Original Research Article

Information as an Intellectual Resource: The Roles of Library in the Development of University Education in Nigeria

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This paper examines Information as an Intellectual Resource: The role of libraries in the development of University Education in Nigeria. Education is widely accepted as a major instrument for promoting socioeconomic, political and cultural development. University education aims at generating national development. It should not only to seek to develop the intellectual capacities of individuals to understand and appreciate their environment, but should endeavor to equip recipients with requisite physical and intellectual skills fit for life in the society. The achievement of these objectives, centre round its ability to encourage teaching, research and community service. The academic library sited in each University enhances the achievement of the aforementioned goals of the university education in any country. Thus, issues that are discussed in this paper include: Overview of Information as an intellectual resource, Historical development of University education in Nigeria, Decaying state of University education in Nigeria development of University Libraries in Nigeria and Roles of libraries in the development of University Education in Nigeria. It concludes by recommending that the Nigerian government must be ready to address the issue of funding the system adequately. Also, the federal government should fully implement the UNESCO 26% policy in her annual budgetary allocation to the Ministry of education in the country, and the university library should be adequately equipped with relevant and current educational resources that would enable it to effectively discharge its revolutionary roles of the university education in Nigeria.

Key words: Information, Intellectual resource, University education, Library, Nigeria.

INTRODUCTION

Generally, the state of education in Nigeria is very poor. Students at the university education sector were out of school for more than seven months in 2013 due to the face-off between the Federal Government of Nigeria and the Academic Staff Union of University (ASUU) members over the allegation against the Federal government for not honoring the agreement duly signed between the two parties in 2009. In 2013, students in both polytechnics and colleges of education sectors across the nation were out of school from 4th September, 2013 and 31st December, 2013 respectively, due to the friction between the Federal Government of Nigeria and Academic Staff Union of Polytechnic (ASUP) members on one hand; also, between the Federal Government and Colleges of Education Academic Staff Union (COEASU) members on the other hand over the same allegation against the Federal government for not honoring the agreement earlier signed among the parties and for not providing enough funds for the educational projects in their institutions. What is the fate of students in those institutions of higher learning where their lecturers have been on strike for the greater part of the academic sessions? "Half-baked graduates" – you may be right in your suggestion. That is the major reason while graduates in Nigerian tertiary institutions cannot confidently compete with their counterparts in other countries of the world

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where their educational system are not distracted by any avoidable strike. It is worrisome to note that educational system in other developed and some developing countries in the world are being administered smoothly. The reasons are not far-fetched. Government officials in those countries are sincere with the art of governance and they know the value and contributions of university education to the national development of their economy, as they appointed eminent professors or scholars to administer their ministries of education. Also, they fully implemented the UNESCO policy on education in their country educational sectors. But in Nigeria, our leaders are playing politics and they are toiling with the destiny and future of our youth. What do you expect when the former Nigerian civilian president appointed a lawyer to oversee the ministry of education? What is the mental capacity of the man compare with the intellectual capabilities of Professors, Doctors (PhD), eminent researchers and scholars that are working in these tertiary institutions in Nigeria? No wonder we have a large number of unemployed youth roaming about in the labor market today. Something urgent has to be done or else! We should be expecting the worse situation in our country.

Overview of Information as an Intellectual Resource

The word information is a generic term. It means different things to different people at different interval and to achieve a different purpose in life. In spite of the importance of information in all human activities, it is a term that is difficult to define because it has different dimensions. Information means different things to different people. Aina (2004) posited that to some people, information is news, while others refer to information as facts, and yet to others, it is essentially data. Information is required in all human endeavors. So, there are no human activities or professions that information is not needful. While the telecommunications experts associate information with bits and data, the librarians and other information professionals to associate information with recorded and organized knowledge which should be systematically disseminated to a recipient in order to meet his/her set goals. Also, doctors, microbiologists and other medical experts associate information with genes in DNA, which are transmitted from one generation to the other. Similarly, Aina (2004, p. 2) Further stressed that information can be used interchangeably as news, facts, data and knowledge. Hence, he provides the following meanings to information:

- Increasing the state of knowledge of a recipient.
- Resolving uncertainty.
- Value in decision-making.
- A physical surrogate of knowledge.
- All published and unpublished knowledge about any given subject.
- Body of knowledge.

However, Buckland (1991) discussed the ambiguities of information when he characterized it as:

- ✓ Information – as – process
- ✓ Information – as – knowledge
- ✓ Information – as – thing,

He further explained information as a process when it is performing the function of informing, which involves transmitting information from a source to a recipient. It is knowledge when it is performing the role of imparting knowledge to an individual, where it reduces uncertainty. It

could be observed that under both circumstances, the information is intangible; this means information is invisible but it can only be inferred. From the foregoing analysis, it can be deduced that there cannot be any exact definition of information. But what is, however, apparent is that there is a connection between data and information and knowledge. Thus, the researchers agreed with Micheal Buckland and posit that information becomes tangible when it is a thing, something that can be touched and felt, that is physical object such as data, documentations or books that can be physically organized and systematically displayed on the library shelves for easy access to all the information seekers and users.

Therefore, information is a tangible intellectual resource. This means information is an essential factor in building the mental capabilities of a recipient. This is one of the major duties of all the faculty members in the university educational sector. Information as a resource forms the bedrock of all educational activities, particularly in the university sector and in all other Nigerian tertiary institutions in general. It enhances the transformation of a recipient. It serves as a basic tool for the construction or compilation of curricula for all the courses and programs in the university. Salako (2012) asserted that education is widely accepted as a major instrument for promoting socioeconomic, political and cultural development. Thus, education is a lifelong process that has interpretation in purpose, type and level. It is a means of socializing people into the community, for upholding customs and traditions as well as for the modification or changing of same in conformity with existing ideologies, ideological expansion or reformation. She further states that University education aims at generating national development. It should not only to seek to develop the intellectual capacities of individuals to understand and appreciate their environment, but should endeavor to equip recipients with requisite physical and intellectual skills fit for life in the society. The role of education as an instrument for promoting the socioeconomic, political and cultural development of any nation can never be over-emphasized. Ajayi and Ekundayo (2006) affirmed education as a form of public good which has a highly positive externality to the society. Anyambele (2004) further noted that education is one of the basic means of human and cultural self-realization as well as a means of realizing the productive power of a nation.

Historical Development of University Education in Nigeria

This is adapted from the article of Ajayi & Ekundayo (2006). The history of university education in Nigeria started with the Elliot Commission in 1943, which moved the establishment of University College Ibadan (UCI) in 1948. UCI was an affiliate of the University of London (Ike's study, as cited in Ajayi & Ekundayo, 2006). According to Ibukun (1997), the UCI was saddled with a number of problems at inception, ranging from rigid constitutional provisions, poor staffing, and low enrollment to the high dropout rate. On April 1959, the Federal government commissioned an inquiry (Ashby Commission) to advise it on the higher education needs of the country for its first two decades. Before the submission of the report, the Eastern Region government established its own university at Nsukka (University of Nigeria, Nsukka in 1960). The implementation of the Ashby Report led to the establishment of the University of Ife (Now Obafemi Awolowo University) in 1962 by the Western region, Ahmadu Bello University, Zaria in 1962 by the Northern Region and University of Lagos (1962) by the federal government. Babalola, Jaiyeoba & Okediran (2007) posited that the University College, Ibadan became a full-fledged University in 1962. This made UCI, Ibadan and

University of Lagos became the first two federal universities in Nigeria while other three were regional. In 1970, the newly created midwestern region opted for a University known as University of Benin. The 6 universities established during this period 1960-1970 are still referred to as first generation universities. Babalola et al (2007) further remarked that during this period, universities in Nigeria were closely under the surveillance of the government. Appointments of lay members of the council and that of the Vice Chancellor were political.

In the Third-National Development Plan 1975-1980, the government established seven universities instead of the four proposed in the plan and also took over the four regional universities in 1975. They were the Universities of Calabar, Ilorin, Jos, Sokoto, Maiduguri, Port Harcourt and Bayero University Kano. All were known as second-generation universities. The third generation universities were established between1980s and early 1990s. They are Federal Universities of Technology in Owerri, Makurdi, Yola, Akure, Minna and Bauchi. While state universities were found in Imo, Ondo, Lagos, Akwa Ibom, Oyo and Cross-river states (Anyamele, 2004). The fourth generation universities are those ones established between 1991 to date. They include more state universities, Nigerian open universities and private universities. Presently, there are one hundred and twenty nine (129) universities operating in Nigeria. The list comprises of 40 federal, 39 state and 50 private universities (Fapohunda, 2014). While the nine newly established private and one federal universities are yet to commence academic activities.

Development of University Libraries in Nigeria

The development of university libraries in Nigeria cannot be separated from the evolution and growth of universities in the country (Ifijeh, 2011). The history of library development in Nigeria dates back to pre–independence, when the University of Ibadan and its library were established in 1948. As pointed out by Aguolu (1996), since independence in 1960, there has been an unrelenting upsurge in the establishment of educational institutions at all levels, but especially at the university level. University libraries, as integral academic parts of universities, generally emerged simultaneously with their parent institutions. Moreover, at independence in 1960 the federal government of Nigeria wanted to bridge the literacy and administrative manpower gaps existing in various regions of the country. It decided to establish a university in each of the regions in existence at that time. This brought about the establishment of the University of Nigeria in Nsukka, University of Ife (now Obafemi Awolowo University) in Ile-Ife, and Ahmadu Bello University in Zaria. These universities all established libraries to meet the information needs of their students and staff. Over the years, universities and university libraries have increased in number. Federal and state governments have opened more universities, while private individuals and organizations are not left out in the establishment of universities in order to complement the public university institutions. Hence, there are as many university libraries as there are universities. These institutions at their inceptions also established libraries to support their academic activities. According to Eze & Uzoigwe (2013), the mission and vision of academic libraries in the university setting (university libraries) go in line with the objectives of the parent institution – the university. University libraries are at the forefront in providing information services to different category of users – students, lecturers and researchers in order to support their teaching, learning and research needs. Singh & Kaur (2009) noted that preservation and access to knowledge and information is the main mandate of academic libraries alongside supporting the mission of their parent institutions.

Unfortunately, government-owned university libraries are suffering from a low budgetary allocation for education. An analysis of the federal government allocation to the education sector in the last nine years is discouraging (Ifijeh, 2011). Between 2000 and 2008, the Nigerian federal government allocated an average of only 9% of its budget to education (Mordi, 2008). In 2008, The Punch reported that of the N737 billion ($5.2 billion U.S. dollars) the federal government allocated to the education sector between 1999 and 2007, the federal ministry of education spent about N472 billion ($3.5 billion U.S. dollars) on salaries and wages, leaving a meager N265 billion ($1.75 billion U.S. dollars) for the development of infrastructure in these universities over a period of eight years (Decay in Public Education System, 2008). Regrettably, with such inadequate funding, universities are not able to operate libraries with first-class services. As a result, facilities and information resources are inadequate, and students use the libraries mainly for study space. Few faculty members use the libraries' resources regularly and most seem unaware of new developments and resources within the library. The library staff struggles to provide access to electronic resources while coping with unreliable power, unreliable access to the Internet, and low bandwidth. Many view the library as weak and unable to support the teaching and research missions of the university (Macarthur Foundation, 2005). Thus, it is clear that university libraries are facing dire challenges as they try to fit into the emerging information society.

Decaying state of University education in Nigeria

Education can be regarded as the process of teaching, training and learning, especially in schools or colleges to improve knowledge and develop skills. Education is one of the most important aspects of life that boosts man to greater heights. The education of a human being begins right from childhood and the first education a human being gets is from his/her parents. It is common knowledge that a newly born child will surely learn to speak from its immediate environment. The education of such a child has started at that instant. Nigeria has many problems facing her education sector (Salako, 2012). Furthermore, Salako (2012); Okiy (2012) and Uzochukwu (2012) asserted that corruption is the root of the problems facing university education in Nigeria. Nigeria is seen as a head with a totally worn out cap. Corruption affects every sector of the Nigerian economy ranging from petrochemical, power, finance, banking and education does not spare from this financial recklessness of our political leaders. In Nigeria, corruption affects educational sectors in two ways. The first is that owing to the corruption of our leaders, revenue allocated to the education sector and other sectors of the economy are embezzled. As a result of this, salaries and wages of university staffers are not paid for several months, there is no quality teaching and good educational facilities in public and government schools where the less privilege and poor citizens enrolled their children, which make them lack valuable education, thereby making most of them becoming hoodlums and political thugs, street urchins, drop-outs and what have you. Another way corruption affects the education sector in Nigeria is that when students are asked to take external examinations such as WAEC, NECO, JAMB, GCE, etc, we see that most of the children from rich and famous backgrounds who are not capable of passing the exams on their own are assisted by unjust examiners at places where most of these students call "Special Centres". There are even extreme cases

where we see that results of the poor students who have worked hard to pass are exchanged with the results of the rich dullards due to corruption in order to promote them to higher institutions for further education. What do you expect from such child at the higher institutions where he/she can no longer buy his/her way? Of course he/she will continue on the corrupt foundation that was laid by their parents. The Bible declares in the book of Psalm 11 verse 3 "if the foundations be destroyed, what can the righteous do?" (King James Version, 2012).

Lack of adequate funding is another major challenge facing university education in Nigeria and making it difficult for good quality education that is capable of bringing about sustainable development is inadequate funding from federal and state governments to the extent that funding has been in response to conditionalities imposed by international financial institutions (IFTs). In 1997 and 2000 statistics show that federal government expenditure on education was below 10% of overall expenditure. The money appropriated to the education sector in the 2013 budget was **₦426.53billion** which amounts to only 8.67% of the total budget of **₦4.92trillion**. Whereas the United Nations Educational, Scientific and Cultural Organization (UNESCO) recommendation of the education sector is 26% of the total national budgetary allocation which is very vital to national development (Uzochukwu, 2012). In the same vein, Okiy (2012) lamented that from the 1990s to date funding of tertiary education has been problematic as successive governments showed marked preference for other priorities and corruption became endemic.

However, it is worrisome to note that the budgetary allocation have declined to the extent that universities and other tertiary institutions are barely able to pay the salaries and allowances of personnel, libraries, laboratories and engineering workshops have long been in decay with the result that most products of the nation's tertiary institutions lack the intellectual preparation and critical skills required to drive the development process in any sphere of national life. Hence, a sustainable amount of funds must be allocated and released regularly for education. Also, the government must implement all the agreement she entered with the Academic Staff Union of Universities (ASUU) recently, especially increment in the budgetary allocation to the university education in the country. Unfortunately, there is no improvement in 2014 and 2015 budget proposals. For example, in 2014, the budget proposal for education in Nigeria is **N373,532,095 billion**, representing 7.96% of the total national budget proposal of **N4.695 trillion** (Olatunji, 2014). It is less than what was allocated to education in the 2013 budget and it is equally falling short of the UNESCO 26 percent recommendation for significant impact. A low standard of education in the country; what is the standard of the Nigerian education system? Can it be compared with that of Canada, USA, or Spain? What is the comparison between ours and Ghana-our fellow African country? Can we compare the standard of education in Nigeria with that of South Africa? There is no enough practical equipment for the students in most Nigerian public universities. The Nigerian Universities are far too ill-equipped to train and develop new graduates suitable for the 21st century, their products are mediocre. Analyses of the situation point to the extreme level of infrastructural as well as pedagogical deficiency in Nigerian Universities, this being the result of underfunding of public universities (Nwakanma, 2010; Okiy, 2012). It is perhaps in the light of such deficiencies that Okecha (2008) and Peretemode (2010) decried the very poor level of funding of Nigerian education and universities and referred to the world universities ranking in which Nigeria Universities did not feature at all. African Universities were also ranked at the continental level in 2007 and this revealed that the first Top 8 African universities are located in South Africa. Among Africa's Top 100 universities, twenty are based in South Africa, 16 from Egypt and 10 from Morocco. Only four of Nigerian Universities, featured among the 100 universities in the 44th - Obafemi Awolowo University, 65th, University of Ibadan, 79th University of Benin and University of Lagos in the 96th position trailing far and miserably behind universities in some African countries such as Egypt, Tanzania, Zimbabwe, Senegal, Namibia, Kenya, Ethiopia and Morocco (Okecha, 2008). However, in a recent ranking of 100 universities in Africa, the situation has slightly improved. Eleven Nigerian universities featured in the list, Egypt has twelve universities ahead of Nigeria while South Africa featured nineteen universities. Among the eleven Nigerian universities that are captured by the ranking, Obafemi Awolowo occupied 25th position, University of Ibadan 32nd University of Lagos 51st University of Ilorin 54th University of Benin 86th position while Ahmadu Bello University is in 99th position crawling behind other universities from smaller countries like Burkina Fasso, Namibia, Togo, Kenya, Morrocco, Republic of Benin and Ghana (http://www.nairaland.com/441845/first-universities-africa-ranking). Where is our slogan "giant of Africa?" Where is our Africa highest GDP of $510 billion as recently announced by the federal government?

According to Saleh (2013), another problem of Education in Nigerian schools, especially at the university system today is the politicization of education; which has seriously affected the development of education. While the federal government appointed a lawyer to head the federal Ministry of Education some governors appointed their loyalists and business moguls to head the similar ministry at the State levels. Today, many educational institutions are opened and run in many states on political ground or other flimsy reasons. Some State governments are charging exorbitant school fees thereby close their doors against some brilliant candidates from poor homes. In Nigerian schools today admission in universities is sometimes guided by politicians and not academic performance. Some parents today used their political offices or influences for the education of their children. A sensitive issue that crippled the development of education is the manner and the way the politicians influence the recruitment exercise of teachers. Many people today are after securing jobs for their children just to have meal ticket not bothering whether their wards qualified or not. This has contributed to recruitment of many unqualified teachers in our schools. Other States in the federation should emulate Jigawa and Edo States in conducting an aptitude test to applicants who want to join teaching service. Recently, Edo state government conducted capability test for teachers who are already in their teaching service as a means of minimizing the number of incapable ones. Unfortunately, many teachers kicked against it and they obtained a court injunction to stop the state government from embarking on this laudable exercise.

The Role of Library in the Development of University Education in Nigeria

Regardless of the notable negative impact of underfunding of educational institutions in Nigeria, the library remains the core and most vital equipment of any recognized educational institution. This is because, as an intellectual resource, it occupies a central and primary place serving the functions of teaching, learning and research in the creation of new knowledge, promotion of current information in professional practice and transmission to posterity of the learning and

culture of the present and past age (Lawal, 2004; Okiy, 2012). In this 21st Century, information has received a widespread acceptance as the essential feature of production, consumption and exchange. The world has entered an era where the source of wealth and power is increasingly from information and human mental creativity as compared with physical resources. Thus, the global economy has become not only knowledge intensive, but also transactional and extremely competitive (Opeke, 2004).

The library serves as a revolutionary catalyst for the dwindling University education in any country of the world and in Nigeria especially. Hence, the University Library carries out the following revolutionary functions in the University sector in order to help her in recovering the lost glory as the citadel of learning, research and development.

User education

In any library setting, users are the most important ingredients. They serve as the fundamental basis of any library operations. That means, without users there can be no library. It is the same library users that will promote the image of the library to the outside world. However, user education has grown visibly during recent years and information literacy has become an issue in many academic libraries. Aina (2004) posited that the library provides user education in order to equip a user with enough knowledge on the use of the library. This will enable the user to use the library resources effectively and efficiently. This is because library processes could be so complex that an average user may not easily comprehend. At this modern era, information is expanding at a fast rate, resulting in information explosion, and new resources are being introduced into the library. With the advent of Information Communication Technology (ICT), which has penetrated almost all the activities of many libraries, it is important to explain the operations of the library to a new user in detail.

Similarly, Information Communication Technologies have brought tremendous changes in all aspect of human endeavor and consequently all aspects of human life and education are not left out. Ogunsola (2008) asserts that research has found that libraries make a significant contribution to the effectiveness of the education process. The present educational system emphasizes active learning and this is where the role of librarians and libraries on the development of education comes in. The American Library Association (ALA) has set a good example and some of its objectives are spelt as follows:

The American Library Association (ALA) promotes equal access to information for all persons and recognizes the ongoing need to increase awareness of and responsiveness to the diversity of the communities we serve. ALA recognizes the critical need for access to library and information resources, services, and technologies by all people, especially those who may experience language or literacy-related barriers; economic distress; cultural or social isolation; physical or attitudinal barriers; racism; discrimination on the basis of appearance, ethnicity, immigrant status, religious background, sexual orientation, gender identity, gender expression; or barriers to equal education, employment, and housing (ALA, 2007).

Itsekor (2013) averred that libraries equip the learners with a variety of resources that will help them develop life applicable skills. Active learning styles foresee the role for librarians as major players in multi-disciplinary teams for developing learning environments. Uta (2005) noted that the American

Library Association (ALA) founded in 1876 stands out in terms of its influence and authority and its contribution to library education and training in the United States. Librarians acquired, processed and organized information resources for different categories of users and since they are constantly abreast with the information resources they are always readily available to assist patrons with the required information. They disseminate information resources in a particular subject field and ensure users find their way easily in subject areas that are even relatively new to them. With the influx of information resources and the changes that information communication technologies have brought, librarians are better equipped to provide needed assistance to both teachers and students. Libraries and librarians can easily network to enhance the access to information resources and services through the use of ICTs. Librarians work with other information professionals to provide the needed platform and reform for our educational systems (Itsekor, 2013).

However, Virkus & Metsa (2004) posited that the information literacy can be developed among students and other library users through the following approaches:

- Developing a guide for students to use or for resource evaluation,
- Presenting class sessions,
- Developing stand-alone courses such as GNS 101 known as the Use of Library course,
- Creating a course Web site giving students a guided tour for searching the Web,
- Developing an assignment where students work on a search strategy appropriate to a problem statement,
- Assisting students in preparation of their literature reviews,
- Developing online tutorials or integrating information literacy into curricula.

Thus, user education as provided by the librarians will create awareness of the library resources and services to both new and old library users, accessing these intellectual resources would enhance their excellent performance in their academic pursuits in the university.

Selective Dissemination of Information (SDI)

This is an important service provided by the academic library, especially in the University library; also it is very common in special libraries. The main objectives of SDI according to Aina (2004) are to provide users with information that will promote their research and other day-to-day activities. It also relieves the user of the problem of sieving through a large number of documents before getting the relevant documents. Thus, the time saved for the user could be used for other purposes. SDI is a customized service that is very common in many academic libraries, especially in the university libraries. Gone are the days when librarians will seat in their comfortable offices expecting library users to come for their intellectual resources, now a day these resources have to be taken to them. The University Librarian could send memo to all the faculty members through the Deans of faculties, HODs and Directors of educational units in the university soliciting for their area of specialization, e-mail addresses and telephone numbers. Thereafter, relevant intellectual resources as per their area of interest would be sent to them via their e-mail addresses from time to time. Database of the information resources sent to these faculty members should be kept for future reference and for the administrative purposes. One of these researchers is in charge of SDI service in his library (Yaba College of

Technology Library, Nigeria). This service has tremendously helped many lecturers and other library users in their research works.

Translation Service

The university library can carry out the translation service to its users. Library users desire some publications written in foreign languages like Greek, Latin, French, Portuguese, Russian, German, Arabic and other languages than English. It could also be from other languages to English. Aina (2004) averred that it is important to provide access to the reader by providing the material requested in the language that the reader can comprehend. This is necessary because library is an open place for all users from any cultural setting and there should be no denial of access to all intellectual resources available in the library stock. Aina (2004) further stressed that libraries should maintain a list of professional translators who they can call upon from time to time whenever there is a need for one. It is necessary as librarians may not be skilled in the art of translation service. This is especially important in scientific, academic libraries which deal with a lot of periodicals in foreign languages. Besides, it is needful to know that there are some other organizations that perform translation services; they include European Translation Centre in Delft, Netherlands, which produces the *World Index of Scientific Translations and List of Translations Notified to European Translations Centre*. The university library can also provide this service to some external organizations for a fee, this serves as an additional source of revenue for the university education in the country. It is advisable that before the translation of a document is done, the library should consult the existing translation centres to ensure that the documents to be translated have not be done before in other translation centres. However, it is always useful to maintain an index of translations done in libraries, so that if other users desire the translation of related documents that have been done in the library they could be easily retrieved (Aina, 2004, p. 58). This saves cost and time.

Research and Development (R&D)

The University Library apart from being the power house for safe keeping of all the intellectual resources of the University, it can also serve as intellectual development nerves for such organizations as the banking sectors, production organizations and the petrol-chemical companies in the country. As it could be noticed in the earlier part of this paper; that information is a tangible intellectual resource. This means information is an essential factor in building the mental capabilities of a recipient. This equally means that every human action is based on information. Therefore, information is the fourth factor of production that is: land, labor, capital and information. Without information all other factors will be meaningless and they will be of no use in any organization. The university library can spread their tentacles to all organizations around them, notifying them of their research capabilities and then request from them in various areas through which they may need research and then provide such information to them for a fee. When this role is effectively and efficiently carried out, it will attract the presence of these organizations in the university in constructing some edifices for the university. Also, it is another source of funding for the university projects.

Public Relation Service

The University Library is set up to meet the information needs of its immediate users; these are made up of students, lecturers, researchers and other university employees. Similarly, the library can also meet the information needs of other people outside the university community. Gone are the days when librarians will seat at their comfortable offices, expecting users to harness their resources, no, they have to go outside and meet these users and serve as public relation officers to them. The University librarian can write letters to some very important personalities (VIPs) in the society soliciting for their information needs and then provide all the information needed free of charge. This may look funny, but it helps the university education in the long run. These VIPs occupy very important offices in the society; some of them could be senators, members of the house of representative or state house of assembly, judges or relations of these personalities. They can easily support the university education budget whenever they come across it as they had been a beneficiary of the university library one time or the other. Besides, they can donate lecture theatres to the university educational sector; this will eventually help the university in providing more comfortable lecture classes for students. So, information is powerful and it is profitable.

CONCLUSION

It can be observed from our discussion in this paper that the need for the development of university education in Nigeria stems from the fact that the system (university) is responsible for the development and production of high-level manpower within the context of the needs of the nation. It has equally been seen that the university system, which is the bedrock of development in the country is bedeviled with myriads of problems. These include: inadequate funding of the educational sector, politicizing the education ministry by the federal government, corruption of government officials in administering the education ministry and general low standard of education in the country. Moreover, the university libraries could perform the following functions in order to rejuvenate the university education in the country: user education, selective dissemination of information, translation service, research and development; and public relation roles.

RECOMMENDATIONS

However, for meaningful development to take place in the university system in Nigeria, the government must be ready to take the following recommended steps:
- Address the issue of funding the system adequately.
- The federal government should fully implement the UNESCO 26% policy in her annual budgetary allocation to the ministry of education in the country.
- Government officials should stop politicizing the Ministry of Education; hence, a renowned professor or educationalist should be appointed by the Nigerian president to head the ministry of education so as to effectively administer its unlike what we are previously having in the country where a lawyer is in charge of the ministry.
- Finally, the university library should be adequately equipped with relevant and current educational resources that would enable it to effectively discharge

its revolutionary roles of the university education in Nigeria.

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