

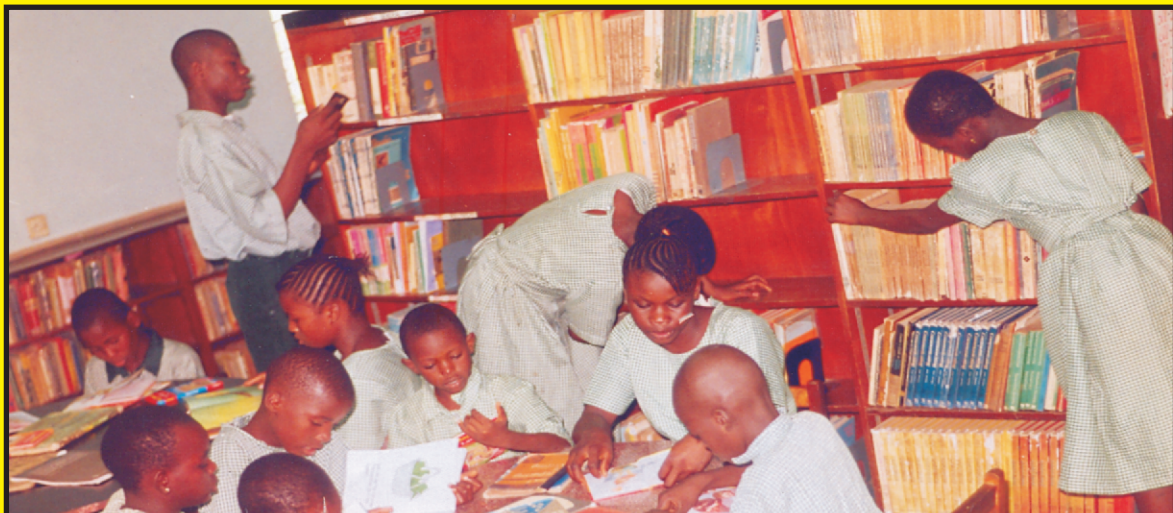
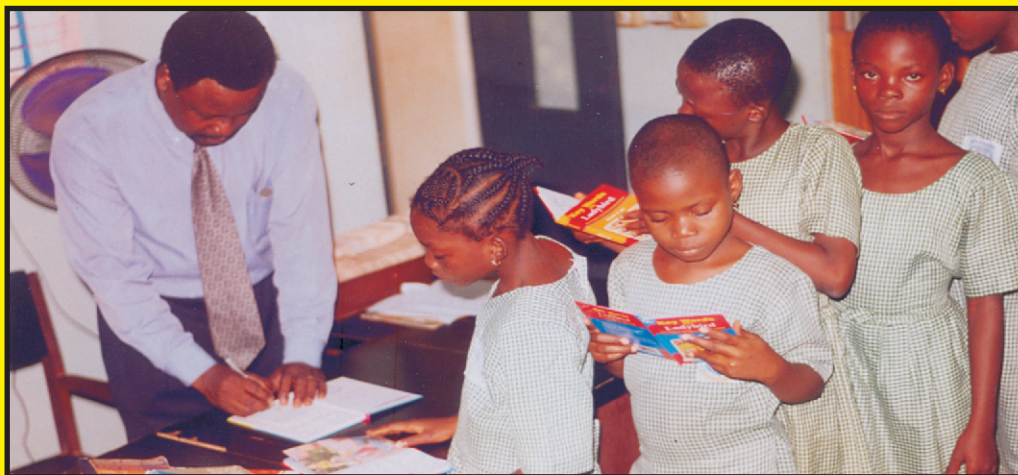
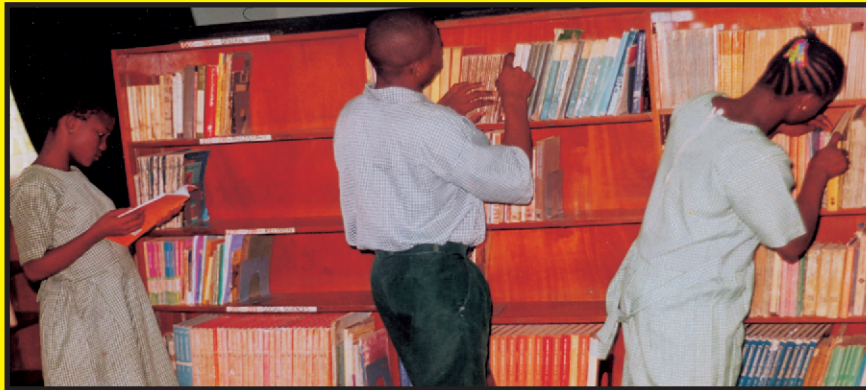


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Editorial

The online version of volume 20, March, 2021 of the Nigerian School Library Journal (NSLJ) is out to make a useful addition to the existing literature in the field of school librarianship and related fields. The volume features articles on trends of aliteracy in schools, roles of school libraries and educational achievement of students, use of bibliotherapy in improving mental health of students, environmental factors and use of school library and the place of school library in facilitating virtual access to open educational resources. There are also articles on timely provision of quality library services delivery, self-management competencies for lifelong learning of librarians, the changing landscape of higher education research in the new normal era and documentation of indigenous fishing knowledge. This edition also features sections on report of school library activities as well as book review which are new introductions to the Journal.

The volume will obviously enrich your knowledge on contemporary school librarianship as well as other library and information studies related issues, therefore, I commend it for your selection as new addition to your stock.

It is also worthy of note that the frequency of publication of the Journal has been increased to twice a year viz: March and September. We seek your support in submitting publishable articles on time. The Journal continues to be indexed by AJOL which reflects its visibility and that of the authors.

Your sustained interest in NSLJ is highly appreciated.



Prof. David F. Elaturoti
Editor-in-Chief

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Trends in Aliteracy Among Secondary School Students in Ilesa, Southwest, Nigeria

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Abstract

There had been a lot of concern among stakeholders about declining of reading culture among secondary school students in Nigeria. Secondary school students demonstrate different dispositions towards reading, while some are favourably disposed to reading and enjoy it, others do not have interest in reading. Aliteracy describes the lack of interest in reading. This study examined the trends in aliteracy and the implication of gender as well as parental involvement on aliteracy among secondary school students in Ilesa, Southwest, Nigeria. Focus Group Discussion was used to elicit responses from the 25 participants who were identified as aliterates. Content analysis was used to analyse the response of the participants to self-designed questions on aliteracy among the secondary school students. All the participants affirmed that they were aliterates, thus confirming the prevalence of aliteracy among the secondary school students. Findings showed that gender played no significant role in the choice made by the participants to be aliterates. The participants also affirmed that aliteracy could have been contained if their parents had been involved in helping them to develop the love of reading while they were younger. The study recommended identification of aliterates by teachers just as parents were encouraged to support their children in developing reading attitude and behaviour, establishment of functional and well-equipped school libraries with wide range of reading materials and properly staffed by qualified librarians to curb aliteracy among secondary school students.

Keywords: *Aliteracy, Gender, Nigeria, Parental involvement, Reading, Secondary school students, Ilesa, Southwest, Nigeria*

Introduction

Reading has always been an important means of acquiring education by different categories of students and an intellectual engagement that requires the willingness and interest of the reader. In order for meaningful reading to take place, the reader must be interested and willing to engage in reading. Unfortunately, as important as reading is to the successful accomplishment of educational goals, it has not been accorded the seriousness it deserves by secondary school students in Nigeria (Akande and Oyedapo, 2018). Despite having the ability to read, some students in Nigerian secondary schools do not show enthusiasm towards reading as they ought to.

Aliteracy is the term used to describe the lack of interest in reading shown by capable readers. It is what happens when individuals who have ability to read are not willing and interested in doing so (Well, 2012). There are basically two forms of aliteracy as observed in the literature which are functional and conditional aliteracies. Functional aliteracy occurs when an individual has poor reading skills and a negative attitude towards reading while conditional aliteracy occurs when an individual is made an aliterate by certain conditions (Sweeney, 2003). Aliteracy is expressed by the reading attitude and the reading behaviour of the affected students. Reading attitude refers to the feeling a student has about reading which could be positive or negative thus determining the acceptance or evasion of reading. Aliterates have negative feelings and as such negative attitude towards reading, the feeling that reading is burdensome, tiresome, time consuming, neither profitable nor rewarding. Thus, they prefer to engage in some other rewarding and profitable ventures other than reading. Moreover, aliterates have the feelings that reading is neither an acceptable nor a popular exercise especially among their peers and that the world cannot be

experienced through reading alone hence reading is considered an irrelevant activity which is not worth their time or effort.

Reading behaviour on the other hand, refers to all the actions a reader put up while reading which has to do with the skills, likes and dislikes possessed by the reader. Most time aliterates demonstrate negative behaviour towards reading which is depicted by faking the act of reading when it is demanded of them, finding fault in all genres of books and authors, avoiding reading with any flimsy excuse, not being excited by any kind of reading and having a feeling of discomfort when reading is required (Stearns, 2015).

Apart from reading attitude and reading behaviour, aliteracy is depicted by the intensity of motivation to read, types of text read, importance attached to reading and reading skills of the affected students. Motivation refers to the internal and external factors which could arouse the desire to be continually committed to a course; it is the readiness to wield effort towards the realisation of a goal. Motivation could be intrinsic or extrinsic. Intrinsic motivation occurs when an individual is motivated by internal factors to perform a certain behaviour while extrinsic motivation occurs when an individual is motivated by external factors to perform a certain behaviour (Lai, 2011). Unfortunately, aliterates are barely motivated either by internal or external factors to read, they exhibit low intensity of motivation to read any genre of books because they attach little or no value to reading.

The types of text read by aliterates are usually short, catchy texts of their interest; they are usually put off by long texts and assigned reading materials. They do not attach much importance to reading and this is observed in the time spent on reading compared with the time they spend on other engagement of lesser value than reading hence they can be seen dedicating much time to sports, social activities, watching television and playing games at the expense of reading. Aliterates also possess poor reading skills because young people tend to do better at what they have interest in and perform poorly in what they detest. Similarly, aliterates struggle with reading due to the declined interest they have in it. They struggle with the comprehension of the facts presented in books and other reading materials and as such the assimilation of fact and ideas presented in the books becomes a daunting task

In Nigeria, secondary school education is the intermediary level between the primary and the tertiary institutions of learning and the foundation for sound higher education as the quality life after school is laid in the secondary schools. Reading is a pre-requisite for secondary school education; hence, its importance cannot be over-emphasised. Reading enhances sharing of information and ideas, broadens interests and horizons. It enables students to develop critical thinking skills, enriched knowledge, enhanced language proficiency and broadened life experiences (Oyewusi, 2016). The concept of reading in the 21st century cannot be confined to physical book reading because apart from books, students in this age have access to digital and web-based content through the Internet. Aliteracy among secondary school students can then be described as a choice made by such students who can read but are unenthusiastic about reading either digital or non-digital content. Such students are uninterested in reading and are usually surrounded by peers with similar attitudes (Beers, 2011). Factors such as shortage of well-equipped libraries with qualified librarians, a curriculum which does not give room for thoughtful expressions by students, lack of parental involvement in reading and negative influence of social media among others had been adjudged to be responsible for the prevalence of aliteracy among secondary school students in Nigeria (Ilogho, 2011; Abimbola and Adeoye, 2013 and Olufowobi and Makinde, 2013).

Several studies including Wayne,2011; Saunders,2012; Wells,2012 and Myers, 2013 confirmed that aliteracy could be disadvantageous to the realisation of all-round education of students, if

nothing is done to curb the menace. Wayne (2011), Beers (2011), Well (2012) and Saunders (2012) reported high prevalence of aliteracy in Bradford, Florida and New Zealand respectively. They found that aliteracy among secondary school students is a growing concern for stakeholders which requires adequate attention. In Nigeria, poor vocabulary acquisition, poor acquisition of declarative knowledge, poor communication skills as well as lack of critical and analytical thinking skills which invariably contributed to poor performances in standardised examinations as being observed among secondary school students are some of the detrimental effects of aliteracy (Ilogho, 2011; Olufowobi and Makinde 2013).

The Matthew effect was a theory coined from the book of Mathew 25:29 and propounded by Merton (1968). The theory explained the reason why the rich with status get richer and the poor get poorer with low status (Study.com, 2015). Connecting Matthew effect to reading among students, Cunningham and Stanovich (2001), stated that good readers will continue to advance their abilities in reading and comprehension, while those who do not love reading have their reading abilities and reasoning skills unceasingly subdued. This infers that the avid readers among the secondary school students will continue to be enthusiastic about reading while aliterates who do not have interest in reading will continue to display indifference to reading if nothing is done to assist them. Therefore, the need for concerted effort on the part of the stakeholders to awaken the lost interest in reading among secondary school students by every good means possible cannot be compromised because the place of reading in raising a thorough bred, self-determining generation that will make noteworthy impact in the development of the society cannot be underestimated.

Aliteracy describes the lack of interest in reading shown by capable readers. It is the lack of voluntary and involuntary reading habits among individuals who have the ability to read but perceives reading as an unpleasant chore or a task rather than pleasure (Wells, 2012), and becoming rampant among students in Nigerian secondary schools. If this menace is not curtailed, the realisation of SGD-4 which is quality, inclusive education with equal access by the year 2030 may be a mirage as there cannot be quality education where reading is not given the attention it deserves. A nation whose youths are apathetic to reading stands the risk of raising a generation of complacent adults who instead of contributing to societal development become less productive and creative thereby inhibiting the progress of such a nation. Previous studies had identified lack of well-equipped and functional school libraries, the existence of rigid curriculum and the negative effect of technology such as mobile phones and television among others as factors that are accountable for the thriving of aliteracy among secondary school students in Nigeria.

Gender and aliteracy

In studies that have to do with reading among secondary school students, gender had always been a relevant factor. Ameyaw and Anto (2017) were of the opinion that male and female students demonstrate varied mental disposition towards reading and observed that male students engage more frequently in reading than female students. The reading preferences of both male and female students significantly differ as more males than females read textbooks while more females than males read fictions. Clark, Osborne and Akerman (2009) also observed that female students have a more positive attitude to reading and have preference for reading a wide variety of genres compared to male who have flair for adventures, science fictions and sport stories. In a study carried out by Yildiz and Kiziltas (2018) in Turkey, it was discovered that female students in secondary school selected for the study had better reading attitude than their male counterparts while Machin and McNally (2006) observed that gender gap in male and female students reading and consequently academic achievement widen in the secondary schools in London as Shafi and Loan (2010) postulated that gender is a central point affecting students' reading habits and that female student are superior to male students in terms of reading in India.

Moreover, Cook (2012) stated that no significant difference occurs in the academic and recreational reading of male and female adolescents in the United States of America while Heyman (2016) stated that parental involvement and peer influence rather than gender played significant roles in the attitude of secondary school students towards reading in Netherlands thus, gender is of less importance than the support of friends and associates in the reading attitude of secondary school students. Observing the reading behaviour of children patronising five public libraries in Salt Lake City in America, Kennedy (2008), found out that female students participate in discussion after reading more than male students and Torppa, Eklund, Sulkunen, Niemi and Ahonen (2018), reported that females devoted more time to voluntary reading and spent more time in reading more books than males in a study carried out in Finland. Contrariwise, Okebukola (2002) stated that gender did not have significant effect on the reading performance of students in Nigeria. This was corroborated by Akinwumi (2017) that gender had no significant difference on the reading comprehension of secondary school students. Most studies on gender and reading were geared towards academic achievement and reading comprehension but this study seeks to examine gender as one of the factors that may affect aliteracy among secondary school students.

Most of the studies reviewed did not directly address aliteracy with regards to gender. Rather, they addressed reading comprehension, reading attitude, reading preferences and reading interests and gender some of which are indicators of aliteracy. Therefore, it could be inferred from previous studies that gender of the secondary school students has little or nothing to do with aliteracy. Thus, the occurrence of aliteracy among secondary school students had nothing to do with their gender. Oyewusi and Abimbola (2021) reported that gender has nothing to do with the choice of secondary school students as regards aliteracy.

Parental involvement and aliteracy

The disposition of secondary school students towards reading could be affected by the involvement of the parents in reading activities because family is an influential factor on the child from where a child receives inspirations that help to make informed decisions (Egunsola, 2014) just as Allison (2007) was of the opinion that increased effective parental involvement is associated with increased levels of reading achievement. It is therefore of utmost importance that parents support secondary school students to develop reading habits and be helped to perceive reading as indispensable skills. According to Jafarov (2015), the involvement of parents in encouraging their children to read positively affected the academic performance of students in the United Kingdom. The disposition of students to reading will likely be determined by the support students get from home concerning reading, so parents need to make conscious and deliberate efforts to grow positive attitude to reading in their children while showing positive examples regarding reading because it is quite probable for a student with high intellect and potentials to have negative attitude towards reading if enough support from parents is not received.

Nehal (2017) opined that the reading ability of students could be determined by the extent to which parents get involved in matters relating to reading activities of students as parents remain the key players in the development of love of reading in children. The role parents have to play in making children develop and master the art of reading is very critical (Mudzielwana, 2014), thus, parents should therefore do everything within their power to build the love of reading in their children while they are still young as Olatoye and Agbatogun (2009) stated that no one is more than parents in sending signals about the importance of reading to students through their examples. Aliteracy which is the choice made by capable readers not to read may be encouraged or mitigated by the involvement of parents in the reading activities of children or otherwise. school students.

The researchers observed that studies relating to aliteracy among secondary school students are just emerging in Nigeria. Ilogho (2011) asserted that Nigerian secondary school students are not easily given to reading for the love of it. Contrary to what obtains in the past when reading was

regarded as a noble enterprise among the students in the secondary schools, the few students who have the privilege of having books these days do not have interest in reading them. Olufowobi and Makinde (2011) stated that students in Nigerian secondary schools do not find reading interesting and this affect diverse facets of their lives including academic accomplishment. Most of them cannot analyse and comprehend facts and comprehending examination questions become difficult.

Abimbola and Adeoye (2013) reported that boys and girls in secondary schools get involved with many things that distract them from reading and these include wrong use of computer and video games, spending undue time on extracurricular activities and the wrong use of Internet, unguided interest in sports and unsupervised television viewing to mention a few. The quest to provide empirical information on aliteracy among secondary school students in Nigeria necessitated this study. Although there are a handful of studies on aliteracy among secondary school students in Nigeria, most of these studies focused mainly on the causes, consequences and way out of aliteracy, not much data is available on the gender and parental involvement as they affect aliteracy among secondary school students in Nigeria. This study seeks to fill this gap with the intent of mitigating aliteracy among secondary school students in Ilesa, Southwest, Nigeria.

Objectives of the study

The study seeks to identify the trends in aliteracy among secondary school students in Ilesa, Southwest, Nigeria. The specific objectives of the study are to:

1. establish the prevalence of aliteracy among secondary school students in Ilesa, Southwest, Nigeria;
2. examine how gender affects aliteracy among secondary school students in Ilesa, Southwest, Nigeria and
3. determine the role of parental involvement on aliteracy among secondary school students in Ilesa, Southwest, Nigeria.

Methodology

The qualitative study was carried out using participants from three public secondary schools in Ilesa, southwest, Nigeria. All the 25 participants who were identified as aliterates through a survey tagged Aliteracy Initial Survey designed by the researcher were included for the study through total enumeration. Aliteracy Initial Survey was designed by the researcher. The survey was designed using four constructs that are components of aliteracy which are; motivation to read, types of text read, importance attached to reading and reading skills. The survey consisted of ten (10) items which were measured with a four- point Likert scale of Very True of Me=4 (VTM=4), Almost True of Me=3 (ATM=3), Fairly True of Me=2 (FTM=2) and Not True of Me=1 (NTM=1). Aliterates who were willing to partake in the study were identified through their response to the survey. (See Appendix I)

Focus Group Discussion was used to get in-depth response on the prevalence of aliteracy and the roles played by gender and parental involvement in reading. Self-designed guided interview was used to make the participants discuss freely about the prevalence of aliteracy and their feelings about the roles their gender and the involvement of their parents in making them aliterates. The face validity of Focus Group Discussion guide was done by the lecturers in the Departments of School Library and Media Technology as well as Library, Information and Archival Studies, faculty of Education in the University of Ibadan. It was trial- tested on 10 students from Ogedengbe High School of Science which was not part of the study. The Focus Group Discussion (FGD) involved eight sessions of direct discussion with each session lasting for 30 minutes. The qualitative data obtained from the FGD sessions was content analysed.

Interpretation of results and discussion of findings

The study focused on aliterates in the secondary schools in Ilesa, Southwest, Nigeria. These set of students were identified as having all the traits of aliteracy such as poor reading skills, negative reading attitude, negative reading behavior, low motivation for reading and low reading ability among others. To start with, the researcher obtained approval to carry out the study in the selected schools in Ilesa from the Permanent Secretary Osun State Ministry of education. Permission to carry out the study was then obtained from the principals of the selected schools. The participants who identified as aliterates were briefed about the essence of the study.

Why do you think aliteracy is prevalent among secondary school students?

All the boys and girls from the public schools stated that they have not heard about aliteracy until now. With their understanding of aliteracy, they can say that lack of information about aliteracy, little or no motivation to read, lack of books to read are some of the reasons for prevalence of aliteracy among them.

What is your view regarding the role of your genders in the aliteracy traits being exhibited?

Both boys and girls from the public schools were of the view that gender has nothing to do with being aliterates. According to the statements of the participants:

“Our gender has nothing to do with being an aliterate. I was not an aliterate because of my gender. I became an aliterate because of the wrong choice made regarding reading and not because of my gender and such choices were not made based on my gender”.

This agrees with the findings of Akinwumi (2017) that gender has little or no effect on the academic performance of secondary school students in Nigeria and academic performance improves where there is positive attitude and behaviour to reading. It also affirmed the observation of Cook (2012) that gender has no effect on recreational and academic achievement of secondary school students. Therefore, aliteracy among secondary school students has nothing to do with gender but a wrong choice made by students of both genders not to read when there is ability to do so.

Do your parents give you enough support as far as reading is concerned?

Both boys and girls from the public schools affirmed that they receive support from their parents. All the participants except one confirmed that:

“Our parents give us enough support in academic activities but not necessarily in reading. Enough provisions were made by our parents within their ability in other aspects of our academic activities but not much was done to develop the love of reading in us since we were young. We hardly see our parents reading at home except for religious books and there are hardly conducive places where we can read at home”

One of the girls from the public school stated that:

“My parents do not support me in reading as the fact that I did not live with them when I was younger affected my reading habit”. I’m struggling with reading and this is affecting my academic performance because my guardian hardly gave me enough time to read after the school hours because of home chores.

What do you think your parents could have done to avert your being an aliterate?

Participants believed parents have roles to play in averting aliteracy among secondary school students. In the words of the participants:

“Even though our parents do what they can to support us in our academic activities, not much is being done in supporting us specifically in reading. Our reading habits could have been better if relevant textbooks and recreational texts were purchased as more time is allowed to read at home and the home is made conducive and comfortable for reading”

This affirmed the assertion of Nehal (2017) that the reading ability of secondary school students can be determined by the extent of parents’ involvement. Much as the participants appreciated the contribution of their parents to academic and learning activities, the common opinion is that, they might not have turned out to be aliterates in the first place if the parents had inculcated the love of reading in them when they were younger. Thus, setting examples for the young children in reading, creating reading areas with the involvement of the children, encouraging the reading of road signs, food menu, game instructions to create the impression that reading could be done everywhere as suggested by Oxford Learning (2017) are important in inculcating the love of reading in younger children and as they grow, such love of reading will grow with them. This study affirms the report of Hemmeechts, Agirdag and Kavadias (2016) and Heyman (2016) that parental support is needed to develop a positive reading attitude and reading behaviour. It further corroborated assertion of Iroegbu (2015) that students with parental support as regards reading had higher reading achievement score in English Language in Nigeria. The study agrees with the assertion of Nehal (2017) that parents are key players in developing the love of reading in students.

Therefore, in order for aliteracy to be adequately curbed among secondary school students, parents must get involved in awakening the dwindling interest in reading. This finding is corroborated by Allison (2017) who found that increased effective parental involvement is associated with increased levels of reading achievement and Al- Matalca (2014) who reported that as parents get involved in the reading activities of secondary school students, they can actually improve and do better in reading activities because motivation aids in the development of good reading habits.

Conclusion

There is high prevalence of aliteracy among secondary school students in Ilesa. Southwest, Nigeria. Thus, they have negative reading attitude and negative reading behaviour as a result of the choice made about reading. It was observed that gender of the students had nothing to do with high prevalence of aliteracy among the students because boys as well as girls exhibited negative attitudes towards reading. Thus, the lack of willingness to read by capable readers among the secondary school students had nothing to do with gender. Lack of parental involvement in reading was adjudged by the participants to contribute to the prevalence of aliteracy among secondary school students. Therefore, it could be inferred that if parents could support their children in building and sustain the love of reading, aliteracy could be reduced among secondary school students. Parents should however get involved in instilling the desire and interest in reading in their children. This should be done by creating an enabling environment that will encourage the habit and willingness to read without being coerced.

Having established the fact that gender has nothing to do with the high prevalence of aliteracy among secondary school students, the love of reading should be instilled in young children irrespective of their gender and should be sustained as they grow older. This could ameliorate the ugly trend and cause aliteracy to be nipped in the bud among secondary school students in Ilesa, southwest, Nigeria.

Recommendations

1. Aliterates among secondary school students should be identified through the synergy of teachers and school librarians as early as possible.
2. Parents should do everything to support their children in developing positive reading attitude and reading behaviour at a tender age which invariably leads to good lifelong reading habits.
3. Government should make policies that will encourage the inclusion of the teaching of reading in the curriculum right from kindergarten through the primary to the secondary schools.
4. Authors and publishers should write more story books on aliteracy and its implications as well as benefits of reading.
5. School libraries and school library media centres should be established in all government and privately-owned secondary schools with certified school library and media specialists to offer library services to the students.
6. School librarians should work closely with teachers, parents' volunteers and other stakeholders to curb aliteracy among secondary school students.

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APPENDIX I
University of Ibadan
Faculty of Education
Department of School Library and Media Technology
Aliteracy Initial Survey (AIS)

Dear Student,

This survey is purely for data collection from secondary school students in Ilesa City and it is purely for research purpose. All responses will be treated with utmost confidentiality.

Thank you.

Mrs. Margaret. O. Abimbola

Section A

Background Information

Please tick (✓) the item in line with your response

1. Name of School (Optional).....

2. Age: Less than 12 { } 12 - 14 { } 15-17 { } above 17{ }

3. Gender: Male { } Female { }

Section B

Instructions: The survey is to be answered by ticking the most appropriate answer. Rate your responses as they best describe you by ticking (✓) in the space provided in the table below:

Very True of Me (VTM), Almost True of Me (ATM), Fairly True of Me (FTM), Not True of Me

S/N	Items	(VTM)	(ATM)	(FTM)	(NTM)
	Reading Motivation				
1.	I do not like to read without being forced				
2.	I do not like to read printed material				
	Types of text read				
3.	I prefer short stories to long ones				
4.	I prefer to read only notebooks				
	Importance attached to reading				
5.	Though I know the importance of reading, I do not like reading				
6.	I will rather play games and watch movies than reading				
	Reading skills	(VTM)	(ATM)	(FTM)	(NTM)
7	I found it burdensome to comprehend school-based textbooks when I try to read them				
8.	I prefer textbooks that are simplified with illustrations				
9	I found it difficult to recall what I read later				
10	I prefer to read just to pass examinations				

APPENDIX II

Sample of Introduction Letter from the Ministry of education, Osun State



MINISTRY OF EDUCATION
SCHOOLS AND SPECIAL EDUCATION DEPARTMENT,
P. M. BAG 4418, OSOGBO, OSUN STATE, NIGERIA

Your Ref. No:
All communications should be
Addressed to "The Permanent Secretary"
Ministry of Education, Science & Technology:
Our Ref. No:

Date: 24th May, 2019.

The Principal,
Ilesa High School,
Ilesa

LETTER OF INTRODUCTION

I am directed to inform you that the Permanent Secretary, Ministry of Education has approved that ABIMBOLA, Margaret Olusola, a Ph.D student of the University of Ibadan should be allowed to carry out her research titled "The Effects of Bibliotherapy and SQ3R on Aliteracy among Secondary School Students" in your School.

2. Kindly accord her necessary support.
3. Thank you.

O. O. Adeyeye

For: Permanent Secretary.

Role of School Libraries in Educational Achievement of Junior Secondary School Students in Bosso Local Government Area, Niger State, Nigeria

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Abstract

The study investigated the role of school libraries in the educational achievement of junior secondary school students in Bosso Local Government Area of Niger State, Nigeria. The study was guided by three specific objectives with corresponding research questions to cover the information resources provided and available; ways by which school library usage improves the educational achievement as well as challenges to the roles of school libraries towards educational achievement of JSS students in Bosso LGA, Niger State, Nigeria respectively. Descriptive survey design was used and in-determinant population consist of JSS students in 13 secondary schools with libraries in the LGA. Multi-stage sampling procedure was used to select 120 students from eight schools in Bosso and environs. Checklist and structured questionnaire were the data collection instruments used. Descriptive statistics (tabulation, frequency counts, mean and standard deviation) was used to analyse data. Results showed 100% response rate. The available collection include: printed and electronic resources with absence of video, projector and computer. The use of school libraries and available collection has increased the literacy level of students; the collection and facilities were inadequate. The study concluded that with the available printed collections, there was improvement in the educational achievement of JSS students in the LGA. It was recommended that there should be collaboration among State Ministry of Education, State Universal Basic Education and LGA to commit adequate funds for the procurement of relevant but balanced collection and facilities in school libraries as well as ensuring conducive library environment.

Keywords: *School libraries, Junior secondary schools, Students, Educational achievement, Bosso Local Government Area, Niger State, Nigeria*

Introduction

Education as one of the social services is the bedrock of human resource development for society advancement and progress. Through education, the socio-economic, political, economic and cultural activities can be developed and improved upon. Education is thus considered as an element of fundamental human rights of every child and since it is expected that every citizen possesses the right to education. This means that for any nation to progress, its education sub-sector of social services including the libraries but also be seen to be functional with relevant collections; organised and managed by qualified personnel. IN some instance, the standard of any educational institution is usually measured or assessed based on the existence of library and the type and quality of educational resources been stocked. Although, no matter the aesthetic nature of a library stocked with current and relevant collection; it will be meaningless if human resources are not put in place to actively provide efficient services to both pupils or students and teachers. Therefore, available but relevant information resources, accommodation and quality of staff are the yardsticks or criteria used in measuring the standard of any educational institution.

Once a child is being enrolled into schools (nursery, primary and post-primary), it is expected that at the end of each level, he/she must have achieved certain successes which are not far from ability to read and write, pass examination, and acquire more knowledge. These are made possible only if school owners/ management establish functional libraries in terms of reading materials and staff to manage the learning resources. It is on the basis of this that Federal Government of Nigeria in the National Policy on Education (2013) section 8 subsection 127 (1a) maintained that library is

the heart of the educational institution and one of the educational services and as such owners of schools are expected to establish functional libraries in line with the established standards. This entails that library established in nursery, primary and post-primary schools are to support the curriculum by making available relevant and current reading materials for consultation by students and subject teachers as well as qualified personnel in form of librarian or teacher librarian to provide active services. One of the roles of library and information centre in education in Nigeria as reported by Bello and Kashim (2019) is the provision of effective library services that would promote academic excellence to users. Despite the clamouring for viable school libraries to support curriculum implementation, there is still problem of inadequate and functional school libraries serving as inhibiting factor to the educational achievement of students in schools across the various part of Nigeria.

Statement of the problem

It is evident that for any educational institution (primary, post-primary and post-secondary) be established, it must in first instance plan to establish library. Hence library attached to any educational institution help to achieve the overall objectives of the parent institution. School libraries are established to support the implementation of National Policy on Education and at the same time the curriculum of the institution. This is further achieved by building purposeful library, equip with relevant and current collection based on the subjects taught in school. The library is to be managed by librarian, teacher- librarians and supporting staff. Unfortunately, empirical review has shown that libraries established at primary schools within Bosso Local Government Area (L.G.A), Niger State, Nigeria were grossly inadequate as there was no laid down policy on school library collection (Saka and Alhassan, 2019). In order to solve this problem of inadequate school libraries within the study area, these researchers decided to investigate the role of school libraries in educational achievement of junior secondary school students in Bosso LGA, Niger State, Nigeria.

Objectives of the study

The main objective of the study is to determine the role of school libraries in the educational achievement of junior secondary schools' (JSS) students in Bosso Local Government Area of Niger state, Nigeria. The specific objectives of the study are to:

1. ascertain the types of information resources available for JSS students use in Bosso LGA, Niger state, Nigeria;
2. identify ways by which school library usage has improved the educational achievement of JSS students in Bosso LGA, Niger state, Nigeria; and
3. establish the challenges to roles of school libraries and usage in Bosso LGA Niger state, Nigeria.

Research questions

The following research questions guided the study:

1. What types of information resources are available in school libraries for JSS students in Bosso LGA, Niger state, Nigeria?
2. In what ways has school library usage improved the educational achievement of JSS students in Bosso LGA, Niger state, Nigeria?
3. What are the challenges to roles of school libraries and usage in Bosso LGA, Niger state, Nigeria?

Literature review

Ode (2013) conducted a study to determine the availability, adequacy and utilization of school library resources in Oju Local Government Area of Benue State, Nigeria. The study was guided by five specific objectives to capture variables such as available, adequacy, and utilization of the

available resources as well as inhibiting factors and strategies for effective utilization of available resources by students. Survey method was adopted while the population consisted of 13,269 students in 25 secondary schools in Oju Loal Government Area of Benue State. Purposive sampling technique was used to select 917 students in 10 secondary schools. Questionnaire was the only data collection instrument used for the study. Based on this, 917 copies of questionnaire were distributed out of which 892 were filled and returned which were further used for data analysis through mean scores and percentages. Results showed inadequate textbooks coupled with ineffective use of school libraries, while there was complete absence of computer-aided-programmes. The stud recommended that the school management should employ trained library personnel.

Imaga (2017) conducted a study to determine the role of public-school libraries in the educational development of pupils and students in public, primary and post -primary schools in Afikpo North Local Government Area of Ebonyi State, Nigeria. The study was guided by five specific objectives to cover the schools that need libraries, collections available, level of application of collections, inhibiting factors to the discharge of the role of school libraries as well as benefit of school libraries. Survey method was adopted and 150 copies of questionnaire were distributed while 140 completed copies were returned. Result showed non-availability of libraries in the primary schools surveyed, while only few of the post-primary schools surveyed have libraries. Government inability to established school libraries; lack of funds and teacher- librarians, poor management of facilities and vandalization were highlighted as major to the roles of school library in the educational development in the LGA of Ebonyi State, Nigeria.

Ridwan (2018) investigated the types of library collection available; their utilization and factors responsible for their low and high utilization as well as the quality of library collection that influence their utilization in Sabon-Gari Local Government Area of Kaduna State, Nigeria. Three specific objectives were formulated to capture the variables of availability, factors responsible for utilization in the studied primary schools. Quantitative research method was adopted and the target population consists of 33 primary schools and 1,541 teachers in Sabon-Gari LGA, simple random sampling was used and hence 155 copies of questionnaire was administered in ten primary schools. Frequency and percentage was used in data analysis. Response rate showed 154 copies of questionnaire were completed and returned. Results showed that books and pictures were the highly available library collection. Availability and currency of library collection were the two factors responsible for low use of libraries. Results further showed that accuracy of library collection influenced teachers of primary schools to utilize them. The study recommended intervention of Kaduna State Government in supplying library collection (journals, proceedings, pamphlets and audio-visual materials).

Aghadiuno, Onyekwodorzi and Ezisi (2018) investigated the influence of school libraries in promoting interest in Basic Science in Awka North Local Government Area of Anambra State, Nigeria. The variables investigated include: awareness of the existence, use and benefit of school libraries as well as increased interest and achievements in Basic Science. Survey research design and population of 462 junior secondary schools as well as questionnaire were adopted for the study. Parts of results showed students are unaware of the existence and importance of school libraries, students do not often use school library and that school library, hence can be used to increase interest in basic science. Ode (2013) conducted a study to determine the availability, adequacy

Saka and Alhassan (2019) investigated pattern of library used among primary six pupils in Tudun Fulani, Rafinyashi and Bosso communities in Niger State, Nigeria. The stud was guided by four specific objectives thus covering types of reading and playing materials available and used by the pupils; frequency of visit to libraries and types of clubs or society existing in the surveyed primary

schools. Descriptive survey method was used with the target population of primary six pupils, teacher-librarians, classroom teachers as well as head masters/ head mistress in the three communities within Bosso L.G.A. Thirty staff and thirty primary school pupils were randomly selected. Structured questionnaire/ interview were the only data collection instrument/ devices. Frequency count and percentages were used in the analysis of data. The study found that there was no laid down written policy on school library collection development and reading materials. It was also discovered that there were irregular acquisition of reading materials and the available ones were inadequate. Primary school pupils were affiliated with press, dancing, singing and mathematics clubs but were not affiliated to literary clubs respectively.

Salihu (2018) investigated the influence of school libraries on student achievement in Government Day Secondary School Rigachikun, Kaduna State, Nigeria. The study was guided by three specific objectives and research questions. Out of the population of 2000 students, 200 were sample using proportional to size. Structured questionnaire was designed and used in data collection. From the 200 copies of questionnaire administered, 174 copies were dully completed and returned. Frequency counts and percentages were used in the data analysis. Results showed that majority of the respondents indicated not to have library in the school. It was also discovered that almost half of the respondents claimed that there was more availability of all the collection listed in the questionnaire, school library has enhanced academic learning, health, personnel and knowledge development.

In a related study, Nnamani, Ukoha and Nwachukwu (2019) investigated the availability and utilization of ICT resources for the teaching of English language and learning in secondary schools in Nsukka urban and implication for national security. Two research objectives, two research questions and one null hypothesis were formulated. Descriptive survey research design and purposive sampling technique was used to select nine out of 29 English language teachers in public urban secondary school in Nsukka Local Government Area. Checklist and structured questionnaire were used in data collection. Descriptive statistics was used and results showed that only three (3) ICT resources were available for teaching English language and were grossly under-utilized.

There are various impediments to the growth and development of school libraries and their collection. Research was conducted by Anumkua et.al (2021) to determine the negative important of pollutants on school library resources in Ohaji/Egbema LGA of Imo state, Nigeria. The study was guided by four research questions which seek answers on sources and types, their impact, extent of their effect as well as inhibiting factors to the control of the impact of environmental pollutants of library collection. Two null hypotheses were formulated to determine the relationships among environmental pollutants on print and non-print collection. Survey research design method was adopted and the population consisted of 3,400 students and 76 teachers in 17 secondary schools. Sample size of 359 respondents was drawn from the entire population of 3,476 respondents. Questionnaire was need in data collection. Descriptive and inferential statistics were used in the analyst of data the study revealed that gas and flare fire were responsible to damaging of collection, while gum and glue used in binding pages disengaged. High temperature is responsible for discoloration of books. Inadequate staff training and safety measures to books were the major obstacles to the control of environmental pollutants of the library collection. There is significant relationship between environmental pollutants and effect on library collection.

Methodology

The descriptive survey research was used with a target population of all junior secondary school students in 13 secondary schools with school libraries on average status within Bosso Local Government Area in Niger State, Nigeria. The number of JSS students in the 13 secondary schools was not known and as such multi-stage sampling technique was used in first instance to select eight (8) secondary schools and then random selection of 15 JSS students from each of the eight

selected secondary schools in Bosso and environs was carried out using a sample size of 120 JSS students for the study. Otaha (2015) posits that multi-stage sampling technique involve a number of stages or processes to arrive at a desirable sample size.

The choice of using Bosso Local Government Area (LGA) as the study area is obvious owing to the fact that it is the only LGA in Niger State that harbour seven (7) federal government establishments/parastatals (Saka and Alhassan, 2019).

Table 1: Population and Sample Size of the Study

S/N	Name of School	Sample School	Sample Size
1.	FEMA Schools, BossoMinna		
2.	St. Clement Secondary School, Gbaiko Minna	√	15
3.	AhmaduBahago Secondary School, Minna	√	15
4.	Police Secondary School, Minna	√	15
5.	Bosso Secondary School, Bosso		
6.	Mawo Secondary School, Minna	√	15
7.	Abu-Turab Schools, Bosso Minna	√	15
8.	TOPAZ International School, Rafinyashi	√	15
9.	Garima Secondary School, Bosso, Minna	√	15
10.	Maryam Babangida Girls Science College, Bosso,Minna		
11.	Army Senior Secondary School, Chancahaga, Minna		
12.	College of Art and Islamic Studies, Tudun Fulani		
13.	Hill Crest Schools, Minna	√	15

Data collection instruments used for this study consist of checklist and structured questionnaire. Checklist was used to determine the type of collection available or not available in the studied school libraries, thereby answering research question one. Structured questionnaire was used to find out ways by which school library usage improves the educational achievement of JSS students in Bosso and environs as well as its challenges thus answering research question two and three respectively. Students responded to 120 copies of questionnaire.

Data analysis and interpretation of results

Research Question One: ascertain the types of information resources available for JSS students use in Bosso LGA, Niger state, Nigeria;

Table 2: Available Information Resources for use by JSS Students in the School Libraries

S/ N	Information Resources	Available	Not Available
1	Textbooks	√	-
2	Magazine	√	-
3	Novels	√	-
4	Story Books	√	-
5	Atlases	√	-
6	Maps	√	-
7	Journals	√	-
8	Computer	-	√
9	Newspapers	√	-
10	Radio	√	-
11	Television	√	-
12	Video	-	√
13.	Projector	-	√

Table 2 showed that textbooks, magazine, novels, story books, atlases, maps, journals, newspapers, radio and television were the available information resources in all the studied schools while computer, video and projector were not available. Despite clamouring for the use of ICT in every facet of life, school libraries in the LGA places emphasis on stocking printed collection.

Research question two: In what ways has school library usage improved the educational achievement of JSS students in Bosso LGA, Niger state, Nigeria?

Table 3: How School Library Usage Improve Educational Achievement

S/N	Items	N	\bar{x}	SD	Decision
1.	Increase literacy level of students.	120	4.82	0.39	Agree
2.	Enhances students' reading skills and knowledge.	120	4.58	0.50	Agree
3.	Easy access to educational materials for academic studies.	120	4.59	0.64	Agree
4.	Helps students to pass subjects taught in school.	120	4.53	0.56	Agree
5.	Access relevant resources required to improve educational achievement.	120	4.73	0.52	Agree
Average Mean			4.60		

Table 2 showed the mean responses by which school library usage improves educational achievement of junior secondary school students in LGA of Niger State. A total number of 120 junior secondary school students responded to copies of questionnaire. The table showed that the average mean scores for the response was 4.60. This indicates that school library usage improves students' academic performance in junior secondary schools in Bosso LGA of Niger State, Nigeria.

Research Question Three: What are the challenges to roles of school libraries and usage by JSS in Bosso LGA, Niger State, Nigeria?

Table 4 Challenges to Roles of School Libraries and Usage

S/N	Items	N			Decision
1.	Inadequate collections/facilities.	120	4.82	0.39	Agree
2.	Lack of trained library personnel.	120	4.58	0.50	Agree
3.	No library period on school timetable.	120	4.59	0.64	Agree
4.	Irregular opening of school library.	120	4.53	0.56	Agree
5.	Negative attitude of library staff towards users of library.	120	4.73	0.52	Agree
6.	Erratic power supply.	120	4.73	0.52	Agree
	Average Mean		4.66		

Table 3 showed the mean responses on the challenges of school library usage in the studied junior secondary schools in Bosso LGA of Niger State with average mean score of 4.66. A total number of 120 junior secondary school students responded to copies of the questionnaire. The table showed that the average mean for the response was 4.66. This indicates that there are challenges of school library usage in junior secondary schools' libraries in Bosso LGA. The challenges in rank order include: inadequate collections/facilities, negative attitude of library staff towards users of library, erratic power supply, absence of library period on school timetable, lack of trained library personnel and irregular opening of school library.

Discussion of findings

Research question one sought to find out the types of information resources available in eight school libraries. The results showed that with exception of video and projector, all other print and electronic resources were available in school libraries for use by JSS students. This shows that school libraries in Bosso and environs neither possess computer nor video and projector in teaching JSS students within library or classroom. This finding contradicts that of Salihu (2018), Ridwan (2018) and Nnamani et.al (2019) respectively. Ridwan (2018) reported that almost 50% of the respondents indicated more availability of all library collection listed in the questionnaire while Nnamani et.al (2019) reported the availability of only three (3) ICT resources for teaching English Language in secondary schools in Nsukka Urban. Ridwan (2018), reported that books and pictures were the most commonly available library collection in primary schools in Sabon-Gari LGA, Kaduna State, Nigeria.

Research question two investigated various ways by which school libraries have improved or enhance academic achievement of JSS students in Bosso LGA, Niger State. All the five listed items in the questionnaire have high mean scores but the highest mean score of (4.82) was on "increase in literacy level." This suffices to say that library use is not only to read but also write assignments, etc. These findings is at variance with the findings of Saka and Alhassan (2019) and Aghadiuna, Onyekwoduri and Ezisi (2018) respectively who reported that school library can be used to increase students' interest in science lack of policy on school library collection.

In an effort to provide answer to research question three, analysis of data was conducted and mean scores were high with the highest mean score on inadequate collection and facilities. Collection within the context of this research refers to both print and electronic resources, while facilities encompass reading tables, chairs, shelves. However, with little, none or inadequate collection and facilities in libraries, the entire information service delivery can no longer be made possible. This finding contradicts those of Imaga (2017) and Anumkua, et.al (2021). The researchers reported funds as the major obstacle to the discharging of roles by school libraries as well as identifying

negative effect of environmental pollutants on the physical well-being of school library collection and inadequate staff training and safety measures to library collection respectively

Conclusion

Based on the findings of this study, it can be concluded that emphasis is laid on print materials with little attention to electronic resources. This has gone a long way in improving the educational achievement of students. Despite students' educational achievement, the provision of school library services are faced with some challenges which can serve as inhibiting factors or obstacles/challenges to educational development of JSS students in Bosso Local Government Area of Niger state, Nigeria.

Recommendations

Based on the findings and conclusion reached, the management of Bosso Local Government in collaboration with Niger State Universal Basic Education Board (SUBEB) and Ministry of Education in Niger state are to;

1. Ensure that school libraries should have well-balanced collection to cover both printed and electronic resources.
2. Ensure that enabling facilities and environment that would further enrich students' educational achievement be provided. For example, video, films, conducive library environment, etc. be provided;
3. Commit adequate funds for the procurement of current and relevant information resources to further support the curriculum.

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Improving Students Mental Health and Psychological Well-Being In The Midst of Covid-19 Pandemic

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Abstract

The advent of COVID-19 has given rise to fear and stress leading to emotional and psychological problems due to social and physical distancing and economic meltdown. Emotional and psychological problems are likely to be more among people because of breakdown in relationship and human interaction, suppression of emotions and loss of jobs. As such there is increasing rate of discouragement, depression and in some case death. Reading of books could come handy to fill the gaps that distancing from friends and families might have caused. At a time like this, that physical connections are not possible, bibliotherapy becomes an essential tool to assure the students that they are not alone. Bibliotherapy has the ability to improve mental health and psychological well-being through the use of imaginative and self-help books. This paper gives the evidences that use of books as therapy could help to heal the wounds of emotional and psychological problems

Keywords; *Bibliotherapy, Emotional problems, psychological problems, Mental health, Covid-19*

Introduction

On March 11, 2020, the World Health Organisation (WHO) declared COVID-19 a pandemic. The outbreak of the novel virus presents an alarming effect on health, education, economic and social life of individuals, communities and the world generally. According to WHO, COVID 19 is more than health crises, it is an attack on the core of the societies and affects all segments of the society. Measures at reducing the spread of this pandemic virus include, lockdown of societies, social distancing, regular washing of hands, use of face masks among others. However, some of these measures such as lockdown and social distancing have been found to have implications on the people. Some of the negative implications of the measures at combating the spread of the virus include loss of job, cut in salary, depletion of savings and fear of the unknown about the cure for the virus which resulted into increase in the rate of anxiety, stress, domestic violence, sicknesses, diseases and death in most cases.

To curtail the spread of the virus, communities, societies, cities, towns, countries, organisations sectors had to close down, people have to stay indoors and schools have to shut down. This started the era of social distancing and lockdown for many countries including Nigeria. Both the federal and state governments had schools closed down leaving the students out of school for long period, a situation which the students have not experienced before the pandemic. Consequently, the closure of schools affected the students negatively with profound effect on their emotional and psychological as well as their state of mental health and general well-being. In other words, lockdown of people in their homes could result to mental health issues and have impact on their psychological well-being especially with students from abusive homes that has loss social connections.

Apart from endangering human health which sometimes result to death of thousands of people all over the world, COVID 19 psychological effect on the society which the students live in was profound. According to Rubin and Wessely (2020), circulation of fake news in social media, linking of the virus to 5G network and the coming of the end of the world in some quarters provoked serious distress in societies. Closure of schools led to emergence of online teaching as against face-to-face teaching and learning which came with the tendency to increase academic

stress among the students due to increased pressure to learn independently, loss of daily routine and lack of motivation (Grubic, Badovineic, Shayeac, Johri, 2020). The virus, according to Ozili and Arun (2020), got most industries to close down, some downsize while some relieved people of their duties because of the lockdown due to COVID 19 pandemic. The outbreak has triggered the global recession and many countries put up policies that had both positive and negative effect on the economy. It is an obvious fact that whatever affects the parent will have ripple effects on the students

Loss of parents, loss of jobs by parents and lockdown of communities seems to have put children and young adults under intense pressures resulting in the disruption of their psychological and emotional balance. This imbalance needs to be addressed to save the children and young adults from a more dangerous occurrence. Systemic use of books has been found to be useful in correcting and healing people with behavioural disorders. The systemic reading of books (storybooks or self-help books) could help in ameliorating the stress and anxiety prevailing in this era of COVID 19. Reading add to the quality of life, empowers and emancipates individuals since individuals, through reading, could penetrate into the existence and experiences of the other people and broaden their comprehension, extent of experience and gratification.

Meanwhile books have other purposes aside from educational, a well written literature books for young adults can reveal new information to the reader, meet recreational and entertainment needs and likewise help an individual to pick up knowledge of into what he is dealing with. From time memorial, books have been instruments of progress, improvement, basic leadership skills development and are relevant from generation to generation (Akinola, 2014). Books as tools help in comparing behaviour/characters in the book and the reader and also help readers with learning and growing. It helps to open ways to considerations, feelings and emotions. Use of books to achieve the foregoing purposes can only be found in a bibliotherapeutic process. Books are powerful educational tools that allow juveniles to experience emotions and perspective of others and could be used to bring about change in others (Adeyeye and Oyewusi 2019).

Bibliotherapy is reading to heal and it involves the selection of reading materials which includes fiction and non-fiction books that can be used to guide readers to realise greater self-understanding, self- reflection and comfort when faced with problems, loss, disabilities, illness and other challenges. Bibliotherapy is a combination of two Greek words “biblio” meaning book and “therapeia” meaning healing (Strurm, 2003). It involves the reading of books, stories and poems creatively to make people feel better in themselves and about themselves. Although Tukhareli (2011) opined that books cannot protect students from the reality of consequences of stress and anxiety facing them, it could help students build the coping skills needed to survive the reality. Through bibliotherapy the passion, enthusiasm and delight for reading is shared with another individual or group of people to create affective modification and to advance personality growth and development.

Students at this COVID-19 period may become increasingly burdened with divers’ issues that are related to mental health which could affect them psychologically and emotionally, hence bibliotherapy is a strategy which can be adopted to help students deal with mental health and ensuring that they are psychologically and emotionally stable during and after COVID-19 pandemic. The process of bibliotherapy when followed technically and completely could help students comprehend the sentiments they have, discover arrangements that will work and improve their perception and feelings about themselves which could ultimately increase their personal success (Dirks, 2010). Bibliotherapy is used to convey information, give understanding, empower discourses about issues, communicating new states of mind and values, encourage new answers for challenges and improve self-regulation to furnish recreation and redirection. The uniqueness of bibliotherapy is that it starts in an indirect manner by focusing on the reading of the storybook,

to the knowledge that others are also passing through the problem (identification), and later to discovery of self (catharsis), emotional release (insight) and end with how to solve the problem.

Concept of bibliotherapy

Bibliotherapy precisely means healing through books. The term came from its Greek etymology of *biblion* (book) and *therapeia* (healing) (Sectman, 2009). According to McMillen (2014) bibliotherapy is known by many names such as *biblio counseling*, *book matching*, *literatherapy*, *library therapeutics*, *reading therapy*, *literapeutics* and so on just as it holds a number of different definitions depending on the setting and how the professional using it decide to apply it. Some definitions include therapeutic aspect of bibliotherapy while some include an element of problem solving. In other words, bibliotherapy refers to healing through literature, it is the process of reading books with a therapeutic intent. Adeyeye and Oyewusi (2019) also defined bibliotherapy as a process of helping young adults modify behaviour, emotions and thoughts. Bibliotherapy has many aspects of intervention including, helping students to develop self-confidence, increase understanding of behaviour and broaden their reading interest. In other words, readers are encouraged to identify themselves with persons or characters in the story read which can lead to changes in the character of the reader through the use of books (Okwilagwe and Muboyin, 2011). Books can be used in intervention programmes to help individual to gain enhanced knowledge, learn from others, find solutions to problems and ultimately enhance the quality of human existence.

Bibliotherapy was initially utilised as a treatment intercession for grown-up mental patients in mental health homes and organisations. In Library Science, the antiquated Greeks kept up that writing was mentally and profoundly essential, posting a sign over the library entryway at Thebes depicting itself as a "healing place for the soul" (Sullivan, and Strang, 2002). Books were used in America as teaching tools and also as instruments to build and modify character. Also, organised hospital libraries started in the 1900's and eventually spread to other state institutions. With this model in place American Library Association was able to sponsor highly successful library programmes to the military at war front during the World wars. Bibliotherapy was employed to help soldiers cope with war time traumas and was extended to the disable veterans. Bibliotherapy is now widely used by various professionals, for example, physicians, librarians, teachers, counselors, psychologists, social workers and parents.

Mental health of students and the use of bibliotherapy

According to Alliant International University (2020) the physical and social environment that a student lives may likely affect the coping skills that has direct link to mental illness. In the course of COVID-19, lockdown of the society and social distancing of individuals, students were forced to stay at home, this have adverse effect on their mental health and series of issues like anxiety, stress, eating disorder, depression, bipolar disorder, suicide and so on arise especially when they do not have access to any support system. Factors like loss of parent(s) due to COVID-19, loss of jobs (parents), lack of self-care, poverty, abuse (emotional and sexual), inability to visit friends could lead to mental illness. Students' mental health is important in every stage of life because it comprises emotional, psychological and social well-being which determines how they cope with stress, how they relate with others and decision making. The measures put together by the government and health practitioners in combating the spread of the virus may likely have negative implication on the mental health of students at this time. There are several interventions that could be used to help the distressed students, bibliotherapy is one of them. This intervention as a process could help the students to identify what is happening to them, adapt to it and see how others have been able to overcome similar situations, thereby helping their coping skills and problem-solving skills.

the deployment of parents. Deployment in military has effect on the coping skills of some children especially their development. It was recorded in the study that change in behaviour of children most times is a reflection of their emotions because some find it difficult to express how they feel, hence, children in deployed homes may develop emotional problem and coping problem which may in turn affect their progress in school. Bibliotherapy is useful in helping the children cope with the anxiety and depression experienced with the deployment of loved ones by the military. Students' mental health issues could be helped through the reading of literature since books have universal appeal to engage readers. Through reading, readers are able to relate/identify with what they are going through and relate with the character in the story because readers find it easier to translate their experiences into those of the character that they have identified. According to Brewster (2008), the reading of literatures (books) has positive impact on the reader, addresses the emotional problem and has power to change how the reader feels if given the right book at the right time. Also, a study in the United Kingdom concluded that most depressed people could benefit from bibliotherapy and that the infrastructure needed to supply reading materials was in place through the public libraries.

Adeyeye and Oyewusi (2019) carried out a study in a correctional facility setting to investigate whether bibliotherapy would assist juveniles with non-conforming behaviour to regulate their emotions, behaviours and thought pattern. Thirty-six girls aged 10-18 from correctional homes were subjected to reading storybooks and taking part in activities for 18 weeks. The study established that Bibliotherapy could help to create awareness that young adults could learn from to make informed decisions to guide them in behaving in healthy ways that are not harmful, develop coping skills and ability to take responsibility for their actions. The study called attention to that fact that reading of fiction could help young people to open up about their own emotions and experiences. Findings from the study further revealed that the greater part of the girls in the end were able to regulate their emotions, behaviour and thought through bibliotherapy.

In the study carried out by Hipsky in (2007) on using bibliotherapy to help students with emotional behavioural needs, it was reported that juveniles who participated in the research were able to express themselves. The young adults were able to relate and discussed the character in the story. The character was analysed, in the process they improved their communication skills and were able to evaluate their needs as students with emotional and behavioural disability. Bibliotherapy provided the students a safe place for individual assertion as well as insights into how teacher can help juveniles who have emotional and behavioural disabilities to find reason to understand the challenge they are facing and see how it could be resolved through communication. Kang (2010) reported that the effect of bibliotherapy on self-regulation strategy improve student's ability to regulate emotions, behaviour and thoughts. After participating in the intervention, all participants (40 males, 22 females) with special needs improved in their value of self-regulatory strategies and attributed their performance to effort and strategy.

A study by Tukhareli 2011 used bibliotherapy intervention on 59 children aged 6 years to 19 years for 3 months. The participants were children and young adults affected by HIV/AIDS at the Nkosi's Haven library in Johannesburg, South Africa in 2010 resulting in psychological and social issues that affect the targeted group within the African environment. In the study, bibliotherapy was seen as an effective way of reaching out and breaking the isolation of children living with HIV/AIDS. According to study, stigma associated with HIV infection can unfavourably affect the lives and behaviour of people living with HIV/AIDS and the family. Reading selected books, carrying out reading aloud, story-telling and follow up discussion helped in increased knowledge about HIV/AIDS and related issues as well as understanding of the universality of the difficulties they are experiencing, decrease in the level of fear about HIV/AIDS, increase in the comfort level of thinking and taking about HIV/AIDS, decrease in the level of isolation, mental and psychological pressure, improved self-esteem, enhanced positive thinking as attitudes are

strengthened by coping skills. The recommended books helped the children to escape and expand their world which was beneficial to their trapped emotional and physical problems.

Bibliotherapy and psychological well being

During the COVID-19 pandemic lockdown, students were faced with a growing number of emotional and psychological challenges which could be traumatic and distressing to the students. These issues put them at risks. These challenges developed into psychological problems which affected the students in their day-to-day activities including academic performance and overall health. Kaufman and Landrum (2009) reported that students experiencing multiple challenges could be at risk with psychological well-being and other undesirable consequences. Coping ability of individual depends greatly on individual personal character, experiences, background and ability that are uniquely put together to solve problems (Camp 2015). Thus, bibliotherapy has a unique way of helping students cope with psychological challenges through the development of better understanding of themselves, expression of feelings through systematic reading of literature (book) through story time, read aloud and guided reading. Literature (books) when used to help students cope with personal problems helps them to acquire skills needed to solve the problem as well as give them supports needed to enhance reading. Implementation of bibliotherapy shows the students that they are not the only one having or passing through that particular problem, teach them that there are more approaches to solving a problem, encourage the students to be open for discussion, assist the students in looking for solution (problem solving skill), help the students in establishing their identity, building their self-esteem and self-efficacy, help to release emotions and promote greater understanding of others.

In the study of Bolitho, (2011), value was placed on reading good literature to improve well-being and social connection. The study was carried out at a local aged care hostel for 12 weeks. Therapeutic reading with an emphasis on improved well-being, confidence, concentration and engagement was done. The study was made up of the resilience who are consider appropriate for the pilot study based on need, physical and mental ability. The reading group met for an hour and half session reading aloud from carefully selected piece of prose and discussion activities were deployed with no academic analysis expected. After two evaluations, position feedbacks were gotten from the participants. According to the study, participants looked forward to the group because it made them think of themselves and gave them something to think about aside from their ailments and the monotony of the day. Harper (2017) carried out a study on how to help students who hurt or experience difficult situations.

Bibliotherapy is a strategy for library to help young adults identify, work through, and ultimately found resolution to stressful situations. Libraries can share specific literature with the intention of assisting juveniles who are experiencing emotional distress cope and the commencement of healing process. According to Madsen 2012, engaging the children with picture books could be used as a critical tool for engaging children in powerful conversations that could help in appropriate development, addressing of issues of equity and social justice. Although bibliotherapy is not a tool to replace clinical or psychological therapy, it could help to raise awareness concerns, reassure students that they are not alone and increase the perception that others experience challenges and are able to cope, solve, seek assistance and eventually find solution. In Chasin (2007) bibliotherapy intervention was highly effective in the treatment of depression. The findings show substantial support for the use of bibliotherapy with adolescents.

Conclusion

Students should be helped as regards their psychological, emotional and mental health well-being to them through bibliotherapy intervention by building their emotional competence for better cognitive, psychomotor and affective domains development. Bibliotherapy has the potentials to help students who suffers from mental health and psychological well-being by making them

comfortable through stress management. Students that are well emotionally and psychologically will be able to attain full potentials, have ability to cope with stress, high productivity, make good decisions and contribute meaningfully to the community they belong. In order to develop the coping skills needed for good mental health and psychological well-being in children and young adults, they must be exposed to books that could help to identify the problem, experience an emotional release and key into how the problem was resolved. Bibliotherapy is healing of the soul and it is an effective intervention in helping individuals to cope with issues ranging from emotional to psychological problems

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Conducive Environment as Precursor to School Library Use Among Secondary School Students in Ibadan South West Local Government Area, Oyo State Nigeria

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Abstract

The poor school library usage among secondary school students motivated the study. The main objective was to examine conducive environment and school library use habit among private secondary school students in Ibadan Southwest Local Government Area Oyo state Nigeria. The descriptive research design of the correlational type was adopted for the study. The study population was 2416 SS2 Students in 56 registered private secondary schools in Ibadan Southwest Local Government Area, Oyo State Nigeria. A total of 430 respondents was drawn from the population using a multistage sampling procedure. A self-structured questionnaire was used as instrument to elicit responses. The library use scale and resource adequacy sections measured 0.71 and 0.81 reliability scores respectively. Descriptive statistics were used to answer research questions 1 and 2 while inferential statistics through Pearson Product Moment Correlation was used to test the hypothesis. Findings from the study revealed that location of the library, accessibility of library, suitable table/desk for studying were the most conducive items under conducive environment. The most prevalent purpose of use of library was to prepare for examination, while highest frequency of use of library was 2-3 times per week. Textbooks was the most utilised among library resources. A positive significant relationship between conducive environment and school library use habit among the private secondary school students was established. The study recommended that conducive library environment should be deployed as a strategy for improving school library use habit among the private secondary school students.

Keywords: School library, Conducive library environment, Library use, Private secondary schools, Ibadan South-West, LGA, Oyo State, Nigeria

Introduction

Provision of a conducive and stimulating environment for students in enabling them to cultivate good library use habit must be the topmost concern of any education system in the world. The essence of use of libraries is premised on the provision of ideal environment and vital information resources for students to develop and sustain good study habits that are necessary for outstanding academic performance (Jato, Ogunniyi and Olubiyo, 2014). Students' library use means continuous and regular use of a library and its resources by the individual with the purpose of meeting his/her intellectual requirements. This is usually measured in terms of types of resources used, frequency and purpose of use.

Libraries are places where the habit of reading can be acquired. Libraries increase student success at school and they help them to acquire the educational knowledge necessary for adapting to changing and evolving circumstances. This can only happen in a conducive environment. It was Maceviciute, Borg, Kuzminiene and Konrad (2014) who noted that a library should have an ideal reading environment that is free from noises, and should also have good illumination, clean and good ventilation as well as comfortable furniture for seating. This gives credence to conducive environment as a variable in this study. The term environment is broad. It covers layout, furniture, and decoration but also the emotional climate that is created. Getting the environment right for the students makes a considerable difference. This implies that students who feel comfortable and stimulated in the library environment can settle in and enjoy reading. The inference from the foregoing, therefore, is that for students to effectively use the school libraries, there should be adequate ventilation, appropriate physical facilities of the library such as library furniture and

lighting that could influence the student use of library. Students, for instance, who use the library resources in carrying out some research work or doing any type of class assignment such as writing of projects, term papers, and other practical assignment will be encouraged to do so if the library environment is conducive. Therefore, an ideal conducive learning environment can be described as that in which all the factors such as lighting, furniture, noise free reading areas and good ventilation and so on are adequately provided for learning purposes.

Thus, where a conducive atmosphere is not properly incorporated into a school library design particularly as noted by the IFLA (2015) School Library Guidelines, would negatively affect the users and deter learning. The IFLA (2015) guidelines mentioned factors for considering a school library environment which include Location of the Library accessibility, noise free, proper illumination, suitable furniture, proper ventilation, aesthetics among others. This was also corroborated by Echem and Udo-Anyanwu (2018). Consequently, there is no gainsaying the fact that any learning environment such as that of school library must be functional in design and inviting in appearance. It is only when such environment is in place that learning is encouraged. That is, library use could be influenced by the conduciveness of the environment. Therefore, this study considered conducive environment and school library use by students in private secondary schools in Ibadan Southwest local government area, Oyo State Nigeria. The choice of private secondary schools is premised on the fact that school libraries are poorly developed or non-existent in most public schools.

Statement of problem

There has been a growing concern about falling standard of education in Nigeria. Consequently, stakeholders have been asking several questions as to why students perform so poorly academically. This may not be unconnected to low library use among students. Anecdotal evidence and some empirical studies have established poor or low library use among secondary school students. This low library use maybe connected to inadequate library resources in form of books and non-book resources as well as lack of qualified library personnel. Lack of conducive environment could also be a contributory factor. Most school libraries environment in Nigeria is not inviting and stimulating and as such, it deters library use among students. Also, there is a gap in literature as the researcher is not aware of any study that has researched into conducive environment and school library use among secondary school students in Nigeria particularly in the study location. It is against this background that this study intends to assess the situation of conducive environment and school library use among private secondary school students in Ibadan Southwest Local Government, Oyo state, Nigeria.

Objectives of the study

The major objective of the study is to assess conducive environment as precursor to school library use among private secondary school students in Ibadan South-West LGA, Oyo State, Nigeria. The specific objectives were to:

1. ascertain the extent to which school library environment is conducive to private secondary school students in Ibadan Southwest LGA, Oyo State, Nigeria.
2. examine the pattern of school library use among private secondary school students in Ibadan Southwest LGA, Oyo State, Nigeria.
3. examine the relationship between conducive environment and school library use among secondary school students in Ibadan Southwest LGA, Oyo State, Nigeria.

Research questions

The following research questions were answered in the study:

1. to what extent is the library environment conducive for private secondary school students in Ibadan Southwest LGA, Oyo State, Nigeria?

2. What is the pattern of school library use among private secondary school students in Ibadan Southwest LGA, Oyo State, Nigeria?

Hypothesis

The null hypothesis stated below was tested in the study at 0.05 level of significance.

There is no significant relationship between conducive environment and school library use of private secondary school students in Ibadan Southwest LGA, Oyo State, Nigeria;

Literature review

For school library media centres to achieve effective use of their library resources, the libraries should not only provide and preserve information materials for users but should endeavour to make the entire environment inviting and attractive for meaningful study. Thus, the environment includes such factors as good ventilation, noise-free reading areas and physical facilities such as furniture and lighting/illumination. These environmental factors will determine the way students use library. Supporting this assertion, Echem, and Udo-Anyanwu (2018) emphasized that the library needs to be a comfortable place, else students will decide to use alternative methods to gather the information they need. This remark was borne out of their observation of students growing dependence on electronic resources and students lack understanding that some of the best sources that they could use for research are in print format. For instance, there are students who use the library resources in carrying out some research work or doing any type of class assignment such as writing of projects, term papers, seminar and workshop papers, and other practical assignments. Such students would be encouraged to do so if reading chairs and tables as well as bright lighting system are adequately provided. Any school library where these facilities are inadequately provided could result in low level of use by the secondary students.

Abukari (2019) revealed in a study that majority of the respondents were satisfied with the facilities and the library's environment except the noise aspect of the library. The respondents were clearly dissatisfied about the noise level in the library and this was illustrated in both their responses and comment sections. They indicated that noise from moving vehicles and the generator located closer to the library distract their studies, and hence, the library sometimes was not conducive for studies. These findings are in line with the findings of Kalpana and Komathy (2012) that majority of participants were satisfied with the available tables and chairs, cleanliness, and lighting system in the library. It was also revealed that some of the respondents were dissatisfied with the ventilation level in the library and therefore requested for an air conditioner to be fixed to avoid problems such as noise, and heat. However, these findings parallel that of Adeniran (2011) where respondents agreed that the library's environment was conducive for learning and research activities.

Clee and Maguire (1993) conducted a study on the effects of the environment on library use. It was revealed that the perception of the total library environment has more impact than that of individual factors. They noted that the total environment is made up of many different factors and that any one of these factors could potentially affect users' perception of the library. Better guiding, better lighting, a fresher atmosphere, more seating, and a quieter library were also recommended. Similarly, the study of Folorunso and Njoku (2016) reported that the characteristics of library environment included; good library building, seating arrangement, and availability of library information resources. Furthermore, library furniture, library personnel, temperature within the library, lighting, décor of the library (interior designs), signage within and outside the library, as well as noise level within the library encouraged the use of the library by the undergraduate students.

Noise as one of the environmental factors is simply unwanted or unpleasant sound to the ear which could constitute a nuisance and serve as distraction to library users. This situation in the library

most of the time discourages the users from using the university library to satisfy their information needs which in turn usually created a devastating effect on academic performance of the students. The undergraduates, for instance, who use the library resources in doing any type of class assignment, or for other reasons, will be encouraged to do so if only the library environment is quiet.

Research methodology

The descriptive research design of the correlational type was adopted for this study. The population for this study comprised 2416 SS2 Students in 56 registered private secondary schools in Ibadan South-West, Local Government Area, Oyo State Nigeria. A multistage sampling procedure was adopted for this study. At the first stage, a simple random sampling technique was used to select 30% of private secondary schools in Ibadan South-West Local Government Area, Oyo State, Nigeria. This gave a total of 17 private secondary schools. At the second stage a proportional to size sampling technique was used to select 50% of SS2 students from the selected schools. This makes a total of 430 respondents. A self-structured questionnaire was used to elicit responses from the respondents. The pre-test for the study was carried out on 20 students of Lead City Secondary school which were not part of the main study. The result of the analysed data from the data collected from the pre-test yielded 0.71 and 0.86 reliability coefficient for school library use and conducive environment respectively. Descriptive statistics comprising means, standard deviations, frequency count and percentages were used to answer research questions 1 and 2 while inferential statistics of Pearson Product Moment Correlation was used to test the hypothesis

Results and Discussions of findings

Demographic Information of the respondents

Table 1: shows demographic information of students

Variable	Frequency	Percentage
Gender		
Male	273	63.5
Female	134	31.2
No indication	23	5.3
Total	430	100.0
Age		
14-16years	318	74.0
17-19yeas	84	19.5
No indication	28	6.5
Total	430	100.0

Table 1 shows the demographic information of students as follows. The gender distribution reveals that majority of the students are male, which accounts for (64%), female (31%) while (5.3%) did not indicate their gender. The age distribution reveals that majority of the students falls between the ages of 14-16years which accounts for (74%), between the ages of 17-19years (20%) while (7%) did not indicate their age.

Answers to research questions

Research question One: To what extent is the library environment conducive for private secondary school students in Ibadan South-West Local Government Area, Ibadan, Oyo State, Nigeria?

Table 2. Extent of conduciveness of school library environment in Ibadan Southwest Local Government Area, Oyo State.

S/N	Library Environment	Very Conducive	Conducive	Unconducive	Very Unconducive	Mean	Std. D
A	Location of the Library	232 (54.0)	151 (35.1)	15 (3.5)	4 (0.9)	3.29	1.056
B	Accessibility of Library	187 (43.5)	180 (41.9)	21 (4.9)	8 (1.9)	3.11	1.123
C	Noise Free Reading Areas	112 (26.0)	142 (33.0)	131 (30.5)	14 (3.3)	2.67	1.114
D	Illumination (Lightening for studying?)	163 (37.9)	153 (35.6)	64 (14.9)	11 (2.6)	2.91	1.201
E	Suitable table/desk for studying	216 (50.2)	130 (30.2)	41 (9.5)	-	3.11	1.221
F	Comfortable chairs for studying	210 (48.8)	103 (24.0)	80 (18.6)	-	3.04	1.204
G	Suitable furniture (Racks, shelves, carrels, stands)	157 (36.5)	130 (30.2)	111 (25.9)	4 (1.9)	2.89	1.113
H	Proper Ventilation	177 (41.2)	129 (30.0)	55 (12.8)	26 (6.0)	2.86	1.291
I	Accessible to persons with special needs	120 (27.9)	116 (27.0)	127 (29.5)	32 (7.4)	2.59	1.200
J	Availability of convenience	181 (42.1)	121 (28.1)	36 (8.4)	33 (7.7)	2.77	1.414
K	Decoration in the Library	149 (34.7)	110 (25.6)	65 (15.1)	45 (10.5)	2.56	1.416
L	Design of the Library	138 (32.1)	138 (32.1)	60 (14.0)	39 (9.1)	2.62	1.353
M	Ambience of the library	106 (24.7)	82 (19.1)	132 (30.7)	8 (1.9)	2.19	1.454
		Weighted Average= 2.82					
		Total Mean= 36.608 Criterion Mean= 2.50					

Table 2 shows the extent of conduciveness of school library environment. The results revealed that the students were satisfied with A table/desk for studying (Mean=3.11), Comfortable chairs for studying (Mean=3.04), Illumination (Lightening for studying? (Mean=2.91), Suitable furniture (Racks, shelves, carrels, stands) (Mean=2.89), Proper Ventilation (Mean=2.86), Availability of convenience (2.77), Noise Free Reading Areas (Mean=2.67), Design of the Library (Mean=2,62), Accessibility to persons with special needs (Mean=2.59) and Decoration in the library (Mean=2.56) while students were dissatisfied with Ambience of the library (Mean=2.19).

The weighted mean of the table is 2.82, it implies that students saw their school library environment as conducive. This finding aligns with Adeniran (2011) where respondents agreed

that the library's environment was conducive for teaching and learning activities noting that the student and teachers like the quiet and peaceful environment in the library and they prefer libraries to be clean and tidy and the result of Cleve and Maguire (1993) in a study on the effects of the environment on library use which revealed that the perception of the total library environment has more impact than that of individual factors. They recommended better guiding, better lighting, a fresher atmosphere, more seating, and a quieter library. The overall implication is that the library environment needs to be conducive if the use of library would be guaranteed.

Research question two: What are the types of school library resources being used by private secondary school students in Ibadan Southwest LGA, Oyo State, Nigeria?

Table 3: School Library use habit among private secondary school students in terms of types of library resources used by students

S/N	Resources	Frequency	Percentage	Remark
A	Textbooks	387	90.0	Used
	Fiction and Non-Fiction Books	277	64.4	Used
C	Electronic books	225	52.3	Used
D	Television and radio	284	66.0	Used
E	Dictionaries, Encyclopaedias, Charts, Atlas and maps	333	77.4	Used
F	Realia	161	37.4	Not used
G	Reference books	277	64.4	Used
H	Magazines and Newspapers	297	69.1	Used
I	Computers	336	78.1	Used
J	Internet	276	64.2	Used
K	Computer Instructional Materials	269	62.6	Used
L	Others (Specify)	124	28.8	Not used

Table 3 shows the library use pattern among private secondary school students in terms of types of library resources used by the students. The detailed analysis reveals that students agreed to have used the following resources in the library: Textbooks (90.0%), Computers (78.0%), Dictionaries, Encyclopaedias, Charts, Atlas and maps (77.0%), Magazines and Newspapers (69.0%), Television and radio, (66.0%), Fiction and Non-Fiction Books (64.0%), Reference books (64.0%), Internet (64.0%), Computer Instructional Materials (63.0%) and Electronic books (52.0%) while Realia (37.0%) and Others (29.0%) are not used. The implication is that Textbooks, Computers, Dictionaries, Encyclopaedias, Charts, Atlas and maps, Magazines and Newspapers, Television and radio, Fiction and Non-Fiction Books, Reference books, Internet, Computer Instructional Materials and Electronic books are the most library resources used by the students.

Table 4: Library use among secondary school students in term of purpose of use

S/N	Purpose of Library Use	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std.D
A	For class assignments	276 (64.2)	77 (17.9)	39 (9.1)	11 (2.6)	3.31	1.143
B	To prepare for examination	251 (58.4)	128 (29.8)	14 (3.3)	11 (2.6)	3.32	1.079
C	To read notes or storybooks	255 (59.3)	99 (23.0)	35 (8.1)	7 (1.6)	3.24	1.181
D	For relaxation and recreation	158 (36.7)	127 (36.7)	76 (17.7)	36 (8.4)	2.79	1.237
E	To borrow books	177 (41.2)	155 (36.0)	34 (7.9)	32 (7.4)	2.96	1.208
F	To use online resources	118 (27.4)	107 (24.9)	105 (24.4)	64 (14.9)	2.48	1.266
G	To meet friends	97 (22.6)	89 (20.7)	104 (24.2)	86 (20.0)	2.207	1.332
H	To read newspapers and magazines	140 (32.6)	105 (24.4)	62 (14.4)	60 (14.0)	2.463	1.436
I	To while away time	112 (26.0)	102 (23.7)	81 (18.8)	43 (10.0)	2.230	1.479
Weighted Average= 2.779							
Total Mean Score= 25.01							
Criterion Mean= 2.50							

Table 4 shows the purpose of library use among private secondary school students in Ibadan South-West Local Government Area, Oyo State, Nigeria. The detailed analysis reveals that students agreed to the following that: to prepare for examination (Mean=3.32), for class assignments (3.31), to read notes or storybooks (Mean=3.24), To borrow books (Mean=2.96) and for relaxation and recreation (Mean=2.79), to use online resources (Mean=2.48), To read newspapers and magazines (Mean=2.46) while students disagreed that: To while away time (Mean=2.23) and to meet friends (Mean=2.21). This implies that, the most prevalent purpose of library use among secondary school students is to prepare for examination, do class assignments, read notes or storybooks, borrow books and for relaxation and recreation.

Table 5: Library use frequency among secondary students in Ibadan Southwest Local Government Area, Oyo State, Nigeria

S/N	How Often do you use the library	Frequency	Percentage
A	Daily	63	14.7
B	Weekly	105	24.4
C	2- 3 times per week	185	43.0
D	4 or more times per week	26	6.0
E	never	24	5.6

Table 5 shows the frequency of library use among secondary students in South-West Local Government Area, Oyo State, Nigeria. The detailed analysis reveals that one hundred and eighty-five students use library 2-3 times per week, follow by 105 students that use library weekly, 63 students that use library daily, 26 students that use library between 4 or more times per week and students that never use library. This shows to a large extent that library use frequency is moderate among the students. The findings above corroborated that of Agyekum and Filson (2012) on the use of library resources by students in Ghana schools which found that most of the students use library resources and services to supplement their class notes, assignments and helped them in

examination preparation. Also, Collins and Carol (2012) study which revealed that students use school library information resources for recreational readings, for reference purposes, doing their school homework, teacher requirements and reading newspapers. Echem, and Udo-Anyanwu (2018) identified students' habits in the use of their own school library and it was found that more than half of the students go to the library once a week or month, while only a few students go every day and that there were even participants, though very few, who never go to the library.

Testing the hypotheses

There is no significant relationship between conducive environment and school library use habit of private secondary school students in Ibadan Southwest LGA, Oyo State, Nigeria

Table 6: Summary of Pearson Product Moment Correlation showing the relationship between conducive environment and library use by students of private secondary schools in Ibadan South-West Local Government Area, Oyo State, Nigeria

Variable	Mean	Std.D	N	R	Sig	Remark
Conducive environment	41.719	13.969	430	0.720	0.000	Significant
School library use habit	36.549	11.95				

Table 6. shows that there is a positive significant relationship between conducive environment and school library use by the private secondary school students ($r=0.72$; $p<0.05$). Therefore, the null hypothesis is rejected. The positive relationship implies that the conducive environment has a higher chance of improving school library use habit among the students surveyed. This is in tandem with Folorunso and Njoku (2016) who found that the good characteristics of library environment encouraged the use of the library students.

Conclusion and Recommendations

The provision of conducive school library environment is essential for regular school library use among students. The study has established that there is a positive significant relationship between conducive environment and school library use habit among secondary school students. Based on the findings of the study, the following recommendations are proffered:

1. It was discovered that there was high extent of conducive library environment, therefore, private school management and librarians should ensure that school library environments meet up with the indices of conducive library environment such as good location, illumination, ventilation and provision of suitable furniture among others particularly the ambience of the library. This may encourage regular use of the library by the students.
2. Computers, Dictionaries, Encyclopaedias, Charts, Atlas and maps, Magazines and Newspapers, Television and radio, Fiction and Non-Fiction Books, Reference books, Internet, Computer Instructional Materials and Electronic books are the most library resources used by the students, therefore, there should be proper orientation for students as per use of other library resources (such as reference materials and fiction books) and other purposes of using library rather than examination purpose. This will help promote proper school library use among students.
3. The study found that there is a positive significant relationship between conducive environment and school library use. Therefore, conducive library environment should be deployed as a strategy for improving school library use habit among the private secondary school students.

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Timely Provision of Quality Services Delivery Among Library Personnel in Selected Universities in Southwestern, Nigeria

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Abstract

This study investigated timely provision of quality services delivery by library personnel in selected universities in Southwestern Nigeria. Academic librarians, library officers and library assistants constitute the population for the study. The study covered 12 selected Nigerian university libraries and questionnaire was used for the data collection. The questionnaire was divided into three sections. Findings from the study revealed that acquisition, cataloguing and classification, selective dissemination of information and inter library loan, reference service, information literacy skills training services and reprographic services were the major types of services rendered by library personnel in the selected universities in Southwestern Nigeria. Major challenges constraining service delivery include, poor attitude towards to users', unwillingness to assisting users, lack of required knowledge and skills to handle users' service effectively, unavailability of e-resources, lack of necessary library modern equipment and inability to access library materials among others. The study recommended provision of timely, quality and satisfactory services as well as library resources by library personnel. Library management should make library environment comfortable and inviting to the users.

Keywords: *Timely provision, Quality library services, Library personnel, University libraries, Southwestern Nigeria*

Introduction

Library users and researchers are expecting timely provision and quality services from library personnel. Timely provision and quality services should be library top priority, hence library collections and e-resources materials should be made available to users whenever there is a need for them. Adequate attention should be given to researchers and students to complete their studies. When enough attention is given to library users, there is tendency for them to always want to use the library for their assignments. A library should be able to; answer users' questions, willing to help users, handle users' services and provide comfortable and inviting environment for users. A service means an act offered by one group to another. Whereas in the form of economy, a service is an economic activity that generates value and provides benefits to customers within a specific time and place. However, customer expectations about service delivery vary from person to person, product to product, service to service, culture to culture, business to business, industry to industry, and country to country' (Fogli, 2006).

The ability to deliver timely quality service is an essential for progress to success (Parasuraman, Zeithaml, and Berry, 2012). Chia, Chin, and Chin, (2002) defined service quality as a comparison between customer expectation and their perception of the service they actually received. Academic libraries are supposed to be proactive in delivering service to the library users (OECD, 2001). Besides that, academic libraries are also under pressure to increase efficiency and respond to their institutions' legislation (Robinson, 2003). In academic libraries, quality should be defined as a result that satisfies the needs of library users, who are the customers of the library (Hamid, 1991). In academic libraries, service delivery involves provision of services which are fast, of good quality and satisfy the library users (Ingraham, 2005).

There are many students who are not interested in using the library because, they can access resources through their hand phones. But some of them that are interested should be given individual attention to promote the library operations and services. Most users want timely and quality services and if these are lacking, they stop coming to the library. Library personnel should, therefore, be able to assist and answer users' questions and effectively provide library resources to them in a comfortable and inviting environment.

Literature Review

To measure service quality, the most well known model is SERVQUAL (Parasuraman, Zeithaml, and Berry, 1988) which consists of five aspects including: reliability, which involves the ability to provide the service promised accurately and as expected; responsiveness which focuses on the willingness to render an appropriate service to help customers overcome their problem; warranty, which deals with using workers knowledge and politeness/courtesy and their ability to build trust and confidence; empathy, which deals with service provider's attitude towards understanding each and every customer based on their problem; and tangibles, which include physical evidence concerning the service provided or whatever appearance that can be seen, touched and tasted. Although SERVQUAL is widely received among academics, there is no universal model that caters for all the different contexts and situations in which service quality operates (Cronin and Taylor, 1992).

Hernon and Nitecki (2001) noted that service quality definitions vary across the literature and are based on four underlying perspectives. Excellence, which is often externally defined; Value, which incorporates multiple attributes and is focused on benefit to the recipient; Conformance to specifications which enables precise measurement but which the customers may not know or care about internal specifications; Meeting or exceeding expectations, which is all-encompassing and applies to all service industries. Most marketing and library science researchers, however, have focused on the fourth perspective (Hernon and Nitecki, 2001), and the Gaps Model of Service Quality uses that perspective as a framework to identify the gaps created when performance either exceeds or falls short of meeting customer expectations.

In the Gaps Model, customer expectations are viewed as subjective and based on the extent to which customers believe a particular attribute is essential for an excellent service provider. Customer perceptions are judgments about service performance. Furthermore, expectations are not viewed as static as they are expected to change and evolve over time. Hernon (2002) wrote that the confirmation/disconfirmation process, which influences the Gaps Model, suggests that expectations provide a frame of reference against which customers' experiences can be measured customers from their expectations prior to purchasing or using a product or service. These expectations become a basis against which to compare actual performance.

The measurement of service quality using the Gaps Model, therefore, focuses on the interaction between customers and service providers and the difference, or gap, between expectations about service provision and perceptions about how the service was actually provided (Parasuraman et al., 1988). The difference between the minimum acceptable and the perceived levels of service is the adequacy gap such that larger adequacy gaps indicate better performance. The difference between the desired and perceived levels of service is the superiority gap; ideally, these scores would be identical so a perfect score is zero. As the superiority gap score gets further from zero, either positive or negative, it indicates poorer performance.

LibQUAL+™ was —initiated in 2000 as an experimental project for benchmarking perceptions of library service quality across 13 libraries (Kyrillidou, 2006). During 2006 the LibQUAL+™ survey was administered in 298 institutions. This study analysed data collected from the two administrations of LibQUAL+™ during 2006. A description of the instrument will facilitate an

understanding of the investigation. With each administration, the LibQUAL+™ instrument was improved and it is currently composed of 22 questions and as shown in Table 1.

Table 1

LibQUAL+™ Dimensions and their Component Items	Dimension	Components
Service Affect	<ol style="list-style-type: none"> 1. Employees who instill confidence in users 2. Giving users individual attention 3. Employees who are consistently courteous 4. Readiness to respond to users' questions 5. Employees who have the knowledge to answer user questions 6. Employees who deal with users in a caring fashion 7. Employees who understand the needs of their users 8. Willingness to help users 9. Dependability in handling users' service problems 	
Information Control	<ol style="list-style-type: none"> 1. Making electronic resources accessible from my home or office 2. A library Web site enabling me to locate information on my own 3. The printed library materials I need for my work 4. The electronic information resources I need 5. Modern equipment that lets me easily access needed information 6. Easy-to-use access tools that allow me to find things on my own 7. Making information easily accessible for independent use 8. Print and/or electronic journal collections I require for my work 	
Library as Place	<ol style="list-style-type: none"> 1. Library space that inspires study and learning 2. Quiet space for individual activities 3. A comfortable and inviting location 4. A getaway for study, learning or research 5. Community space for group learning and group study 	

The three dimensions measured by LibQUAL+™ are service affect, information control, and library as place. The perceptions of customers about library staff competency and helpfulness are derived from nine questions that compose the service affect dimension score. The information control dimension is derived from eight questions and focuses on whether the library's collections are adequate to meet customer needs and whether the collections are organized in a manner that enables self-reliance for library users. Finally, the library as place dimension is derived from five questions that address user perceptions regarding the facility functionality and adequacy for academic activities. All of the scores are scaled from 1 to 9 with 9 being the highest rating, so that scores can be compared (Thompson, Cook, and Kyriallidou, 2006).

The question faced by top library personnel is whether external measurement value creation or library users' satisfaction can be upgraded by quality of service increases (Kelly, 2005). Library users' satisfaction is a belief in the service delivery that functions as a standard or reference point where service delivery is evaluated (Zeitham and Bitner, 2003). The dilemma faced by top librarians is to choose between service accountability through performance measurement and

democratic accountability through feedback votes (Kelly, 2005). Library knowledge which university library personnel could use to improve their service delivery quality include resources identified by Popoola and Haliso (2009) as those information bearing materials that are in both printed and electronic formats, for instance, textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CDROM databases, Internet/E-mail, videotapes/cassettes, diskettes, magnetic disk, computers, microforms, etc.

Libraries in research universities, unlike their counterparts in primarily undergraduate institutions, are intended to support significant graduate programs and research activity. In such libraries students and faculty will find rich, well-organized collections. In contrast, libraries that support solely undergraduate work have collections that support the curriculum but are not likely to have the resources required to support faculty research. Adequate attention should be given to users and willingly ready to assist users. While providing timely service, users should be handled effectively by attending to their request promptly.

Objectives of the study

The specific objectives of the study are to:

1. identify the types of services rendered in the selected university libraries in Southwestern Nigeria
2. ascertain the level of service delivery by library personnel in the selected universities in Southwestern Nigeria and
3. establish the constraints to service delivery among library personnel in selected universities in Southwestern Nigeria.

Research questions

The following research questions of the study are:

1. What types of services are rendered in the selected university libraries in Southwestern Nigeria?
2. What is the level of service delivery by library personnel in the selected universities in Southwestern Nigeria?
3. What are the constraints to service delivery by library personnel in selected universities in Southwest, Nigeria?

Methodology

The research design adopted for this study was survey design. A total of 427 library personnel (academic librarians, library officers and library assistants) spread across 12 selected university libraries constitute the sample size for this study. Questionnaire was used for data collection. The questionnaire was divided into three sections; types of services that are been rendered in the selected university libraries in Southwestern Nigeria, level of service delivery among library personnel in the selected universities libraries in Southwestern, Nigeria, and constraints to service delivery among library personnel in selected universities libraries in Southwestern Nigeria. The data were analysed using descriptive statistics such as frequency, percentage, mean, and standard deviation.

Interpretation of Results and Discussion of Findings

Table 1: Types of services rendered in the selected universities libraries in Southwestern Nigeria

s/n	Variable	SD	D	A	SA	x	Rank
1	Acquisition	13 3.0%	14 3.3%	44 10.3%	356 83.4%	3.74	1st
2	Cataloguing and Classification	12 2.8%	22 5.2%	69 16.2%	324 75.9%	3.65	2nd
3	Selective dissemination of information	16 3.7%	22 5.2%	60 14.1%	329 77.0%	3.64	3rd
4	Inter library loan	20 4.7%	19 4.4%	71 16.6%	317 74.2%	3.60	4th
5	Information literacy skills training	13 3.0%	26 6.1%	84 17.9%	304 71.2%	3.59	5th
6	Internet/electronic service	16 3.7%	38 8.9%	74 17.3%	299 70.0%	3.54	6th
7	Current awareness Service	17 4.0%	33 7.7%	97 22.7%	280 65.6%	3.50	7th
8	Reprographic service	25 5.9%	33 7.7%	89 20.8%	280 65.6%	3.46	8th
9	Indexing and abstracting	28 6.6%	32 7.5%	99 23.2%	268 62.8%	3.42	9th
10	Circulation	38 8.9%	53 12.4%	76 17.8%	76 17.8%	3.31	10th
11	Referencing	40 9.4%	51 11.9%	84 19.7%	252 59.0%	3.28	11th
Weighted mean = 3.52							

Table 1 presents the result of services rendered by university libraries in Southwestern Nigeria. The results ranked “Acquisition” (x = 3.74), “Cataloguing and Classification” (x = 3.65), “Selective dissemination of information” (x = 3.64), Inter library loan (x = 3.60), Information literacy skills training (x = 3.59), and Internet/electronic service (x = 3.54) as topping the list of services being rendered by the selected university libraries in Southwestern Nigeria.

Table 2: Level of service delivery among library personnel in the selected university libraries in Southwest, Nigeria.

s/n	Variable	1	2	3	4	\bar{x}	Rank
1	The library renders selective dissemination of information service	6 1.4%	6 1.4%	60 14.1%	355 83.1%	3.79	1st
2	The library renders acquisition services	5 1.2%	15 3.5%	46 10.8%	361 84.5%	3.79	2nd
3	The library renders inter library loan services	5 1.2%	21 4.9%	74 17.3%	327 76.6%	3.69	3rd
4	The library renders cataloguing and classification service	12 2.8%	18 4.2%	64 15.0%	333 78.0%	3.68	4th
5	Reference service is highly important in the library	14 3.3%	22 5.2%	66 15.5%	325 76.1%	3.64	5th
6	The library renders information literacy skills training services	10 2.3%	26 6.1%	70 16.4%	321 75.2%	3.64	5th
7	The library renders reprographic service	11 2.6%	39 9.1%	68 15.9%	309 72.4%	3.58	7th
8	Current awareness services is important in the library	21 4.9%	33 7.7%	74 17.3%	299 70.0%	3.52	8th
9	Loan service is crucial in the library	35 8.2%	33 7.7%	67 15.7%	292 68.4%	3.44	9th
10	The library renders internet/electronic services	35 8.2%	32 7.5%	73 17.1%	287 67.2%	3.43	10th
11	The library renders abstracting and indexing services	37 8.7%	97 22.7%	126 29.5%	167 39.1%	2.99	11th
Weighted mean = 3.56							

Table 2 shows the level of service delivery among library personnel in selected universities libraries in Southwest, Nigeria. “The library renders selective dissemination of information service” was ranked highest by the mean score rating ($\bar{x}=3.79$) and was followed in succession by “The library renders acquisition services” ($\bar{x}=3.79$), “The library renders inter library loan services” ($\bar{x}=3.69$), “The library renders cataloguing and classification service in my library” ($\bar{x}=3.68$), “Reference service is highly important in my library” ($\bar{x}=3.64$) among others.

Table 3: The constraints to service delivery among library personnel in selected universities libraries in Southwest, Nigeria.

s/n	Variable	SD (%)	D (%)	A (%)	SA (%)	̄	RANK
1	Not attending to user' requests	9.2%	36.8%	213.4%	169.6%	3.27	1st
2	Unwillingly to assisting users	15.3%	52.2%	187.8%	173.5%	3.21	2nd
3	Failure to handle users' service effectively	12.2%	46.1%	25.5%	144.7%	3.17	3rd
4	Unavailability of e-resources	14.3%	59.8%	194.4%	160.5%	3.17	4th
5	Lack of necessary library modern equipment	10.2%	64.1%	215.4%	139.3%	3.13	5th
6	Not able to access library materials	16.3%	49.1%	230.9%	132.9%	3.12	6th
7	Lack of adequate reading rooms	20.4%	57.3%	201.1%	149.9%	3.12	6th
8	Not giving individual attention	16.3%	64.1%	206.4%	141.0%	3.11	8th
9	Library website not accessible	21.4%	68.1%	191.7%	147.4%	3.09	9th
10	Lack of comfortable and inviting environment	17.4%	63.1%	214.1%	133.1%	3.08	10th

Table 3 shows the constraints to service delivery among library personnel in selected universities libraries in Southwest, Nigeria. "Not attending to users' requests ranked highest by the mean scores (\bar{x} =3.27) rating is the top challenges to service delivery which was followed in succession by "Unwillingly to assisting users" (\bar{x} =3.21), "Failure to handle users' service effectively" (\bar{x} =3.17), "Unavailability of e-resources" (\bar{x} =3.17), "Lack of necessary modern library equipment" (\bar{x} =3.13) respectively.

Discussion of the findings

The findings of this study show the types of services rendered in the selected university libraries in Southwest Nigeria. The study, therefore, revealed that acquisition, cataloguing and classification, selective dissemination of information and inter library loan were the major types of services rendered among library personnel in the selected universities in Southwest, Nigeria. Using 3.52 as benchmark, the inference drawn from this was that the first service rendered by the library personnel in the selected university libraries is acquisition of library materials follow by cataloguing and classification. This is so since cataloguing and classification of library materials cannot be done except, they are first acquired.

The study shows that the level of service delivery among library personnel in selected universities in Southwest, Nigeria. The study, therefore, revealed that majority of the respondents indicated that their library renders; selective dissemination of information service, acquisition services, inter library loan services, cataloguing and classification services, reference Service is highly important in my library, information literacy skills training services and reprographic services. Hence, using 3.56 as benchmark, there is high level of dissemination of information service among library

personnel in selected university libraries in Southwest, Nigeria. This is because different library patron requires different information based on their area of specialisation.

The study reveals the following constraints mitigating against service delivery among library personnel in selected universities in Southwest, Nigeria.; not attending to users' requests, unwillingly to assisting users, failure to handle users' service effectively, unavailability of eresources, lack of necessary library modern equipment, not able to access library materials, lack of adequate reading rooms, not giving individual intention, library website not accessible and finally, lack of comfortable and inviting environment.

Conclusion and Recommendations

Timely provision of quality and satisfactory services for library users by the library personnel should be enhanced. Library users and researchers should be encouraged to use library for their research activities. Library collections and e-resources materials must be made available to users timely. Quality services should be promoted to library users and researchers. This will encourage students and researchers to make use of the library for assignments and other academic activities during the course of their studies.

The following recommendations were provided:

1. Timely, quality and satisfactory services should be provided to the library users.
2. Library personnel should be willingly to assist and help users in accessing library resources.
3. Library personnel should be exposed to modern training and workshop, where new trend on effective service delivery is provided.
4. Library management should be able to make library environment comfortable and inviting to the users and researchers.

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Self-Management Competencies for Lifelong Learning of Librarians in University Libraries

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Abstract

This study focused on the influence of self-management competencies and self-awareness for lifelong learning in university libraries in southwest Nigeria. The survey research design was adopted for the study and purposive sampling procedure was used to select 38 participants to constitute the sample size for the study. Findings from the study revealed an average level of personal drive and resilience for lifelong learning among librarians in the selected universities in Nigeria. The findings from spearman's correlation test analysis showed a statistically significant relationship between self-awareness and self-development. It was recommended that librarians should continuously improve their personal drive and resilience in order to satisfy the information needs of their users. Also, librarians should rise to the momentum of keeping up with the pace of the changing narratives and the demands of their users so as to remain relevant.

Keywords: Lifelong learning, Self- management, Self- development, Self- awareness, Librarians.

Introduction

The need for lifelong learning is imperative for personal and professional life, social integration and active social responsibility of every individual in the society, especially for librarians because they are the gatekeepers to intellectual base of every society. With the advent of ever emerging trends in technologies and digital innovations, climate change, labour market and demographic changes, agitations for gender equality, limitation of resources and social inequalities; lifelong learning has become a crucial tool of sustainable development for every employee in all organizations. The situation now is that - what an employee knows determines his/her upward movement and survival. As a result, it has become essential for librarians to know how to navigate through the change processes in this knowledge-based economy and be able to adapt through self-management competencies of life-long learning. Self-management competence cannot be discussed without considering certain factors that leads to it. Some of them are self-awareness and self- development, work life balance, personal drive and resilience, integrity and ethical conduct of librarians are those factors that could lead to self-management of every employee especially librarians in university libraries. It is in this regard, that this paper therefore seeks to explore the influence of self-management competences on lifelong learning of librarians. The study's population focused on librarians working in selected university libraries in Nigeria.

Objectives of the study

The objectives of the study are to:

1. find out how self-awareness and self-development influence librarians' lifelong learning competencies
2. determine how librarians cope with work-life balance
3. identify the level of personal drive and resilience of librarians
4. ascertain the level integrity and ethical conduct of librarians

Research questions

1. The following research questions were answered in the study:

2. How do librarians cope with work-life balance?
3. What is the level of librarians' personal drive and resilience?
4. What is the level of integrity and ethical conduct among librarians?

Research hypotheses

The hypothesis was tested at 0.05 level of significance

There is no significant influence of self-development and self-awareness on librarians' lifelong learning competencies in University Libraries.

Literature review

Lifelong learning competencies

Lifelong learning (LL) is key in this era of knowledge-based production, management and economy. The ability of an individual to expand his knowledge horizon and be opened to innovation and continuous education is referred to as lifelong learning competencies. Lifelong learning promotes skills and competences necessary for developing general capabilities and specific performance in any situation, whether in personal or professional life. It is described as all learning that spans across an entire lifetime, in order to improve knowledge, skills and ability from personal, civic, social and organizational perspective. Lifelong learning competencies influence equality of life, quality of work, and better performance by creating opportunities to learn more about new development in the scope of work. Level of educational attainment could also be a determinant to a librarian's lifelong learning and self-management competencies.

Learning is the acquisition of knowledge, skills and provision of lifelong learning. It is a primary means of social mobility, national cohesion and socio-economic development. Its aim is to produce individuals who are intellectually, emotionally and physically balanced, instilling values such as patriotism, equality, honesty, humility, mutual respect, and high moral standards Scott-Villiers, Wilson, Kabala, Kullu, Ndungu and Scott-Villiers, 2015. It is the bedrock on which all superstructures like economy, health, tourism, industries, aviation, energy, politics, in the society were built upon. It is the awakening of the human mind to the realities of life, the challenges it brings, and the opportunities that can be exploited. It engenders a form of freedom that enables an individual to appreciate his or her own uniqueness and the ability to accommodate others with divergent views or thought without hampering their freedom. Education is pertinent in the development and growth that fosters progress in every society. Education, whether formal or informal, has great impact on self-management for personal or organizational development and it is critical for lifelong learning that cuts across a lifetime.

Factors such as cognitive development, character development, knowledge, critical thinking and problem solving are outcome of educational attainment depending on the level of formal education acquired; which in turn influence the lifelong long learning of librarians in university libraries Zimmerman and Woolf (2014). Education exposes the recipients to better lifestyle outcome in all spheres of life. For emphasis, level of formal education received by every librarian determines their yearnings for acquisition of more knowledge that can facilitate effective service delivery in their respective university libraries. One of the generic competences of librarians in university libraries is the compulsory acquisition of Masters in Library and Information Science. However, learning or acquisition of knowledge should not end there for a librarian who went through rigorous theoretical, empirical and internship during their postgraduate study. There will always be a gap to be filled to remain relevant in the scheme of university education and the only way to bridge that gap is through lifelong learning, either formal or informal.

Lifelong learning is summarily described as the skills, knowledge, and attributes possessed by successful employee in an organisation. It entails the push that an individual needs to achieve greatness, and just like tacit knowledge, the push is from within and even though some external

factors can contribute to it, the push is first internalised. The two main reasons for lifelong learning are for personal and professional development. The need for personal and professional development stems from various issues arising in the society due to globalisation, ever emerging technologies, global pandemic and other factors. As a result of these, it became highly imperative for employees especially librarians to rise to the momentum in order to keep up with the pace of the changing narratives and the demands of their users so as to remain relevant.

Self -Management of work-life balance

Self-management is the attribute of employees to bridge the gaps in their lives and within an organisation where they are engaged Alsemgeest et al. (2017). The implication of this is that, the individuals concerned must be able to identify that they are unable to execute some operations within the organization where they are engaged to be productive. The gap may not even be within the organisations where they are engaged, the lack may be as a result of generic competencies required on a global level. Certain factors such as dynamic elements of the office environment, interaction and distraction, are perceived as having the greatest positive and negative influences on self-assessed productivity; can bring to fore the gap in individual employee especially Librarian Brunia, DeBeen, and Van der Voordt, 2016; Candido, Zhang, Kim, De Dear, Thomas, Strapasson, and Joko, 2016; De Been, Van der Voordt and Haynes, 2017). For instance, a librarian in Nigeria may feel less incapable to work in other climate as a result of lack of exposure to certain technologies (library software) due to emerging trends in world of work, or the librarian may realize that library software used in another academic libraries is totally different from the one adopted for their own university library. So, Self-management is also a skill called personal management which is the ability to truthfully evaluate one's own knowledge, skills and abilities; to set well-defined and realistic personal goals, to monitor progress towards the attainment of goals, and to motivate one to achieving goals.

In another instance, Kadiyono and Hafiar (2017) defined self-management as the competence or ability to work toward achieving certain goals and the resilience in the face of challenges. It is worthy to note that, goals and resilience are both critical to self-management of work life balance of employees especially librarians in most organisations. Self-management have characteristics like the following; ability to take new decision for career development; awareness of lacks in the process of individual development ;ability for self-assessment in learning process; ability to work cooperatively with colleagues; group leadership in activities in career field; self-motivation in career development; constant self-motivation in learning a new subject; taking responsibility individually in team work; actively participating all activities in any field; Presenting creative ideas upon encountering problems at work; easy adjustment to new opinions in career; ability to conduct projects on career development ; regular studying of new subjects that one is learning.

Botha and Musengi (2012) suggest that before people can become managers for businesses, they should know who they themselves are. Therefore, self-knowledge depends on your capacity for self-management (Schermerhorn, 2013). Self-management involves intentionally undertaking activities that complement personal attributes such as honesty, trustworthiness and reliability (Botha and Musengi 2012). Employees who have self-management skills don't do things randomly, they are able to prioritize and complete tasks effectively and efficiently. Resilience of librarians engenders quick recovery from adversity, challenges, and shocks. It is resilience that leads to their ability to initiate and sustain momentum without external stimulation, called self-starting. Within the business context, Daft et al. (2015) describe that self-management embraces individuals' efforts to manage their personal activities and decision-making by assessing complications and formulating detailed goals and tactics in order to address those problems.

Symington (2012) adds that career self-management includes formulating one's own goals and opportunities as well as being able to search for new resources to enable easier adaption to the

work environment as earlier stated. There is possibility that those who have self-management skills could lead an organization to succeed because it is one of the attributes of a leader. Meanwhile, librarian's cadre in university libraries is equivalent to managerial roles in corporate organisations. Therefore, it is necessary for library managers to be adept at leading themselves to be competent towards leading others. Leadership entails that one takes responsibility for and should have control over one's personal actions (Ross 2014).

Work-life balance is a concept having proper prioritizing between work (career) and "lifestyle (Health, Pleasure, Leisure, Family and Spiritual (Pathak, Dubey and Deepak (2019). The benefits of work-life can improve both the life quality of employees and the effectiveness of the organization. Hence, there appears to be countless delineations regarding work-life balance, but all appear to be in agreement that work encompasses a group of formal tasks completed by an individual while occupying a given job. Life comprises a group of activities not associated with work such as household chores, care of elderlies and care of children (Anwar et al., 2013).

In an empirical study that exposed the impact of Work-life balance and Happiness at work (employee engagement, job satisfaction, and affective organisational commitment) on employee performance among Med Pharma company. The results are demonstrated that Work-life balance has a positive significant impact on employee performance, and this finding was also reported in an earlier work of Helmle et al. (2014). Particularly, Helmle et al. (2014) reported the impact of employee feeling comfortable (both physical and mental) on organizational success and its importance. As highlighted in the practical findings, employees with good feeling and only small degree of stress at work and at home show more likelihood to experience satisfaction with their work. The results are also showing that individuals who feel that there is interference of work roles with family roles show less likelihood to feel that they possess work-life balance. This finding is in line with the deduction made in Soomro et al. (2018) that work-life balance positively and significantly impacts employee performance.

Personal drive and resilience of librarians

Personal drive is the motivation of employees in organisations to meeting a set target necessary for task and job performance Ismail (2015:689). In fact, personal drive is needed for the post COVID '19 pandemic because a lot has changed in the way organisations are being managed. UNESCO (2011) describe resilience as the ability to anticipate, withstand and bounce back from external pressures and shocks – whether physical, emotional, economic, or related to disaster or conflict – in ways that avoid a fundamental loss of identity and maintain core functions. Three factors are fundamental to resilience in UNESCO description, which are to withstand (ability to face challenges without wavering. In this situation, problems or challenges are seen as opportunity to provide solutions to impending issues. Librarians concerned could deal issues or challenges squarely to recover and to grow in their field to remain relevant in the academic environment.

Integrity and ethical conduct

The issues of integrity and ethical conduct arose from what ends librarians are engaging in life-long learning. Emmanuel Kant's practical philosophy claims that to act ethically, one should always treat every human being, both oneself and others, as the goal of actions and not as a means required for reaching the goal (Kant, 1984). In order to act wisely one has to be able to employ both, the ethical and Praxiology perspectives. Praxiology is defined as the study of human actions, based on the notion that humans engage in purposeful behaviour as opposed to reflective behaviour, and other unintentional behaviours. In order to put the two perspectives into account, one must understand human actions and plan them sensibly. It should be noted that the ethical perspective is related to that what should be and may not be what is, therefore, it may go beyond that what is.

Ethics appeals to the universal values and should not give in to pressure of some concrete practice systems. Ethics is relevant everyday lifestyle and work as at some point ones professional or personal life. One has to deal with ethical questions or problems, like what is your level of responsibility towards protecting another person from threat, or whether or not you should tell the truth in a particular situation? This takes us back to intentionality. Any employee in any form of organization should be intentional about LL instead of seeing it as a do or die affairs. This sort of attitude will engender the learner to have a target and a focus.

Self-awareness and Self-development

Self-awareness is a conscious effort of an individual to know and understand their emotional, Psychological, mental, interpersonal relationship and physical nature (Duvall and Wicklund, 1972; Degrazia, 2009; and Northoff, 2011). Self-awareness as a subject is both psychological and philosophical in nature. Self-awareness represents the capacity of becoming the object of one's own attention. It emphasizes the reciprocal influences cognitive development; metacognitive activities, human mediation, and self-awareness have on each other (Bryce et al., 2015; Poitras and Lajoie, 2013).The study of the self has a long-standing place in psychology and philosophy and is a central experiential aspect of people's lives, it remains difficult to define (Klein, 2012) 'If I do not have experience with myself, I do not know who I am. Philosophy then becomes in demand in the sense that I would not want to think, but have to, because there is nothing else left, because I already have to deal with a situation that I cannot change' Borisov, (2017, 2019). Philosophically, Knowledge of ignorance is the only knowledge in which one can be absolutely sure, therefore, it can serve as a guiding principle that guides and makes a person open to being Amir (2016), which leads to a philosophical saying 'I think, therefore, I am.' Descates (1637, 2008).

Self-awareness is what leads to self-development in individual especially, librarians. Librarians who have self-awareness know what is missing within and such employee set goals on how to achieve self-development for learning processes. This can be supported by empirical research to confirm the role of academic self-management in improving students' academic achievement. The results revealed that 78% of the subjects possessed high academic self-management, meaning that the majority of students used academic self-management to control factors which influence the learning process Kadiyono and Hafiar (2017).

The implication of the result of study is that every serious learner set clear personal goals and pursue their career goals in a balanced way. The students used motivational strategy, behavioral strategy, and learning and study strategies to control the factors that affect their learning process. Librarians who are self-aware of themselves can also adopt the strategies of the student used in that study. In order to say that a librarian has a sense of Self-awareness and self-development, librarians concerned have to realize those areas where there are professional gaps, develop plans to fill the gaps and seek opportunities for personal long-term growth and be able analyze and learn from work and life experiences.

Descriptive survey research method was adopted for this study. A purposive sampling technique specifically aimed at stakeholders relevant to the study was used. A total of thirty-eight (38) professional and para-professional staff in the selected academic libraries were the respondents in the study. Questionnaire was the instrument used to elicit responses from the respondents. The data collected were tabulated and analyzed using mean scores and Pearson Product Moment Correlation (PPMC) showing the relationship between self-development and self-awareness, and Librarians'-lifelong learning competencies. The data was analyzed using descriptive statistics and inferential statistics. Descriptive statistics tools involve percentage frequency count and this was used to describe the demographic characteristics of respondents which were presented in tables. After this, the research questions 1-3 were analyzed using mean and frequency counts while Pearson Correlation were used to test hypothesis at $\alpha=0.05$ level of significance in order to determine the relationship between the variables concerned.

Interpretation of results and discussions

The following section will partly present and discuss the research results of the study conducted at the University Libraries under study. The research was aimed at understanding the lifelong learning competences of librarians and to establish the ways in which the academic librarians could add value to their services by engaging with self- development.

Demographical information of the 38 respondents had been summarized in Table 1

Variable	Labels	Frequency	Percentage
Institution	FUNAAB	24	63.1
	TASUED	8	21.1
	BABCOCK	8	21.1
	Total	38	100.0
Gender	Male	14	36.8
	Female	24	63.2
	Total	38	100.0
Educational qualification	ND	1	2.6
	HND	2	5.2
	BA	2	5.2
	B.Sc.	9	23.7
	BLIS	1	2.6
	MLIS	14	37.0
	PhD	9	23.7
	Total	38	100.0
Length of service	1-5 yeas	4	10.5
	6-10 years	12	31.6
	11-15 years	18	47.4
	16-20 years	3	7.9
	21-30 years	1	2.6
	Total	38	100.0

Table 1: Summary of respondents’ demographic profile

Key: FUNAAB= Federal University of Agriculture Abeokuta; TASUED= Tai Solarin University of Education; BABCOCK=

Brief profile of respondents

The respondents work across various sections of the university library with the major ones from FUNAAB (63.1%), TASUED (21.1%) and BABCOCK (15.8%). A large majority of the respondents were female (63.2%) and this is an indication that women largely dominate the profession. The results further indicated that a large majority of respondents have 11-15 years of working experience in academic libraries. In terms of educational background, most of the respondents have a postgraduate degree in library and information science (see Table One) and this show the demands of the profession.

Table 3b Test of norm showing the level of librarians’ personal drive and resilience

Interval	Mean index	Level of personal drive and resilience	Frequency	Percentage
1-10		Low	13	34.2
11-20	13.07	High	25	65.8

On the percentage level of librarians ‘personal drive and resilience, 34.2% (n=13) had low level of personal drive and resilience, and 65.8% (n=25) had a high level of personal drive and resilience. Therefore, there is a high level of librarians’ personal drive and resilience for lifelong learning in the study.

Question three: What is the level of integrity and ethical conduct?

Table 4a: Self-management competence (Integrity and Ethical conduct)

s/n	Statements	SD	D	A	SA	\bar{x}	S.D
1	I maintain personal ethical standards under pressure	4 10.5%	4 10.5%	17 44.7%	13 34.2%	3.03	0.944
2	I have clear personal standards that serve as a foundation for maintaining a sense of integrity and ethical conduct	10 26.3%	3 7.9%	17 44.7%	8 21.1%	2.61	1.104
3	Constant self-motivation in learning a new subject	15 39.5%	2 5.3%	4 10.5%	17 44.7%	2.61	1.405
4	I accept responsibility for my actions	11 28.9%	6 15.8%	8 21.1%	13 34.2%	2.61	1.242
5	I am sincere and do not only tell people what they want to hear	8 21.1%	9 23.7%	21 55.3%	-	2.34	0.815
Weighted Mean = 2.64						Decision Rule = 2.50	

Key: SD= Strongly Disagree, D=Disagree, A=Agree, SA= Strongly Agree

Above table shows the measures of self-management competence (integrity and ethical conduct) among Librarians for lifelong learning in the study. Table 4a shows that out of the five items, only four of them were very high as indicated by the staff respondents to have constituted level of integrity and ethical conduct by the academic libraries. Those items as contained in the table includes: personal ethical standard under pressure, maintaining sense of integrity and ethical conduct, self-motivation in learning new subjects and taking responsibility for my actions. The fifth item is less than 2.5 and did not meet up with the acceptable threshold set for this result.

Table 4b Test of norm showing the level of integrity and ethical conduct

Interval	Mean index	level of integrity and ethical conduct	Frequency	Percentage
1-10		Low	17	44.7
11-20	13.18	High	21	55.3

The percentage level of integrity and ethical conduct is hereby discussed. 44.7% (n=17) had low level of integrity and ethical conduct, and 55.3% (n=21) had a high level of integrity and ethical conduct. Therefore, there is a high level of librarians’ integrity and ethical conduct for lifelong learning in the study.

Testing of Hypotheses: There is no significant influence of self- development and self-awareness on librarians’ lifelong learning competencies in University Libraries.

Zimmerman and Woolf (2014) and Kadiyono and Hafiar (2017) who states that cognitive development, character development, knowledge, critical thinking and problem solving are outcome of educational attainment depending on the level of formal education acquired; which in turn influence the lifelong long learning of librarians. It is evident from the findings that self-development and self-awareness of librarians in the selected universities in Nigeria contained majority of the skills that could serve as leverage of lifelong learning. This is an affirmation of the position of Botha and Musengi (2012) that before people can become managers for businesses; they should know who they themselves are. The result affirms the assertion by Northoff, (2011) that Self-awareness is a conscious effort of an individual to know and understand their emotional. Self-awareness is what leads to self-development in individual especially, librarians. Librarians who have self-awareness know what is missing within and such employee set goals on how to achieve self-development for learning processes.

It has been revealed through the test of hypothesis that self-development and self-awareness has significant influence on Librarians' lifelong learning competencies. This relates to what Zimmerman and Woolf (2014) discovered in a study that established that self-development and self-awareness has significant influence on Librarians' lifelong learning competencies. Character development, knowledge, critical thinking and problem solving are outcome of educational attainment depending on the level of formal education acquired; which in turn influence the lifelong long learning of librarians in university libraries. In order to say that a librarian has a sense of Self-awareness and self-development, librarians concerned have to realize those areas where there are professional gaps, develop plans to fill the gaps and seek opportunities for personal long-term growth and be able analyze and learn from work and life experiences.

Summary and Conclusion

Librarians should realize that they must continuously improve their competences to enhance information service delivery in order to satisfy the information needs of their users and also compete with other information providers. It is also very imperative for Librarians to navigate through the change processes in this knowledge-based economy and be able to adapt through self-management competency of life-long learning. Self-management competence will enable librarians to externalize their strength and challenges, thereby leading to self-examination that leads to fulfillment in life and career to continuously meet the demands of their profession.

Recommendations

Based on the findings of this study, the following recommendations are hereby proffered:

1. Work-life can improve both the life quality of employees and the effectiveness of the organization, if the librarians can be deliberate about their activities.
2. Effort should be made by librarians to continuously improve their personal drive and resilience in order to satisfy the information needs of their users. This can be achieved by having certain level of emotional intelligence. Also, librarians to rise to the momentum to keep up with the pace of the changing narratives and the demands of their users so as to remain relevant.
3. Librarians should be intentional about integrity and ethical conduct in order to help users to remain focus.
4. Workshop seminars and other skill enhancement should be periodically organized for training librarians which will boost lifelong learning competencies.

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The Changing Landscape of Higher Education Research In The New Normal Era: Prospects And Challenges

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Abstract

Nigeria needs a viable, robust and applicable higher education research and innovation to meet the reality in the society today. That researches are being carried out in the nation's higher institutions is an understatement. Qualities of these researches and the implementation of all the recommendations compare with other advanced nations are the issues to be addressed especially around now that the new normal era occasioned by Covid-19. Since Covid-19 has greatly changed the way things are being done, it is imperative that improvement in the quality of higher education research and innovation be given adequate attention in order to assist the stakeholders in higher education in overcoming some of the challenges posed by the disruption of the new normal era. This paper discussed issues around the landscape of higher education research in Nigeria. The challenges hindering research activities of academic staff in Nigerian higher institutions were discussed and recommendations were made to improve the landscape of research and innovations in Nigerian higher educational institutions

Keywords: Higher Education, Research, Innovation, New normal era, Nigeria

Introduction

Higher educational institutions are centers with programmes designed for generation of ideas and innovations through researches and inquiries as well as creative and critical thing with the aim of engendering meaningful societal development and advancements for societal development. The World Bank (2012), described higher education institutions as such as high-tech institutions, such as centres of excellence, technical training institutes, community colleges, distance learning centres research laboratories, colleges, nursing school and universities. The National Policy on Education (2004) defines Higher Education as the Post-Secondary educational institutions of the national education system, which is includes Universities, Polytechnics and Colleges of Technology and Education including courses as are given by the Colleges of Education, Advanced Teachers Training colleges, Correspondence Colleges and such institutions as you can socialize with them. Accordingly, Adeyemi (2001), higher education is referenced as a structure which holds much of the country's research strength and give birth to majority of the skilled professionals that are required in the labour market.

The conduct of research is one of the basic functions of higher educational institutions with the academic staff of these institutions required to carry out researches as part of their core duties since their promotion is based on the results of their researches. Aside being promoted through research publications, research activities strengthen their credibility, status, and also adds value both regionally and globally. The major functions of the academic teaching, research and community service. The roles of these component aspects of higher education are all meant to develop the human society, be it at individual, national or international level. It is very evident that research occupies the center stage in the mission of higher educational institutions.

Research is a scientific approach to preferring to solution societal problems. According to Imo (2015), it is the strategy adopted to answer questions raised about and the processes of answering the questions. In his own view, Eric (2009) sees research as the process of systematic inquiry by which humankind increases knowledge of how things are, why things are the way they are and how they could be improved. Consequently, research seeks to discover the truth about the world

through goal-oriented, systematic and logical processes. Therefore, research is considered as extremely essential if the higher education system is to be regarded as a developmental mechanism and an essential instrument for sustainable development, (Michaela, 2012).

Odia and Omofonmwan (2014) opine that advance in research have led to the development of science and technology which, in turn, has led to job creation, increased income, creation of wealth, job opportunities, increased income, production of goods and services, improved quality of life, transportation/communication system, networking regions of the world, clustering of people and integrating nations of the world socially, economically and politically. Research has assisted people across the globe to have better knowledge of all universally emerging issues. Unfortunately, surge of Covid-19 pandemic has led to endless disruption of educational activities including researches. Hence, there arose a growing sense of urgency on the need to protect and recover the education system and the lost learning periods during the lockdown occasioned by the pandemic through varieties of innovative methods and strategies that emerge from high-yield research findings. New perspectives emerge as a result of the findings from the higher education research.

Innovation is defined as incremental, radical and revolutionary changes in thinking, products, processes or organization (Akomolafe, 2011). In the view of Oteh and Akuma (2011), innovation is a decisive operation carried out with a view to introduce a given change to be accepted and used and involves a process whereby, a new product is made available, spread through the system and infused into operating practices. Therefore, deliberate change is innovation, it is purposeful and can be for immediate or long run. In view of this it is a departure from an existing workout that can be maintained for a while, and is conditional and useful for a group at a time or place.

Despite the challenges facing higher education research in developing solutions countries, it is a reality and is adjudged internationally that the university programme is a hub of nation-building, national growth and development. As citadel of knowledge, tertiary education is the foundation of innovation through teaching and research. Therefore, nations that are able to establish and maintain effective higher education system are differentiated in the areas of science and technology speeding up in all aspects of their development. It is a formal process of cultivating specific value, habit and knowledge in the citizens to enable them understand human nature and become source of social change.

The concept of higher education research

Research as an endeavour comes in three forms: basic (theoretic or experimental) research, applied research, and development research. Basic research as identified by Frascato-Manual (2018) and Yusuf (2016) refers to experimental or theoretic work undertaken primarily to acquire new knowledge of the underlying foundations of phenomena and observable facts without any particular application in use. The main aim of this research is to gain deeper knowledge or understanding of the subject without specific application in mind. Basic research does not have specific immediate commercial objectives, although it may be performed in fields of present or potential commercial interest. The outcomes or results are not generally sold but are usually published in scientific journals or circulated to interested groups.

Applied research, on the other hand, are undertaken as original investigation to acquire the knowledge. According to Siyanbola (2018), it is primarily directed towards a specific practical aim or objective to gain knowledge in meeting a specific and recognised need. In industry, applied research are undertaken to discover new scientific knowledge that has commercial objectives with respect to products, processes or services. This type of research gives operational forms to ideas and the knowledge or information obtained from it is often patented, but may also be kept from the public. The third type of research, the development research is the systematic use of the knowledge derived from research directed towards production of useful materials, devices,

systems or methods including the design and development of prototypes and processes. This type of research is systematic in nature, inferring from knowledge gained through research and practical experience which is directed to producing new products, devices as well as installing new ones and improving the existing ones. The outcomes are intended primarily to produce particular products that will be able to meet customers' expectations in the market or a product that will enhance productivity. In the US for instance, the universities and colleges performed approximately 53.8% basic research and the federal government estimated to have provided 58.9% basic research funding most of the time. Industry, on its own part, accounts for 65.7% of all applied research, while federal laboratories and universities accounted for the rest

Funding of higher education in Nigeria

The notion that it is only the government that can effectively provide education led to the explicit position raised by National Policy on Education (2004) that education is a government responsibility in which free education is to be provided by the government at all levels when and practicable Omolade (2007). With this, government remains the major provider and financier of education in Nigeria dated back to mid-70s. In the demand for development, third world countries have agreed that investment in and adequate funding of quality higher education are viable conditions that facilitate change since the value of education hinges on teaching, learning, research and the production of qualified personnel which are needed for national development UNESCO, (2002).

Oghenekohwo (2004) classifies the funding of higher education into the following two eras of Pre-deregulation era and Deregulation era. Higher education funding in Nigeria was done by government or public funding alone during the pre-deregulation era. Priority given to higher education funding then was high, hence the misconception among Nigerians that higher education funding is the exclusive control of the governments. On the other hand, in the deregulation era, which is mostly a post Structural Adjustment Programme (SAP) inevitability, situations changed. Private individuals now largely have the gains of higher education programmes for which beneficiaries and their families should pay (Schultz, 1961; Psacharopoulos 1984; Babalola 1995; Adedeji 2003; Okebukola 2003). In the submission of Omolade (2007) notes that an additional concomitant of the 'private good is that, grants have been converted to loans which affected many of the university graduates. Educational outcomes are products of the complex interactions of the different stakeholders that directly participate in the school process (parents, teachers, supervisors, students, administrators, ministries and so on) and those indirectly connected to the educational system. The financing of education should, therefore, be the function of all the major stakeholders. This is because government alone cannot fund higher education.

Recently, subventions to higher educational institutions through the federal government has not been pleasant to university stakeholders across board. Higher educational institutions most of the times fault government for deficient level of higher education funding in Nigeria while the government on the other hand blames the education sector for not using allotted resources efficiently since education and in particular higher education is to change all aspects of the national care system (Akpan, 2003). However, if higher education is only financed by the government, required quality and quantity of this education may never be gotten easily. This is because education competes with other sectors in the share of available resources, in funds allocation, government ought not concentrate on education alone at the expense of others.

Omolade (2007), identifies some of the factors affecting higher education research as staff strength, source of data collection, developmental focus of the nation, political will on the part of the leaders, goals and objectives of the nation's education and resource management level. Fagbulu (2003) equally identified economic situation of the country as another factor. Aside these, Akintayo (2004) highlighted the problems of very low educational budget by the government,

dwindling financial support from foreign donors, weak economic growth in Africa that is no longer strong enough to fund programmes in higher education, uneven distribution of wealth and limited numbers of higher education providers as major barriers to research and innovation in African higher educational institutions. In the light of these all stakeholders must be involved in the provision of higher education through integrated approach. To this end, Omolade (2007) suggested the following possible options for the finance of higher education which include, payment of tuition and fees, funding by the owner government, grants and endowments, investment income, auxiliaries (Enterprises, Licenses, Parents and Alumni Association), community participation and consultancies and research activities. Other sources as highlighted by Bagiwa (2013) are launching/appeal funds, endowment funds, award of honorary degrees, undertaking part-time, remedial and long-vacation programs, researches, contracts and consultancy services.

More research less impact in Nigeria

Nigerian universities have often been criticised as ivory towers that churn out graduates and researchers that are irrelevant to the needs of employers and the social, economic, and technical challenges facing Nigerian economies. There is a growing perception that the knowledge and skills taught to students at Nigerian universities do not meet the requirements of industry and the wider economy. This mismatch, coupled with lack of training in the critical and creative thinking skills, problem solving, analytical thinking and communication skills, are considered to be responsible for the emerging high graduate unemployment and researchers that can drive the meaningful growth and development in many parts of Africa (Pauw, 2008). The question of whether tertiary education in Nigeria plays its role (and significantly too) particularly with respect to the essence of education and the goals set for it in the national policy on education should agitate our minds at this point.

In more organised societies, tertiary education is acknowledged and respected as the engine house for research and innovations which are fundamental to social and economic transformations. Responsible and informed governments look up to higher education for empirically based ideas to support policies rather than base such policies on common sense or political consideration as mostly observed in Nigeria. Governments in organised societies fund tertiary institutions to carry out researches on national priorities such as security, welfare, health and agriculture, among others. The quality of research being carried out by Nigerian academics has been adjudged to be of low standard, when compared to their counterparts in other parts of the world (Emunemu, 2009). Since the world is a global village, it is expected that research findings from the nation's tertiary institutions meet international standards. That is to say that lecturers of tertiary institutions in Nigeria should be able to develop the skills required to effectively embark upon and successfully complete researches designed to understand and explain various aspects of society or nature; provide solution to the social and natural problems that impinge on human well-being in the immediate environment and globally (Ajayi, 2009). It is necessary to note that no university in Africa features among the two hundred in the world (Owan, 2005). This is a likely indication of the low quality of teaching and especially research in this part of the world. By implications, without the insistence and maintenance of standards, global competitiveness will be dangerously undermined (Paul, 2015).

In recent times, Nigeria has witnessed astronomical increase in the number of higher institutions the federal, states and private proprietors have established a vast number of such institutions. To the Federal and State governments, it is nothing but political while the main attraction is profit for the private proprietors. Evidences abound on the state of some of such institutions in terms of organisation and adequacy of qualified manpower as well as relevant facilities. The creation and management of functional tertiary institutions in Nigeria remain an issue for discussion now and in the foreseeable future. In view of the foregoing development, most tertiary institutions in Nigeria exist largely for certification of students rather than provide appropriate and adequate

training for technological, economic and social transformation through researches and innovations. It would appear that states or zones or communities are competing in terms of the number of graduates of their origin rather than the quality of the graduates. Are we ever interested in the quality of some products of Nigerian tertiary institutions? Should there not be a national programme for the evaluation of products of Nigerian universities based on certain criteria? Should there not be national programme for the comparative evaluation of graduates of the various Nigerian universities? These are issues that should deserve our attention now. We must be concerned about the impact of Nigerian tertiary education system.

Our institutions cannot continue to be certification institutions instead of educational institutions. These institutions seem not to have made significant impact on the pace of national growth and progress because there is a disconnection between theory and practice. Tertiary institutions in Nigeria cannot continue to teach students how to use imported technologies. The time has come for Nigeria to learn how to domesticate such technologies and how to produce them. Selected universities did this for China, India, Malaysia, Korea and Singapore. Have we seen anything fantastic from our specialised institutions in Nigeria? Most of them have lost their focus since universities of technology run Adult Education and Social Sciences as well as management programmes. This should be an issue in the effort to redirect and revitalise the Nigerian tertiary institutions.

Innovations and the New Normal

Since the Second World War, the COVID-19 pandemic has been deemed as the greatest world calamity. The level of its globalisation and interconnectedness makes the world feel the heat so generated by the pandemic (WHO, 2019) The depth of the global economic crisis is exceptional; not only is it considered by experts as worse than the 2008 global recession, but it is exacerbated by its occurrence at a point where there is weakened global collaboration and political posturing over COVID-19 at an international level and in many individual countries (Remuzzi, 2010). Countries across the globe are all witnessing another era, the era of ‘new normal’. This will affect so many ways through which things are done. The African continent and the world at large are in the throes of a “new normal” revolution which has changed the way we live, work, play, organise our societies and ultimately define ourselves. According to WHO (2019), the pandemic has affected over 213 countries and territories with more than 14.8 million confirmed cases and over 613,000 mortalities. As of the 20th of July 2020, reports on COVID-19 cases in Africa indicates 721,292 confirmed cases, 15,169 deaths and 383,195 recoveries in all 55 African Union (AU) Member States. It has affected countries of the world over in all facet of life endeavour including educational institutions and has equally calls for new approaches to issues. Solving the pandemic calls for the harnessing of innovations resulting from researches.

This write up is calling for more innovation concentrations. The government should undertake a review of assessment and accountability mechanisms across our education system in the light of the pandemic. Where and how learning take place putting the following into consideration: enhanced teaching in the classroom; improved learning outside the classroom; personalised education where possible; reduced teacher workload should be given adequate attention. Digital technology and blended learning should be given top priority. The government’s digital strategy in schools should be focussed on four key objectives of enhancing teaching in the classroom; improving learning outside the classroom; personalising education where possible; and reducing teacher workload. Government should create a national transformation fund and support unit, with a focus on spreading best practice, supporting procurement and implementation, and training teachers to adapt to new ways of working.

Implications of higher education researches and innovation on Nigeria societies

Higher education research and innovation have once again proved to the whole world their relevance in sustainable development of the nation and the world at large especially during this pandemic period. Academia submitted the following implications:

1. Creation of new knowledge, transmission of such to the students and fostering innovation. New knowledges are created on daily basis through painstakingly carried out research. Knowledge so created are transmitted for further knowledge creation. This would in the long run be applied when and where necessary in other to have societal problem solved.
2. Intellectual leadership, human development, promotion of globalisation and economics, and intercontinental harmony and global understanding (Ndlovu-Gatsheni, 2017). Notable nations of the world are those spending greatly on the field of higher education research. New normal is actually talking about the different ways of doing things. The world is talking about blended teaching now against the traditional face-to-face mode of teaching and learning.
3. Opening new space and phase of government responsibility such as provision of adequate ICT in Schools for Online Education (Ogunode, and Abubakar, 2020).
4. Encourages the government on adequate funding of education.
5. The concepts contribute to finding lasting solutions to actual challenges and bridge the gap between the political decision area, the governance and the labour market

Prospects

Governments, parents, students, guardians, individuals and voluntary agencies, have invested and have continued to sponsor higher education research because for government and society, it is a weapon for national development. About 16 percent of the annual budget being money raised through national resources are committed to education. Private investment to educational system is as high as the social contributions. Human resources ventured into education in form of teachers and non-teaching in higher education are enormous. Facilities and equipment committed to education both publicly and privately as well as to formal and non-formal education are countless. To this end, Jones (2013) submitted that higher education research study that will improve politics, education and care among their members is encouraged. Through political education research, national unity can be achieved especially in a plural society like Nigeria. Higher education research will examine community research that will provide permanent literacy, numeracy and the ability to communicate effectively on citizens for effective participation in and contribution to the world

Hasbison, (1971) opined that economically, higher education research helps in the identification of skills and and the necessary techniques to empower human beings. This would lead to an increase in the stock of knowledge and ensure its spread. The prime movers of innovation in various areas of economic endeavour are those who can read and write. Commercialisation of research results has become the new catch-cry in most advanced economies as they embrace innovation as a key driver of economic policy. The transfer, exploitation and commercialisation of public research results have become a critical area of science, technology and innovation. The knowledge and research generated by public research system is diffused through a variety of channels among which are the mobility of academic staff, scientific publications, conferences, contract research with industry and the licensing of university inventions. Effective commercialisation of research results in any nation depends on rapid technological innovation, effective strategic management of knowledge and a clear focus on value-added goods, services and industries (Ibeme, 2020).

According to Bently (2013), the world treats vital forces like weather forecasting, changing age demographics and limited natural resources, hence the need for a move into more sustainable economy is opening up global market opportunities for completely new solutions. Advances in the development of the technology has radically altered global economic system. The national

perspectives that can precede high performance levels in innovation and research would be well positioned in order to be one of tomorrow's leaders. Therefore, wealth is no longer limited in terms of physical possession only but also include advancement characterised by the degree of access to and timely use of knowledge and technology sourced from higher education research leading to increased value-added capabilities. Therefore, commercialisation of their research findings are becoming important aspect of economic development. According to Kumar and Jain (2013), in India, the development and commercialisation of new technology has become an important activity in the research mind.

Higher education research encourages universities, industry and government linkages which can take many dimensions and corporate levels of collaboration from contract or sponsored research, to joint research, professional courses, consultancies to creating opportunities for students' placements, staff exchange, and joint curriculum development. University Industry-government linkages are often conceived as a three-way interaction between universities, government, and firms as described in the *Triple Helix Theory* (Etzkowitz, 2008). The United States of America, for instance, put in place laws such as the Bayh-Dole Act 1980 to patenting, licensing, and technology transfer of university research. Through the contributions of the state, Brazil has helped universities as technology potter's wheel (Etzkowitz, 2008). At the University level, technology incubator, technology transfer departments and science parks have been set up to encourage and manage entrepreneurial activities (Schiller, 2007).

Higher education research facilitates indigenous technological development by moving research results from university to the industries and the government. This emphasis was intended to assist the continent in indigenous technology development specifically targeted at small scale manufacturing enterprises and other local problems (Jones, 2013). It reminds and foster in Nigeria, the Federal Universities of Technology Act CAP F23 LFN 2004 and the Federal Universities of Agriculture Act CAP F22 LFN 2004 which are examples of such envisioned University-Industry linkages where the universities are mandated to identify technological and agricultural problems and needs of Nigeria and to find solutions to them within the context of overall national development. Geiger and Sa (2015) opined that through educating well-trained professionals, the conduct of research in technological fields relevant to industry, supporting faculty to engage in consulting, providing technical assistance to local firms and commercialisation activities, the universities can contribute to technological innovations.

Challenges facing higher education in Nigeria

There is no doubt that the twenty-first century has brought lots of challenges to the control, nature and values, of higher education worldwide, hence the reason for higher education research studies. There is a paradigm shift in what constitute the society and taxpayers' resources expectations regarding higher education. This shift is affecting every facet of the society. Therefore, Adepoju and Okotoni (2018), and other researches highlighted the following challenges with higher education in Nigeria:

Drop in state funding for higher education

Higher education funding suffered a lot in some states of the federation especially from the year 2015 till date. More than 27 states of the federation-imposed reductions in their higher education allocations and resorted to the federal government for assistance in form of bailout so as to be able to meet certain obligations. On the part of the federal government, there is no stability in her allocations to education in her annual budget. In 2015, it was 10.78% of the total budget, 7.92% in 2016; 7.40% in 2017; 7.04% in 2018. All these, are far cry from the 15% - 20% of total annual budget recommended by UNESCO for education (Adepoju and Okotoni, 2018). As a result of this inconsistency, lots of institutions are left with no other option than to cut their annual budget on education. This equally affects research funding in higher institutions of learning

Lack of collaboration to aid research

Many higher institutions in Nigeria have failed in the area of research collaboration as it is being witnessed in other developed nations. Frontier of knowledge expansion is being aided by this process. According to Okebukola (2004), for over 25 years now, US has recorded a significant turnaround in the area of scientific research. These include the development of fields and techniques not even imagined a quarter of century ago, increased targeting of federal research funding for specific projects, growing university/industry collaboration in the commercial marketing of research discoveries, more political involvement in funding and in prohibiting funding of research in politically charged areas, and a movement toward “big science” projects involving hundreds of researchers and billions of dollars. Nigeria still has a long way to go in this direction. Areas like vaccines development, biotechnology, engineering and pharmaceutical are areas that demanded huge amount of money, hence, the need for collaboration.

The changing and uncertain job market for higher instructions graduates

Growing number of graduates without jobs is generating heat in the society day by day. Nigerian higher institutions are turning out graduates in hundreds of thousands without correspondence job creation. This is placing embargo on the mind-set of the new graduates because there is limit to what the current labour market can absorb. Unemployment state in Nigeria as at 2016 fourth quarter was estimated at 21.0% (National Bureau of Statistics). It increased to 18.80% in the third quarter of 2017 from 16.20% in the second quarter. This led to the submission of Kazeem (2016) in a survey, where he noted that 47.0% of Nigerian university graduates are unemployed.

Shortage of academic staff

Efforts to expand enrollment and quality of learning programmes are a hotbed because of shortage of academic staff. Statistics have it that between 1997 and 1999, there was a significant reduction of academic staff by 12.0% despite enrolments expansion that was recorded at 13.0%. There are certain fields that recorded this shortage as recorded by NUC document of 2002 viz: 58.0% in administration, 73.0% in engineering, 62.0% in medicine and 53.0% in sciences.

Political influence

There are times when establishment of some higher education institutions in Nigeria were based on politics canvas, election promises fulfilment, and not with expected planning and objective educational needs of the nation. This usually leads to appointment of institutional heads based on influence and affiliation. This goes a long way to affect research output and innovation that can bring expected results towards problem solving.

Industrial actions

Frequent and endless industrial actions is one of the features of education sector in Nigeria, particularly higher education. Various educational trade groups in tertiary institutions had embarked on industrial actions at one point or the other. This is as a result of various complaints ranging from government neglect of education section, non-payment of entitlements, infrastructural decay, to mention but a few. There are times that these industrial actions lasted for eight months. Adepoju and Okotoni (2018) recorded the numbers of industrial strike actions declared by the Academic Staff Union of the University (ASUU) between the year 2010 to 2017 as follows: 5 months and 1 week (2010), 3 months (2011-2012), 5 months and 3 weeks (2013), 1 week (2016) and 1 month and 5 days (2017). These have affected so many things in the system including disruption of academic calendar, social life of the people, as well as research flow. All these have negative impact on our higher education system especially in the area of research collaboration.

Poor institutional-industrial collaboration to aid research

Unlike what operates in many developed nations, quite a number of higher education institutions in Nigeria have not fully aligned themselves to the practice of Institutional-Industrial collaboration. This practice to a very large extent has helped in expanding the frontier of knowledge. Researches and observations have also revealed that where the practice exists, the level of unemployment of graduates has reduced tremendously. According to Okebukola (2004), in the past 25 years, significant changes in the nature of scientific research have occurred in the US. These was made possible as a result of the level of collaboration between the educational sector and the private sectors. The secrete of fund raising rest on the level of collaboration engagement. Areas of collaborations include fields of development techniques, marketing of research discoveries and special funding for research specific projects, (Okebukola, 2004; Adepoju, 2007; Adepoju 2018).

Changing Public Expectations

Higher education is increasingly viewed by both policy makers and the general public as primarily a private benefit, rather than a broader social good. Many Nigerians believed that every potential candidate who wants a four-year higher education should have the opportunity to gain one since education is the right of individuals and should be provided by the government. By implication therefore, state and federal governments are expected to invest more money in higher education. On the other hand, few people believed that students and their families should pay the largest share of the cost of a tertiary education. Given ongoing access barriers, these perceptions may make it more difficult than in the past now that spaces for candidates in public tertiary institutions could not meet the high demand from the intending candidates, hence, the resort to private institutions.

Inadequate funding of research projects

If not for the interventions of TETFund, failure would have been the best word to describe the state of research in Nigerian higher institutions of learning today. Nwoye (2002) reports that federal and state governments turn deaf ears to financing and supply of essential scientific materials or facilities needed in higher institutions and secondary schools for effective teaching and learning. For functional and effective research, Nigeria needs a functional source of funds that will always meet the research financial needs of our higher education sector.

Poor quality staff

Change is inevitable, academia should always move in such a way that will make them blend into the dynamic world of technological revolution. Technology competence in the present dispensation is a must for whoever cares to be relevant in the higher education sector. According to Braimoh (2008), the ever-present problem with the Nigeria teachers is their resistance to change. Despite the change in the educational systems all over the world, some Nigerian lecturers still keep track with the old traditional ways of doing things with resultant negative implications as regards research outputs of higher institutions of learning.

Misplacement of Priority

There is no nation in this world that performs above her educational level. Countries like Indian, China and US spent a lot on education to get to the level they are placed today. It is high time Nigerian government leant from her past mistakes and give priority to education for significant national development.

Conclusion

For humanity to cope with the new normal as a result of this pandemic, higher education research and innovation is key. Generally speaking, since the closure of schools in the third month of the year 2020 and now, there are certain areas of human endeavour that have witnessed new ways of doing things outside the former and traditional ways. Relevance of higher education research

cannot be over emphasised, since researches emanating from our higher institutions of learning will not only solve societal problems but also serve as a means of exchange through commercialisation of research results which are systematically carried out through concerted effort given by innovation. It is high time that Nigerian government released more fund into our tertiary institutions so that they will be able to be relevance and be competitive

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Documentation of Indigenous Fishing Knowledge: A Qualitative Study of the Ilaje Fishing Settlement in Epe, Lagos, Nigeria

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Abstract

Indigenous knowledge (IK) is the unique knowledge system confined to a particular people who are related either by language or tribe in their natural environment. This knowledge system has remained a social capital and veritable asset that helps to sustain a society and its environment in various parts of the globe. Previous studies on indigenous knowledge systems have concentrated on its application to food preparation and preservation, healthcare and birth control, agriculture and pastoralism. This particular study was carried out to investigate the use of IK in fishing by the Ilaje Community of Epe, Lagos Nigeria. Exploratory research design was adopted. Population comprised 1,500 community members. Qualitative data was collected using in-depth interviews conducted among 19 purposively selected members of two focus groups in the community. Data were analysed using content and thematic analyses. Findings revealed that every indigenous Ilaje has vast traditional knowledge in artisanal fishing. Also, that Ilajes display extensive mastery of the use of two traditional fishing techniques which are ‘Filogba’ and ‘Arere’. Results further showed that the two traditional fishing methods are highly productive and cost effective. The study recommended the preservation of Ilaje indigenous knowledge in fishing and its projection, documentation and communication for global accessibility and utilisation.

Keywords: *Documentation of indigenous knowledge, Ilaje community, Indigenous knowledge, Fishing techniques, Nigeria.*

Introduction

Indigenous knowledge is the systematic body of knowledge acquired by local people through accumulation of experiences, informal experience and intimate understanding of the environment in a given culture. Researchers have identified IK as Traditional Knowledge (TK) domiciled in rural communities, Traditional Environmental Knowledge (TEK) of rural people, Indigenous people knowledge (IPK) and even folk knowledge (Nnadozie, 2013). It is a form of traditional wisdom and home-grown innovation generally refer to knowledge systems embedded in the sociocultural traditions of local communities (Sullivan, 2016). Ojomah and Onoyeyan (2015) described IK as encompassing the day-to-day life of rural people such as land tenure systems, health, agricultural practices, cultural ceremonies, fishing traditions, food preservation, accumulated human experience, lifestyle, ethno-science, climatology, medicine, history, linguistics, politics, arts, economics and natural resource management. This knowledge system is usually peculiar to the group in their natural environment. Fundamentally, one feature of this knowledge system is that it often exists among people who are either related by language, race or tribe. The importance attached to indigenous knowledge is the only plausible reason for its survival and retention over succeeding centuries.

Indigenous Knowledge (IK) is a form of traditional wisdom and home-grown innovation generally refer to knowledge systems embedded in the sociocultural traditions of local communities (Sullivan, 2016). This knowledge system is usually peculiar to the group in their natural environment. Fundamentally, one feature of this knowledge system is that it often exists among people who are either related by language, race or tribe. According to Grey (2014) 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. Indigenous knowledge (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.

Indigenous Knowledge, traditional wisdom and home-grown innovation generally refer to knowledge systems embedded in the sociocultural traditions of local communities (Sullivan, 2016). This knowledge system is usually peculiar to the group in their natural environment. Fundamentally, one feature of this knowledge system is that it often exists among people who are either related by language, race or tribe. However, Ellen and Harris (1996) in Senanayake (2006) provided comprehensive features of this kind of knowledge system which include the fact that Indigenous knowledge is; local and rooted in a particular place and set of experiences, and generated by people living in those places, and that that transferring the knowledge to other places may pose the risk of dislocating it; Indigenous knowledge is orally transmitted, or passed down through imitation and demonstration such that the consequence of writing it down could alter some of its fundamental properties. This assertion is corroborated by the study of Lazarus (2019) which reported that rural people in Africa has a rich body of indigenous knowledge which for many decades has been handed down by word of mouth from generation to generation and that such indigenous knowledge 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. However, documenting or writing could help to make it portable and continuous, but it is capable of reinforcing dislocation through the product of practical engagement in everyday life, and is constantly reinforced by experience and trial and error. This experience is mainly the product of many generations of intelligent reasoning, and since its failure has immediate consequences for the lives of its practitioners, its success is very often a good fitness, having been tested in the rigorous laboratory survival. Consequently, the foregoing support a further general observation, that IK empirical rather than theoretical knowledge. To some extent, its oral nature hinders the kind of organisation necessary for the development of true theoretical knowledge.

Furthermore, repetition is an essential characteristic of tradition, even when new knowledge is added as it helps in retention and reinforces ideas, and could be considered as ‘a fluid and transforming agent with no real end when applied to knowledge with its central concept enshrined in negotiation. According to Grey (2014) IK is constantly changing, being produced as well as reproduced, discovered as well as lost; though it is often represented as being somewhat static. Indigenous knowledge is characteristically shared to a much greater degree than other forms of knowledge. Therefore, it is sometimes called ‘people’s sciences based on social, physical and spiritual understandings which have informed the people’s survival and contributed to their sense of being in the world. Therefore, 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. However, its distribution is still segmentary and socially clustered and usually asymmetrically distributed within a population, by gender and age and preserved through distribution in the memories of different individuals.

Although indigenous knowledge may be focused on particular individuals and may achieve a degree of coherence in rituals and other symbolic constructs, its distribution is always fragmentary because it does not exist in its totality in any one place or individual but is devolved in the practices and interactions in which people themselves engage. Despite claims for the existence of culture-wide abstract classifications of knowledge based on non-functional criteria, its organisation is essentially functional. Indigenous knowledge is characteristically situated within broader cultural traditions; hence, separating the technical from the non-technical, the rational from the non-rational is problematic.

In Nigeria, like every other part of the globe, rural communities are variously endowed with indigenous knowledge that empowers them to carry out certain activities for social and economic

survival and at the same time, preserve the environment for posterity. According to the FAO (2009) in Aluko (2018), indigenous modes of traditional farming, pastoralism and forestry are based on long-established knowledge practices that are held to ensure ongoing agricultural diversity and the preservation of valuable landscape and seascape features, livelihoods, and food security. According to Inter-Agency Support Group (IASG, 2014), indigenous knowledge is the innovations and practices of rural communities around the world. In addition, it is developed from experience gained over the centuries and adapted to the local culture and environment which covers original expressions of local knowledge as well as the complex process of access, interpretation, synthesis and repackaging of local and global knowledge. It also encapsulates several centuries of adaptive evolution. By so doing, the vagaries of climate, availability of land and water and the basic needs of people and their animals for food, shelter and health have been amalgamated in a system which has allowed society to exist and develop.

One of the major areas of application of IK in Africa is in Fishing and making of traps for fishing. From the making of traps to the actual fishing is an embodiment of indigenous knowledge, it is through IK that the fishermen know that it is not the earthworm used as bait that attracts fish, but the chemicals which the earthworm secretes from its body (World Bank, 2004). Determining where to place the trap also has a lot to do with the fishermen's knowledge of the water chemistry and habitat that suits particular type of fish. According to UNESCO (2012), the pragmatic nature and utilitarian of indigenous knowledge causes everyday demand of life which are 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. That is why indigenous knowledge is seen as the basis for local level decision-making in agriculture.

Ilaje community is important and popular segment of the larger Epe town of Lagos, Nigeria. The history of Epe community as the 'Fishbasket of Lagos State would not be complete without these highly knowledgeable artisanal men and women constituting Ilaje in the community. Fishing expertise is not only seen as nature's endowment among the Ilajes, but as a cultural heritage that must be jealously guarded and preserved for posterity. Thus, the Ilaje traditional fishing knowledge system had evolved overtime and developed outside formal education. Today, the community's fishing skills are considered as refined body of knowledge which other neighbouring fishing communities sought for.

Application of indigenous knowledge cut cross all aspect of people's life such as agriculture, medicine, banking and fishing, thus, IK encompasses the sophisticated arrays of information, understandings, and interpretations that guide human societies around the globe in their innumerable interactions with the natural milieu: in agriculture, and animal husbandry, hunting, fishing and gathering, struggles against disease and injury; naming and explanation of natural phenomena; and strategies to cope with fluctuating environments (Nakashima, Prott and Bridgewater (2000). Sophisticated knowledge of the natural world is not confined to science as human beings across the globe have developed rich sets of experiences and explanations relating to how to make sustainable living and boost economic power from the natural and environment endowments of the nature around them.

In Nigeria, various indigenous tribes and races have developed local knowledge and ethno-science to reap from the abundance of the Mother Nature. One of such local knowledge is the skill in fishing. Fishing is not new in Nigeria. According to Ayoola and Kuton (2009), fish farming started in Nigeria around 1944 and it was geared towards increasing protein supply in local villages. There are lots of fishing water bodies in Nigeria which include; Argungu fishing water, Sokoto, River Niger & River Benue, Lake Chad & Oguta lake, Igbokoda Ilaje-Ese Odo, and Lagos lagoons Epe

fishing waters, among others. Fishing is also carried out in fresh water bodies like rivers, streams, lakes and ponds (Olaniyan, 2015), across Nigeria.

The ‘Epe town’ in Lagos State is synonymous with ‘fish’ hence, to every Lagosian, whenever a person says he wants to visit Epe, the next person will spontaneously ask him to bring fish while coming back. The above scenario is corroborated by the views of Mckenna (2009), when he stated that modern Epe is a collecting point for the export of fish and firewood to Lagos. He further stated that Epe is best known for its construction of the motorised, shallow-draft barges that navigate the coastal lagoons, and fishing is the major occupation. The Ilaje fishing community in Epe is very popular with fishing as occupation since her migration over 100 years ago to the present location called ‘Erepoto’ in Epe ancient town. According to a Wikipedia article, the Ilajes are a distinct migratory coastal linguistic group of Yoruba people, spread along the coastal belts of Ondo, Ogun, Lagos and Delta States. It is in the light of the foregoing that this study investigated the use of IK system by the small Ilaje fishing settlement in Epe, Lagos, Nigeria and how the larger society is impacted.

Research methodology

Study area

Ilaje Community (popularly referred to as ‘fishing village’) is in Epe Local Government Area of Lagos, Nigeria. It is a sub-community situated within the Erepoto axis, along the north side of the Lekki Lagoon, Epe. Geographically, Epe is a riverine town on the eastern shores of Lagos, an area characterised by vast lagoons, creeks and fishing settlements. It shared boundary with Ogun State, and about 10km to Ijebu-Ode town. Oral tradition, with respect to the origins of Epe town revolves around two legendary founders of Huraka and Alara, the former, a hunter, and the later, an Ile-Ife prince (Jimoh and Oloruntola, 2016). The 2006 Census puts the population of Epe town at 181,734. The study area, Ilaje community, operates as a communist entity with only one church (The Holy Apostles Church) in the community surrounded by about a hundred (100) houses of varying standards. The church which serves as the community worship centre, is headed by a Reverend Apostle who doubles as the socio-political and spiritual leader of the community. According to the community leader, the progenitors of the fishing community were Pa Joel and Pa Amos Mashawe Abimbola who migrated from the ancient Ilaje community in the present day Ilaje Local Government Area of Ondo State over a hundred years ago. The community celebrated her centenary anniversary in November 2019, marking the 105 years of sojourn to Epe, Lagos.

The fishing community has the largest workshop and number of craftsmen who build and repair damaged canoes and various fishing gear (popularly referred to as “the general hospital) and traditional fish smoking oven among other fishing settlements in Epe. One major road into this community extends from the Plywood Junction Bus Stop, Adjacent to the popular Lagos-road, roundabout, Epe. The community also enjoys a free access route through the water to the Aiyetoro Market and the very popular fish market, also known as Oluwo Market which is the biggest freshwater fish market in Lagos. This strategic location makes it easy for the community to sell her fish without delays. This fishing community in Epe was chosen for this study based on her uniqueness among other fishing settlements in Epe, Lagos as the only community with the largest population of local fishermen and women with appreciable use of indigenous knowledge.

Data collection procedure

An exploratory research design was adopted for the study, using qualitative methodology of direct interactions through focus group discussions, interviews and participants’ observation to gather information. This method was adopted due to the locations, participants’ literacy level and time constraints. Population of the study comprised 1,520 community members. A purposive sampling technique was used to select two focus groups for the study. The 8-member Council of Elders and

the Community Fishers' Union made up of 418 members, out of which 11 were selected to participate in the discussion. The selection was done to enable the research team get detailed and reliable information on the study area and the historical background of the indigenous knowledge localised to the community. The research team also visited the popular Oluwo Fish Market, Epe. The interview with the Council of Elders was conducted in English, but that of the representatives of the Fishers' Union (11 persons) was conducted in Yoruba language at fishing sites and later transcribed.

Research instrument

An in-depth semi-structured interview was used to obtain necessary data and information from the participants. This is to enable the respondents tell their own story on their own terms. To facilitate orderly interaction, an Interview guide was developed by the research team in order to maintain focus, consistency and direction during the interview. The interview questions were structured thus:

Community background: Participants were asked to talk about the historical evolution and location of their community.

Nature and use of indigenous knowledge and techniques: Participants were asked to describe the nature and techniques involved in the use of indigenous knowledge among Ilaje community in Epe, Lagos, Nigeria.

Benefits derivable form indigenous fishing knowledge: Respondents were asked to describe how the larger society is impacted by her indigenous knowledge system.

Interpretation of results

Background information of respondents

Table 1 presents the number of the Ilaje Community Council of Elders who participated in the interview session (interviewees) for the study. To ensure confidentiality, their real names were represented with alphabets 'A, B, C, D, E, F, G, H' while Table 2 shows the demographic information of the community. History has it that the progenitor of the present Ilaje Community, Epe, Late Pa Mashawe Joel Abimbola, migrated from the ancient Ilaje coastal kingdom of Ondo and settled in Epe in 1913. The community is made up of a total population of 1,520 persons, with 418 registered fishermen and women. The community comprised of 148 Households, with 139 men as Heads of household and 9 women as Heads of household. There are 80 completed and occupied houses within the community, one (1) Primary school, one (1) Christian worship centre and two (2) spots where boats/canoes are moored. Interviewees also confirmed that fishing is a 'natural endowment' to every indigene of Ilaje. Hence, it is the most popular occupation and trade among the community members.

Table 1: Ilaje Community Council of Elders

S/N	Names	Status
1	A	Community Leader
2	B	Council Secretary
3	C	Council Member
4	D	Council Member
5	E	Council Member
6	F	Counselor ward A2
7	G	Council Member
8	H	Council Member

Table 2: Demographic characteristics of Respondents

S/N	Variables	Frequency
1	Population of community	1,500
2	Total households	148
3	Heads of household (men)	139
4	Heads of household (women)	9
5	Houses/buildings in the community	80
6	Registered fishermen & women	418
7	Educational institution (Primary school)	1
8	Worship Centre (The Holy Apostles Church)	1
9	Moorings (spots canoes and boats are tied up)	2

(Source: Fieldwork, 2019)

Nature and use of indigenous fishing knowledge by the Ilaje people of Epe, Lagos State

The study revealed that fishing 'know-how' is a 'natural endowment' to all the Ilajes of Epe, Lagos State, Nigeria, and fishing was seen as a common occupation among indigenous members of Ilaje, Epe. Participants (interviewees) expressly confirmed that fishing skills were handed down to present generation through oral tradition, mentoring and demonstrations by their fore fathers. Explaining further, the elders noted that they inherited fishing as a traditional occupation, including several techniques of fishing; be it in coastal or fresh water.

Two special traditional fishing techniques were identified as being indigenous to the community and participants explained the extent to which each is put to use. The two traditional techniques are called *Filogba* and *Arere*.

Respondents submitted that, *Filogba* is a unique traditional fishing technique designed to catch fresh waters fish species such as: *Ijaga, Akokoniko, Igangan, Lele, Epiya, Oweere, Eshun, Yoryor, Obokun and Aro within freshwater bodies such as Lakes, Lagoons and rivers*. While the *Arere* traditional fishing technique is used to catch such fish species as: *Tilapia, Ofon, Agbadagiri, Lakoro, Salapore, Sugbon, Osan, and Ashoo in seas, ocean and freshwater bodies*.

Moreover, the interview with the community's Fishers Union reveals how the two fishing techniques work and how they are set up at fishing sites. *Filogba*, which the fishers regarded as a magic wand, because it catches more fish than any conventional method, is designed to work with the alternating wave current movements of the lagoon known as "*Isha-ati-Iyo*". These movements alternate every eight (8) hours with the alternating gap period of about 45-60mins. Therefore, when it is set around 9:00pm, the fisherman must be there by 5:00am to harvest the catch. If he failed to meet up with the time, he might lose all the caught fish by the time the lagoon water current alternates with the *Filogba* fishing trap. According to the fishermen, *Filogba* is a stationary fishing trap which does not move or drift along with the "*Isha ati Iyo*". It is held in place with two big anchors on the water floor. After a direct observation of the *filogba* technique set up at the fishing site, research group identified the implements used in setting it up which include; Two big anchors, a locally tailored net (*Iyahanma*) of about 10 metres long with an inner chamber called "*Inuapo*" which is the point of no return for any fish that gets into it, Strong rope with length according to size of trap; a floater (preferably an empty 25 litres water gallon) and two long heavy sticks of about 15ft.

Filogba technique requires two persons to set up or retrieve (harvest). To sep up this trap, the two sides of the mouth of *Iyahanma* (the bag-like shaped net) are tied against the two long sticks (*igi egba*) which enables its mouth to open wide and stand erect. The ropes from the sticks are then tied to the two anchors to stabilise and secure it in place. The floater draws the upper line of the *Iyahanma*'s mouth keeping it in suspense for wider opening while the inner parts of both the

Iyahanma and the *Inuapo* are blown open by the moving water current for a seamless fish catch. However, for easy location and identification of the *Filogba* trap in the water from the water surface, the floater is used as a landmark. However, for a bumper harvest, this method of fishing is applied in the months of April, May, June, July and September each year. Below is the graphic illustration of the *Filogba* magic technique:

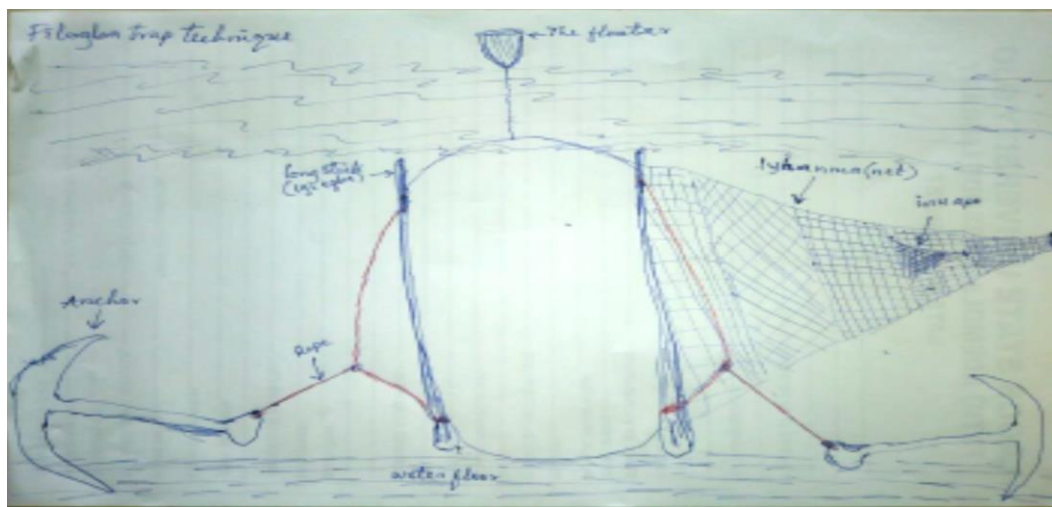


Figure 1: *Filogba* magic technique:
(Source: Fieldwork, 2019)

Unlike the *Filogba* method, participants submitted that, the *Arere* technique is a moving trap that uses a straight net of any size depending on the species and sizes of fish the fishermen targets. The respondents mentioned that, *Arere* is a fishing technique fashioned to catch the fishes that move at the upper level of the water, while the *filogba* is a bottom fishing technique aimed at catching fishes that live and move at the bottom or water floor. The implements for the *Arere* fishing technique include; The trawl (net), Floats, *Oje* (lead metal) sinker, Rope, Two dried long light-weight bamboo sticks and One lamp (kerosene lamp or a torch light). According to the respondents, this traditional fishing technique is used after the rainy season within October, November, December, January, February and March. The fish species commonly harvested during this season include; *Tilapia*, *Ofon*, *Agbadagiri*, *Lakoro*, *Salapore*, *Sugbon*, *Osan* and *Ashoo*.

To set up this fishing trap, the two sticks are tied to the two extremes of the net with a rope. The floaters are fixed along the top edge of the net, while the *Oje* (metal led) are fixed along the base line of the net to keep it stretched in the water. The lamp or the torch light is tied on the float as an indicator or locator sign which enable the fishermen identify the location of his net. According to the respondents, 'this is so because the *Arere* traditional method usually drift freely in the water and easily change location. The catch with this technique is mainly harvested in the night or very early in the morning.

Below is a graphical picture of the *Arere* fishing technique:

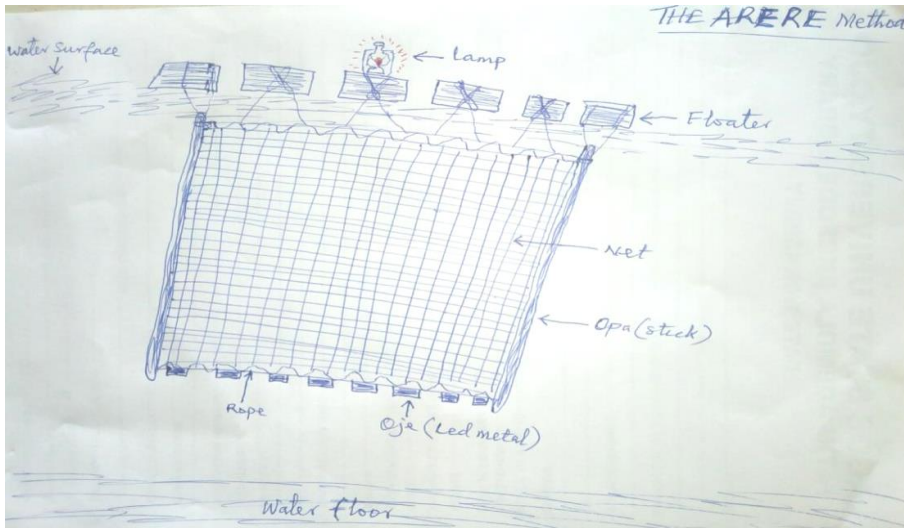
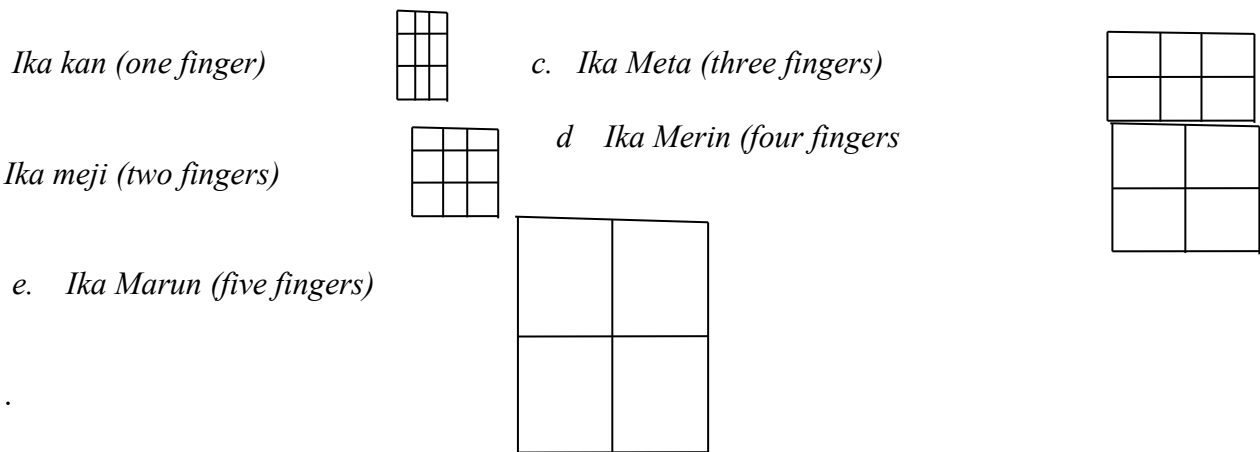


Figure 2: Arere Fishing Technique
(Source: Fieldwork, 2019)

The *Arere* traditional fishing technique uses variety of net sizes. The fishing nets are made from fibres woven in a grid-like structure and usually in mesh form by knotting a relatively thin thread. To determine the sizes of the net mesh, Ileja fishers use their fingers as a gauge. They said their fore fathers handed down the measurement standard to them. Below are the five net mesh measurements standard used Ilaje.



Economic benefits of the indigenous fishing knowledge systems to Lagos, Nigeria

Participants emphasised that fishing activities carried out using the Ilaje indigenous knowledge systems is not only less expensive but yields more results, in terms of quantity of fish caught per fishing cycle. This was corroborated during an interview session with the fish traders at the popular Oluwo Freshwater Fish Market, Epe, where the respondents confirmed that they usually get the largest supply of *Ijaga, Igangan, Lele, Akokoniko, yoryor, Epiya, Owere, Aro and Obokun* fishes from the Ilaje fishing community, Epe. This, therefore, is an eloquent testimony that applying indigenous knowledge in fishing by the community is both viable and commercially profitable and economical. The implication here is that standard of living is enhanced among the Ilaje community members in Epe.

Again, during interview with the Council of Elders, many of them testified to have seen a minimum of two children through higher institutions of learning from the proceeds made from fishing. Furthermore, a close observation of the community revealed several sophisticated, decent and modern houses built and owned by the community members. This shows that the community members have relatively fair purchasing powers to afford the basic needs of life.

The use of Ilaje indigenous knowledge of fishing promotes sustainable aquatic ecology. This was deduced from the statements of the community elders' council during interview, when the community leader stated that use of chemicals in fishing is prohibited among Ilaje fishers. According to him: *“the community regards use of chemicals in fishing as a destructive practice that is capable of not only destroying the aquatic life and environment but harmful to human life”* It can therefore be deduced from the information gathered from the community leaders that the use of indigenous knowledge system by the Ilaje people is not only saving the lives of the members of their community but also saving humanity and directly contributing to the achievement of the sustainable development goals (SDGs) globally.

Findings from the study revealed that lack of employment is not a problem within the Ilaje community of Epe, Lagos as every person is gainfully engaged in one aspect of fishing activity or another. The young and the adult men and some women have fishing gears while every household was found to have at least one canoe, or a motorised boat for fishing. Some women who could not go fishing are vigorously engaged in fishing trade. This finding is in consonance with that of Mkenda and Aikaeli (2019) who studied the various ways that indigenous knowledge in handicraft making among rural women in Tanzania became a viable option for income and employment generation. This situation contributed in making the community largely crime free and peaceful always. As one of the elders responded during the interview session when they were asked how they manage to secure the various speed boat engines that are seen kept care-freely around the community. In his words: *“anytime something gets lost in this community, then it means that bad strangers entered here, because all our young boys are busy making money on the lagoon after school”*

Supply of healthy source of protein to Lagosians and neighbouring states such as Ogun and Oyo states.

Fish is filled with omega-3 fatty acids and vitamins such as D and B2 and rich in calcium and phosphorus as well as other source of minerals such as iron, zinc, iodine and potassium. Through the Ilaje traditional and homegrown innovations in fishing, the supply of this all-important source of healthy protein has never been in short supply in Lagos, Nigeria. The Ilaje indigenous knowledge system is in essence, contributing immensely to the food security and economy of the State. Little wonder, Epe Fish Market is the biggest freshwater and seafood market in Lagos State.

Conclusion and recommendations

This study has revealed how important and useful traditional knowledge could be in community's survival and sustainability as well as how a homegrown innovation can become a dependable alternative to sophisticated western technology. Indigenous knowledge systems have sustainable ways of using natural resources. Ilaje traditional knowledge in fishing is a pointer to the fact that sophisticated knowledge of the natural world is not confined to science. As a people, Ilaje has demonstrated mastery in fishing and developed rare sets of experiences and explanations in the art of fishing for sustainable human survival. This is indeed an eye opener to the efficacy of traditional knowledge in providing solution to human problems.

As body of knowledge that has developed outside the formal education system, there is no doubt that Ilaje indigenous knowledge in fishing constitutes an important information base that needs to be preserved jealously and made known to the world through collection, documentation and communication for posterity because there is a dangerous risk that most indigenous knowledge are being lost, along with their beneficial methods of living sustainably not only environmentally, but economically and socially.

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The Place of School Libraries in Facilitating Virtual Access to Open Educational Resources for Teaching and Learning in Schools

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Abstract

The advent of technological revolution and the fourth industrial revolution era coupled with the disruptions brought about by the COVID-19 pandemic had led to a paradigm shift in the process of education and related services delivery in schools globally. There has been a shift in the teaching and learning process as well as other complimentary and supplementary services to support qualitative delivery of teaching and learning process including service delivery. Consequently, teaching and learning moved out of the four walls of classroom to online and virtual spaces supported by open educational resources (OERs). With the OERs and virtual learning, it is imperative that libraries too must develop strategies to ensure virtual access to open educational resources. Virtual access to OERs by school libraries could come handy to fill the gaps brought about by disruptions resulting from technological revolution, the fourth industrial revolution era and COVID-19 pandemic. This write-up, therefore, focused on identifying and highlighting the place of school libraries in facilitating virtual access to open educational resources for teaching and learning process in Nigerian schools with specific focus means of accessing and strategies of accessing the OERs.

Keywords: *School libraries, Virtual access, Open educational resources, Teaching and learning*

Introduction

The technologies revolution and the advent of Fourth Industrial Revolution as well as COVID-19 pandemic disruptions have brought a paradigm shift which have made the world to become a global village in information dissemination most especially in schools. Without mincing words, digital environment in contemporary word offers many chances for a creative and collaborative engagement of learners with digital content, tools and services in the learning process (“e- learning 2.0” instead of “click & learn”). One such opportunity is the collaborative creation, evaluation and sharing of open content and learning experiences. The pervasive nature of ICT facilitates publishing, distribution, access and use of information resources. Information which was only available in print format is now available in digital format as well. Besides, ICT development has made it possible to develop affordable and accessible Open Educational Resources (OER) which are key to equitable and inclusive learning. Educational system is taking the advantage of technology to assess learning resources. The developing world and Nigeria in particular is taking a great advantage of technology to access learning materials.

Open educational resources (OER) could be described as the availability of learning resources to students, self - learners and educators, online. OER could further be explained as free access to learning materials without any hindrance, at no cost and with opportunities to compare and contrast educational programmes and course contents. OER are teaching and learning materials that are freely available online for everyone to use, whether an instructor,

student or self-learner. Examples of OER include: full courses, course modules, syllabi, lectures, home- work, assignments, quizzes, lab and classroom activities, pedagogical materials, games, simulations, and others (JISC OER n.d). The momentum for developing more OER has never been greater. It is believed that the use and access alone are insufficient, because there is the need t o focus on quality and t he costs of producing more OER that are of good quality. Education is taking a great turn as far as accessibility to learning resources is concerned. Open courseware (OCW) websites could be accessed online, which has provided adequate opportunities to access learning materials, compare educational programmes and course contents. OER has tremendously enhanced the sharing of knowledge.

The idea of Open Education Resources (OER) was first introduced by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) at a meeting on ‘the impact of open courseware for higher education in developing countries’ held in July, 2002. The term OER refers to education resources and other materials that have been designed for use in teaching, learning and research, that are openly available for use by educators, students and researchers respectively, without the accompanying need to pay royalties or license fees (Kanwar and Uvalic- Trumbic, 2011). According to OpenStax, the principal producer of OER textbooks, acceptance of OER textbooks has saved students an estimated \$616 million dollars since 2012 (Ruth, 2018). Moreso according to a recent survey by Seaman (2017), the survey data suggest that OER textbooks now compete with commercial textbooks in terms of overall market share. Out of the 153 universities in Nigeria, 50 have enrolled for the Open Educational Resources (OER) since 2017 when Nigeria adopted it, this is almost one-third of the total universities, which is a good beginning (NUC, 2017). While many authors have testified to the fact that OER movement has been successful in reducing the cost of educational materials, many have wondered how best to ascertain the quality of OER repositories in Nigerian Academic Libraries, the level of awareness of the existence of these OER repositories by librarians, how best librarians can help to achieve educational goals of teaching, learning and research through the use of OER repositories and possible ways academic librarians can adopt to promote OER repositories in Nigeria. These therefore are the import upon which this study was undertaken.

It is certain that technology has changed education greatly. It has morphed how teachers/lecturers teach and how students learn. Classroom is also not left out; it has been equipped with technological tools, gadgets and devices to enhance the teaching and learning environment. The use of information and communication technology in teaching and learning process has brought another kind of learning environment in which walls no longer exist (Virtual Classroom). These changes however do not change the fundamental learning styles or approaches, but have changed the way people do things and how they view them. The traditional perception of the learning process has been shifted to a new perception, made manifest through educational technology which embeds hardware and software as tools for teaching and learning processes (Demircioglu and Geban, 2015).

Open Educational Resources (OER) have been lauded for their ability to reduce student fee and improve equity in higher education. The textbook most especially, has for a very long time been a significant element of the education system at all stages. In addition to being the requisite mechanism of curriculum delivery, textbooks have traditionally been the primary

learning resource for students. According to Perry (2016), for a multiplicity of market-based reasons, the price of educational resources has risen considerably over the last two decades, outpacing the price increases of all goods and services by roughly four times within higher education, these price increases, ultimately descend on the students, who are responsible for acquiring their own course materials. In reaction to these price trends, many educators have turned to open educational resources (OER) (Baraniuk, 2008; Smith, 2009).

Observations have shown that despite the level of understanding of usage of OER in developed nations the developing countries are still not putting into expected use, these online learning resources. It seems students are still not aware of the availability of OER, the level of accessing OER is minimal, and that there are series of challenges facing the usage of OER.

Open educational resources - The Concept

Open Educational Resources (OER) are teaching and learning materials that are available without access fees and with licensing that affords innovation through OER-enabled pedagogy. William and Flora Hewlett Foundation, (2019) opined that Open educational resources (OER) is the teaching, learning and research materials in any medium –digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

The OER movement was officially born from the Forum on the Impact of Open Courseware (OCW) for Higher Education in Developing Countries convened by UNESCO in 2002 which discussed how MIT's approach could be scaled up into an international network of open content redistribution that would be inspired by, but not restricted to, OCW and has since been making the case for educational materials to be available 'to all', and assisting educators to locate content which they can freely adapt without 'reinventing the wheel' (Caswell, Henson, Jensen, and Wiley, 2008; OECD, 2007; Smith and Casserly, 2006).

OER therefore does not only serves as the response to the substantial rise in the price of educational materials for postsecondary students but it promote the flexibility by given instructors the opportunity to share, adapt, or remix restrictive commercial materials by reducing the high cost and increasing the flexibility of material due to licensing. William and Flora Hewlett Foundation, (2019) corroborate this submission that OER are educational materials, such as textbooks, videos, graphics, and syllabi, "that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others". OER therefore does not require paying fees in order to access them (Butcher, 2015) and their licensing allows for the editing and remixing of materials (see Green, 2017).

Access to open educational resources

OER repositories according to (McGreal, 2011) is digital databases that accommodate learning content or materials, applications and tools such as papers, texts, audio recordings, videos, multimedia applications and social networking tools. These repositories make OER accessible to learners and instructors on the World Wide Web. Atenas and Havemann (2013) opined that the creation of OER repositories can be said to comprise four key themes, which

are Search, Share, Reuse, and Collaborate. The content of OER is domiciled in repositories, in order for existing open content to be discovered and made use of, it is imperative that such materials must be easy to search for and retrieve as such, supporting tools for search and retrieval is therefore fundamental.

The cross-searching system that would benefit the institutional academic initiatives and repositories, this would actually be a combined web initiative. Libraries would come forth as member organizations, and produce and present materials to be placed into the initiative. As a universal system, there would be categories for public libraries, academic libraries, archives, special libraries, law libraries, medical libraries, etc. Within these categories, there would also be categories for instructional and educational materials, library-specific materials, pre-published papers, and materials regarding special events or occurrences in libraries. With this more general categorization system, a user would be able to search for a subject like "online searching guides" and it would produce the results for all sorts of online searching guides in all sorts of libraries.

A number of search engines exist to search Open Educational Resources. These include:

1. DiscoverEd - "Discover the Universe of Open Educational Resources"
2. Jorum - "free learning and teaching resources, created and contributed by teaching staff from UK Further and Higher Education Institutions"
3. OCWFinder - "search, recommend, collaborate, remix"
4. OER Commons - "Find Free-to-Use Teaching and Learning Content from around the World. Organize K-12 Lessons, College Courses, and more."
5. Temoa - "a knowledge hub that eases a public and multilingual catalog of Open Educational Resources (OER) which aims to support the education community to find those resources and materials that meet their needs for teaching and learning through a specialized and collaborative search system and social tools."
6. University Learning = OCW+OER = Free custom search engine - a meta-search engine incorporating many different OER repositories (uses Google Custom Search)
7. XPERT - "a JISC funded rapid innovation project (summer 2009) to explore the potential of delivering and supporting a distributed repository of e-learning resources created and seamlessly published through the open source e-learning development tool called Xerte Online Toolkits. The aim of XPERT is to progress the vision of a distributed architecture of e-learning resources for sharing and re-use."
8. OER Dynamic Search Engine - a wiki page of OER sites with accompanied search engine (powered by Google Custom Search)
9. JISC Digital Media maintain guidance on finding video, audio and images online, including those licensed as Creative Commons. (<https://openeducationalresources.pbworks.com/w/page/27045418/Finding%20OERs>)

At these OER initiatives, the more commonly involved professionals are lecturers, researchers, and learning technologists. These are followed by academic support staff, librarians or other information science specialists and IT services staff. The combination of OER content in the library services and collections is not yet widespread. There is no doubt that most of the initiatives are simply linked from the library home web page or the e-

resources collection and in some cases their OER are included as recommended resources in the subject reading lists.

1. The library has a link to the repository/blog/web in its home web page.
2. The library included relevant OER metadata records in the library catalogue.
3. The OER search interface is integrated in the library web page.
4. The library included the OER in the e-resources collection, so they can be searched through key words
5. The library included relevant OER in the subject reading lists.
6. The library included a link to the initiative home page as part of the e-resources collection.

School Libraries and access to open educational resources

The role of the librarian is continually evolving, but one constant is championing initiatives in support of library users. One such initiative, the open educational resources (OER) movement, falls somewhat uniquely into the library's mission to their campuses by serving the needs of both students and faculty.

School librarians provide vital services to their school. These services include selecting print and digital resources, organizing material, and instructing both students and teachers on appropriate technology tools to help augment curriculum units. School librarians have extensive experience in teaching both students and teachers how to identify credible and authoritative online sources and sorting through free and premium information, such as databases, informational text, reference materials, and multimedia. Therefore, school librarians are transformational leaders in supporting OER initiatives in schools and selecting OERs appropriate for the curriculum (Kompar 2016).

Apparently, for OER to be accessed and used effectively the libraries and librarians must play crucial roles which include developing, advocating and managing OER (Smith and Lee, 2017). This is due to the fact that over the years librarians through their trainings have gained a lot of experience in handling information and affording access to patrons. With a history of collecting high quality materials for both teaching and research, Librarians are well positioned to work with faculties seeking to incorporate OER in their courses (Davis et al., 2016). Actually, librarians should be viewed as important players in the promotion, integration, use and management of OER. Smith and Lee (2017) assert that many academic librarians have spearheaded programs to support the adoption and production of OER at their institutions.

Woodward (2017) argued that in order to promote establishment and usage of OER, Libraries and librarians are positioned to champion the OER adoption movement given their pervasive scope and specialized skills. Kleymeer et al. (2010) opined that librarian have relevant skills which can benefit OER programmes. Their philosophical support for access to information, their existing relationship with both faculties and students and their outreach and instructional support experience make librarians the natural partners in OER initiatives and voice for more affordable learning resources (Okamoto 2013; Mitchell and Chu, 2014). In Tanzania, the interest on OER in schools has started to gain ground because of their importance in education establishments. Many studies on OER have started to emerge but they focus mainly on general issues on OER and not on the role played by libraries and librarians in OER initiatives

(Nihuka et al., 2014, Samzugi and Mwinyimbegu, 2013; Mtebe & Raisamo, 2014; Mwamlangala, 2015; Muganda et al. (2016).

Libraries are responding to the high costs of textbooks by becoming actively involved in the OER movement. As strong advocates for providing patrons with free or low-cost access to information, libraries are quickly seizing the OER opportunity. As Mitchell and Chu (2014) point out, librarians are well positioned to take on the role of mediating between faculty, as the creators of OER and course material, and students, as the users of course material. Libraries, too, benefit from and provide expertise on OER, in particular through the libraries' institutional repositories (Martin, 2010; Mitchell and Chu, 2014; Okamoto, 2013). Since librarians are already skilled at managing and promoting access to collections, encouraging faculty to submit their publications in the institutional repository is yet another way libraries can help students reduce costs by making supplemental materials freely available while also promoting their faculty's work (Mitchell and Chu, 2014). School libraries, with their experience in intellectual property, preservation, teaching, and technology, are particularly well-positioned to fill a central role in the OER movement (Kazakoff- Lane, 2014). Librarians should continue to explore pivotal ways in which to implement OER in schools and, in turn, provide cost saving and educational benefits for students.

Ibadan School Library Digital Resource System for Virtual Access to Teaching and Learning

Advances in technology over the last few years have clearly impacted the way teachers teaches students in the contemporary world. With this advancement in technology, it is possible for teachers to teachers not only to teach students of all ages remotely and but to provide students with relevant and useful material for purposeful and meaningful educational opportunities, without setting foot on campus. This is the reason why Babalola (2021) submitted that virtual library access is among the changes and transformation witnessed by the traditional library. It is being regarded as an alternative to school library because it is one of the innovations which grants users access to the use of library resources electronically on a computer network.

The term electronic library resources has been defined as the information processed and digitally driven using hardware and software that offer information that can be accessed by digital electronic users through remote information provider networks or mounted locally by digital library (DL) managers. Ibadan school library digital resources system (ISLDRS) is a 3-in-1, high-capacity electronic library system designed schools at the Department of school library and media technology which provides complete digital library facilities with virtual access and on-premises hosting to several educational web portals, sites, and resources for nursery, primary and secondary schools with little running cost (Aramide and Ogunjobi, 2022). This system was designed.

The ISLDRS becomes imperative because of lack of functional, effective and efficient library service in nursery, primary and secondary school where the school library media centre would provide information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society (Elaturoti, 2000; Babalola 2020). In the same vein, despite the efforts of school library professionals to provide effective school library system,

most of the library software that has been adopted in the past have always failed because of geographical differences among others (Aramide and Ogunjobi, 2022). The birth of Ibadan School Library Digital Resources System (ISLDRS) which started in 2015 with the open discussion with a technical partner called Polawa e-resources with the following objectives:

1. To promote digital library and web electronic learning in elementary and secondary schools with or without internet connectivity;
2. To provide students and teachers with digital resources that will encourage more interactive digital learning in schools;
3. To provide a platform for educational electronic contents creators to directly deploy their content materials to schools without online web hosting;
4. To encourage students' interest in the educational aspect of the internet in contrast to the social aspect;
5. To provide internet electronic library services in schools at no or optional periodic running costs.
6. The system provides fast and free access to several educational web portals with hundreds of thousands of interactive audio-visual resources and millions of learning materials, including interactive digital textbooks and Storybooks. The system provides a fully functional and user-friendly e-Learning Management portal that can help teachers/tutors in administering e-teaching to students.
7. The interactive and audio-visual resources provided with the system will help schools to have more academically engaged students and have their academic performances improved.
8. The fear of pupils or students being exposed to inappropriate online content will be removed.
9. The server machine can serve as internet service provision for educational purposes in schools at no periodic subscription cost.

Summary and conclusion

The use and utilization of OER has been of great advantage to educational development in this age of technology. The usage of OER has highly enhanced the quality of education in Nigeria. The maximal use of OER has not been attained in this part of the world, because despite the level of understanding of usage of OER in developed nations, the undergraduate still have moderate level of awareness and usage of OER in Nigeria. The developed nations are continuing to gather further momentum in developing more OER and further more to raise the quality of the OER, Nigeria should not only be a country desire to consume the resources of technology but to aspire to contribute to the development of OER, and also participate in enhancing the quality of OER. With the advent of Ibadan school library digital resources system (ISLDRS), teachers and students can access school library with the use of computers, tablets, or smart mobile devices which is designed with an easy- to-use platform in order for teachers and students to easily search and retrieve content. Nevertheless, there is no doubt that Nigeria is facing a lot of challenges in accessing internet to get relevant educational materials, without mincing words, the school library system will have positive impact on the quality of education in Nigeria.

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Schools Activities

Innovative and Creative Library Programme for Total Child Development: A Case Study of Maitrebuilder School, Oyo State, Nigeria

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The Maitrebuilder School was established in 2015. It is situated in a densely populated area with low or no visible literacy skill. This community which is recognize as rural has a great number of private and public schools without any public library which has reduced the rate at which the learners in the locality assimilate concept of reading. We observed that lack of library in the vicinity has greatly affected the scholars who have been limited to notes written at school and some affordable text books. We came up with the idea of organizing literacy program that will expose our learners to reading in a gradual process. This idea gave birth to our yearly ECA (Extra Curricular Activities). From this, the following programmes had aced up their sleeves:

1. Spelling Bee
2. Carrier Day
3. World Fruit Day
4. Zip Up
5. My very own Library.

Spelling Bee

This was the first program introduced to learners on spelling and reading. We had it at the Sultan Bello Hall, University of Ibadan. Though first of its kind but very effective, learners got to see reading in a different form and were able to gain confidence as regards reading. Penhant Phonics Consultant and his team were present. The team anchor the spelling aspect of the Spelling Bee. All learners with their parents were so excited about the innovation.

Carrier Day

Different to what people may think, we use the opportunity to make our learners read about different profession. They were given publications to read, they made researches, some books were given to them and with these, they were encouraged to read more. They came out to tell us what they have read and it was indeed a great turn around for them. A popular musician, Goke Bajowa was in attendance, he as well was amazed at performance the learners. Parents were glad to witness this little ethics and were encouraged to prompt their ward's eagerness to do more.

Zip Up

This was another technique which booted the children's ego on reading. This we did in conjunction with Esther Foundation. This is an organization that educate on child abuse. Though our aim was to introduce efficacy of learning using different means, so they were prompted to read on child abuse. There were lots of presentations base on what they have read. They were given books to read on child abuse, effect and so on.

World Fruit Day (WFD)

We organized this program 2021 after the Covid-19 pandemic. Students had been at home for months. To bring them back on their toes since we could not do anything in 2020 due to lockdown, this lead us to WFD. Scholars came up with lot of ideas from what they read. Annotations on this were very great due to performance of scholars. This really brought their reading back to lime light after the long break.

My Very Own Library

The just concluded program in March 2022 hit the target of reading. Learners were very exposed to: Reading and its etiquettes, library and its uses, importance of reading and readers are leaders. We were honored to have a team from the Department of School Library and Media Technology, University of Ibadan in our program. The team actually trained children on the use of library, reading and how much to have a personal library at home. Improvised Libraries were displayed and students demonstrated how those improvised libraries were made.

Learners were able to realise the longest word in the dictionary (pneumonoultramicroscopicsilicovolcanoconiosis) as they read different books. Each learner was given books to start their very own Library. Graphic books like comics, manga, cartoon and animation were introduced. Children read those books and it was unbelievable to see some of them writing their story books by themselves.

Challenge

There were no libraries for the learners to read or get books, so they are restricted to the few ones given to them which incapacitate them to do extraordinarily. We believe if these children have access to a standard library, there will be a great turn around in their reading habit and their wrong impression about reading will completely disappear.

Conclusion

"A child who reads becomes an adult who thinks" Anonymous. Also, Barak Obama said and I quote "Reading is the gateway for children that make all other learning possible". At this juncture, I would encourage our government to work on the implementation of school library in the rural areas as well, because loss of interest about reading is very rampant among young adults but this can be fan to flame if there is conducive atmosphere for reading.

BOOK REVIEW

THE LIBRARY BOY

by
Dr Sola Owolabi

The Library Boy is a window into the life of the typical Nigerian child raised in the ghetto and his struggles to make it out of the rat race. With an unapologetically realistic delivery, a picture of the economically and socially disadvantaged Joe who aims to make something great out of the cards life dealt him was painted. The protagonist, Joe Ateke, is a very relatable character. Like the Biblical Joseph, he's a dreamer- and a fighter too. We can see that from the very first line of the book. At first, Joe fights for acceptance by his peers. He started out naive and blind to the phenomenon of social discrimination. As his mind gets larger, he learns to pick his fights wisely. From fighting with his fists to fighting with a positive can-do attitude and rapt attention to his studies, Joe's transformation is the sweetest thing to read.

The author, Dr Sola Owolabi, believes we can all see ourselves in young Joe. Have we not fought for something? Are we not all still fighting for something? Do we not all have aspirations that make us giddy with excitement? Do we not all have dreams that keep us awake?

Joe is a hero because he beats the odds legitimately. He is not just a poster child for the poor-turned-successful narrative. Joe does not get successful by fraud or some get-rich-quick scheme but a prototype of how the reading culture coupled with determination can bring good success.

The Library Boy explores the themes of the classist nature of society; the role of education in bridging the gap between the rich and the poor; and the role of libraries in transforming the youths. If you are interested in the administration of bibliotherapy to students and future leaders, this book is definitely your cup of tea. It is highly recommended for students of primary and secondary institutions of learning.

The Author of the book, 'The Library Boy', Dr Sola Owolabi is a lecturer, librarian, poet and bibliophile who believes in the potentials the next generation has to offer. He also promotes the reading culture as a vehicle in getting them where they ought to be in leadership. Personally, I have benefited immensely from his mentorship over the years.

Ayodele Sharon
Book Reviewer

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