



**THE ROLE OF LIBRARIANS IN THE DEVELOPMENT
OF EDUCATION IN NIGERIA**

Final Report

By

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The Researcher-Librarian Partnership

An IFLA Library Theory and Research Section

Research Mentoring Program for New Professionals

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List of Acronyms

| | |
|---|------|
| American Library Association----- | ALA |
| Federal Ministry of Education----- | FME |
| Joint Consultative Committee on Education ----- | JCCE |
| Librarian Registration Council of Nigeria ----- | LRCN |
| National Council on Education----- | NCE |
| National Library of Nigeria----- | NLN |
| National Policy on Education----- | NPE |
| Nigerian Library Association ----- | NLA |
| Ordinary National Diploma ----- | OND |
| State Ministry of Education----- | SME |
| Senior Secondary Certificate Examination----- | SSCE |

Executive Summary

This study investigates the working relationship between the Nigerian Library Association and the Federal Ministry of Education by exploring the provision and use of libraries in the National Policy on Education in Nigeria. The condition of school libraries and the implementation of this policy by some selected schools in the north, south, west and eastern part of Nigerian was investigated and reported accordingly. Two hundred and fifty questionnaires were drawn and administered to respondents, including 150 librarians, 50 teachers and 50 staff of the Federal Ministry of Education. A total of 189 were recovered from 110 librarians, 47 teachers and 32 Federal Ministry of Education Staff. Interviews were conducted with three librarians, two principals, one head teachers, three teachers and three Federal Ministry of Education staff making it 12 people in all who were interviewed. They were selected by cluster sampling technique, using table of random numbers. The social survey design was used for this study, with a 31- item questionnaire instrument for data collection. Two null hypotheses were tested at 0.05 alpha levels to get the correlation coefficient and regression result. The findings show that there is a weak working relationship between the Nigerian Library Association and the Federal Ministry of Education and policies on libraries in the National Policy of Education are not being implemented. The study is concluded by recommending a feasible working relationship between the Federal Ministry of Education and the Nigerian Library Association, while Librarian Registration Council of Nigeria, National Library of Nigeria and other library stakeholders need to be involved in the inspection of schools at Federal, state and local government level to ensure policies are implemented.

Keywords: Nigeria Library Association, Federal Ministry of Education, Working Relationship, Policy Implementation.

1.0 INTRODUCTION

The education system of Nigeria has passed through different phases and stages. With these myriad of changes one ponder if these changes were worthwhile. Although change is expected and inevitable, as all natural phenomena in life, the education system in Nigeria has experienced many challenges and problems in terms of continuity and inconsistency due to restructuring of the system from time to time. Nwagwu in Oyesiku et al (2009) stressed that Nigeria has experienced growth without development. He opined that looking at the past and contemporary endeavours in education; one sees an apparent lack in synergy and interactive harmonious relationship between educational growth and educational development. Similarly, Moja (2000) noted that over a decade in Nigeria, the political instability generated a negative effect on the education system. The political unrest plagued not just the education system but the school library system in particular. He further stressed that these difficulties were more pronounced at the foundation levels of education.

Private School Blog of Nigeria (2011) states that problem areas in the development of school libraries in Nigeria include lack of legislation, shortage of funds, poor accommodations, unavailability of trained staff, lack of relevant material, and apathy on the part of school administrators and the government.

1.1 BACKGROUND OF STUDY

The National Policy on Education in Nigeria was launched in 1977, and revised in 1981, 1990 and 2006. The Federal Ministry of Education is the body in charge of drawing up the policy and ensuring its implementation. The orientation of the policy was geared towards self-realization, individual and national efficiency, national unity etc. aimed at achieving social, cultural, economic, political, scientific and technological development. As noted by Anyanwu and Obanewa (1999) this policy has been reviewed from time to time. The national policy on education has different sections, but for this study, the library is what we are considering.

The Nigerian Library Association and the Librarian Registration Council of Nigeria are the consortia in charge of running the affairs of librarians nationwide. In the light that the Federal Ministry of Education develops curriculum and syllabuses for schools and has libraries as a vital part of educational institution, it is very necessary that librarians are involved in the implementation of the aspect of the section for libraries in the National Policy on Education which states that proprietors of school shall provide functional libraries at all levels. This study is aimed at investigating the extent to which the Federal Ministry of Education and the Nigerian

Library Association relate and implement the policy concerning setting up libraries in schools at all level especially the primary and secondary schools.

1.2 OBJECTIVES AND AIMS OF STUDY

The objectives of this study are designed to:

1. Determine the relationship between the Federal Ministry of Education and the Nigerian Library Association.
2. Determine if the section on Libraries in the National Policy on Education is being implemented.

1.3 RESEARCH QUESTIONS

1. What is the relationship between the Federal Ministry of Education and Nigerian Library Association?
2. Do Managements of institutions implement the section in the National Policy on Education that states that all educational institutions should have libraries?

1.4 HYPOTHESIS

For the purpose of this research, the Null (H_0) and the Alternative Hypothesis (H_1) are used to validate to draw conclusion on the data that were subjected to analysis.

Hypothesis 1

Null Hypothesis (H_0): There is no working relationship between Federal Ministry of Education and Nigeria Library Association.

Alternative Hypothesis (H_1): There is a working relationship between Federal Ministry of Education and Nigerian Library Association.

Hypothesis 2

Null Hypothesis (H_0): Management of institutions does not implement the section in the National Policy on Education that states that all educational institutions should have libraries.

Alternative Hypothesis (H₁): Management of institutions does implement the section in the National Policy on Education that states that all educational institutions should have libraries.

1.5 PURPOSE OF STUDY

The standard of education of the citizenry of any nation, determines the level of development of the nation. There has been series of reports in the mass media about examination malpractices and incidents of mass examinations failures amongst students in secondary schools, in Nigeria. The curricula of education for students in both primary and secondary schools have been changed several times within the last fifteen years. School libraries are meant to be established in these schools to help students improve their reading and study skills to become independent learners, yet many schools do not have libraries and the government, ministry of education and proprietors, and all stakeholders have not realized that it is the absence of libraries and lack of implementation of policy that has affected the education system.

This study aims at examining the relationship between Nigerian Library Association and Federal Ministry of Education and the implementation of policies in respect to the provision and use of libraries in some selected schools. Libraries provide a forum for global network of information resources, which helps to inculcate in the individual information literacy skills that will enhance independent learning. While libraries possess different types of resources that inform, educate and make persons information literate, information literacy enhances skills that encourage learning competencies and instill abilities to access and use information in the various formats. In Nigeria, the educational system has witnessed much shortfall associated with examinations failures, malpractices and its antecedent results.

The Implementation Committee on Nigerian Policy on Education came out with a blueprint in 1977 and it was not until 1981 that it was first enacted. Since then, different types of libraries have metamorphosed. Libraries are needed in all phases of human life and endeavours. A person cannot outgrow the use of the library at any time. Libraries are not meant to augment education; they are an integral aspect of education. Without libraries, education may not augur well. Libraries stand between the learners and teachers. The Ministry of Education is meant to implement the policy guiding the provision of libraries and apart from the Nigerian Library Association, the Nigerian Library Association is also meant to work with them in the implementation of these polices. Clift (1962) a onetime Executive Director of American Library Association stated at a symposium using the example of the tax-exempt status of the American library Association, that if the tax-exempt level is at highest level, then the association is recognized as an educational organization. He further stated that the broad objectives of a library association are of the furthering of library service, the profession of librarianship, and the social and cultural welfare of the country. According to Wedgeworth (1993) The Liberian Library

Association organized in 1977, attempts to improve and develop library services and librarianship throughout the country, its membership includes practicing as well as professional trained librarians. The researcher examines the relationship between these organizations and the role of librarians in the development of education, as well as the importance of the library profession to the nation.

1.6 SIGNIFICANCE OF STUDY

The change of society always influences the change of the education system. Societies have metamorphosed from labour, to Information and presently to that of knowledge work. These changes are needed because of the ever growing pressure in the school systems which should lead to the development of the nation. Information Communication Technologies have brought tremendous changes in all aspect of human endeavour and consequently all aspects of human life and education are not left out. Ogunsola (2008) stated that research has found that libraries make significant contribution to the effectiveness of the education process. The present educational system emphasizes active learning and this is where the role of librarians and libraries on the development of education comes in. The American Library Association has set a good example and some of its objectives are spelt as follows;

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

Libraries equip the learners with variety of resources that will help them develop life applicable skills. Active learning styles foresee the role for librarians as major players in multi-disciplinary teams for developing learning environments. Uta (2005) noted that the the American Library Association (ALA), founded 1876 stands out in terms of its influence and authority and its contribution to library education and training in the United States. Librarians acquire and organize information resources for different categories of users and since they are constantly abreast with the information resources they are always readily available to assist patrons with the required information. They disseminate information resources in a particular subject field and ensure users find their way easily in subject areas that are even relatively new to them.

With the influx of information resources and the changes that information communication technologies have brought, librarians are better equipped to provide needed assistance to both

teachers and students. Libraries and librarians can easily network to enhance the access to information resources and services through the use of ICTs. Librarians work with other information professionals to provide the needed platform and reform for our educational systems. This study is necessary to all key players of the education system. Library professional association all over the world have a crucial role in empowering the citizenry for upward development, the Nigerian Library Association should take a cue from ALA and other associations of developed countries to ensure that our educational system is developed to a set standard. There is need for the policy on education to be implemented and for both librarians and teachers to have a working relationship in educating pupils and students. Uta (2005) noted that, in fact most associations in Africa are by and large seen as lobby channels rather than enforcers of standards. Education will only be completed when both teachers and librarians come together to teach students reading skills, while the library enhances independent learning skills. Learning is a lifelong skill and it is only when individuals are open to learn that there is education. This will bring about the development of our education system and the nation at large.

1.7 OUTCOMES AND DELIVERABLES

The educational development of any nation will determine the knowledge base of the nation which will in effect determine the growth of the industrial, political, economic, financial and every other aspects of the nation. Ogunsola (2008) opined that the development of education may be said to be synonymous with the development library and library services within any given community. Libraries are very relevant to the development of our educational system. This study aims at appraising the implementation of the National Policy on Education and the role of librarians. In the process of going for the field work the researcher went to school libraries, the National Library of Nigeria, Federal Ministry of Education, Abuja and the State Education Library Board Awka, Anambra State. The Researcher observed the condition of school libraries, conducted interview with key players of the Federal Ministry Education, a past President and Executive members of Nigerian Library Association and made suggestions on the way forward for all these alliances. A questionnaire was designed to query respondents on the implementation of the national policy on education and the strategies to adopt to help improve our education system. Some Principals and Head Teachers of private owned schools said they will improve their library collections, management and administration.

The Nigerian Federal Ministry of Education was established in 1988. It is the government body that directs education in Nigeria. Its function amongst others is formulating a national policy on education, collecting and collating data for purposes of educational planning and financing, maintaining uniform standards of education throughout the country, controlling the quality of education in the country through the supervisory role of the Inspectorate Services Department within the Ministry and controlling the quality of education in the country through the supervisory role of the Inspectorate Services Department within the Ministry.

From primary level, pupils are more dependent on teachers but at secondary level, students are meant to have developed to become independent and enduring learners. The more independent the learner is the better the student. The more individualistic learning is the better it facilitates critical reading and it provides additional information to help the students know further. Libraries provide the forum that helps students become independent learners.

2.0 LITERATURE REVIEW

Development of Libraries in Nigeria

The governments of different countries establish libraries for the development of different sectors of the nation for instance their educational, national, economic and public sectors etc. In societies where the government knows the importance of the libraries they encourage not only the education sector but also the industries to set up libraries for the upward review of their operations. The growth of any organization is directly proportional to the knowledge base of its operations.

According to Ranasinghe (2007) the origin and development of libraries in Sub-Saharan African countries were influenced by the attitudes of its governing countries. The colonial government influenced the establishment of many libraries in African countries. In Nigeria, libraries were introduced by the colonial government and international organizations. The Nigerian government has done little or nothing in the development of libraries in Nigeria. Okiy (2006) reinstated this fact by stating that the general poor attitude of the Nigerian government towards development of libraries has adversely affected the development of public libraries services in Nigeria.

Ranasinghe (2007) the introduction of formal education in colonial countries could be cited as the crucial factor that caused the establishment of libraries, education systems were inaugurated by the colonial government and the missionaries. While the government's aim was to train the personnel needed for the administration of the countries, objectives of the missionaries was propagating the religion.

Libraries and Education in Nigeria

Okiy (2006) quoting Akintunde (2004) stated that libraries have always served as tools for educational advancement at all levels of education. Libraries and librarians are meant to be agents of changes academically, socially, politically, economically and otherwise. Akanbi (2002) opined that the fact has been established that a well-stocked, professionally staffed school library will assist individualized learning and improve students/pupils performance throughout the school curriculum (Shaibu, 1997). They are the tools for propagation of information in all sectors of the nation. Okiy (2006) stated that it is knowledge that allows people to contribute meaningfully to national development. She opined that the library is central to the provision of the right type of information resources that empowers the educational institutions to produce highly resourceful people to impact positively on national development.

According to Wale (2006) posited that there are profound changes going on in the educational system as a result of ever of ever growing pressure in the school systems because the society itself is changing into one in which knowledge work becomes more important and partly because of the information communication technologies. He further reinstated that librarians have and can develop further skills to support educational innovation and have the opportunity to act as role models within their institutions. Librarians support educational development for all levels of human development. Okiy (2006) asserted that consequently it is only a nation which is conscious of the importance of libraries and information in the drive towards the accelerated development of a nation that can thrive in the comity of nations of this age.

Libraries, Nigeria Library Association and Federal Ministry of Education

The Nigerian Federal Ministry of Education was established in 1988. It is the government body in Nigeria that directs education. The functions of the Federal Ministry of Education include: Formulating a national policy on education, maintaining uniform standards of education throughout the country, collecting and collating data for purposes of educational planning and financing, controlling the quality of education in the country through the supervisory role of the Inspectorate Services Department within the Ministry, controlling the quality of education in the country through the supervisory role of the Inspectorate Services Department within the Ministry. Harmonizing educational policies and procedures of all the states of the federation through the instrumentality of the National Council on Education. Effecting co-operation in educational matters on an international scale. Developing curricula and syllabuses at the national level in conjunction with other bodies like National Teachers Institute (NTI), Kaduna, Teachers' Registration Council of (TRCN), Abuja, National Institute for Educational Planning & Administration (NIEPA), Ondo, National Universities Commission (NUC), Abuja etc. Culled from Wikipedia online.

http://en.wikipedia.org/wiki/Nigerian_Federal_Ministry_of_Education

The Nigerian Library Association could assist the Federal Ministry of Education and the government in developing the education system of Nigeria. Librarians should see themselves as stakeholders that can restructure and ensure the implementation of education policies. They should make their voices heard. This study is a clarion call for an upward review of our education policy and system. Agada (1997) stated that although the role of libraries in national development world-wide is not self-evident, Nigerian libraries have been dogged with challenges of recognition, funds and public support. Quoting Ifidon (1997) on his article on collection development in university libraries, Agada (1997) stated that too many meetings, conferences and seminars are held, but there are little evidences that decisions are acted upon, or recommendations implemented. He also asserted that some of the lapses in the implementation of the World Bank Credit Facility as identified by Ozowa and Sule are attributed to cumbersome bureaucracies and the lack of continuity and consistency in policy formulation and implementation.

The Nigerian government should take a cue from the colonial government and international organizations to encourage the profession and ensure that libraries find her place in the nation. The Federal Ministry of Education should contribute to the development of libraries in our schools, at both the primary and secondary not just at the tertiary level. Ranasinghe (2007) commenting on the role of colonial government in the development of libraries stated that British Council also made significant contributions to the library development in British colonies by way of appointing library specialists, conducting conferences, making grants, donating books, and giving scholarships.

Comparing the Nigerian Library Association with other professional associations in Nigeria, Uzuegbu and Onyekweodiri (2011) stated that it seems people in Nigeria do not know about the Nigerian Library Association (NLA). They buttressed their point by saying that one can regularly hear people in Nigeria make mention of other professional associations like Council of Registered Engineers of Nigeria (COREN), Nigerian Union of Teachers (NUT), Nigerian Bar Association (NBA), Nigerian Medical Association (NMA), Nigerian Union of Journalists (NUJ), etc. without easily including Nigerian Library Association.

Ranasinghe (2007) opines that UNESCO conducted several conferences in the countries in Sub-Saharan Africa, and its entry into library development in West Africa began in 1953. Quoting Bonny (1966), he further reinstated that UNESCO paid attention to develop school libraries too. Its role in school library development in Africa commenced in 1966 with the agreement signed with the Federal Government of Nigeria for the establishment of a pilot project on school libraries in Lagos, Nigeria. Under this agreement UNESCO provided expert assistance, one fellowship in school library work, financial assistance for books and equipments.

Uzuegbu and Onyekweodiri (2011) further stated that the *Black Herald* magazine (2007) posted some of the names and website addresses of professional associations in Nigeria on the web. The internet list of the bodies counted only eighty nine (89) professional bodies in Nigeria that cut across disciplines like accounting, engineering, agriculture, health, government, economics, business, environment, information and technology, et cetera. The list however, did not include Nigerian Library Association (NLA).

Development of School Libraries in Nigeria

Amongst the different types of libraries, the school library is the most crucial as it forms the basis on which other knowledge is built upon and it is also the one faced with more challenges in the nation. Agada (1997) quoting articles by Shaibu and Olorunsola opined that school libraries have remained among the least developed library types in Nigeria. Adetoro (2004) noted that that the development of school libraries in Nigeria has been fraught with problems. Problem areas in the

development of school libraries in Nigeria have been identified as lack of legislation, shortage of funds, poor infrastructure, unavailability of trained staff, lack of relevant material, and apathy on the part of school administrators and the government.

The influx of information and the uses of ICT gadgets in the teaching and learning process have further escalated these challenges. Adetoro (2005) posits that books and audio-visual supplements and enrich the teaching and learning situation in schools. Meanwhile, according to Elaturoti (2009) the development of science and technology has changed the concept of school library in terms of collection and services, school library are presently referred to as school library media resource centre. There is need for a revolution in our education system and the school library form the basis for this change. Dike (2001), argues that the survival of Nigeria as a viable society will depend on the health of her educational institutions. The revolution of our education system should cut across access to all aspect of the system especially the information and knowledge acquisition in the childhood age, and this is where the library comes in. Libraries provide a great deal of information not found in the curriculum nor taught in the classroom. Unagha (2008) noted that when librarians and teachers work together, students achieve more.

There have been many programs like the Free Education of 1970-1983, the Universal Primary Education of 1976, and the Universal Basic Education of 1999 organized for the development of education in Nigeria opined Dike (2001) and Unagha (2008). These programs were never sustained, due to lack of fund necessitated by corruption, lack of implementation of policies, among other factors. Agada (1997) stated that the Nigerian library community needs therefore, in addition to lobbying the government, establish one-on-one partnerships with international and foreign professional associations and institutions to acquire technology. There is the need for the Nigerian Library Association and the Federal Ministry of Education to form an alliance to tackle the challenges that libraries faces in libraries but most especially the school libraries.

3.0 RESEARCH METHODOLOGY AND PROCEDURE

The social survey method was adopted for this study. Questionnaire, face to face interview and direct observation were the collection instruments used to collect data from the various respondents for the research variables. The observation instrument was used to collect data on the state of school libraries provision in primary and secondary schools in Nigeria and their utilization by both teachers and students. The structured questionnaire was to establish the relationship between the Nigerian Library Association and the Federal Ministry of Education and the implementation of policies in the National Policy on Education, while interviews were carried out on key players of the Nigerian library Association, teachers and ministry staff of Federal Ministry of Education, Abuja.

A pilot survey of the of staff at Covenant University, Canaan land was first conducted, to test the validity and reliability of two different questionnaire to be administered separately to teachers and

librarians in January, 2011, then teachers and librarians were also pre-tested on the March 12, 2011 at the Launching of the Nigerian School Library Association, Lagos State Chapter. The questionnaire was then restructured to be administered to both librarians and teachers.

The field work kicked off on March 28 to April, 2011 with the administering of the questionnaire in some selected schools at Warri in Delta State, Ota in Ogun State, Awka in Anambra State and Abuja the State Capital territory of Nigeria. The reason for selecting this population was more on obtaining representation from each of the major ethnic groups in Nigeria. The researcher commenced the field work from Awka by going to the State Ministry of Education to get information about the number of public and private schools at Awka and to get permission to proceed with administering the questionnaire and conducting interview in some selected schools at Awka, but she was asked to proceed because the Director, of the State Ministry of Education who will grant the permission was indisposed. She was told it might take several days before she can gain access to her. Due to time constraint, she proceeded by going to three public and three private schools randomly selected in Awka and Warri. Later she went on to administer questionnaires in Ota and in Abuja at all times she made sure she requested to see the libraries in the schools and carefully made her observation.

Sixteen schools were randomly selected, bearing in mind the different types of schools, which includes, Federal schools, State government owned schools and Private owned schools. Amongst all the 16 schools randomly selected for this study, two were Federal Government schools; six were State owned, while the others were privately owned. Only six of them had functional libraries, but many of these libraries were not organized or managed by librarians. Many of the schools had no library while many of those that had libraries had inadequate information resources. Some of the schools visited include Government Secondary School, Abuja, Federal Government College, Warri, Delta State, Iganmode Grammar School, Ota, Ogun State, Iju Ebiye High School, Iju Ogun State Delta Career College, Warri, Ugborikoko Secondary School, Effurun Delta State, Kingdom Heritage Model School, Ota, Ogun State, Faith Academy, Ota, Ogun State, Covenant University Secondary School, Ota, Ogun State, Ezi-Awka Comprehensive College Awka, Federal School of Science and Technology, Awka, Kenneth Dike Secondary School, Awka, Anambra State etc. They were poorly equipped and only one was manned by a librarian. The teachers from each of these schools that was administered the questionnaire was three, while either one head teacher, principal or vice principal from each of these towns was meant to be interviewed, because of time constraint and lack of access to some of these people, interviews was only successfully conducted in Awka, Abuja and Ota. The total number of teachers administered questionnaire on was 50, while three principals were interviewed. The number of States used for the study was three they include, Anambra, Ogun and Delta State including the Federal Capital Territory of Nigeria, Abuja.

The total number of librarians administered questionnaires was 150, these includes staff of NLN and members of NLA, while 50 Staff members of the Federal Ministry of Education and 50

teachers was also administered the questionnaire making it a total of 250 questionnaires administered. The total number of those interviewed was 12, these includes, three members of the Nigerian Library Association, three people at the Federal Ministry of Education, two Head teachers of schools and a principal was interviewed. I interviewed the Chief Executive of the National Library of Nigeria, Mallam Jato, his Director, Mrs. R. O. Odutola, a Member of exco (NLA, PRO) Mr. Chimezie Ndukafor, Director, Imo State Library Board, a former President of NLA, Dr. James Daniel, three Librarians at the Federal Ministry of Education and two other educationist, namely Mrs. James Daniel, Malam Abdul, Mr. Emmanuel Adeleke and three others who did not disclose their names. The researcher finally rounded off the field work by administering questionnaire and conducting interview at National Conference and Annual General Meeting of Nigerian Library Association (NLA) conference, Awka, Anambra. A total of 100 copies of the questionnaire were administered on the librarians at the NLA National Conference but 150 librarians, 50 teachers and 50 staff of the Federal Ministry of Education, but a total of 189 was recovered from 110 librarian, 47 teachers and 32 Federal Ministry of Education Staff questionnaire on librarian making it a total of 189 copies of the questionnaire and 12 people were interviewed.

A structured interview was employed to guide the researcher and respondent, so as to get specific answers that will suit the study. Those interviewed were asked their experiences and contribution to the education sector and the library profession thus far in their career and their responses forms a basis for the conclusion and recommendation of this study. The cluster sampling procedure was adopted for this study and SPSS (Statistical Package Software for Social Sciences) was used to analyze the data to get the Correlation Coefficient for objective 1, while the analyses of variance was used for objective 2. Both descriptive and inferential statistics will be used for analyses. Frequencies, percentages and cross-tabulation of variables was used for descriptive statistics while Simple linear regression, One-way Anova and paired T-test was used for testing the hypotheses

3.1 DATA PRESENTATION AND INTERPRETATION

Presentation of data obtained from questionnaire administered to FME staffs, NLA members and school teachers of selected primary and secondary school.

Key

NLA = Nigerian Library Association

FME =Federal Ministry of Education

SME=State Ministry of Education

OND= Ordinary National Diploma

SSCE=Senior Secondary Certificate Examination

Table 1:

| | | Name of institution | | | |
|-------|-------------------------------|---------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Nigerian library association | 110 | 58.2 | 58.2 | 58.2 |
| | Federal ministry of education | 32 | 16.9 | 16.9 | 75.1 |
| | Primary and secondary school | 47 | 24.9 | 24.9 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

In Table 1 above librarians from different institutions who are also members of NLA constituted 58.2 % of the population which is the highest percent, teachers of primary and secondary schools were 24.9 % while 16.9% were Staff of Federal Ministry of Education.

Table 2:

| | | Sex of respondent | | | |
|-------|--------|-------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 105 | 55.6 | 55.6 | 55.6 |
| | Female | 84 | 44.4 | 44.4 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 2 shows that 55.6% were male and they constituted the highest percentage of the study, the female however made 44.4% of the population.

Table 3:

| | | Degree of respondent | | | |
|-------|--------------|----------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | S.S.C.E | 5 | 2.6 | 2.6 | 2.6 |
| | O.N.D | 15 | 7.9 | 7.9 | 10.6 |
| | First degree | 111 | 58.7 | 58.7 | 69.3 |
| | Postgraduate | 58 | 30.7 | 30.7 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

In table 3 above 58.7% of the respondent are first degree holders, 30.7% are postgraduate, 7.9% were OND holder while 2.6% were school certificate holders.

Table 4:

| | | Working Experience | | | |
|-------|-------------------|---------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Less than 5 years | 40 | 21.2 | 21.2 | 21.2 |
| | 5 - 10 years | 48 | 25.4 | 25.4 | 46.6 |
| | 11 - 15 years | 24 | 12.7 | 12.7 | 59.3 |
| | Above 15 years | 77 | 40.7 | 40.7 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

The table above shows the years of working experience of all the respondents sampled. Majority of the respondent which makes 40% have above 15 years experience on the job, so they should be conversant of the work systems.

Table 5:

| | | Area of specialization | | | |
|-------|----------------|-------------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Administration | 41 | 21.7 | 21.7 | 21.7 |
| | Library | 104 | 55.0 | 55.0 | 76.7 |
| | Teaching | 44 | 23.3 | 23.3 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

The above table shows the area of specialization of respondents. The highest percentage of respondents is 55%, they are librarian who work in various types libraries across the nation. 23.3% of the respondents are administrative staff while 21.7% are administrative staff.

Table 6:

Rank or status of respondent

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------------|-----------|---------|---------------|--------------------|
| Valid | Top management level | 70 | 37.0 | 37.0 | 37.0 |
| | Middle management level | 101 | 53.4 | 53.4 | 90.5 |
| | Junior staff | 18 | 9.5 | 9.5 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

The highest population of staff sampled was middle management staff, which was 53.4%, top management staff were 37% while 9.5% were junior staff of the various institutions that were sampled.

Table 7:

Federal ministry of education ensures inspection of the entire libraries in primary and secondary schools

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | No response | 1 | .5 | .5 | .5 |
| | Strongly agree | 37 | 19.6 | 19.6 | 20.1 |
| | Agree | 40 | 21.2 | 21.2 | 41.3 |
| | Undecided | 28 | 14.8 | 14.8 | 56.1 |
| | Disagree | 53 | 28.0 | 28.0 | 84.1 |
| | Strongly disagree | 30 | 15.9 | 15.9 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 7 shows that 28% which is the highest population of the respondent disagreed that the Federal Ministry of Education ensured that inspection of the entire libraries in primary and secondary schools. This was followed by 21.2% who agreed that FME inspected the entire libraries, while 19.6% agreed strongly but 15.9% strongly disagreed.

Table 8:

The standard of education in Nigeria is depreciating

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid No response | 1 | .5 | .5 | .5 |
| Strongly Agree | 69 | 36.5 | 36.5 | 37.0 |
| Agree | 86 | 45.5 | 45.5 | 82.5 |
| Undecided | 8 | 4.2 | 4.2 | 86.8 |
| Disagree | 20 | 10.6 | 10.6 | 97.4 |
| Strongly disagree | 5 | 2.6 | 2.6 | 100.0 |
| Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 8 shows that 86% agreed that the standard of education is depreciating, 69% agreed strongly while 10.6% disagreed and 4.2% were undecided and 2.6 strongly disagreed.

Table 9

Librarians and teachers are working together to develop educational best practices in Nigeria

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid No response | 1 | .5 | .5 | .5 |
| Strongly agree | 46 | 24.3 | 24.3 | 24.9 |
| Agree | 72 | 38.1 | 38.1 | 63.0 |
| Undecided | 29 | 15.3 | 15.3 | 78.3 |
| Disagree | 37 | 19.6 | 19.6 | 97.9 |
| Strongly disagree | 4 | 2.1 | 2.1 | 100.0 |
| Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

The result of table 9 shows that 38.1% of the respondent agreed that librarians are working together to develop educational best practices in Nigeria, 24.3 strongly agreed, 19.6% disagreed 15.3% were undecided while 2.1% strongly disagreed.

Table 10

The Nigerian Library Association and the Federal Ministry of Education have a working relationship

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree | 19 | 10.1 | 10.1 | 10.1 |
| | Agree | 69 | 36.5 | 36.5 | 46.6 |
| | Undecided | 45 | 23.8 | 23.8 | 70.4 |
| | Disagree | 35 | 18.5 | 18.5 | 88.9 |
| | Strongly disagree | 21 | 11.1 | 11.1 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 10 shows that 36.5% agreed that there is a working relationship between NLA and FME, 23.8% were undecided, 18.5% disagreed while 11.1% strongly disagreed and 10.1% strongly agreed.

Table 11

Librarianship as a profession enjoys peoples recognition

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | No response | 1 | .5 | .5 | .5 |
| | Strongly Agree | 19 | 10.1 | 10.1 | 10.6 |
| | Agree | 62 | 32.8 | 32.8 | 43.4 |
| | Undecided | 38 | 20.1 | 20.1 | 63.5 |
| | Disagree | 50 | 26.5 | 26.5 | 89.9 |
| | Strongly disagree | 19 | 10.1 | 10.1 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 11 shows that 32.8% agreed librarianship as a profession enjoys peoples recognition, 26.5% disagreed, 10.1% strongly agreed and another 10.1% strongly disagreed, while 20.1% were undecided.

Table 12

The national policy on education is a widely read publication

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | No response | 1 | .5 | .5 | .5 |
| | Strongly agree | 19 | 10.1 | 10.1 | 10.6 |
| | Agree | 51 | 27.0 | 27.0 | 37.6 |
| | Undecided | 26 | 13.8 | 13.8 | 51.3 |
| | Disagree | 74 | 39.2 | 39.2 | 90.5 |
| | Strongly disagree | 18 | 9.5 | 9.5 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 12 reveals that 39.9% which is the highest percentage of respondent disagreed that the national policy on education is a widely read publication, 27% agreed it was a widely read publication, 13.8% were undecided and 10.1% strongly agreed while 9.5% strongly disagreed.

Table 13

The section on libraries in the national policy on education is elaborate enough

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | No response | 1 | .5 | .5 | .5 |
| | Strongly agree | 3 | 1.6 | 1.6 | 2.1 |
| | Agree | 46 | 24.3 | 24.3 | 26.5 |
| | Undecided | 59 | 31.2 | 31.2 | 57.7 |
| | Disagree | 59 | 31.2 | 31.2 | 88.9 |
| | Strongly disagree | 21 | 11.1 | 11.1 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 13 shows that 31.2% of the respondent disagreed and 31.2% also were undecided that the section on libraries in the national policy on education is elaborate enough, 24.3% agreed it was elaborate enough while 11.1% strongly disagreed.

Table 14

The federal ministry of education is putting effort to train librarians over the years.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid No response | 1 | .5 | .5 | .5 |
| Strongly agree | 13 | 6.9 | 6.9 | 7.4 |
| Agree | 36 | 19.0 | 19.0 | 26.5 |
| Undecided | 47 | 24.9 | 24.9 | 51.3 |
| Disagree | 65 | 34.4 | 34.4 | 85.7 |
| Strongly disagree | 27 | 14.3 | 14.3 | 100.0 |
| Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 14 reveals that 34.4% of the respondents disagreed that the FME is putting effort to train librarians over the years, 24.9% were undecided, 14.3% strongly disagreed, 19% agreed while 6.9% strongly agreed that librarians were been trained over the years.

Table 15

The Nigerian Library Association is an association that is well recognised and celebrated

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| Valid Strongly agree | 24 | 12.7 | 12.7 | 12.7 |
| Agree | 66 | 34.9 | 34.9 | 47.6 |
| Undecided | 34 | 18.0 | 18.0 | 65.6 |
| Disagree | 48 | 25.4 | 25.4 | 91.0 |
| Strongly disagree | 17 | 9.0 | 9.0 | 100.0 |
| Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 15 show that 34.9% of the respondent admitted that the NLA is a an association that is well recognized and celebrated, 25.4% disagreed, 18.0% were undecided while 12.7% strongly agreed and 9% strongly disagreed.

Table 16

Is the section on national policy on education stating that proprietors of schools should provide functional libraries being implemented at all levels?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid No response | 2 | 1.1 | 1.1 | 1.1 |
| yes | 61 | 32.3 | 32.3 | 33.3 |
| No | 99 | 52.4 | 52.4 | 85.7 |
| Undecided | 27 | 14.3 | 14.3 | 100.0 |
| Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 16 shows that 52.4% of the respondents disagreed that the section on the national policy on education stating that proprietors of schools should provide functional libraries is being implemented at all levels, 32.3% admitted it is being implemented while 14.3% were undecided if it was being implemented or not.

Table 17

Does your institution/organisation provide the opportunity for you to go for training as stipulated in the national policy on education?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid No response | 3 | 1.6 | 1.6 | 1.6 |
| Yes | 80 | 42.3 | 42.3 | 43.9 |
| No | 84 | 44.4 | 44.4 | 88.4 |
| Undecided | 22 | 11.6 | 11.6 | 100.0 |
| Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

The result table 17 shows that 44.4% disagreed there were provided the opportunity to go for training as stipulated by the national policy on education, 42.3% agreed they go for training while 11.6% revealed they rarely go for training.

Table 18

Do you attend conferences, seminars, training and workshops for teachers?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | No response | 9 | 4.8 | 4.8 | 4.8 |
| | Yes | 88 | 46.6 | 46.6 | 51.3 |
| | No | 85 | 45.0 | 45.0 | 96.3 |
| | Undecided | 7 | 3.7 | 3.7 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 18 reveals that 46.6% of the respondent admitted that they go for seminars, training and workshops, 45% of the respondent disagreed, while the other 4.8% and 3.7% did not respond and were undecided respectively.

Table 19

Do you think federal ministry of education has given all necessary facilities to ensure that school libraries run effectively?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | No response | 2 | 1.1 | 1.1 | 1.1 |
| | Yes | 28 | 14.8 | 14.8 | 15.9 |
| | No | 138 | 73.0 | 73.0 | 88.9 |
| | Undecided | 21 | 11.1 | 11.1 | 100.0 |
| | Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

The result of table 19 reveals that 73% disagreed that the FME has given all necessary facilities to ensure that school libraries run effectively, 14.8% were in support that FME had given all necessary support while 11.1 were undecided and 1.1% did not response.

Table 20

The national policy states that government shall establish efficient inspectorate services at federal, state and local government levels, who inspects school libraries?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------------|-----------|---------|---------------|--------------------|
| Valid No response | 23 | 12.2 | 12.2 | 12.2 |
| Nigerian library association | 22 | 11.6 | 11.6 | 23.8 |
| Federal ministry of education | 53 | 28.0 | 28.0 | 51.9 |
| State ministry of education | 36 | 19.0 | 19.0 | 70.9 |
| All of the above | 55 | 29.1 | 29.1 | 100.0 |
| Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 20 reveals that 29.1% of the respondent admitted that all stated association and ministries should inspect school libraries, 28% agreed that only the staff of FME should inspect schools, while 19% stated that SME should inspect school libraries and 12.2% did not respond.

Table 21

Who should be responsible for training librarians?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------------|-----------|---------|---------------|--------------------|
| Valid No response | 20 | 10.6 | 10.6 | 10.6 |
| Nigerian library association | 45 | 23.8 | 23.8 | 34.4 |
| Federal ministry of education | 49 | 25.9 | 25.9 | 60.3 |
| State ministry of education | 11 | 5.8 | 5.8 | 66.1 |
| All of the above | 64 | 33.9 | 33.9 | 100.0 |
| Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 21 above revealed that 33.9% agreed that all all the ministries and NLA sholud be responsible for training libairans, 25.9% of the respondents agreed that FME should be responsible, 23.8% agreed that NLA should be responsible for training librarians, while 10.6% did not respond but some precentage these stated that each staff institution should be responsible to train their staff.

Table 22

What do you suggest librarians can do to improve the standard of education in Nigeria?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-----------|---------|---------------|--------------------|
| Valid No response | 19 | 10.1 | 10.1 | 10.1 |
| Improved library services | 26 | 13.8 | 13.8 | 23.8 |
| Create awareness for library users | 35 | 18.5 | 18.5 | 42.3 |
| Library funding | 6 | 3.2 | 3.2 | 45.5 |
| Government intervention | 31 | 16.4 | 16.4 | 61.9 |
| Rural enlightenment | 4 | 2.1 | 2.1 | 64.0 |
| Adequate resources, facilities and efficient services | 22 | 11.6 | 11.6 | 75.7 |
| Workshops and seminars | 13 | 6.9 | 6.9 | 82.5 |
| Promote reading culture | 13 | 6.9 | 6.9 | 89.4 |
| Improved education standard | 20 | 10.6 | 10.6 | 100.0 |
| Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

Table 22 above shows that 18.5% of the respondents admitted that librarians should be more involved in current awareness programmes to library users to improve the standard of education in Nigeria, 16.4% suggested that librarians should employ government intervention, while 13.8% stated that librarians needed to improve their services, while 11.6% suggested that librarian should provide adequate resources, facilities and efficient services. While the other 6.9% respectively suggested that librarians should organise workshop and seminars and promote a reading culture.

Table 23

How can awareness be created about the importance of libraries to students?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-----------|---------|---------------|--------------------|
| Valid No response | 18 | 9.5 | 9.5 | 9.5 |
| Publishing | 4 | 2.1 | 2.1 | 11.6 |
| Workshop and seminars | 46 | 24.3 | 24.3 | 36.0 |
| Mobile library service | 8 | 4.2 | 4.2 | 40.2 |
| Adequate media library coverage and advertisement | 27 | 14.3 | 14.3 | 54.5 |
| User education and campaign | 38 | 20.1 | 20.1 | 74.6 |
| Inclusion of libraries in curriculum | 48 | 25.4 | 25.4 | 100.0 |
| Total | 189 | 100.0 | 100.0 | |

Source: Field work, 2011

The result of table 23 reveals that 25.4% of the respondent suggested that the use of libraries should be included in the school curriculum from nursery or pre-school age pupils to the university, 24.3% revealed that workshop and seminars should be organized for students, while 20.1% suggested that user education programme and readership campaign should be carried out amongst school students.

2.3 RESULTS

Decision rule

The pre-set level of significance for this study is 0.05. The Null hypothesis denoted as H_0 assumes that no association or relationship exists between the variables under consideration. On the other hand, the alternative hypothesis denoted as H_1 assumes that a significant association or relationship exists between the variables under consideration. On the whole, if the P-value (that is, the significance or value of the test) exceeds the pre-set level of significance (which is 0.05), the null hypothesis will be accepted and the alternative hypothesis rejected; but if the P-value is less than or equal to 0.05, this means that the null hypothesis will be rejected and the alternative hypothesis accepted.

Hypothesis 1 restated

Ho: There is no working relationship between FME and NLA

H1: there is a working relationship between FME and NLA

For the purpose of correlation analyses: questions (11) and (12) would be used.

The result from the Statistical Software is as given below.

Table 24

| Correlations | | | |
|--|---|---|--|
| | | Librarians and teachers are working together to develop educational best practices in Nigeria | The Nigerian Library Association and the Federal Ministry of Education have a working relationship |
| Librarians and teachers are working together to develop educational best practices in Nigeria | Pearson Correlation Sig. (2-tailed) N | 1 189 | .223** .002 189 |
| The Nigerian Library Association and the Federal Ministry of Education have a working relationship | Pearson Correlation Sig. (2-tailed) N | .223** .002 189 | 1 189 |

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation of Correlation result

It can be seen from table 24 that the simple coefficient correlation between NLA and FME recorded 0.223 values indicating a weak relation at 0.01 level of significance. Since there is a positive though weak relationship between NLA and FME, we accept the alternative hypothesis; this implies there is a relationship between NLA and FME. The weak relationship may imply that there is supposed to be a working relationship but it is weak. That is, the impact of the relationship is not felt between FME and NLA

Regression

Table 25

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .223 ^a | .050 | .045 | 1.103 |

a. Predictors: (Constant), The Nigerian Library Association and the Federal Ministry of Education have a working relationship

The result of table 25 reveals that R Square at 4.5% is the total variation of the working relationship between NLA and FME which implies the relationship is a weak relationship.

Table 26

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1 | Regression | 11.940 | 1 | 11.940 | 9.822 | .002 ^a |
| | Residual | 227.309 | 187 | 1.216 | | |
| | Total | 239.249 | 188 | | | |

a. Predictors: (Constant), The Nigerian Library Association and the Federal Ministry of Education have a working relationship

b. Dependent Variable: Librarians and teachers are working together to develop educational best practices in Nigeria

Results in table 26 show that there is a significant relationship between NLA and FME, that is, the P-value of 0.02 in this relationship is less than the pre-set level of significance in this study which is 0.05 ($P=0.02 < 0.05$).

Table 27

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.745 | .210 | | 8.291 | .000 |
| | The Nigerian Library Association and the Federal Ministry of Education have a working relationship | .215 | .068 | .223 | 3.134 | .002 |

a. Dependent Variable: Librarians and teachers are working together to develop educational best practices in Nigeria

Analyses of Objective One

If calculated $F > 0.05$; reject null Hypothesis H_0 and accept H_1 . From the above ANOVA (F-distribution), calculated F is 9.822 at 0.02 significant levels. Since F is 9.822 at 0.02 is greater than 0.05, we accept H_1 and reject H_0 , which implies that there is a working relationship between NLA and FME.

Hypothesis 2 Restated

H_0 : Management of institutions does not implement the section in the National policy on Education that states that all educational institutions should have libraries.

H_1 : Management of institutions do implement the section in the National policy on Education that states that all educational institutions should have libraries.

Regression

Table 28

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .055 ^a | .003 | -.002 | .686 |

a. Predictors: (Constant), The section on libraries in the national policy on education is elaborate enough

The table 28 above R Square reveals 3% of the total variation is being implemented, showing a negative value of adjusted R square, the null hypothesis is therefore accepted and the alternative hypothesis rejected.

Table 29

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|------|-------------------|
| 1 | Regression | .264 | 1 | .264 | .561 | .455 ^a |
| | Residual | 88.095 | 187 | .471 | | |
| | Total | 88.360 | 188 | | | |

- a. Predictors: (Constant), The section on libraries in the national policy on education is elaborate enough
- b. Dependent Variable: Is the section on national policy on education stating that proprietors of schools should provide functional libraries being implemented at all levels?

Table 30

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.681 | .166 | | 10.150 | .000 |
| | The section on libraries in the national policy on education is elaborate enough | .036 | .049 | .055 | .749 | .455 |

- a. Dependent Variable: Is the section on national policy on education stating that proprietors of schools should provide functional libraries being implemented at all levels?

Interpretation

From the above table 30 ANOVA (F-distribution), calculated F is 0.561 at 0.455 significant levels, exceed the pre-set value of 0.05, we therefore accept null and reject H_1 . On this premise therefore, the null hypothesis which holds that Management of institutions does not implement the section in the National policy on Education that states that all educational institutions should have libraries is accepted; and the alternative hypothesis rejected.

Analyses of Objective two

From the above result, the calculated F is 0.561 at 0.455; it is less than 0.05 significant levels. We accept H_0 and conclude that Management of institutions does not implement the section in the National policy on Education that states that all educational institutions should have libraries. This conclusion may imply that only few numbers of management of institutions has implemented it.

2.4 INTERVIEW REPORT

The researcher observed from the interview that our educational system needs to be restructured. Only one amongst the 12 interviewees stated that our educational system is good but need improvement, all other interviewees replied sadly that our educational system is weak, and deteriorating, they were of the opinion that there could be a change but it should start soon. An interviewee stated that the standard is weak, incoherent and the continuation of policies has not helped. Another noted that our problem is we do not stick to specific, she said our education system is deteriorating too quickly and there is need to do something fast about it. Another interviewee stated that education should not remain static, it should be dynamic. He said our education system has changed, it is getting deeper and more indepth than before, the quality is dynamic and little better than before.

One interviewee noted that governments only pay attention to the expansion of infrastructure and change of the system but it seems they are not bothered whether the system is working or not. An interviewee noted that the private sectors have come in but the government needs to put in policies so that education can be for the rich and the poor. He stated that should nations empower their citizens educationally and so the Nigerian government and all stakeholders should do same if we want to develop. He emphasized that talking about school without libraries is like life without air. Speaking in the same line, an interviewee was of the opinion that education remains the main stay for development.

The government needs to emphasize especially on the implementation and working of the policies, as it is the education of the citizenry of a nation that determines the level of development of any nation. An interviewee noted that our education system can be viewed from different perspective, there's an up thrust in the development of infrastructure, increase in schools and continuous change in our education system from standard 5 to 6-3-3-4 system, to the present 9-3-4 system we now have, but these has not develop the curricular of our education.

An interviewee opined that the library presents a learning atmosphere that is conducive for students and teachers so they must be in touch with it, as the case is, there is no platform for this to take place in the present learning system. It is discovered from this research that there is actually provision for libraries as stipulated in the National Policy on Education but it is the management of the institutions and schools that have not been committed to the implementation of this policy.

According to an interviewee who is a member of the Nigerian Library Association, he said money for libraries are provided by the Federal Ministry of Education (FME) who assign the funds to the respective libraries after consulting with the National Library of Nigeria. According to him the Nigeria Library Association is a voluntary organization whose membership are drawn from willing and committed professionals. These individuals are not duty bound but just voluntary professionals who want to see their profession excel and so they are not bound to have any

working relationship with the Federal Ministry of Education. He mentioned that the National Library of Nigeria and the Librarian Registration Councils will be in the best position to help work out implementing policies on the National Policy on Education.

2.5 DISCUSSION

This section presents a discussion of the research findings in line with the research questions and interview process that guided the study.

Research Question 1: What is the relationship between the Federal Ministry of Education and Nigerian Library Association?

The two tests computed to test the relationship between NLA and FME are the Pearson correlation coefficient and the regression. The researcher employed the use of two tests to ascertain the reliability of result. The interview process revealed that there was no relationship per say between the NLA and FME, while the correlation coefficient and regression results revealed there is a working relationship. This contradiction may imply that there is supposed to be a working relationship but there is none. That is, the impact of the relationship is not felt between FME and NLA. According to Oni in Oyesiku (2009) ed. there is no doubt whatsoever that the tentacles of the Federal Ministry of Education spread to all levels of the nation's education system. Through the efforts of the different departments and those of NCE and JCCE, the Ministry is able to manage the whole education system effectively well. The management of the library have however been negated for a more than a decade in Nigeria and there seem to be no management by FME or anybody.

According to an interviewee, who is a member of NLA, he said NLA is only a voluntary organization, so members are not bound to have any working relationship with the Federal Ministry of Education. The result of the SPSS computation for both correlation coefficient and regression however indicated that there is a weak relationship. Elaturoti in Oyesiku (2009)ed.

Another interviewee stated that there is no much partnership between librarians and teachers, NLA operates more with NLN and the FME is a supervisory body to NLN. He stated that there is a working relationship but it is minute. That is, the impact of the relationship is not felt between FME and NLA. An interviewee with FME stated categorically when asked if there is a relationship between NLA and FME, no, not in a strongest term, when you mention NLA and FME there is no forum where they meet.

Research Question 2: Do Managements of institutions implement the section in the National Policy on Education on libraries?

The regression method was used to test for the implementation of policies on the part of managements. The managements here comprises of FME, school proprietors, head of schools and all stakeholders.

From the result of the study, we can clearly see that management of institutions does not implement policies, if they do only few numbers of management of institutions has implemented them. The deteriorating standards of our education clearly reveal this fact. Ogunsola (2008) stated that policies are crucial to the success of all human endeavours. He opined that they clarify existing conditions and objectives, and articulate relevant actions and strategies to reach the desired conditions. The development of our educational system is impossible without the implementation of policies. He further stated that it has often been advanced that Nigeria has no difficulties with plan and policy formulation while the problems are usually with implementation. An interviewee stated vehemently, the educational system is below standard. We need many facilities and amenities like laboratories, libraries, well trained and motivated teachers the list is numerous.

Another interviewee stated that the National Policy on Education is supposed to be a guide, so it is elaborate enough. He stated that it is leadership that should follow through and make them functional. He mentioned that the National policy lacks implementation back to the letter; it requires innovation, intuition and exploring of all frontiers of knowledge by leadership to ensure that everything is working. On the part of FME, he said the government has given money for 2011/2012 school session but it is left for the stake holders to use it wisely. He said if you go to FME, they spend a lot of money on workshop but there is need for variety.

2.6 LIMITATIONS

The researcher was denied access to the Minister of Education or any member of the executives at the State Ministry of Education, Anambra State after giving a letter of introduction and all necessary documents to assist her get permission for the researcher study at Awka, Anambra State. She however proceeded to go to schools and succeeded to continue the work. Due to the crisis at the northern part of the country, the researcher administered questionnaires and conducted interviews at Abuja from 28, June – July 1, 2011; but other parts of the north could not be assessed. She succeeded in visiting only one school at Abuja because of time constraint and other schools visited had closed at the time allotted for school. She spent most of the time administering questionnaires and conducting interviews at FME and NLN. The President of Librarian Registration Council of Nigeria was also too busy with the activities in preparation for the 2011 registration and so could not be accessed. The researcher was also denied access to some schools at Abuja and many Head teachers and proprietors were reluctant to be interviewed.

I tried several times to use survey monkey to administer my questionnaire to librarians online on NLA online forum, because I felt I will get more respondents from the different part of Nigeria but it proved abortive. I was slated to go for NLA conference 2011, so I attended the conference and also use the opportunity to continue my study.

2.7 RECOMMENDATION AND FUTURE DIRECTIONS

Library Inspection: There should be an overall inspection team from the Federal Ministry of Education who the State Ministry of Education report to and in respect to library inspection a special team comprising of librarians and educationist should be set apart strictly for library inspection. The Federal Ministry of Education is supposed to be a supervisory body over all types of schools from the Federal, State to the Local Government level; therefore they should ensure uniformity of standard. It is also meant to draw up the curriculum for schools and the library is an essential aspect that should be involved in it and the government should ensure policy implementation at all levels. They should meet and discussed at the end of each school calendar year, the state of schools and school library, the implementation of policy and curriculum development should be a top priority of their discussion at each seating.

Involvement of Librarians in School Curriculum: The need to implement and define the role of libraries independently in the national policy on education is suggested as part of the recommendation. For teachers and librarians to work effectively towards developing the educational sector, librarians should be involved in the curriculum development. For any effective learning and teaching to take place there must be libraries. The use of libraries should be introduced in the curriculum, as it will help students acquire a good knowledge on study tools and skills. Elaturoti (2009) opined that a library period should be created on the school time-table during which the information literacy skills (basic library use skills) could be taught the pupils. He further reiterated that school library media centre as an integral part of the school system contributes immensely to the effective implementation of the school curriculum and should be accorded the status by all proprietors of schools. Teacher-librarians should organize programs like excursion and visitation for pupils and students to school, special and academic libraries.

The interview concluded with the researcher asking how librarians can contribute to improving our educational system and how children could be encouraged to read and use the library. All the interviewees stated that library periods should be included in our curriculum and librarians should be employed in our schools, staffs of the ministry were of the opinion that the help of librarians is needed to be engaged to revive our educational system.

Many of the interviewees agreed that librarians play a major role in education because of their multidisciplinary nature. Librarians training allow them to venture into different fields of knowledge and they remain very relevant to each area. They coincided that librarians can help teachers through the use of selective dissemination of information by being a part of the curricular

planning to package a more qualitative and quantitative lecture to the students. Diversifying they can partner with teachers to improve their teaching methods and this way librarians can be a major factor in the improvement of the Education System.

Provision of Adequate Funds: Provisions should be made for teachers and librarians to brainstorm to develop the education system, through the use of new methods and new technologies as this will improve the teaching methods. Librarians should be trained and encouraged by the government through making funds available to build the library collection. This will go a long way to improve the library resources for both teachers and students who will need to consult them. There should also be a team work between the ICT systems persons and the teacher librarian, so the ICT skills can be used to get necessary information for teachers and students. The time table in schools should include library periods and students should be encouraged to use the library by both teachers and librarians.

Working Relationship between FME and NLA: In conclusion, the reading initiative which was recently introduced by the government is commendable especially as the President; Jonathan Goodluck is the brain behind the project. Librarians that are members of the Nigerian Librarian Association (NLA), the Library Registration Council of Nigeria and the National Library of Nigeria should all be fully involved in every aspect of this project. This will go a long way to project the image of the profession and make their impact in developing a reading culture in the children and the populace of the entire nation.

2.8 CONCLUSION

This study is expected to help key players of the Federal Ministry of Education, the Nigerian Library Association and the society at large to appreciate the library profession and librarians. It will proffer some solutions to the challenge of illiteracy in our nation and the development of our education system. The role of librarians in the education sector for our national development includes knowledge acquisition and development of information literacy skills for life-long learning.

The researcher observed on her visit to the Federal Ministry of Education (FME) that in the office of the Chief librarian, a non- professional was employed to run the library, where there were librarians present who could ensure the library operate as befit the Nigerian Federal Ministry of Education. Librarians role have largely been ignored and misplaced, the place and purpose of the profession is not appreciated by a majority of people in Nigeria and Africa. The researcher observed in almost all the schools around the nation that either there was no librarian, no library or no adequate books to read. Two interviewees who are top official working at the Federal Ministry of Education and members of the National Library of Nigeria, agreed that money is being given by the government for library development but such money usually do not get to the

right people who would use the money for the purpose for which it had been disbursed, so there are usually not enough funds for libraries.

If the use of library is introduced as a subject, it will go a long way to inculcate the need to read and learn in our children and it will also help in raising the standard of our education. Incidents of cheating in examination, malpractices, and cancellation of examination results will be checked and curbed. When children are introduced to the library early, it helps to inculcate a reading habit in them which bring about a lifelong learning and it becomes part of their lives.

Suggestion for Further Studies

This study was based on the researcher's concern for the influence of librarianship on the educational system of Nigeria. The standard of education and libraries will largely depend on the implementation of policies by the Federal Ministry of Education and the Federal government. Other areas of study include:

- i. To determine the relationship (if any) between the use of libraries and school performance in primary and secondary school
- ii. To determine the availability of qualified librarians in academic institutions in the six geopolitical zones in Nigeria.
- iii. To determine whether the Federal Ministry of Education can supervise the implementation of school libraries policies.
- iv. To determine the implementation of educational policies by the state and local government inspectorate of Nigeria.
- v. To determine the role of the Librarian Registration Council of Nigerian in library policy implementation in Nigeria.

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APPENDIX

Questionnaire on the role of the library

Dear Respondent,

I am a Serial Librarian, I work at the Centre for Learning Resources, Covenant University, Canaan Land, Ota, Ogun State. I am conducting a research on the educational development of Nigeria. This questionnaire is designed to elicit questions about our education system. Your answers are very important and your effort in completing this questionnaire is highly appreciated. All information given will be treated confidentially. Thank you for your cooperation.

ITSEKOR, O. VICTORIA

This questionnaire is for practicing and professional librarians, teachers and ministry staff. There are three sections A, B, and C. Please do fill in all sections appropriately.

SECTION A

BIO-DATA INFORMATION

1. Name of Institution / Library.....
2. Rank/ Status of Respondent.....
3. Sex of Respondent: Male () Female ()
4. Educational Qualification of Respondent
5. Area of Specialization.....
6. Working Experience
 - a. Less than -5 years () b. 6-10 years () c. 11-15 years () d. above 15 years ()

SECTION B

This section relates to your work as an educationist. It is meant to elicit answers for the use of library and education.

INSTRUCTION: Choose the right answers in your own opinion and tick good in the appropriate column corresponding to your opinion. Please note the key below.

SA - Strongly Agree A- Agree U – Undecided D- Disagree SD- Strongly Disagree

| Questions | SA | A | U | D | SD |
|---|----|---|---|---|----|
| 8. Federal Ministry of Education ensures inspection of the entire libraries in primary and secondary schools consistently | | | | | |
| 9. Education in Nigeria needs librarianship. | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 10. The standard of education in Nigeria is depreciating. | | | | | |
| 11. Librarians and teachers are working together to develop educational best practices in Nigeria. | | | | | |
| 12. Nigeria Library Association and the Federal Ministry of Education have a working relationship. | | | | | |
| 13. ICT facilities in schools are provided by the Federal Ministry of Education | | | | | |
| 14. Education without libraries is incomplete. | | | | | |
| 15. Librarianship as a profession enjoys people's recognition. | | | | | |
| 16. The national policy on education is a widely read publication. | | | | | |
| 17. I use ICT (Computer and other gadgets) for my work | | | | | |
| 18. The session on libraries in the national policy on education is elaborate enough. | | | | | |
| 19. The Federal Ministry of Education is putting efforts to train librarians over the years. | | | | | |
| 20. The Nigerian Library Association is an association that is well recognized and celebrated. | | | | | |

SECTION C

In this section, respondents are expected to give their opinion on how libraries can be improved upon, by answering honestly the following questions. Also the use of libraries in the development of education will be queried.

21. Are there adequate school libraries in Nigeria? Yes () No () Undecided ().

22. Is the section on the National Policy on Education stating that proprietors of schools shall provide functional libraries being implemented at all levels? Yes () No () Undecided ().

23. Do your institution/ organization provide the opportunity for you to go for training as stipulated in the National Policy on Education? Yes () No () Undecided ().

24. Should Federal Ministry of Education generate funds for libraries? Yes () No () Undecided ().

25. Do you attend seminars and workshops on librarianship? Yes () No () Undecided ().

26. Do you think the Federal Ministry of Education has given all necessary facilities to ensure that school libraries run effectively? Yes () No () Undecided ().

27. Would you have preferred to work somewhere else? Yes () No () Undecided ().

Use the options below to answer the questions underneath

- a. Nigerian Library Association b. Federal Ministry of Education
- c. State Ministry of Education d. All of the above

28. The national policy states that government shall establish efficient inspectorate services at federal, state and local government levels, who inspects school libraries?

29. Who should be responsible for training librarians?

30. What do you suggest Librarians can do to improve the standard of education in Nigeria?

31. How can librarians create more awareness about the importance of libraries? -----

Interview Questions for Librarians

1. How is our education system?
2. How do you think it can be improved upon?
3. Do you think librarians and libraries can help improve our education system?
4. How have you contributed personally to marketing the library profession?
5. How do you think librarians are perceived?
6. How can librarians contribute meaningfully to developing our education system?
7. At what age should school age pupil /students be introduced to libraries?
8. How do you think school libraries can be inspected?
9. Is there a working relationship between Nigerian Library Association and the Federal Ministry of Education?
10. Why do you think so?
11. Are libraries properly equipped for service delivery?
12. Are modern technological CT gadgets necessary in libraries and in schools?
13. Can Librarians play a meaningful role to help inculcate reading and computer skills in children?
14. What do you think Librarian can do in order to inculcate the skills in school age children?
15. Should Library periods be included in our curriculum?
16. How can children be encouraged to use the library?

Interview Questions for Ministry of Education Staff and Teachers

1. How is our educational system?
2. How do you think it can improved upon?
3. Do you think librarians and libraries can help improve our education system?
4. Do you need ICT skills in the teaching and learning process?
5. Do you think librarians can help you to acquire these skills
6. How do you see librarians?
7. At what age should school age pupil /students be introduced to libraries?
8. How do you think school libraries can be inspected?
9. Is there a working relationship between Nigerian Library Association and the Federal Ministry of Education?
10. Why do you think so?
11. Are libraries properly equipped for service delivery?
12. Are modern technological CT gadgets necessary in libraries and in schools?
13. Can Librarians play a meaningful role to help inculcate reading and computer skills in children?
14. What do you think Librarian can do in order to inculcate the skills in school age children?
15. Should Library periods be included in our curriculum?
16. How can children be encouraged to use the library?