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estimating the value contributed by information products and services to the efficiency and conduct of research development and the advancement of scholarly pursuits. These problems are also encountered in the Monotechnic under study.

The reluctance of librarians and other information professionals to engage in marketing is another problem. Librarians correlate marketing with profit and consider that libraries are not for making profit.

Conclusion

Libraries must change according to changing market conditions. Libraries especially that of Monotechnics must consider what funds can be generated through marketing. They have to consider which services can have only a token price, which can generate revenues. Information dissemination must be based on the modern concept of marketing to achieve reader satisfaction. The library staff involved in marketing of library products and services should be responsive and always be ready to help users and to provide prompt services.

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Strategizing Nigerian School Libraries to Meet the Needs of the Contemporary Society

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Abstract

The paper dealt on strategizing Nigerian school libraries to meet the needs of the contemporary society. The paper x-rayed the concept of school libraries, the nature of services provided in the school libraries, the state of school libraries in Nigeria, the factors contributing to the poor state of school libraries in Nigeria, the place of school in educational development of the Nigerian child were highlighted. The approaches for strategizing school libraries in Nigeria such as integration of ICT to school libraries, recruitment of qualified librarians (Teacher-librarians), training and re-training of existing personnel, acquisition of relevant information resources and ensuring effective service delivery system as well as organization of workshops, seminars/conferences were duly articulated.

Introduction

As school library becomes a "source and force for educational excellence" only when it functions as an integral component of the total teaching and learning process (Ahmad, 2011). The National Policy on Education (2004) recognizing the place of the library in the educational system identified it as one of the most important aspects of educational support services. The non-existence of adequate library services in our primary and post-primary schools calls for serious attention on the part of our educational planners, headmasters and principals, if our educational system must be sustained for a long time (Dakur, Gupiyem & Nwokedi, 2007). The school library is meant to serve the school as a whole and to some extent the community in which the school is situated (Mbachi, 2007).

Adeyemi (2010) described the school library as the stock of books and other information resources in a school. Egesimba, Quadri, Drimkpa & Ezebuike (2011) conceptualized the school libraries as the libraries found in the primary and secondary levels of educational institutions and established with the aim of aiding the study and teaching carried out by these institutions, by making information materials needed for the same purpose available in whatever format. School libraries according to Obada (2004) are no longer passive collections with printed and non-printed materials, where pupils can develop the facilities of learning, how to learn and handle and utilize information both within the school and in the society.

The term school library encompasses a collection of print and non-print materials stored in a building commonly used for educational purpose (Dakur, Gupiyem & Nwokedi, 2007).

Akintunde (2010) citing Cummins (2001) sees the school library as learning resource centre responsible for making available a total learning package required by students, teachers and parents. Petters & Ottong (2012) conceptualize a school library as an information centre located within the school environment whose task is to identify and collect, process, organize, store, preserve, retrieve and disseminate information pertinent to the needs of members of the school community with the view to satisfying their changing information need. Akintunde (2010) sees the school library as a learning laboratory that provides opportunities for pupils to develop information skills and develop commitment to information decision-making.

Effective and quality service delivery in the library according to Ogunyi & Jato (2010) depends on the quality of staff. School libraries work for all-round development of child (Ezejiakor, Okeke & Orakpor, 2007). The school library is very important in the development of the pupils hence it is seen as the center of the school learning programme and it is the foundation of modern educational structure (Mbachi, 2007).

According to Eghosa (2011), the school library is mainly established for studying and teaching with no emphasis on research and documentation. Akintunde (2010) concluded that the school media resources centre plays a major role in facilitating the teaching of the art of reading. School libraries are indispensable resource centers for the improvement and success of any education system (Petters & Ottong, 2012). To them they serve as a repository of knowledge and a catalyst towards qualitative education. The school library therefore, promotes the development of reading skills and encourages long-term planning habits through reading, listening to and viewing a variety of learning materials.

State of School Libraries in Nigeria

A visit to school libraries in Nigerian secondary schools shows that the available facilities are far from being satisfactory. Essential facilities such as adequate collection, qualified personnel amongst others are lacking. Adeyemi (2010) revealed that school libraries in Nigeria lack personnel and are underfunded. Adeyemi (2010) in another study concluded that the development of library resources in secondary schools in Ekiti State, Nigeria has been at a low level. Ogunmiyi & Jato (2010) in their survey of staff and organization of private secondary school libraries in Ondo West Local Government area of Ondo State revealed that staff in the libraries surveyed are not professionally qualified, and are not able to organize library resources systematically. Egesimba, Quadri, Drimkpa & Ezebuike (2011) identifies inadequate staffing, lack of adequate materials, lack of infrastructures and insufficient awareness as problems of the school library. Ezeajiofor, Okeke & Orakpor (2007) observe that most of our public libraries and school libraries are in a serious state and our school libraries no longer fit the appendage "library". According to Mbachu (2007), the present scenario is that school libraries in Nigeria are backward in the provision of adequate resources such as funding as expressed in the National Policy on Education (2004).

Eghosa, (2011) observed that most private schools do not have libraries in their schools and where they exist, inadequate facilities and personnel are lacking making clear that the utilization of the library in enhancing teaching and learning is fast deteriorating in our secondary schools. According to Petters & Otiang (2012), some libraries are not well established, some are found in dilapidated buildings and poorly funded, they see the school library as the most neglected of all services in the school system by the principal and the government. They further stressed that school libraries in Nigeria do exist in some secondary schools.

Factors Contributing to Poor State of School Libraries in Nigeria

i. Reliance on foreign book donations: Most school libraries rely on foreign book donations which in most cases come when the books are outdated and may not be relevant to the current curriculum as of the time of arrival.

ii. Poor management of school libraries: Inwang & Nna-Etuk (2005) in their study of librarians and resources management in school libraries in Akwa-Ibom State observed that school libraries in the state are still left to individual efforts of the school management due to inadequate personnel and funding and they see funding as perhaps the greatest problems confronting school libraries.

iii. Leaders' neglect of development of school libraries: Leaders in Nigeria are always indifferent when it comes to educational issues let alone library development. The government that can afford to squander huge resources on their party's convention that has no significant value to the economy but find it difficult to fund its educational system will definitely not have any good intention towards library development.

Approaches for Re-strategizing School Libraries in Nigeria

i. Integration of ICT to school libraries: Integrating ICT to library services provided at the secondary school libraries will help in re-strategizing school libraries. Obviously, our students are at the very verge of being drifted away by the evil wind of "Internet". This apparently calls for the need to fully incorporate ICT.

especially internet services into school libraries. The school library should be equipped with necessary infrastructures.

ii. Recruitment of Qualified librarians (Teacher-librarians): School libraries should not be left in the hands of unqualified personnel who has no knowledge of librarianship.

iii. Training and re-training of existing personnel: there is need for training and re-training of existing personnel in school libraries. No doubt the quality of the personnel employed in any service organization will determine the quality of service output, hence the need to retain the personnel through in-service training, on-the-job training, sponsorship to local and international conferences. If the future of any economy lies on the educational system, then it is imperative that the staff who would attend to the students and pupils at the foundational level of our educational system should not be left in the hands of unqualified staffs.

iv. Acquisition of relevant information resources or services: the value of any library or information services centre does not lie solely in the volume of resources but also in the quality or relevancy of such resources to the curricula designed for training the students and pupils at the foundational level. Heads of school libraries should endeavour to inject the spirit of local content into the collection of their school resources. Stocking our school library with information resources with foreign background will be of less value to our children overall development growth.

v. Organization of workshop seminar conferences: the ministry of education at the state levels should liaise with the heads of primary and post-primary schools to organize special conference for teachers and teacher-librarians in the area of inculcating reading skills and reading culture in the Nigerian child. Several studies have shown that the Nigerian child lacks reading culture. The implication being that stocking our libraries with adequate and relevant information resources alone does not provoke reading. In other words, every teacher has a role to play in this regard.

vi. Cooperation between various stakeholders: The various stakeholders in the educational sector should cooperate to see that the school libraries in Nigeria are functional. The Parent Teachers Association (PTA) and ministry of education should work out modality or framework, which will guide the licensing of private schools.

vii. Specialized agencies: There is need for specialized agencies or government parastatals like education Tax Fund (ETF), TETFUND, Niger Delta Development Commission (NDDC) to see that school libraries are built for government schools and equipped with ultra-modern facilities with recreational activities that can attract the Nigerian child. The above bodies can take up the sponsorship of publishing indigenous books relevant to the needs of the Nigerian child and distributing same to various school libraries.

viii. School Libraries Association: The school library association which is an arm of the Nigerian library association should be empowered as a regulatory body for school libraries in Nigeria with the responsibility of ensuring that every school has a functional library that meets IFLA standards before operational certificates are issued out.

Challenges to the Effective Re-strategizing of Nigerian School Libraries

There are myriads of challenge likely to limit the effectiveness of strategizing of school libraries in Nigeria.

i. Non-compliance with school standard: Nigerians are chronic law breakers. Those who make policies are the same people who will issue licensing certificate the people to operate private school even when they have not met the requirements. Private schools are being run in uncompleted buildings, government schools are nothing to write home about. In a situation where the tendency to flout the law without commensurate punishment on the culprit will not augur well for the school libraries.

ii. Unavailability of finance: for any library to provide adequate and relevant library resources, there must be adequate finance. The reason why most school libraries are stocked with outdated irrelevant books is because the financial capacity with which to procure current materials is not lacking.

iii. Indifferent attitude of school proprietors towards library development: it has been observed that most school proprietors has an indifferent attitude towards library development and this has the tendency to limit the effectiveness of re-strategizing of school libraries. Most proprietors can afford to spend huge money on

wasteful parties and as well levy pupils and students—without appropriately the levy accordingly, this also can limit the level at which the school library can be re-strategized.

Conclusion

The paper emphasized on the need for strategizing Nigerian school libraries to meet the needs of the contemporary society. The theoretical discourse portrays the situation of the school library in Nigeria as nothing to write home about. If all is not well with the school libraries in Nigeria, then it goes to show that there is problem with our educational system. The crux of the matter is that something must be done to resuscitate the drowning educational system. The bible makes it clear that there is nothing that righteous can do when the foundation is destroyed.

Nigerians and the various stakeholders in our educational system must wake up to the call of re-strategizing the Nigerian school libraries not just in theory but in practice. It is not enough to design policies that the world at large admires only in paper without measures to ensure its workability. The educational system in Nigeria has been bastardised because the ministry of education has failed in its core duty. Most private schools in Nigeria are housed in buildings that leave nothing to desire, how such schools could make provision for functional school libraries remains a mirage.

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Implementing Knowledge Management in Libraries in Nigeria

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ABSTRACT

A good number of organizations are embracing knowledge management as a key strategic initiative. Appreciating the importance of knowledge is one thing, sharing and managing it effectively is another. The implementation of a knowledge management programme in an organization has the potential for improving customer services, quickly bringing in new products and services to market, and reducing cost of business operations. Information technologies are often used in knowledge management programmes in informing clientele and employees of latest innovations and developments in the business sectors, as well as sharing knowledge among the employees. Knowledge management needs to consider the three elements of people, processes and technology. Success in implementing knowledge management in libraries will require a strong leadership and vision from the top management, which can influence the knowledge sharing efforts in a positive way. This paper discusses the concept of knowledge management and what libraries can do to improve their knowledge management in all of the key areas of library services and the challenges of such efforts.

Key words: Knowledge, Management, Knowledge Management, Libraries, Information Technology.

1. Introduction

Knowledge management is one of the hottest topics today in both industry world and information research. In our daily life, we deal with huge amount of data and information but this is not knowledge until we know how to dig the value out of it. This is the reason we need knowledge management. Unfortunately, there is no universal definition of knowledge management, just as there is no agreement as to what constitutes knowledge in the first instance. Simply put, knowledge management is the systematic and explicit management of knowledge. The term knowledge refers to an aggregate of information, but knowledge is more meaningful, intelligible and usable than information. Davenport and Prusak (1998) defined knowledge as "flux mix of frame experience, values, contextual information and expert insight that provides a framework for evaluating and incorporating new experiences and information. In organizations, it often becomes embedded in organizational routines, processes, practices and norms".

Within the field of knowledge management, knowledge has been broadly categorized as explicit and tacit. Explicit knowledge is described as documented or codified knowledge while tacit knowledge is non-documented or non-codified one. Nonaka (1991) distinguished between explicit and tacit knowledge as "explicit knowledge is formal and systematic and can be easily communicated and stored, in product specifications or scientific formula or computer programme. Tacit knowledge is highly personal. It is hard to formalize and therefore difficult, if not impossible to communicate.

2.1 Concept of Knowledge Management

The emergence of knowledge has led to the transformation of post-industrial information society into knowledge based society. Knowledge management is a new emerging field. Since the mid-1990s, knowledge management has attracted much attention from many scholars and practitioners from different fields associated with business, management, library and information science, computer science and so on (Chowdhury, 2004; Schlögl, 2005). Knowledge management is concerned with managing both recorded (explicit) and tacit knowledge (Chowdhury, 2004). Abell and Oxbrow (2001) sees knowledge management as the creation and subsequent management of an environment which encourages knowledge to be created, shared, learnt, enhanced, organized for the benefit of the organization and its customers. According to TQMI (2007), knowledge management is concerned with the acquisition, storage and transfer of knowledge within an organization, to enable the individuals, teams and the organization as a