger generation (240, 83.6%; $\bar{x}$ = 3.48), lack of interest in indigenous knowledge by younger generation (241, 84.0%; $\bar{x}$ = 3.47), rural-urban migration in search of greener pastures (239, 83.3%; $\bar{x}$ = 3.46), poor and low level of education on the part of custodians of indigenous knowledge (238, 82.0%; $\bar{x}$ = 3.45. This result shows that lack of interest in indigenous knowledge by the younger generation were more in number based on the responses of the respondents as challenges against utilization of indigenous knowledge in communities surveyed.

Analysis of research hypotheses

In order to achieve the objectives of this study, one hypothesis was tested.

Ho1: **Use of indigenous knowledge does not significantly influence the quality of life of rural people in Idemili South Local Government.**

Table 3: **Influence of utilization of indigenous on the quality of life of rural people**

.R	R Square	Adjusted R Square		Std. Error of the Estimate		
0.558	0.311	0.309		7.446		
Variable	Sum of Squares	df	Mean Square	F	P	Remark
Regression	7131.76	1	7131.76	128.62	0.000	Significant
Residual	15802.23	285	55.44			
Total	22933.99	286				

Table 3 presents result of test of hypothesis focusing on the influence of utilization of indigenous knowledge on the quality of life of rural people in Idemili South local government of Anambra State, Nigeria. The result revealed that utilization of indigenous knowledge has significant influence on the quality of life of rural people in Idemili South local government of Anambra State. The result also shows a coefficient of multiple correlations (R) of 0.558 and a multiple R square of 0.311 and Adjusted R^2 of 0.309. This implies that 30.9% (Adj R^2 = 0.309) of the total variance in the quality of life of the rural people (dependent variable) is accounted for by the utilization of indigenous knowledge (independent variable). The significance of the influence was tested at $p<0.05$ using the F-ratio at the degree of freedom (df = 1/285). The table also showed that the Analysis of Variance (ANOVA) for the regression yielded an F- ratio of 128.62.

Discussion of the findings

Utilization of IK in Idemili South local government, Anambra State, Nigeria was considered under major sectors such as agriculture, traditional medicine, music, and environmental conservation. Findings on the utilization of IK in agriculture by rural people in communities revealed major areas of IK utilization to include: processing and preserving yam; cocoyam; and plantain in dry form and/or ground-flour for traditional dishes as well as planting of lemon grass to control or expel termites. These findings were in slight contrast with Bamigboye and Kuponiyi's (2010) findings which established utilization of IK in rural areas in Ekiti State, South West of Nigeria, in the areas of land preparation and management. Therefore, it could be deduced that there were diverse ways of utilization of IK in agriculture in rural communities in Nigeria.

Another area of utilization of IK investigated by the researcher was in traditional medicine practice in the communities and findings revealed combination of surgery and herbs to deliver pregnant women of babies by traditional surgeons, making incision on the swollen part of the body in a bid to get rid of bad water or blood after which herbs were applied on the affected part. Also, a high percentage of utilization of IK in traditional medicine was also established.

Findings from this study was in line with the findings of the study of Ajuwon, Brieger, Oladapo and Adeniyi's (1995) which reported the act of indigenous surgery in the western part of Nigeria where the 'Oloolas' (traditional surgeons) specialize in circumcision and making traditional facial marks.

The study further established the sustainability of natural resources and monitoring of climate and other natural systems as the major areas in which rural people utilized IK for environmental conservation. These findings were partially in support of results from Mercer, Dominey-Howes, Kelman and Iloyd's (2007) which established land use planning, building methods, food resilience, social resilience and environmental resilience. On the challenges against utilization of IK by rural people in the communities, the study established influence of modernization and western knowledge on younger generation, lack of interest in IK by younger generation and rural-urban migration in search of greener pastures.

The result on the influence of utilization of IK on quality of life of rural people in Idemili LGA, Anambra State revealed that utilization of IK has significant positive influence on the quality of life of the rural people. It could be deduced that, for every level increase in indigenous knowledge utilization by the rural people in Idemili LGA, Anambra State, a 30.9% improvement in the quality of life of the rural people would be achieved. These findings corroborated findings from Anyira and Nwabueze's (2010) which established that indigenous knowledge helps Niger Delta rural communities to produce food, acquire education and vocational skills, and conserve their natural environment.

Conclusion

Utilization of IK is essential in promoting nature and a positive outcome that is meaningful for people and society because it reveals how people perceive their lives and how well they live. The quality of life of rural people depends on their effective utilization of IK of the community. Furthermore, IK provides template for better understanding and appreciation of a people's culture, norms and knowledge system which have influence on the quality of their life. The rural people also claimed that they were healthy enough to go about their daily activities with neighbours with whom they shared love and affection.

Recommendations

Based on the findings of this study, it is evident that utilization of indigenous knowledge has a positive significance on the quality of life of rural people in Idemili South Local Government. Therefore, the following recommendations are made.

1. Librarians should champion the documentation and permanent preservation of various components of the indigenous knowledge systems. This would in no doubt engender cultural renaissance, understanding and attendant educo-research tourism.
2. The Federal Ministry of Information and Culture should intensify efforts to take library services to rural communities as this would revive interest in the indigenous or local language system of various communities.
3. Librarians, through library automation, internet, radio, television, billboards, films, audio cassettes, among others should adopt dissemination of IK. This would not only facilitate easy documentation and communication of this specialized body of information to a large

mass of people but would serve as a means of attracting the interest of the younger generation to the importance and usefulness of IK.

4. The Ministry of Education should incorporate IK into the educational curriculum in order to promote the usefulness and its influence on the quality of life.

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Osun State University library system: The story so far

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Abstract

Much has not been said about the inception of Osun State University Library. It is an opinion paper that focuses on the historical background of the library in Osun State University with the adoption of historical research design (Historiography). The research examines the library strategic goal, situation analysis, strategic activities and its administration by the conglomeration of staff as of then. The paper concludes by showcasing the university library as an indispensable organ of the University.

Key words: Osun State University; strategic goal; strategic activities.

Introduction

Osun State University Library System is the pivot for teaching, learning and research activities. According to the plan period as stipulated in the Uniosun Strategic Plan of 2012-2016, the quality of its services will be constantly enhanced. The centrality of the library to all academic work makes it to be extremely important and urgent that every college has a specialised library with current books and other documents that are supported by Information and Communication Technology (ICT) facilities. The key issues in the library provision are: collection development in both print and digital formats; processing of the materials; provision of ideal environments for use, including e-environment; qualified personnel to carry out the services and feedbacks.

Strategic goal

The strategic goal for the library services during the plan period was to make the entire library system attain world-class standard in supporting teaching, learning and research activities in the University.

Situational Analysis

The libraries across the campuses are presently housed in temporary buildings; permanent purpose-built facilities are at various stages of completion: Ikire is 90% complete, Ipetu-Ijesa is 65% complete, Ejigbo is 85% complete and Ifetedo is 75% complete. The main library at Osogbo and that of Okuku are on the drawing board.

Strategic Activities/Plan (2012-2016)

In the plan period, all on-going library building projects are to be completed, stocked with up to date relevant information materials and their operations will be ICT driven. The present library collection will be increased by 120% for better coverage, especially in the electronic format. Also, staff structure will be enhanced both in quality and in quantity. A Law librarian currently undergoing specialised training is take full charge of the law library at Ifetedo campus while a Medical librarian will be trained for the medical collection. The target is to achieve the following staff mix:

i.	Principal Librarian cadre	……	04
ii.	Senior Librarian cadre	……	08
iii.	Librarian I	…………………...	11
iv.	Librarian	…………………...	11
v.	Library Officer	………………	12
vi.	Library Assistant	………………	14
vii.	Library Porter	………………	21

The librarians would continue to take charge of the teaching of the *Use of library, GNS 103* at the undergraduate level. For sustainability, the University will commit 10% of its recurrent expenditure to the running of the Library. Additional funds would as well be sourced from donor agencies. The library will also contribute to the University's IGR through outsourcing some of its reprographic services.

The University will ensure improved power supply to the Library on all campuses. All of these are of high priority. The indicator for these activities will include increase in accessibility to relevant library facilities in all campuses, increase in number of collections in the Library, increase in IGR from library services. The responsible officers are the Vice-Chancellor and the University Librarian. The activities will commence from 2012.

The story so far

Osun State University Library is as old as the institution itself. It is the heart of the University. It helps students to develop critical thinking skills and creativity by connecting them to wide range of scholarly resources. The library exposes staff and students to new technologies innovation and findings in their areas of research.

In 2007, the Library of Osun State University took off from one of the lecture halls in the main campus at Osogbo with few Professional Librarians headed by Dr. M.A. Olaosun as the Consultant Librarian whom, with other Professors interviewed the Librarians, who were later employed. The library materials were purchased while some came in as gifts and donations in all areas of human endeavours. Following the processing of these materials, they were distributed to other campus libraries, most especially the three campuses that were ready for their academic work as of that time, that is: Osogbo, the College librarian then was Miss. O.O. Ilori, Okuku, the College Librarian was late Mr. A.K. Iyiade, while at Ikire Campus, the then College Librarian was Mr. A.S. Gbotosho. However, each of these three (3) Campuses, College Librarians were directly responsible to the University Librarian and Provosts/Deans of their respective Colleges/Faculties.

Nevertheless, Osun State University is a multi-campus institution operating collegiate system located in the six geo-political zones of the State. The UNIOSUN Library is decentralised in each of the six campuses namely: Osogbo, Okuku, Ikire, Ejigbo, Ipetu-Ijesa and Ifetedo. All the campus libraries share the responsibility of supporting the University's information needs, thus pooling knowledge, resources and personnel together to create efficiency. The main Library at Osogbo coordinates the activities of all campus libraries and ensures that they work together to achieve the mission and vision of the University. Similarly, Mrs. B.O. Asubiojo who was on sabbatical from Obafemi Awolowo University headed the University Library in the capacity of Deputy University Librarian, but plans were in top gear to employ a substantive University Librarian.

The decision to appoint Mrs. B.O. Asubiojo was taken then because the development of the University Library initially had major challenges due to the fact that the position of University librarian was advertised twice, without positive response. The position remained vacant until when Mr. A.M. Oyinloye was appointed as substantive university librarian in 2013.

Thus the headship of Mrs. B.O. Asubiojo precipitated massive development which has continued even to the end of her stay in the University. With the provision of quality leadership, the library was able to realise much of its potentials. The University invested huge sums of money on purchase and installation of electronic resources, journals and all kinds of reference materials. The library played a major role in supporting programmes mounted by the campuses during the accreditation exercises. The Library procured about 60,000 volumes of books and subscribed to 1,248 titles of both local and international journals. It is generally acknowledged

by professionals that this was a remarkable achievement for a University that was barely five years old from 2007-2012.

More so, the library also subscribed to a number of electronic databases and has a total of 1,133 electronic resources in various formats. The library has access to the MIT open course ware which aided development of the UNIOSUN Open Course Ware. Hours of opening were extended to 6 pm on weekdays and 4 pm on Saturdays.

Library services have been automated since the 2009/2010 session when the library purchased and installed the Koha library management system (an integrated library automation system), making its holdings visible to users via the Online Public Access Catalogue (OPAC). Majority of the usual tiresome library routines have been taken up by KOHA automation software.

In addition, the library is connected to the Internet and has subscribed to many databases online which include: HINARY, AGORA, OARE, EBSCOHOST, JSTOR, Nigerian Virtual Library, African e-journal, Lexis-Nexis, Questia, etc., which are highly relevant, up-to-date and useful to students and staff in their various disciplines/programmes. On the other hand, librarians in the library started teaching the use of library course, that is, (LIB 101) from the 2008/2009 academic session, while also engaging in user-education for both students and staff.

At the end of Mrs. Asubiojo's tenure with the University, she was succeeded in an acting capacity by Dr. M.A. Olaosun, former University Librarian of Crawford University, Igbesa, Ogun State in 2011, for the second time to serve Osun State University Library. In the University Library, each of the campus libraries is headed by a qualified librarian and a number of qualified support staff. The University Management is a friend of the library and has been very supportive. Though, a young university, the institution has employed well qualified librarians and can boast of a larger number of staff than older university libraries.

Nonetheless, at the appointment of Dr. M. A. Olaosun as Acting University Librarian, he worked tremendously from where Mrs. B.O. Asubiojo stopped in enhancing the quality of the library infrastructure and services. A law librarian has been trained to take full charge of the law library in Ifetedo Campus while a medical librarian will be trained for the medical collection as soon as the department is put in place. The centrality of the library to all academic work as the pivot for teaching, learning and research activities in the University system to fulfill all righteousness, made it imperative in the year 2013 to appoint Mr. Ajibola Maxwell Oyinloye as substantive University Librarian to continue with the good work of Dr. M. A. Olaosun and Mrs. B. O. Asubiojo.

In earnest, on his assumption of duty, he started building on the specialised libraries in all the campuses of Osun State University, with up to date books and other documents supported by ICT facilities. His major target is the key issues in library provision in enhancing development in both print and digital formats such as: processing of the materials; provision of ideal environments for use, including environment; qualified personnel to carry out the services and feed backs. To this end, the library staff has been attending several training and workshops hitherto to make the entire library system attain world class standard in supporting teaching, learning and research activities in the University.

Activities

Whenever the library is open, there is at least a porter on duty to protect users' personal materials left at the cloak of the library. These may include umbrellas, bags, briefcases, etc., which are not allowed into the library. The under listed persons are eligible to use the library: Bonafide students of UNIOSUN; members of the University Community; staff and students of other tertiary institutions on interlibrary co-operative loan system and any other researcher with special permission.

Furthermore, staff and students must register at the circulation desk by filling a form. The circulation librarian then completes the process online. In arranging the library materials, books and journals acquired and processed by the library are arranged by subject according to the Library of Congress Classification Scheme.

The software the library uses is Koha. It has the circulation, cataloguing, online public access catalogue (OPAC) and serials modules. It supports multi-campus system and so suitable for the university. Staff and students do not have to come physically to the library to check the holdings of the library. The campus libraries holdings are all visible to all users regardless of which campus they are, hence if they require a title in another campus library, *reservation can be made. OPAC can* be accessed on: *www.opac.uniosun.edu.ng.*

Campus libraries are connected to the Internet. This becomes imperative for access to enrich information on the World Wide Web (WWW). Staff and students have unhindered access to current articles. Since many students may not have enough funds to acquire personal computers, the library provides access through the provision of over 200 computers all linked to the internet at its E-libraries in the campuses. The library Website can be accessed via the University Webpage by clicking on "*library*" while these-resources are accessed by clicking on "*e-library*".

Highlight of the pioneer staff of the Library

It is pertinent to mention the first generation pioneer library staff of UNIOSUN, 2007/2008, while subsequent employment of librarians, library officers, secretary and other library staff of different cadres have continued to be given attention since then.

Dr. M. A.Olaosun   :   Consultant University Librarian
Miss. O. O. Ilori   :   Senior Librarian
Mr. F.A. Fabunmi   :   Senior Librarian (left)
Mr. A. K. Iyiade   :   Senior Librarian (deceased)
Mr. A. S. Gbotosho   :   Librarian II
Mrs. G. D. Pelemo   :   Librarian II
Mr. J. O. Oyekale   :   Librarian II
Miss. M. O. Odewole   :   Librarian II

In addition, right from the onset of this University library, there is a healthy relationship between the library and the members of the University Community.

Library building

Based on the mission and vision of the University Management and Government of Osun State to create a unique institution committed to the pursuit of academic innovation, skill-based training and a tradition of excellence in teaching, research and community service, the libraries were moved from the lecture halls in each of the six (6) campuses to a bigger and spacious place within the main college building that could accommodate the increasing number of library users/clientele, library materials, staff and furniture. This was as a result of partial completion of the college buildings as at that time.

Nevertheless, apart from these stand-alone libraries in Osun State University, the state government and the University management commenced the building of a magnificent library that is comparable to any standard library in the world. This project is to be completed soon to accommodate students beyond vision 2035. For these reasons, one should not be surprised that UNIOSUN has tremendously performed well during the University accreditation exercise, in all the six (6) campuses, even as a young institution. Above all, by the time the main campus library building is completed, there will be enough space for all.

Library literary materials

The library has purchased over 50,000 titles and more than 80,000 volumes of books which spread across all campuses according to programmes. The titles are current titles. It also subscribes to over 2,000 journal titles, local and international, print and electronic. There are many current reference materials such as encyclopedia, handbooks, and dictionaries, among others.

Both students and members of staff do not have to come physically to the library to check the holdings of the library. The campus libraries holdings are all visible to all users regardless of the campus they are, hence if they require a title in another campus library, reservation can be made. OPAC can be accessed on: www.opac.uniosun.edu.ng. Thus, staff and students have unhindered access to current articles. Since many students may not have enough funds to acquire personal computers, the library provides access through the provision of over 200 computers all linked to the internet at its e-libraries in the campuses. The library has trained staff and students. The library website can be accessed on: http://www.uniosun.edu.ng, and via the University webpage by clicking on "*Library*" while the e-resources are accessed by clicking on '*e-library*'.

Library furniture

All libraries in the six campuses are well furnished with modern library furniture for the users. Tables, chairs, catalogue cabinets, security desks, circulation desks, wooden and steel shelves, office cabinets, cloak shelves etc. have been acquired for all campus libraries. No campus library is left out in terms of facilities which are acquired in multiples to go round. Each campus library can accommodate over 300 users at a time. The shelves are well arranged and the library staff members are well trained and always ready to assist users. The library lays emphasis on delivery of good services.

Impact of the State Government

The development of UNIOSUN Library right from the inception of the institution hitherto, is the outcome of the efforts of Osun State Government in all ramifications, and the love the University Management has for the library. Osun State Government has allocated billions of naira for the development of the library in the areas of staff welfare, training, library buildings, purchase of books and other information materials.

Library services

Collection Development Unit

In Osun State University Library, the nature of acquisitions has continued to illustrate the shift from print material to electronic media. More investments are in both digital content and technology infrastructure. The library acquires its resources in all formats, such as subscription to locally produced books and journals, large scale acquisition of books in print and subscription to international databases.

Information materials in the library could also be acquired through gifts, exchanges, inter-library loan and bequeath. It is the duty of the acquisitions unit to obtain acquisition funds, receive invoices from book-sellers, book vendors and publishers and make payments for book order in liaison with the accounts unit. However, some library acquisitions do not involve invoice payment. Every new information material coming into the library passes through the acquisitions department which ensures that proper records are kept concerning the item(s) acquired before being taken out for further processing and use.

Serials Unit

The Serials unit stocks primary sources of information, for example periodicals, newspapers and magazines, academic journals on various subjects. The materials in this unit are restricted and cannot be taken out of the library. This unit of the library contains back issues of both foreign and local journals/periodicals, magazines, newspapers and special collections that have to do with government publications, Nigeriana, Osun-ana, gifts and exchanges, legal depository and rare books. The task of the serials unit is to select, acquire, record, process and display serials for use in the library. The serials unit undertakes the cataloguing and classification of serials and creation of a serials catalogue.

In Osun State University, the Serials Librarian and other support staff performs indexing, abstracting services as well as creation of vertical files. This unit also acquires and organises materials that belong here, and provides information services to users such as compilation of reading lists, selective dissemination of information, publication of current contents list, etc. Similarly, the unit handles all financial matters pertaining to the acquisition of serials, because the unit is run like a business enterprise or a commercial venture.

The Bindery Unit

The University management, in collaboration with the University Library is seriously working hard for the establishment of a befitting and well equipped bindery unit of the library in Ikire Campus. This unit will take charge of repair and restoration of damaged library books. It could

as well fortify library books by converting paperbacks to hardbound books and binding cumulative volumes of serials. All issues of a particular newspaper in the library could be bound on a monthly basis such that they are better protected to withstand the wear and tear of intensive use.

Reference Unit

The Reference Unit is headed by a Reference Librarian who performs the following services:
- Conducts an extensive literature search for readers with research/project proposal;
- Provides answers to specific queries;
- Instructs users on the use of the library, catalogues, abstracts, and indexes, etc.;
- Guides users/clienteles in locating materials;
- Renders photocopying services to readers; and
- Provides inter-library loan services.

The materials in the reference unit are for in-house use only. They are not for loan. Readers are supposed to consult or refer to them only. However, it is not only the materials that are consulted in this unit, but also the Reference Librarian and his supportive staff are consulted. These staff constitute the human resources of this unit and can answer questions from the users to satisfy their information needs. In addition, this unit of the library assists users to source for information very quickly through compilation of reading lists, dictionaries, encyclopaedias, dissertations, maps, gazettes, yearbooks, theses, bibliographies, abstracts and indexes, etc.

Technical Services Unit

The Technical Service unit of Uniosun Library processes all library resources. The following resources are made available in this unit:
- LC Subject Headings and Schedule;
- Internet Connectivity to check online resources;
- Cataloguers' desktop.

This unit is responsible for the cataloguing and classification of all library materials. Cataloguing has to do with description of library materials such as books to point out important bibliographic features like author, title, place of publication, publisher, edition, date of publication and subject of each book. In classification, all materials that have similar subject contents are grouped together and are assigned class marks/numbers. The class mark identifies each item as a member of a group. The ultimate purpose of cataloguing and classification is to ensure that library materials are systematically organised by putting together all materials on a specific discipline in one area of the library shelves. It is possible to label the shelves so as to indicate what class of materials they hold. Cataloguing and classification save the time of the library users when it comes to retrieval of library materials

Readers Services Unit

In Osun State University Library, this unit serves as the public relation unit. It is the point where books are charged out and discharged. The unit registers users and generates the library tickets that admit users/patrons into the library. All library users must, with or without borrowing privileges register and be issued a library ticket before they can make use of the library. The purpose of every library is to provide literature support and general information services to

users. It will definitely be a complete failure if a library cannot provide the needed readers' services. This library provides readers' services in two main divisions, namely:

- **Circulation Division**: In the Circulation Division, books change hands from one library user to another. This is why the library materials are said to be circulating. Here, there are books for loan and in-hour use. Once the library user is properly registered and is entitled to book loan, he goes to the circulation division to borrow the book(s) he wants. All records of a book on loan, including name and address of the borrower are kept at the circulation desk.

- **Reference Division**: In the Reference Division, materials are for in-house use only. They are not for loan. Materials here are supposed to be consulted or referred to only, hence, the name *"reference division"*. Similarly, this division assists users to case out information very quickly through compilation of reading lists, bibliographic and the making of abstracts and indexes. A personalised information services is also provided for users, including selective dissemination of information (SDI).

Access to library resources

Access to Uniosun library resources is through the library catalogue. The following catalogues are available either manually or electronically: Author/Title Catalogue, Subject Catalogue, and Serials Catalogue. The electronic catalogue is the Online Public Access Catalogue (OPAC). It is managed by using Integrated Library Management System (ILS), for instance, KOHA Software. KOHA is an open source library system.

Conclusion

Teaching, learning and research are important components of the goals and objectives of Osun State University. The University Library is established to assist the university achieves its goals and objectives as well as assist the researchers conduct a good research. However, many researchers (lecturers, students, scholars alike) lack the required library skills for gaining access to the relevant information resources in support of their learning and research activities. The Osun State Library is a suitable place for sourcing materials for research writing in a conducive environment. The information materials are current, relevant, and comprehensive, which can be used all the time to provide information sources and resources for knowledge development. More so, library users/clientele should endeavour to solicit for the assistance of library staff whenever and wherever they need assistance relating to materials for their research works.

Recommendations

The following recommendations, if adopted by the Osun State University will go a long way in addressing its challenges and at the same time look forward to future opportunities to serve the community better.

- The university and library managements should collaborate by proposing a bill to Osun State House of Assembly that will make UNIOSUN Library a "Legal Depository Library" for Osun State. When passed into law, it will make it compulsory for authors and publishers in Osun State to deposit two (2) copies of their publications to Osun State University Library.
- Library programmes and services should be presented to library users/patrons in a way that will help them to understand the connections to their various needs.

- Critical library resources should be digitised to make them available online for easy accessibility. The provision of digital content, tools and services will facilitate easy convenient discovery and use of the relevant scholarly information.
- The UNIOSUN Library will need to develop new research partnerships by being an active partner in the development of infrastructure that supports research and publishing.
- New titles, both print and electronic are to be acquired from time to time to keep the stock alive. The University Management should not wait until accreditation exercises by the National Universities Commission approach before updating the library collection. The consequence of libraries not regularly and adequately acquiring current information materials from time to time will include among other things, a serious setback of the quality of university education. This may negatively affect job performance of the university products in a competitively driven market. Above all, by the time the main campus library building is completed, there will be enough space for all.

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Information literacy skills for sustainable development goals in the 21st Century Nigeria

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Abstract

The paper examines Information Literacy Skills (ILS) for Sustainable Development Goals (SDGs) in the 21st Century Nigeria. It presents information as an essential commodity needed by every member of the society regardless of age, gender, educational level, occupation or race. The paper explains the relationship between ILS and education on one hand and education and SDGs on the other. It further lists the seventeen (17) goals by the United Nations with emphasis on goal number four (4); quality education which is the core of Librarianship. The activities of the Nigerian Government in creating awareness through such organisations as National Orientation Agency (NOA), National Library and the Nigerian Library Association (NLA) for SDGs were discussed. The paper concludes by stating IL as forming the basis for a lifelong learning, encouraging critical thinking for SGDs. The paper further recommends among others that, quality education should be encouraged for all for sustainable development to be achieved. Tertiary institutions should also ensure that ILS is imparted into every student through library orientation and instruction. Use of Library should be made a core course and part of the curriculum at the tertiary institutions.

Key words: Education, Information Literacy Skills, Sustainable Development Goals.

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Introduction

Information is an essential commodity necessary for a meaningful development; it is the key that unlocks the door of development. To be informed is to be knowledgeable, it is to possess or show a great deal of awareness or intelligence. Information is a word that different people have interpreted to mean different things. An engineer views it as the transmission over communication; philosophers see it as recorded fact with the content of the text or with the experience stored on the human mind. To the common man, it consists of stories and news he hears every time and every day from people around him. Information is a commodity that everyone in society cannot do without due to its importance in human day to day activities. Kemp (1976) observes that, information has been called, the fifth need of man, ranking after air, water, food, and shelter. It can be described as the core foundation for planning, directing, and controlling any enterprise.

According to Issa, Amusan, Rabiu and Ojokuku (2016), information products are packaged using different media including oral, written or multimedia, which are transmitted or disseminated to end users through necessary channels. For instance, oral information is through families, neighbours and radio; while written/documented one is disseminated through books, pamphlets, manuals, while posters and multimedia information products are mostly disseminated through television, Internet, films, and documentaries. This ensures the people get access to information in different media as packaged and presented to suit all categories of users without any format or barrier. Those who do not have access to the internet can access the print form. Those who prefer to listen to information being read out could equally benefit.

However, through the emergence and rapid increase of information and communication technologies (ICTs), which in effect is redesigning the information environment of individuals in the society, libraries are good sources of information especially for students and other categories of people. ICTs also enable easy access to information as well as facilitate online sharing, communication and collaborations among users across the universe. As such, the information environment is now interwoven, networked, interactive, diverse and unpredictable because it is constantly changing, thereby evolving in terms of availability and varieties of media as well as information sources (Andretta, 2005). As a result, the provision of information by the librarians is no longer constrained by time and place; many libraries can now provide online information services to meet their users' information needs any time anywhere.

Literacy Skills

Literacy skills are the skills needed for reading and writing, awareness of print, and the relationship between letters and sounds. These skills help students acquire knowledge through reading and in the use of media and technology.

Types of literacy skills for sustainable development

For a sustainable development, there are important skills to possess and they include the following:
1. **Alphabetical literacy**. This is the ability to write.
2. **Functional literacy**. The ability to read and write.
3. **Social literacy**. This has to do with the ability to communicate in a cultural context.
4. **Information literacy**. This involves the ability to locate, evaluate and use information.

5. **Digital literacy**. This is the ability to apply information literacy skill in digital environment.

For information to be maximally utilized, there is the need for information literacy skills to be developed in individuals which will in turn result in productivity leading to sustainable development. Most importantly, librarians need to acquire information skills to be able to pass them on to the users through users' education, library orientation/instruction and bibliographical instruction. This will enable them become independent and lifelong learners, by this they can positively affect the society for sustainable development. An information literate individual will be a valuable and indispensable asset in achieving sustainable development.

Through review of available literature, this paper attempts to:

(i)   Examine the concept of information literacy skills;
(ii)   Determine relationship between information literacy skills and education;
(iii)   Describe the concept of sustainable development;
(iv)   Examine the role of education in sustainable development;
(v)   Determine the links between information literacy skill and education as well as with sustainable development;
(vi)   Examine the role of Information Literacy Skills in Sustainable Development Goals in the 21st Century Nigeria.

Concept of information literacy skills

Fagbohun (2016) stated that, information literacy is about peoples' ability to operate effectively in an information environment. The United States National Forum on Information Literacy (2009) has described information literacy as the ability to know when there is need for inform nation, to be able to identify, locate, evaluate, and effectively use that information to solve an issue or problem at hand. The American Library Association (2004) also defines information literacy as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. In the same vein Tella (2015) describes information literacy competence as the ability of an individual to identify information needs, seek out resources to meet those needs, and then analyze, evaluate, synthesize, and communicate the resultant knowledge. It is a core instructional pedagogy in education, and most importantly at tertiary level due to diverse information sources and formats, such as print-based materials, learning videos, library databases, educational web sites, and other sources.

Information literacy competences are therefore, aggregate of various skills and abilities encompassing library-use, literacy, computer literacy, media literacy, network literacy, critical thinking skills, information-use ethics, and communication skills, which when acquired, would empower students not only to be successful in their academic pursuits and become independent lifelong learners, but also as potential successful practitioners in various sectors of the economy. In other, words certain key words are vital in information literacy; that is, knowledge, locate, evaluate and use. Considering the importance of information in everyday activities of all categories of people, it then behoves on individuals to be information literate so as to to be able to contribute meaningfully to national development and sustainability. Therefore, there is need for information literacy skills for individuals in the society. There is a link between

information literacy skills and education on one side and education and development on the other side.

Effects of information literacy skills on education

Information literacy is a vital component of educational process at all levels. Stressing that information literacy is a key focus of educational institutions at all levels and institutions are involved in inculcating into learners, the obligation of lifelong learning ability so as to uphold this standard and as well come up with innovations that can be needed to keep pace with or outpace changes. This has brought about the need for the institutions of learning to adopt educational methods that can facilitate and enhance students' ability to harness the power of information as a result of our increasingly information-centric society. These abilities include being able to evaluate information, ascertain among other things its relevance, authenticity and modernity. These are very key and essential in life and also form the basis for a lifelong learning.

To achieve this important feat, Miller, Chabot and Messina (2009) pointed out that information literacy instruction in higher education can take any of these varieties of forms: stand-alone courses or classes; online tutorials; workbooks; course-related instruction; or course-integrated instruction. All these provide the learner with the ability to think critically. Critical thinking is an important educational outcome for students. It helps to enhance information evaluation and information literacy among students through the practice of formal argumentation like debates and formal presentations to analyze and critically evaluate information to distinguish between fact and opinion. Being able to think critically during the school age prepares young people during their period of formal education for the future to be useful in national development and its sustainability. It could equip them with the skills they need to understand the political system and their place within it through problem solving and resource-based learning.

Consequently, by acquiring information competence, students can multiply their learning chances and opportunities by using various information sources to expand their knowledge base, ask informed questions, and sharpen their critical thinking skills for further self-development (ACRL, 2000). A very strong connection exists between education and the job market. The employable youths who possess information literacy skills are products of educational institutions and they are those who acquire skills crucial in securing comfortable employment. These are essential tools used positively for the development of human capital and national development which is what job or labour market entails. According to Ebong and Asodike (2012), human capital therefore is an important ingredient necessary for national development as well as its sustainability. The skills learnt in the school are put into practice in the job market which presents a reflection on sustainable development. Bernard, Ernest, George, Rogerson and Jack (2014) opined that most developed countries of the world are developed because their higher institutions are able to provide technical and technological training to a greater part of their citizens. That those institutions are basically designed to address employment and human resource capacity challenges. These are wheels for the vehicle of sustainable development

The concept of sustainable development

Development is that event or incidence that causes a situation to change or progress. In other words, progressive movement from one stage to another is known as development.

Sustainability can be defined as the practice of maintaining processes of productivity indefinitely. These processes could either be natural or human made and they require replacing resources used with resources of equal or greater value without degrading or endangering natural biotic systems. Nigeria is not left out in the global move by the United Nations for sustainable development goals.

Akintayo (2016) defined sustainable development as development that meets the needs of today without compromising the ability of future generation to meet their own needs. This has to do with not just satisfying today's needs but having long term plans for maintaining the satisfaction of needs at all times. This involves managing the growth in world's economics such that disaster both natural and manmade will be avoided and as well bridge the gap that exists between the rich and the poor. Of course, this could be achievable through the conscious and joint efforts of all the citizenry, it involves that all play their parts globally, national, and at local levels.

Sustainable development has to do with the <u>organizing principle</u> for meeting <u>human development</u> goals while at the same time <u>sustaining</u> the ability of natural systems to provide the <u>natural resources</u> and <u>ecosystem services</u> upon which the <u>economy</u> and <u>society</u> depend. This will give birth to desirable state of society where standard of living and conditions and resource use continue to meet human needs without jeopardizing the integrity and stability of the natural systems. It is a situation whereby people's well-being is taken into consideration using every resource; man made and natural for continuity and for the benefit of the masses in a way that the ecological system is replenished for lives sustainability. Sustainable development takes into consideration the social, political, and economic challenges faced by humanity. It measures them up with natural resources available for proper management to cushion or terminate the effects of those challenges.

Information literacy skills (ILS), education and sustainable development goals

Information literacy skills, education and development have very strong links, as one leads to the other. Education is central due to its importance in achieving information literacy skill and also crucial in attaining sustainable development. ILS helps the educated to impart on the society by creating the awareness of education as a fundamental human right which will help reduce learning crisis. In the same vein education empowers people to acquire skills, knowledge, values and attitudes necessary to secure the basic socio-economic needs crucial for sustainable development of their societies.

Information Literacy Skills $\longleftrightarrow$ Education $\longleftrightarrow$ Development

United Nations Millennium Development Goals

The United Nations through many of its agencies is involved in activities that can bring about development in developing countries and as well sustain the development. United Nations came up with eight millennium development goals in September 2000 with a commitment and expectation for attainment to be accomplished in fifteen (15) years, that is, by 2015. Other activities and programmes are still put in place by the body towards SDGs.

The eight millennium development goals are to:
1. Eradicate extreme poverty and hunger;

2. Achieve universal primary education;
3. Promote gender equality and empower women;
4. Reduce child mortality;
5. Improve maternal health;
6. Combat HIV/AIDS and other diseases;
7. Ensure environmental sustainability; and
8. Develop a global partnership for development.

UNDP is helping countries to simultaneously reduce poverty and achieve sustainable development that can lead to transformational change, bringing about real improvements in people's lives. Also promoting an integrated approach to achieve sustainable development that tackles the connected issues of multidimensional poverty, inequality, exclusion, and sustainability, while enhancing knowledge, skills and production technologies to reduce risks and sustain development gains. Countries build their capacity to integrate environmental considerations into development plans and strategies, including through managing and sustainably using natural resources; ensuring that natural wealth is used to improve people's lives. Also, promoting economic recovery and livelihoods, and better targeting policies and social protection for those in need. The goal of the United Nations is to strengthen capabilities and opportunities to reduce poverty and marginalization and focus on most vulnerable groups such that economic, social and environmental issues would be addressed.

In September 2015, 193 world leaders came up with 17 Global Goals for Sustainable Development. The soul aim of the meeting was to put an end to extreme poverty, inequality and climate change by 2030.

The goals

1. No poverty
2. Zero hunger
3. Good health and well being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Descent work and economic growth
9. Industrial innovation and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace and justice strong industries
17. Partnership for the goals

Goal number four (4) is the main focus in this paper as it plays vital role in sustainable development.

Role of education in sustainable development goals

Education is a key player in development at all levels, as such no meaningful development can be attained without quality education. At global level, UNESCO is involved in the campaign for education for all through Education for Sustainable Development (ESD). UNESCO stated that ESD empowers people to change the way they think and work towards a sustainable future. It equally enables members of the societies learn to live together peaceably towards sustainable development with a realization of the fact that whatever is done today can have implications on the lives of people and the planet in future. Therefore, it is expected that individuals and societies need to learn to live together sustainably and take action responsibly based on mutual understanding. Education therefore helps people to develop knowledge, skills, values and behaviours needed for sustainable development. Quality education is a key enabler for sustainable development, therefore the goal is of paramount importance to librarians because libraries are established mostly for the literates.

Role of information literacy skills in sustainable development goals in the 21st Century Nigeria

Nigeria as a developing country is on its toes in achieving sustainable development as every move is geared towards United Nations SDGs especially in the areas of education and information literacy skills. Nigerian Government through organisations such as the National Orientation Agency, National Library, and Nigerian Library Association to create awareness on ILS. All these are agents involved in creating the awareness and passing the necessary skills to users. It is believed that these concerted efforts by the Federal Government of Nigeria will foster the development of independent, self-sufficient learning.

Conclusion

The role of information literacy skills in sustainable development goals in the 21st Century Nigeria cannot be over emphasized because, it enables people to think critically for sustainable development. The strong link binding information literacy skills and education on one side and education and sustainable development on the other side cannot be severed, they all work hand in hand. The library on its side plays significant role as an active player on both sides through the provision of information materials as well as passing the knowledge on to those who will in turn impart the society for sustainable development. ILS is impossible without education while sustainable development is unachievable without education; this is where the library comes to play. Libraries are good sources of information especially for students and other categories of people.

Recommendations

1. Quality education should be encouraged for all for sustainable development to be achieved.
2. Tertiary institutions should ensure that information literacy skills are imparted into every student through library orientation and instruction.
3. Use of library or Library Instruction Programme should be made a core course and part of the curriculum at the tertiary institutions.
4. Librarians should develop themselves in information literacy skills so as to effectively impart those who will in turn impart the society for sustainable development

5. Nigerian Government should support the seventeen goals agenda by creating more avenues for the awareness of sustainable development goals.
6. All hands should be on deck and every one should be involved in the move for a sustainable development in the country.

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