NIGERIAN LIBRARY ASSOCIATION

NLA@60

COMPENDIUM OF
2022 CONFERENCE PAPERS
"ABUJA 2022"

Venue: Bolton Events Center,
Wuse Zone 7 Abuja.
Date: 3rd July, - 8th July, 2022

60th

National Conference and Annual General Meeting of the Nigerian Library Association, Abuja.

Theme:
Library and Information Services in Nigeria: 1962 – 2022

Date: 3rd July – 8th July, 2022.

Venue: Bolton Events Center, Wuse Zone 7 Abuja

NATIONAL LIBRARY OF NIGERIA

National Library of Nigeria
Sanusi Dantata House
Central Business District, Abuja
Website: http://www.nla-ng.org

i

MEMBERS OF THE REVIEW COMMITTEE

TABLE OF CONTENTS

Role of Academic Libraries in Higher Education in Nigeria

By

Katamba Abubakar Saka, PhD, CLN, MNLA
Department of Library and Information Science,
Federal University of Technology,
Minna, Niger State, Nigeria.
s.katamba@futminna.edu.ng
07038706880

Salisu Adamu Aliero, PhD, CLN, MNLA
University Library
Kebbi State University of Science and Technology, Aleiro.
salisualeiro@gmail.com
08072079498

Alih Peter Ibrahim (Mr)
National Examinations Council (NECO) Headquarters, Minna.
talk2ibrahimp@gmail.com
07035104609

Abstract

The paper explores concepts and roles of education and academic libraries in National Development. It also explores the concept of education in relation to the structure, system, and literacy as an indicator to national development. It highlighted the roles of education in national development to include knowledge acquisition, dissemination and use; provision of labour/workforce, national integration, relationship among people and political development. The mission of institutions of higher learning in Nigeria is to provide teaching, learning, and research and community services. Academic libraries are established to support the attainment of these goals. The general roles of libraries in higher education include provision of learning opportunities, encouraging functional literacy, continuing education, cooperation and collaboration, and knowledge acquisition, dissemination and use. Roles of academic libraries in higher education were critically examined to include complimentary role, information literacy, integration of information and communication technology (ICT) to library services, resources verification, and program accreditation; information service delivery, community services, human resources development, orientation services, training ground for students-in training and mobile library services. Challenges to academic libraries in executing their roles in higher education in Nigeria include; funding, attitude of library staff, library automation, misplacement of societal priority, poor reading culture among students and absence of functional public and school libraries. The conclusion was that the quality of higher education can be achieved through well-equipped academic libraries complete with adequate funding in Nigeria. The paper recommended amongst that: government and stakeholders in education sector and information professionals in Nigeria should ensure adequate funding, strict compliance to professionalism, functional public/school libraries, change in attitude of library staff, while librarianship should be in the priority list of government in Nigeria.

Key Words
Academic libraries, Challenges, Education, Higher education, Institutions, Nigeria, Roles, Services

Introduction

The definition of education varies from individual to individual depending on the perception of the concept, hence Kingdom and Maekae (2013) cited Amaele, et al as the word "education" originated from two Latin words "educare" and "educere"."Educare" meaning to train, to form or to mold. In other words, "educare" means that the society trains, forms or molds the individual to achieve the societal needs. "Educere" means to build, to lead or to develop", From the two Latin words, the concept of education is to train , form, mold, build, lead and develop a child to meet up the societal needs. Education in Nigeria should be seen as the birth rights of every Nigerian child, thus the Federal Republic of Nigeria in National Policy on Education (2013) maintain that government is concern with Nigerian child's access to quality education relevant to the needs of

the Nigerian economy. The policy further structured the Nigerian education system into main areas:-

(a) Early child care and development aged 0-4 years

(b) Basic education aged 5-15 years (compulsory for all children of school aged in Nigeria)

(i) Pre-primary 1 year

(ii)   Primary education 6 years

(iii)   Junior secondary education -3 years

(c) Post- Basic secondary education of 3 years senior secondary and Technical college

(d)   Tertiary Education (colleges of education, monotechnics, polytechnics and the universities.

Within the context of this paper, tertiary/higher education fall within National Policy on Education (2013) section 5 sub-section 80 which maintain that tertiary education is the education that is offered in institutions such as: universities, inter-university centres, colleges of education, monotechnics, polytechnics and specialized institutions such as colleges of agriculture, schools of health and technology and the national teachers institute (NTI).

The mission, core values and goals of higher education in Nigeria include: learning, teaching, research and community services. With the teaming number of tertiary institutions of learning in Nigeria, there is the need to not only establish libraries but also to ensure functionality in terms of service provision. Find the Table 1 containing 868 institutions of higher learning in Nigeria as at 2021/2022.

Table1:   **Population of Institutions of Higher Learning in Nigeria (as at 2021/2022)**

Institution	A Federal	B State	C Private	Total
Universities	49	54	99	202
Polytechnics	37	51	64	152
Monotechnics	57	41	230	328
Colleges of Education	27	51	108	186
Total	**170**	**198**	**501**	**868**

Sources: (A – C): NUC Bulletin 21st February, 2022.
(A – C): NCCE website as at 13th February, 2022
(A – C): NBTE nbte.gov.ng April, 2021

NB: The number of private monotechnics in Nigeria include those of colleges of agriculture, health, innovation, and vocational enterprises. It should be noted that all the 868 institutions of higher learning are expected to not only establish libraries but also be functional in nature.

Education is the birth right of every Nigerian child and should not be deprived access to quality education regardless of physical abilities and disabilities. This is evident in two national and one international documents. The first document is the 1999 constitution as amended in 2011 sections 18(1) and 34 (1). This document maintain that, Government shall direct its policy towards ensuring that the citizen of Nigeria have given equal and adequate educational opportunities at all levels; promote science and technology; eradicate illiteracy. In order to achieve sub-sections 1, 2, and 3, government shall strive to "provide free, compulsory and universal primary education, free secondary education and free adult literacy program". The second document is the National Policy on Education (2013) that posits government commitment to Nigerian child's access to quality education relevant to labour market need. The third document is the United Nations Development Programs (2015) that initiated 17 SDGS out of which goal number 4 is Quality Education. The document maintain that "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Target 1 of the goal states that by the year 2030 all girls and boys should have completed free, equitable, and quality education at both primary and secondary level. However, it has been reported that there are over 1.5 million out-of-school children in Northern Nigeria, thus being cause by poverty, economic, social, religion and cultural problems there by

depriving them from transiting to junior secondary schools in Nigeria (Yakubum,2022). Progress and achievement made in education sector can contribute to national development. For National development to be achieved, functional libraries need to be on ground at every level of Nigerian educational system.

National development refers to progress or improvement of a country in terms of education, social, economic, health, agriculture, science and technological well-being of its citizens. Ako and James (2018) define National development as "the ability of a country to improve the social well-being of its citizens through the provision of social amenities such as medical care, infrastructure, quality water and other social services. To further buttress the concept of National Development, Okebukola (2012) maintain that there are three (3) indicators to national development (Gross Domestic Product, Life expectancy and the Literacy). This shows that the ability to read and write by the citizens of a country is one aspect of/or an indicator to national development more so that the Holy books (Quran and Bible) emphasizes reading as an important aspect of religion and education, thus the first verse of the Holy Quran revealed to emphasize "reading" saying that:

Read in the Name of your Lord, Who has created?
All that exist; He has created man from a clot,
Read and your Lord is the most Gracious: who
Hastaught man that which he knew not (Qur'an
96:1-5)

To the Holy Bible, some verses were revealed which centered on reading and thus:

Till come, give attention to the reading of the
Holy writings, to comforting the saints and to
teaching (Timothy 4:13) Blessed is he that
readth and that hear the words of the prophecy,
and keep the things that are written there for the
time is at hand (Revelation 1:3)

Academic Libraries are those libraries that are established in institutions of higher learning such as colleges of education, polytechnics, monotechnics and universities. They are established to support the overall objectives of the parent institutions.

Role of Higher Education in National Development

(1) Knowledge acquisition, dissemination and use

Through education on individual acquire and gain knowledge about the entire world. Knowledge is disseminated through teachers and librarians. Science discoveries and Holy books reveal to us the formation of rainfall and animal reproductive system (reproduction). However for better understanding of the concept "knowledge", Aina (2013) in Rubin (1998) maintained that knowledge is the further processed and organized information for meaningful understanding and application which is as a result of the generation of raw facts that are yet to be processed and the processed data/facts give birth to the concept of information. The further processed and organized information from which meaningful ideas can be obtained or realized lead to knowledge. Wisdom is the use and application of knowledge for the benefit of mankind. In various institutions of higher learning, libraries are established while students, teachers and host communities of users patronize and exploit learning materials with the aim of acquiring knowledge.

(2) Provision of Labour/workforce

Education prepares and train individuals in the society so as to meet the needs of the society for national development. Education is seen as instrument for the production of skilled manpower to work in various ministries and organizations, and that is the reason why private organizations in turn are made to contribute to education sector in the form of paying tax in Nigeria. A parastatals under Federal Ministry of Education is designed for this purpose known as Tertiary Education Trust Fund (TETFund): One way by which education contribute to economic development of a country is by training the needed manpower for economic development (Ako & James 2018) to which FRN/NPE (2013) set to achieve.

(3) Relationship among people

Education promotes social and group relationship; through education individuals are able to relate and interact with each other as this social relationship is being promoted through school system. Through school system children or students from different ethnic or cultural background come together to form clubs, societies and associations for a common purpose; interact and share ideas (Kingdom and Maekae, 2013). Mutual relations among students, lecturers and between institutions and host communities can be enhanced through patronage of academic libraries, and the use of academic libraries as their meeting point.

(4) National Integration

Education directly or indirectly promotes national integration. Students on completion of HND or degree program are mobilized for National Youth Service Corps (NYSC) and posted to various states other than their states of origin. Where students or graduates from various cultural backgrounds and states meet in different states other than their states of origin, there is the need for not only cross-fertilization of culture but also existence of mutual relationship among them. Other means of national integration is the sabbatical leave by academic staff, university lecturers, SIWES program, and national assignments such as participation in election processes. Use of academic libraries by students from different geo-political zones in Nigeria can be promoted national integration through cross-fertilization of information or ideas contain in the library collection.

(5) Political Development

Through education, students are taught and learn to be patriotic; to respect people's culture and religion; hence youth are taught various political systems at home; learn and be aware of their fundamental rights and those of others (Ako and James, 2018).

All the above enumerated roles of education can only be made possible through the efficient roles to be performed by libraries at all levels of education.

Role of Libraries in Educational Development in Nigeria

Libraries are being regarded as agencies that ensure the provision of learning opportunities both at school and outside school, in fact public library is regarded as people's university and hence libraries generally according to Aboh and Yusuf (2020:89) encouraged functional literacy, continuing education and lifelong education beyond the scope of formal learning settings". In this era of information age, libraries have re-positioned themselves as repositories and guardians of knowledge. Social media platform/services and mobile devices are now used by libraries in information service delivery (Aboh and Yusuf, 2020). There is paradigm shift from traditional to virtual/digital library services such that traditional book leading is now replaced by making information resources available to users through virtual mean such as mobile devices. Literacy programs in libraries have been transformed into ICT services like social media platforms.

There exist **library cooperation and collaboration** through the exchange programs and services. There is as well information technology certificate where library organizes ICT training courses

and participants are awarded certificate of attendance and participation. There is also library E-learning platform where users browse various Internet resources and services (Olorunsola and Adeleke, 2011).

Knowledge Acquisition:-

Through education on individual acquire and gain knowledge about the entire world. Science discoveries and Holy books reveal to us the formation of rainfall and animal reproductive system (reproduction). However for better understanding of the concept "knowledge", Aina (2013) as cited in Rubin (1998) explained "data, information, knowledge and wisdom". Data is a raw fact that has not been processed, while information is the processed data through which meaning can be derived and communicated. Knowledge is the further processed and organized information for meaningful understanding and application. Wisdom is the use and application of knowledge for the benefit of mankind.

Functionality in higher education, and National development can be ensured if academic libraries are established as well as functional in terms of collection, staffing, ICT integration to various sections and services; funding and efficient service delivery to potential users and host communities respectively. Academic library services are pre-requisite to functional higher education in Nigeria.

Implication/Role of Academic Libraries in Higher Education in Nigeria

Academic libraries are libraries that are established in institutions of higher learning to support the academic activities of the parent institutions, and have always been in the forefront of supporting (universities, polytechnics, monotechnics and colleges of education) in the areas of teaching, learning, research and community services thus being the core mandates and mission of higher educational institutions. The roles and service delivery of academic libraries are becoming more complex, challenging and dynamic which are being caused by the advent of Information and Communication Technology (ICT) and the present digital environment. This means that academic libraries must stock ICT facilities to provide modern library services.

A. Complimentary role of academic libraries

This is more or less the acquisition and provision of information resources relevant to users of academic libraries .One of the objectives of academic libraries is the provision of the variety of information resources to support teaching, learning and research activities of students and lecturers, and community services. Towards the attainment of this objective, academic libraries strive to select, order and acquire current but relevant information resources of different format (both prints and non-prints materials) based on the courses and programs run by institutions. The stocked collections are made available to users on request. Classroom teaching and lecture as well lecture notes are not enough to meet the educational needs of students and as such the acquired and available relevant information resources can be accessed and consulted by students' so as to meet their research and academic needs. Lecturers and faculty members turn to and patronize academic libraries for their research needs so as to effectively carry out their teaching and research obligations.

B. Integration of ICT to Library Services

The use of ICT has permeated every facet of human life and librarianship inclusive. Academic libraries now acquire and integrate ICT into library sections and services as no aspect of modern librarianship/library that is not ICT inclined be it technical, reference, or bibliographic services. For example in collection development unit, ICT are used to select, subscribe, order, pay and acquire information resources through online, mobile library services, and digitization of theses and dissertations; and are carried out through ICT (Abdullahi and Saka, 2016; Saka.et.al, 2021) even though Akintunde (2021) maintained that regular budgetary provision has not been realized in libraries attached to public universities in Nigeria. Above all, most academic libraries now has ICT or system unit and discharge the above enumerated functions. The integration is facilitated by the availability and utilization of computers, Internet, television, video tapes, radio set, projector, photocopying and scanning machines as well as mobile devices of which Bashorun, Ifeoluwa and Funmilayo (2019) reported that undergraduate students in University of Ilorin, Nigeria used various mobile devices (laptop, smart phones, cellular phones, pocket PC, etc) at a very high level for their academic achievement and has enhanced learning. Although library automation/ICT application into academic libraries are yet to be at full stage as being discovered in some universities in Nigeria hence some are at partial level of automation (Nwokeoma and Ogunmodede, 2018).

C. Information Literacy

This is one of the challenges pose before academic librarians in higher education institution particularly with the recognition of professional library staff as benefiting and enjoying equal academic status like their counterparts in academic department as academic libraries offer teach role which assist students in accessing and consulting the information resources based on their fields of study. Other names for this teaching role include: user instruction, user education, and in this information age it is known as information literacy. This concept refers to teaching users how to access, use, evaluate and synthesize information/information resources. In polytechnics, monotechnics, colleges of education and universities, it is referred to as "use of library" course and students are expected to attend lecture and pass the course before their graduation and academic library staff are expected to acquire user instruction skills or training on how to source for materials (Mathew et.al, 2018).

D. Role in Resource Verification and Program Accreditation

Academic libraries are always at fore front whenever institutions are preparing for resource verification for new program(s), few months or a year ahead of jamb advertisement for admission into National Diploma and Degree Programs, and program accreditation which normally comes up every five years respectively. Academic libraries usually liaise with the academic departments by getting the list of relevant information resources to be acquired; acquired and place in appropriate shelves in preparation for the resource verification and program accreditation respectively. Based on the satisfaction of the panel members from NUC, NBTE and professional bodies like Nigerian Library Association NLA and LRCN, the program may be approved to take-off, and given full accreditation status respectively. The role play by academic libraries in the resource verification for the proposed program(s) and program accreditation of various institutions of higher learning in Nigeria cannot be under-rated. To buttress this fact, Abidemi (2016) reported that books and other library collection were acquired through direct purchase, donation, gift and purchases of books through TETFund intervention to boost collection strength of the university library. This leads to full accreditation status, while inadequate collection in the university library leads to denied or interim accreditation even though Ezebuiro (2021) reported that the accreditation exercises in universities has encouraged university libraries to provide information and infrastructural resources.

E. Information Service Delivery

Apart from the provision of popular services such as technical, reference and reader services; the academic libraries provide specialized services such as outreach, current awareness, referral, inter-library loan and bibliographic services for users of libraries. Academic libraries provide specialized information services to users who for one reason or the other cannot come to the library to use the collection. Such users include: women in purdah houses, villagers, disadvantaged persons, internally displaced persons (IDPs).These group of people can be served with information in their various locations (outreach/extension services). In a situation where academic libraries cannot meet user's information needs, such user can be re-directed to another library(ies) for possible assistance and solution to user's query(ies) (referral service). On the other hand, academic libraries provide current information to users in their areas of study in the form of accessioning, compilation of the tables of content, display of new arrival, etc. This is referred to as current awareness services (CAS). Bibliographic services involve compilation of bibliographies, directory, indexes and abstracts which serves as information retrieval tools for users of libraries (Aina, 2004).

F. Community Services

The host communities where the institutions are established need to benefit from academic library services by ways of outreach/extension services, provision of reading materials or provision of book loan to host communities. Academic libraries can also organize training and public enlightment programs as well as building classrooms, reading rooms or community libraries for host communities.

G. Human Resources Development

Learning goes on throughout one's life. Academic libraries are charged with the responsibility of providing and making provision for the acquisition of requisite skills/training that would enable library staff perform their jobs effectively and efficiently. The HRD programs available in academic libraries in Nigeria as reported by Saka, Aliyu and James (2021) include: study

fellowship, seminar, conferences, workshops, formal professional educational, mentoring, in-house training, etc.

H. Orientation Services

All academic libraries are expected to provide orientation for both newly-admitted students into institutions and newly-employ staff in the institutions libraries. In higher educational institutions, this service is one of counseling services and in academic libraries; it is one of the user education programs which generally help new comers (library users and staff) to acclimatize with the new environment.

I.   Training ground for students-in training

Academic libraries are avenues for the acquisition of skills and of course training students the practical aspects of their course of study. Students from various institutions offering library and information science, computer science, information technology, accounting, public administration, etc usually apply to institution libraries for their SIWES program. Various sections in academic libraries: (computer/IT, marketing, central administration, etc) are avenue for students-in training to acquire practical skills. This is because librarianship is a diverse discipline that encompasses management, administration, computer science, IT, etc. Therefore students from related disciplines and of course the above enumerated fields can observe their SIWES program in academic libraries.

J. Mobile Library Services

With the advent of information and communication technology, library services are now offer on mobile basis thus M-Libraries involves the use of mobile devices such as computers, smart phones', laptop, cellular phone and storage medium (computer disk, DVD) to access and use library collection regardless of user's location and without necessarily coming to libraries (Abdullah and Saka, 2016; Bashorun et.al 2019). On the other hand, some users in a university library use Smartphone for web-browser and social networking sites (Abdulkadir, 2018).

Challenges to Academic Libraries in Higher Education

There are several obstacles and impediments to academic library development which has affected the development of higher education sector in Nigeria notably in the area of funding, attitude of library staff, library automation, and poor reading culture, misplacement of societal priority, and functional public and school libraries.

(1) **Funding**

Education in Nigeria has not been properly funded as this has led to poor or inadequate infrastructural development such as building, equipment etc in primary, post –primary and post-secondary institutions .The UNESCO benchmark of 26 % annual national budget has not been adopted instead government battles the ranges 10-13 % budget for Nigeria. It is against this setback that Owoaka (2020) posits that public and private secondary schools in Delta State in Nigeria source their funds from government subvention, school fees, PTA levies to pay teachers' salaries, student feeding and welfare, and buildings and their maintenance even though Haruna and Suleiman (2020) maintain that the three tiers of government usually allocate inadequate funds to educational sector. The inadequate funding of education has not only affected the infrastructural development. In some cases non-payment of academic staff benefits/entitlements which usually leads to incessant strike action by trade unions within education sectors such as ASUU, COEASSU, ASUP, etc . This situation is worse to the extent that academic libraries do not enjoy adequate funding and this trend has affected effective provision of library services and information delivery to users. It is in support of this argument that Abidemi (2016) reported inadequate funding, high cost of materials and lack of clear collection development policy as major challenges to collection development practices in a university library. To Aboh and Yusuf (2020) maintain that governments in some countries are neither paying attention nor giving adequate funds for libraries. The consequences of inadequate funding of education is the production of ill-equipped or half- baked school leavers and graduates leading to high rates of un-employment and social vices (Kingdom and Maekae, 2013, Adida and Asinde, 2020)

2. Attitude of Library Staff

Indifference of academic library staff interms of human relations to users and their attitude towards training programs, and services render to users of academic libraries has affected their level of performance in academic libraries in Nigeria. As postulated by Mathew et.al. 2018), academic library staff are not ready to adopt ICT facilities and acquire requisite skills that would

enable them perform their job better in this information age. In a research conducted to determine the influence of access tools, staff attitude and extent of accessibility and use of information resource, in attitude of library staff in federal universities in North Central Nigeria, Adamuet,al (2020) reported that library staff in the studied universities showed non-challant attitude towards users in discharging their duties hence there was absence of human relation to users; unfriendly, lack of communication and passion for the job. These attitudes discouraged users of patronizing university libraries and consult information resources respectively.

3. Issue of Library Automation

Despite the clamoring of integrating ICT to library services, academic libraries in Nigeria (in particular) are in different stages of development while some lack adequate facilities to support the integration, hence Nwokeoma and Ogunmodede (2018) reported that university libraries in South-West Nigeria are at partial level of automation in four sections namely; acquisition, circulation, reference and serials.

4. Misplacement of Societal Priority:-

No nation can progress without attention being paid to education in terms adequate budgetary allocation, scholarship award and provision of library services to its citizens, etc. Statistical records have showed that for the past two decades, education is neither in the first position nor meet up the UNESCO standard of 26% annual national budget allocation (Kingdom and Maekae 2013; Koroma, 2016). Yet, government spend huge amount of money on sports and other areas.

5. Poor Reading Culture among students.

On the issue of students, these category of library users can memorize local Nigerian/foreign language songs and music; waste a lot of time in watching videos and films at the expense of reading and visiting libraries for reading, research and reference purposes. Some students are found of playing with computers, GSM sets but lack literacy- i.e ability to read and construct simple English is lacking. Adeyokun and Elonye (2015) affirm that Nigerian youth don't imbibe the reading culture; hence one can hide anything in a book and exposed it or make it known on home video, television or any social media platform. The Holy books (Quran and Bible) emphasis reading as an important aspect of religion.

6. Absence of Functional Public and School Libraries

With exception of academic and special libraries that are averagely functional, most public and school libraries in Nigeria have nothing to write-home about knowing well that the two libraries are closer to masses or people thus, public library is regarded as people's university and school library is the heart of the education business and one of the most vital educational services; The situation in school libraries (primary and post-primary schools) especially the public schools is worrisome as some schools lack libraries or reading rooms and those with libraries lack adequate and quality learning resources. Sometimes whenever schools run shortage of classroom/staff room, the existing school libraries are converted to classroom/staff rooms respectively. School libraries are to support classroom teaching and learning where children/students go to read, do assignment and undertake research. If pupils/students visits and use public and school libraries alongside the collections on regular basis, it will help cultivate reading culture in the minds of students and pupils as this will positively transform their academic life whenever they enter institutions of higher learning.

Conclusion

Quality higher education can only be achieved only if students and teachers are well-equipped and grounded with adequate skills and knowledge for them to pursue their teaching obligations respectively. All the criteria's and variables enumerated above can only be met if academic libraries are functional i.e. well-equipped with necessary resources and facilities for them to perform their roles of information acquisition, processing management, delivery/dissemination to enable clientele access and consult the needed information.

Recommendations

Based on the enumerated issues and challenges to education sector which academic libraries are included, the following practical suggestions are proffered to the appropriate authority and concerned individuals: -

(1) **Adequate Funding**

The three tiers of government should go by the UNESCO standard of 26% annual national budget to be ear marked for education at all levels. This means that each of local, state and federal government should earmark 26% of their annual budget for funding primary, post-primary and tertiary education in Nigeria. Furthermore ALUMNI bodies should be encouraged in the funding education at all levels as stated in the (FRN, 2013) section 10 sub-section 155(f) and that the funds are to be used judiciously in building and maintenance of universities, colleges of education, polytechnics and monotechnics and functional libraries; purchase of instructional materials; to take of academic staff welfare. If higher education sector is adequately funded, academic libraries in Nigeria will positively be affected and boost their service provision.

(2) **Priority to Education**

Government should endeavor to put education as number one in the National Agenda. This can only be achieved if government is able to go by the UNESCO standard of 26% budgetary allocation to education and at the same time design some educational programs e.g. reading promotion/campaign among primary and secondary students and partnership with National Library of Nigeria in the area of bibliography. Only those with degree(s) in the field of librarianship should be appointed to head certain sensitive position/posts in library sector.

(3) **Professionalism**

In the area of academic library service, the professionalism has to come in i.e holders of either NCE, B.Ed, B.A(Ed) B.Sc (Ed)or PGDE in addition to professional certification of Librarians' Registration Council of Nigeria (LRCN). According to LRCN (1995) only certified librarians be appointed and allowed to practice in academic libraries and teach use of library course Continuous Professional Development (CPD) of librarians and library officers through seminars, conferences, workshops, in-house training, shorter courses be organized for the library staff. The ill-equipped librarians be made to undergone the above listed training programs to enable them acquire skills and be competent in information service delivery.

(4) **Functional Libraries**

Functional public and school libraries are function of quality education as they will serve as preparatory ground for students preparing for advanced studies, and complimentary role to

academic library services. State public library boards be well-equipped with modern technologies in addition to current and relevant collections (textbooks, journals, reference materials, etc.). As for primary and post-primary schools, government should put strong law/legislation for the establishment of functional school libraries before any school be allowed   to operate.

5. Change in Attitude of Library Staff

Academic library staff should have positive attitude towards serving user and endeavor to attend training programs either on sponsorship or self-sponsorship

References

Abdulkadir, A. (2018). Availability and use of smartphone services by students of Ahmadu Bello University, Zaria, Kaduna State. *Nasarawa journal of Library and Information Science(NAJLIS)*, 2(1) 8-15

Abdullahi, S.M. & Saka, K.A(2016) Relevance and use of online public access catalogue (OPAC) in university libraries in North-central Nigeria. *In Proceedings of the International Conference on "ICT and its Application" held at SICT complex, FUT Minna on 28th – 30th October 2016, 167*

Abidemi, O.A (2016). *Effects of collection development practice on program accreditation in Federal University of Technology, Minna*. (B.Tech Unpublished), Federal University of Technology, Minna, Nigeria.

Aboh, S.O & Yusuf, A.O (2020). Information Communication Technology (ICT) for functional Education: Library as a catalyst. *Lafia journal of Education: a publication of the Faculty of Education, Federal University of Lafia, Nigeria, 1(3) August 2020,.88-96.*

Adamu, S.A, Akor, P.U & Saka, K.A (2020).Access tools, staff attitude and extent of accessibility and use of information resources among library users in Federal Universities in North Central Nigeria. *Journal of Science, Technology, Mathematics & Education (JOSTMED), 16(3),* 1-10

Adeyokun, B.O &Elonye, G. U (2015)."Challenges affecting publishing in developing countries".In Igwe, K.N and Ahmed, A.O (Eds).*Issues and Themes in Publishing*. Lagos: Zeh Communications Ltd, p. 300.

Adida, F.N &Asinde, A.A (2020). The journey of Education in Nigeria within six decades of nation hood: Policies and programs. *Lafia Journal of Education: a publication of the Faculty of Education, Federal University of Lafia, Nigeria, 1(3), 167-178*

Aina, L.O (2004). ''*Library and information science text for Africa''*. Ibadan: Third World Information Services

Aina, L.O (2013). The one hundred and thirty-second (132nd) Inaugural lecture. "Information, knowledge and the gate keeper" on Thursday, 16th May, 2013.In Rubin R.E. *Foundations of Library and information science.* New York: Neal- Schuman publishers.

Akintunde, S.A (2021). The state of ICTs in Nigerian university libraries. Paper presented at 105th Bi-annual conference of the Association of University Librarians in Nigerian Universities (AULNU) held at National Universities Commission (NUC) Abuja on August 25, 2021

Ako, J.A & James, P.O (2018). Education and national development in Nigeria: implication of counseling. *International Journal of Educational Research*, 6(1) January 2018, 77-86

Bashorun, M.T, Ifeoluwa, M.A &Fumilayo, R.A (2019).Adoption and use of smart mobile devices for academic activities by undergraduate students in University of Ilorin library, Nigeria.*International Journal of Information Processing and Communication,*(IJIPC) 7(2), 280-293.

Ezebuiro, I. N. (2021).Impact of accreditation exercises on the provision of information and infrastructural resources in university libraries in South-East Nigeria. *The Information Technologist,* 18(1), 45-52

Federal Republic of Nigeria (1995).*Librarians' Registration Council of Nigeria (LRCN)*. Abuja

Federal Republic of Nigeria (2013).*National Policy on Education* .6th ed. Lagos: NERDC

Haruna, S. & Suleiman, J.S (2020). Good governance: the pilot of achieving quality primary education in the 21st century for sustainable national development. *Journal of information, education, science & technology,* 6 (2), 1-9

Holy Bible Timothy 4:13/Revelation 1:13

Holy Quran 96 verses 1-5

Kingdom, E.O & Maekae, J (2013). The role of education in national development: Nigerian experience. *European scientific journal* 2013, 312-320.Accessed online at http://eujournal .org. Retrieved on 2nd February, 2021.

Kingdom, E.O & Maekae, J (2013). "The role of education in national development: Nigerian experience". In Amaele, S.et.al. *History of Education from Ancient to Contemporary era: The Global and Nigerian Perspectives*. Port-Harcourt: Hey Publications Coy, P.6.

Koroma, N.S (2006). Educational policies and problems of implementation in Nigeria. *Australian Journal of Adult learning*, 46(2) July 2006, 243-262

List of Colleges of Education in Nigeria- as at 13th February, 2022
List of Polytechnics and Monotechnics in Nigeria- nbte.gov.ng as at April, 2021

Mathew, E.D; Odeh, A.O; Ominyi, J.I & Agada, E.O.(2018). Information literacy: essential skills required by academic library staff in a technological era for national development. *Nigerian Journal of Library and Information Science,* 3(2), 529-530,536-537

National Universities Commission (February 21st, 2022). List of Approved Universities in Nigeria.https://www.nuc.edu.ng/nigerianuniversities

Nwokeoma, M.N & Ogunmodede, T.A (2018). Influence of the automated library software on cataloguing and classification practices in academic libraries in South West Nigeria. *Nigerian Journal of Library and Information Science,* 3(2), 442-464.

Olorunshola, R.A & Adeleke, A.A (2011). Electronic journals in Nigerian university libraries: the present situation and future possibilities. *Library Review,* 60(7), 588-598. https://doi.org/10.1108/00242531111153605.

Okebukola, P (2012).*Breaking the Barriers to National Development: Are we taking full advantage of Science and Technology*? 19th& 20th Convocation lecture of Federal University of Technology, Minna, Nigeria,48p

Owoaka, V.O (2020). Comparative study of sources and utilization of funds in public and private secondary schools in Delta State, *Lafia Journal of Education: a publication of Faculty of Education, Federal University of Lafia, 1(3)*, August 2020, 304-314

Saka, K.A;Yusufu, A&Mommoh, R.L (2021). Digital preservation, accessibility and use of electronic theses and dissertations in university libraries in Nigeria.*Journal of electronic Thesis and Dissertation, Vol. 1 paper 4.*https://scholarwork.uaeu.ac.ae/j-etd/vol.1/iss/4/

Saka, K.A, Aliyu, Y;& James, F (2021). Human Resources Development Challenges and its effects on Library Services in Nigerian Tertiary Institutions. *International Journal of Information Management Sciences,* Vol. 5, 1-14

The Constitution of the Federal Republic of Nigeria 1999 (Amended 2011).

United Nations Development Program (2015).Sustainable Development Goals (SDGs).https://en.wikipedia.org/wiki/Sustainable_ Development Goals. Accessed on August 17, 2020.

Yakubu, A (April 28, 2022). UBEC, UNICEF to tackle challenges in Girl-Child Education. *Leadership*, April 2022, p.9. Also available online at www.leadership.ng