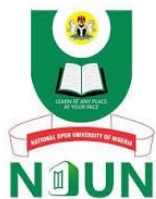


**COURSE  
GUIDE**

**LIS 325  
NATIONAL INFORMATION SYSTEMS & SERVICES**

**Course Team**      Dr. Victoria Okojie (Course Writer) - University of  
Abuja  
Prof. I. I. Ekoja (Course Editor) - University of  
Abuja



**NATIONAL OPEN UNIVERSITY OF NIGERIA**

© 2022 by NOUN Press  
National Open University of Nigeria  
Headquarters  
University Village  
Plot 91, Cadastral Zone  
Nnamdi Azikiwe Expressway  
Jabi, Abuja

Lagos Office  
14/16 Ahmadu Bello Way  
Victoria Island, Lagos

e-mail: [centralinfo@nou.edu.ng](mailto:centralinfo@nou.edu.ng)

URL: [www.nou.edu.ng](http://www.nou.edu.ng)

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed 2022

ISBN: 978-978-058-243-2

## **COURSE CONTENT**

Welcome to the course on National Information Systems and Services! The course is designed to introduce the students to the nature and concept, history and types, structure and systems, characteristics, functions and services of national libraries. It will also deliberately focus on the history, structure, systems, management, functions and services of the National Library of Nigeria well as the contemporary issues and challenges of the library.

## **INTRODUCTION**

National Information Systems and Services is a 2-credit unit course for undergraduates in the Department of Library and Information Science at the National Open University of Nigeria, Abuja, Nigeria. The course is designed to introduce the students to the nature and concept, characteristics, functions, history and types, structures and systems, management and services of national libraries. In particular, the students will get a good understanding of the history, functions, structures, systems, management, users and services of the National Library of Nigeria well as the contemporary issues, challenges, opportunities and prospects of the library.

The course examines the nature and concept, history and types, structure and systems, characteristics, functions and services of national libraries in general. It also examines in-depth the functions, history, structure, systems, management and services of the National Library of Nigeria well as the contemporary issues, challenges opportunities and prospects of the library.

## **COURSE AIMS**

This course aims to introduce you to the nature and concept as well as the characteristics of national libraries. In addition, basic information on the origin and history, types, structures and systems of national libraries are examined. The functions and services of national libraries are explained in general terms. Furthermore, the course takes a holistic look at the National Library of Nigeria by examining its history, structure, systems, management, functions and services. Finally, the contemporary issues, challenges and opportunities of the National Library of Nigeria are discussed. The course consists of four modules with seventeen units of study. In this course, you will gain great insights into how national libraries fulfil their mandates and how they can operate more efficiently and effectively.

## **COURSE OBJECTIVES**

Specific objectives of each module and unit will be provided to enable you check on the progress you are making while you are studying. At the end of this course you will be able to:

- Explain the nature, definition and concept of National Information Systems and National Libraries
- Enumerate and describe the characteristics of national libraries
- Discuss the objectives, functions and significance of national libraries
- Discuss the history and development of national libraries
- Discuss the structures and systems of national libraries
- Identify and describe different categories of library users
- Discuss the current trends in the management of national libraries
- Describe the services of national libraries
- Identify and describe the different types of libraries
- Identify and explain the objectives and functions as well as discuss the vision and mission of the National Library of Nigeria
- Discuss the evolution and history of the National Library of Nigeria
- Describe the structure and systems of the National Library of Nigeria
- Describe the administration and management of the National Library of Nigeria
- Discuss the services provided by the National Library of Nigeria
- Discuss the application of Information and Communication Technologies (ICTs) in the National Library of Nigeria
- Discuss the achievements of the National Library of Nigeria
- Discuss the contemporary issues and challenges of the National Library of Nigeria
- Discuss the opportunities and prospects of the National Library of Nigeria in the Fourth Industrial Revolution and the COVID-19 pandemic.

## **WORKING THROUGH THIS COURSE**

To complete this course successfully, you have to go through all the modules and carefully read the study units, do all practical exercises and assessments and also open and read through the links provided by double-clicking on them. Read the recommended books and other materials available to you and ensure you attend the practical sessions. Always participate in the online facilitation and facilitation going on in your study centre. Each unit of study has an introduction, objectives you should achieve at the end of the study, a conclusion and summary informing you in a nutshell what you studied in the unit. It also has a main content section

that discusses in details the issues in that unit. Above all, there is the Tutor-Marked Assignments (TMA) to evaluate what you have learnt and further reading materials that you can study with. You can download the courseware into your device so that you can study it whenever you are offline.

## **ASSESSMENT**

There are two main forms of assessments namely; formative and the summative. The formative assessments at the end of every unit of study will enable you to evaluate your learning output. The university uses the summative assessments to evaluate your academic performance in the courseware you studied. The summative assessment which is a Computer-Based Test (CBT) is made up of objectives and sub-objective questions. There are 3 continuous assessments, 10% each and final examinations are based on 70%. You are required to take all the computer-based tests and the final examination.

## **STUDY UNITS**

There are seventeen study (17) units in this course, divided into four modules. The modules and units are presented as follows:

### **Module 1    Concept, History and Functions of National Information Systems and National Libraries, and Types of Libraries**

- Unit 1        Nature, Definition and Concept of National Information Systems and National Libraries
- Unit 2        History and Development of National Libraries
- Unit 3        Objectives, Functions and Significance of National Libraries
- Unit 4        Types of Libraries

### **Module 2    Structures and Systems, Management, Users and Services of National Libraries**

- Unit 1        Structures and Systems of National Libraries
- Unit 2        Current Trends in the Management of National Libraries
- Unit 3        Library Users
- Unit 4        Services of National Libraries

### **Module 3 National Library of Nigeria**

Unit 1	Evolution and History of the National Library of Nigeria
Unit 2	Vision, Mission, Objectives and Functions of the National Library of Nigeria
Unit 3	Structure and Systems of the National Library of Nigeria
Unit 4	Administration and Management of the National Library of Nigeria
Unit 5	Services of the National Library of Nigeria
Unit 6	Application of ICTs in the National Library of Nigeria

### **Module 4 Achievements, Contemporary Issues, Challenges, Opportunities and Prospects of the National Library of Nigeria**

Unit 1	Achievements of the National Library of Nigeria
Unit 2	Contemporary Issues and Challenges of the National Library of Nigeria
Unit 3	Opportunities and prospects of the National Library of Nigeria in the Fourth Industrial Revolution and the COVID-19 Pandemic

### **HOW TO GET THE MOST FROM THIS COURSE**

To get the most from this course, there is an urgent need for you to acquire a personal laptop and access to the internet. This will give you ample opportunity to study anywhere and time. The unit objectives of the course will guide your self-study effort. Always evaluate your learning at the end of the unit by attempting the tutor marked assignment to find out your learning outcome in each unit. Endeavour to participate in all facilitations organized for this course for better understanding. If you run into trouble, arrange to meet your facilitator or the Librarian at the E-library for further clarification. To get the most from this course endeavour to do the following:

- Read the course guide thoroughly
- Develop a study schedule. Whatever method you choose to use, you should decide on it and write out dates for working on each unit.
- Always adhere to study schedule, the majority of the students fail because they do not have a study schedule or that they have but do not follow it religiously.
- Read the introduction and the objectives of any unit you want to study before going into the content of the unit.
- At the end of the unit, review the objectives and see how many of them you have achieved.

- Attempt the Self - Assignment Exercises
- Do the same in every unit throughout the course.

## **SUMMARY**

National Information Systems and Services is intended to make you understand the nature and concept as well as the characteristics of national libraries. In addition, basic information on the origin and history, types, structures and systems of national libraries were examined. The functions and services of national libraries will be explained in general terms. Furthermore, the course will take a holistic look at the functions, services and management of the National Library of Nigeria, including its challenges and opportunities. At the end of the course, you will achieve the objective if you follow the instructions and do what you are asked to do. We wish you success as you adhere strictly to the instructions and advice given to you for this course.





<b>CONTENTS</b>	<b>PAGE</b>
<b>Module 1</b>	<b>Concept, History and Functions of National Information Systems and National Libraries, and Types of Libraries</b>
Unit 1	Nature, Definition and Concept of National Information Systems and National Libraries
Unit 2	History and Development of National Libraries
Unit 3	Objectives, Functions and Significance of National Libraries
Unit 4	Types of Libraries
<b>Module 2</b>	<b>Structures and Systems, Management, Users and Services of National Libraries</b>
Unit 1	Structures and Systems of National Libraries
Unit 2	Current Trends in the Management of National Libraries
Unit 3	Library Users
Unit 4	Services of National Libraries
<b>Module 3</b>	<b>National Library of Nigeria</b>
Unit 1	Evolution and History of the National Library of Nigeria
Unit 2	Vision, Mission, Objectives and Functions of the National Library of Nigeria
Unit 3	Structure and Systems of the National Library of Nigeria
Unit 4	Administration and Management of the National Library of Nigeria
Unit 5	Services of the National Library of Nigeria
Unit 6	Application of ICTs in the National Library of Nigeria
<b>Module 4</b>	<b>Achievements, Contemporary Issues, Challenges, Opportunities and Prospects of the National Library of Nigeria</b>
Unit 1	Achievements of the National Library of Nigeria
Unit 2	Contemporary Issues and Challenges of the National Library of Nigeria
Unit 3	Opportunities and prospects of the National Library of Nigeria in the Fourth Industrial Revolution and the COVID-19 Pandemic



## **MODULE 1 CONCEPT, HISTORY AND FUNCTIONS OF NATIONAL INFORMATION SYSTEMS AND NATIONAL LIBRARIES, AND TYPES OF LIBRARIES**

This module introduces you to the nature, definition and concept of national information systems and national libraries as well as the characteristics of national libraries. Furthermore, it discusses the history and development of national libraries, their objectives, functions and importance. In addition, other types of libraries are briefly described with a view to explaining their distinct characteristics and functions. The module is made up of four units, namely:

- Unit 1 Nature, definition and concept of national information systems and national libraries
- Unit 2 History and development of national libraries
- Unit 3 Objectives, Functions and Significance of national libraries
- Unit 4 Types of libraries

### **UNIT 1 NATURE, DEFINITION AND CONCEPT OF NATIONAL INFORMATION SYSTEMS AND NATIONAL LIBRARIES**

#### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Nature, Definition and Concept of National Information Systems and National Libraries
    - 3.1.1 Concept of National Information Systems
    - 3.1.2 Definition and Concept of National Libraries
  - 3.2 Characteristics of National Libraries
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (SAEs)
- 7.0 References/Further Reading

#### **1.0 INTRODUCTION**

This unit will introduce you to the nature, concept and definition of national information systems. Specifically, the unit will discuss the definition of the term “national library” and the characteristics of national libraries in order to give you an insight into some of the roles and responsibilities of national libraries.

## **2.0 OBJECTIVES**

At the end of this unit, you will be able to:

- understand the concept of national libraries
- define the term “national library”
- describe the major characteristics of a National Library

## **3.0 MAIN CONTENT**

### **3.1 Nature, Definition and Concept of National Information Systems and National Libraries**

Over time, from ancient civilization, information in various formats has been acquired, stored, organised, preserved and disseminated in different ways. This continues to be a key role for libraries, no matter the type. This is also true of national libraries whose main goals remain to acquire, store, organise, preserve and disseminate national intellectual heritage. As Aiyebelehin (2012) aptly notes, from ancient times till this present dispensation the primary purpose of the library has not changed from that of creating access to information. Although, today, the library creates access to varieties of information in various formats that is communicated through diverse media, the primary purpose of the library, which is, the creation of access to information has not changed. This does not mean that the library is static. Rather, the library is a strategic organ of the society that evolves with the society.

#### **3.1.1 Concept of National Information Systems**

Many researchers have defined and described the nature and concept of national information systems such as national libraries in various ways especially because their objectives and functions differ from country to country. According to Molz(2003), the concept of a National Information System (NATIS) was developed by UNESCO to encourage the creation in individual countries of a clear and coherent programme and policy for recognizing the important elements in the nation's information systems and assigning priorities for their development. NATIS recognized that the various processes and institutions involved in the transmission of knowledge and ideas were functionally interdependent, and that networks existed in formal and informal ways. UNESCO took a lead in this regard with its Intergovernmental Conference on the Planning of National Documentation, Library, and Archives Infrastructures held in Paris in 1974. This conference is generally referred to as the NATIS (National Information Systems) conference. The NATIS concept dwelt much on information as a critical component of national development and stated that the growing information gap between developed and developing

countries and between the rich and poor within countries, referred to as the digital divide was of significant concern. It therefore proposed the development of a national information policy, administered by a government ministry that would coordinate all information-dispensing agencies within a given country. The advent of the Internet, use of the web and other new technologies have increased renewed interest in coordinating information agencies in order to harness their potentials for development. Chatterjee (2017) defined an information system in different ways, including:

- “An information system (IS) can be defined technically as a set of interrelated components that collect, process, store, and distribute information to support decision making and control in an organization.”
- “Information systems are combinations of hardware, software, and telecommunications networks that people build and use to collect, create, and distribute useful data, typically in organizational settings.”
- “Information systems are interrelated components working together to collect, process, store, and disseminate information to support decision making, coordination, control, analysis, and visualization in an organization.”

These definitions focused on two different ways of describing information systems: the components that make up an information system and the role those components play in an organization.

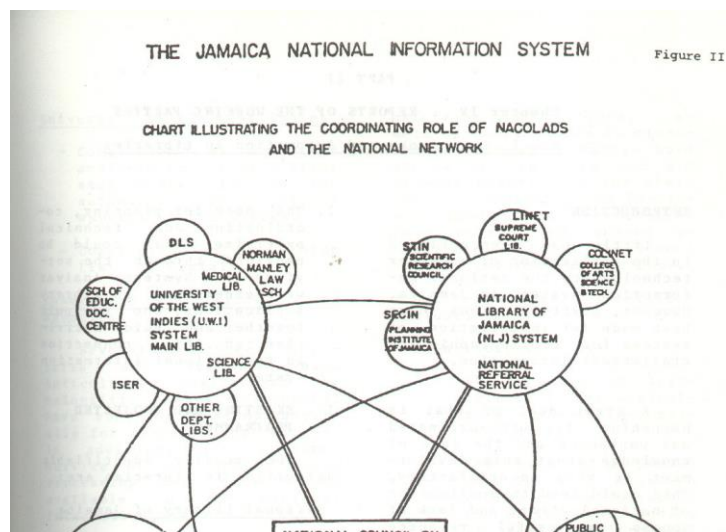


Figure 1: National Information System of Jamaica. Source: Google Images

[https://www.nlj.gov.jm/seminar\\_papers\\_2009/NATIS.Fostering.Cooperation.Collaboration.pdf](https://www.nlj.gov.jm/seminar_papers_2009/NATIS.Fostering.Cooperation.Collaboration.pdf)

### 3.1.2 Definition and Concept of National Libraries

The library field has been very involved in this concept and has gone ahead to develop national and international information systems and networks, with the national library taking the lead. Of note is the fact that national libraries evolved mostly as national symbols of cultural identity and of high status with key roles in the national information infrastructure, coordinating the infrastructure of publicly accessible libraries and striving towards an enduring legacy of joint infrastructure (Savenije, 2010). This attribute of a national library that coordinates an information system is very prominent in African countries where the decentralized system for management purposes is prevalent.

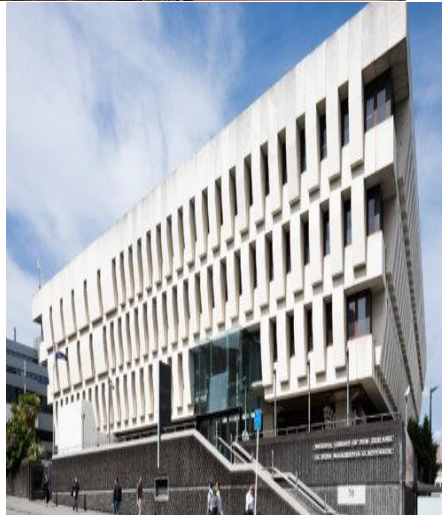


Figure 2: National Library of Mexico  
New Zealand.

Source: Google Images

Figure 3: National Library of

In one of the earlier concepts, Burston (1973) used the functions to categorise national libraries into eight types, namely:

- i. Cultural National Libraries
- ii. Dual Purpose National Libraries
- iii. National Academic Libraries
- iv. National Public Libraries
- v. National Parliamentary Libraries
- vi. National Subject Libraries
- vii. Reference and Lending Libraries
- viii. National Libraries for the handicapped readers.

However, this categorisation can no longer stand the test of time with the introduction of the Internet and new technologies and systems in the Fourth Industrial Revolution. Most national libraries of today combine almost all of these functions and have a wider scope and remit. In so doing, the key characteristics, roles and functions have been used to define national libraries. IFLA (1997) in attempting to expand this definition in view of the changing roles, described national libraries as “custodians of the nation’s intellectual heritage, thus providing organization, access to and preservation of the national imprint in all media.” IFLA (1997) therefore defined a national library as:

*an institution, primarily funded (directly or indirectly) by the state, which is responsible for comprehensively collecting, bibliographically recording, preserving and making available the documentary heritage (primarily published materials of all types) emanating from or relating to its country; and which furthers the effective and efficient functioning of the country’s libraries through the management of nationally significant collections, the provision of an infrastructure, the coordination of activities in the country’s library and information system, international liaison and the exercise of leadership. These responsibilities are formally recognised usually in law.*

IFLA (1997), Line (1998) and Lor (2003) discussed three dimensions of the concept of a national library to include the heritage, infrastructure and comprehensive national service. The Table summarises their discussions:

Table1: National Library Orientations.

Source: Adapted from IFLA Guidelines for Legislation for National Library Services (1997) in Ugwuogu, Ugocha and Opara (2018).

Dimensions of the National	Developmental State or Context	Primary Clients	Strategic Emphasis	Type of National Library
----------------------------	--------------------------------	-----------------	--------------------	--------------------------

Library Concept				
Heritage	Classic (developed countries)	Learned Scholars, Researchers	Emphasis on collections and emphasis on management, preservation and exploitation of nation's documentary heritage	Conventional or Traditional National Library
Infrastructure	Modern (developing and developed countries)	Libraries	Emphasis on national leadership: national bibliographies, national union catalogues, national interlibrary lending schemes to support libraries	Modern National Library
Comprehensive National Service	Developing countries (eg Namibia, Papua New Guinea)	The People	Emphasis on the people/populace. Service delivery to end-users throughout the country through a network of public and school libraries)	National Library Service

In their contribution, Akidi and Onyenachi (2017) described a national library as the intellectual memory of a nation noting that it is the bibliographic control agency of the nation that is responsible for the National Bibliographic Control in the Universal Bibliographic Network aimed at achieving Universal Availability of Publications. They stated that a national library is the apex library of the nation and serves as the focal point of the nation's information, bibliographic and documentation system, and it is responsible for preserving in all formats its record of intellectual output. It is obvious that national libraries still carry out these functions as will be discussed later.

Adding to the literature, UNESCO (2006) defined national libraries as "libraries which irrespective of their title are responsible for acquiring and conserving copies of all significant publications published in the country and functioning as a deposit library either by law or under other arrangements". UNESCO's International Standardization of Library Statistics unit (2006) expanded this definition by explaining that they will also normally perform some of the following functions: produce a national bibliography; hold and keep up to date a large and representative collection of foreign literature including books about the country; act as a national bibliographical centre; compile union catalogues; publish the retrospective national bibliography. Another definition of national libraries worth stating is that of Prytherch's Harrod's Librarians' Glossary and Reference Book (2005). It defined a national library as a library maintained out of government funds and serves the nation as a whole. The books are mainly for reference. They usually receive materials through legal deposit legislation. Such a library collects and preserves all



published records such as books, periodicals, newspapers and other printed and multimedia material of the country's cultural heritage. This is usually done by a law requiring publishers to deposit copies of all publications produced by them and by purchasing books on their country in other countries. A legal deposit usually has penalty clauses to enable the act to be enforced. Prytherch's (2005) definition is very comprehensive because it describes the funding sources, the format and type of resources and the acquisition methods. It also talks about the fact that it is established by law and the penalties for non-compliance of the law. Many of these characteristics and functions distinguish national libraries from other types of libraries. Uwaifo (2010) observed that national libraries are established and maintained by the national government of countries, serving as the preeminent repository of information for that country and that unlike public libraries, they rarely allow citizens to borrow books. He further noted that they include numerous rare, valuable or significant works. It can then be concluded that a national library is that library which has the duty of collecting and preserving the literature of the nation within and outside the country. Thus, national libraries are those libraries whose community is the nation at large. Examples include the British Library and the Bibliothèque Nationale de France in Paris. Lastly, Odogwu (2006) opined that a national library can be described as "the central book museum of a country." From the foregoing, it is obvious that national libraries are service-oriented in nature and function as national information systems. Their roles and functions such as being national bibliographic centres, legal depositories, and compilation of National Union Catalogues (NUC) are generally unique. It is obvious that because they have a national mandate and are funded from public/government sources, they can be regarded as national information systems.

### **3.2 Characteristics of National Libraries**

Arising from these various definitions, the main characteristics of most national libraries may be listed as:

- i. Acts as the national depository through a legal deposit law which mandates them to acquire, store and preserve all national imprint (both print and electronic). This means all materials published in the country, by citizens of the country outside the country and materials published about the country by non-citizens. The law mandates publishers to deposit copies (the number of copies is specified by each country) of their publications free-of-charge to the national library. Failure to abide by the law attracts sanctions.
- ii. Issuance of International Standard Book Numbers (ISBN), International Standard Serials Number (ISSN) and International Standard Music Number (ISMN) to publishers within the

- countries. This service may be centralized or decentralized; and is now offered online in many countries.
- iii. Provides national leadership in reading promotion campaigns.
  - iv. Publishes a National Bibliography (usually annually) of the intellectual output of a country.
  - v. Acquires and preserves rare, valuable and significant works published by a country (digitization programmes are often used to preserve these materials).
  - vi. Usually publishes a National Union Catalogue of libraries in the country
  - vii. Acts as the apex library of the nation and serves as the focal point of the nation's information, bibliographic and documentation system
  - viii. Acts as a library of Last Resort, whereby only copies of materials from the national library are admissible in any court of law as authentic evidence.
  - ix. Acts as a depository for materials from international and inter-governmental organizations such as the United Nations.

#### **4.0 CONCLUSION**

National libraries are service-oriented institutions with a national mandate to acquire, organize, store, preserve and disseminate information about the cultural heritage of a country. Their characteristics and functions are distinct from those of other types of libraries. These include acting as national depositories, publishing of a national bibliography, producing a national union catalogue, providing leadership in promoting reading and issuance of ISBN/ISSN.

#### **5.0 SUMMARY**

This unit provided you a brief overview of the nature, definition and concept of national information systems and national libraries. To reiterate, we defined national libraries as libraries which aim to collect all the bibliographic output of a nation by a legal instrument, conserve them and make the information therein accessible globally. UNESCO (2006) referred to them as libraries that are responsible for acquiring and conserving copies of all significant publications in a country and functions as a deposit library by law or under other arrangements. Failure to comply with such laws usually attract a penalty. The three dimensions of a national library enunciated by IFLA (1997), Line (1998) and Lor (2003) which are heritage, infrastructure and comprehensive national service were also explained. The main characteristics of national libraries were described.

## SELF-ASSESSMENT EXERCISE

1. Define the term information system.

Answer: Information system can be defined technically as a set of interrelated components that collect, process, store, and distribute information to support decision making and control in an organization.

## 6.0 TUTOR-MARKED ASSIGNMENT (SAEs)

1. Briefly discuss the nature, definition and concept of national libraries and national information systems
2. Identify and describe the major characteristics of national libraries

## 7.0 REFERENCES/FURTHER READING

Aina, L. O. (2004). *Library and Information Science Text for Africa*. Ibadan: Third World Information Service.

Akidi, J. O. and Onyenachi, J. C. (2017). "Bridging the Digital Divide: the Potential Role of the National Library of Nigeria." *Nigerian Libraries*. 50 (1). pp. 11-20.

Aiyebilehin, J. A. (2012). General Structures, Literatures, and Problems of Libraries: Revisiting the State of Librarianship in Africa. *Library Philosophy and Practice (e-journal)*. 832. <https://digitalcommons.uni.edu/libphilprac/832>.

Burston, G. (1973). National Libraries: An Analysis. *International Library Review*. (5), no. 2. pp. 183-194.

Chatterjee, A. (2017). *National Information Systems*. Elements of Information Organization and Dissemination. <https://www.sciencedirect.com/topics/social-sciences/national-information-systems>

Different Types of Libraries. (2021). <http://lis510-libraries.wikispaces.com/Different+types+of+libraries>

Molz, R. K. (2003). *What is an Information System?* Encyclopedia of International Media and Communications. (3). New York: Elsevier Science. <https://opentextbook.site/informationssystem2019/chapter/chapter-1-what-is-an-information-system-information-systems-introduction/>

Prytherch, R. (2005). *Harrod's Librarians' Glossary and Reference Book*. 10<sup>th</sup> ed. London: Routledge. <https://www.routledge.com>

- IFLA. (1997). Guidelines prepared by Peter John Lor, with the assistance of Elizabeth A. S. Sonnekus. <https://archive.ifla.org>
- Line, M. (1998). What Do National Libraries Do in the Age of the Internet? [www.ariadne.ac.uk/issue13/main](http://www.ariadne.ac.uk/issue13/main).
- Lor, P. J. (2003). National Libraries and the Digital Divide. [www.cdnl.info/images/PDFs/CDNL=2003/09digdiv.pdf](http://www.cdnl.info/images/PDFs/CDNL=2003/09digdiv.pdf).
- Odogwu, N (2006). Acquisition and Preservation of Newspapers in the National Library of Nigeria. *Nigerbiblios*. (17) nos. 1 & 2. pp 1-9
- Omolayole, O. O. (2003). 38 Years of National Library Service to the Nation. **In:** *Forty Years of Library Services in Nigeria*. Olanlokun, S. O. (ed). Nigerian Library Association. Lagos: Ikofa Commercial Press. pp. 94-113.
- Oyedum, G. U. (2006). *Types of Libraries and Children's Literature in Nigeria*. Minna: Mairo Press and Computer Centre.
- Savenije, B. (2010). Open Access: Challenges for National Libraries. Paper presented at the 76<sup>th</sup> IFLA General Conference, Gothenburg, 14<sup>th</sup> August. [www.kb.nl/sites/default/files/staff/savenije/2010-ifla.pdf](http://www.kb.nl/sites/default/files/staff/savenije/2010-ifla.pdf)
- Ugwuogu, U. O., Ugocha, O. O. and Opara, G. (2018). "National Libraries: Conceptual Explanation, Historical Development, Functions and Organizational Structure." *Researchgate*. pp. 68-80. <http://www.researchgate.net/publication/327780977>
- Umoh, E. B. Management of Information Resources in National Library of Nigeria. *International Journal of Academic Library and Information Science*. (5), no. 3. pp. 97-121. <http://www.academicresearchjournals.org/IJALIS/Index.htm>.
- Uwaifo, S.O (2010) Information Communication Technologies and Library Services in Society. **In** E.C Madu and C.N Ezeani (Eds.) *Modern Libraries and Information Science for Information Professionals in Africa* pp 2 33-240. Ibadan: Textlinks Publishers

## **UNIT 2 HISTORY AND DEVELOPMENT OF NATIONAL LIBRARIES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 History and Development of National Libraries
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the previous unit, you learnt about the nature, definition and concept of national libraries as well as their characteristics. In this unit, we shall discuss about the history and development of national libraries across the world. It is essential to understand the origins of any concept and how it evolved over time in order to appreciate the changes that have taken place and the possibilities that the future portends.

### **2.0 OBJECTIVES**

At the end of this unit, you will be able to:

- discuss the history and development of national libraries
- appreciate the current status of national libraries with a view to envisioning their potentials in the future

### **3.0 MAIN CONTENT**

#### **3.1 History and Development of National Libraries**

Right from the creation of man, his quest for and use of information and knowledge has guided his actions and decision-making process. This is one of the reasons that over time, humanity has developed systems to acquire, organise, manage, disseminate and preserve information and knowledge in both recorded and unrecorded formats (oral, print, electronic) for posterity. This action eventually resulted in the promotion of civilization and development of repositories which later became known as libraries. Ugwuogu, Ugocha and Opara (2018) in their contribution to the historical development of national libraries stated that the ancient Greeks' interest in literacy and intellectual lifestyle, their irrepressible search for information and knowledge and the need to maintain a

comprehensive stock led them to introduce compulsory deposits, and forceful confiscation of materials that were not in the library. As such the Alexandria library was established in Greco-Roman Egypt as a public library founded about 300BC but which exhibited the functions of a national library. The establishment of national libraries varied historically according to the country, the period and purpose. It is important to note that some of the current national libraries were not originally established with the purpose and functions of national libraries but assumed the status later. These include the Library of Congress, USA; the British Museum; Royal Library of Denmark; the Diet Library of Japan and the Lenin State Library in Moscow. However, to date, the common idea is that a national library is the apex library with the richest stock of artefacts of knowledge and are generally accessible for reference purposes within and outside the country.

According to Wikipedia, in contemporary times, the first known national library was the National Library of France (Bibliothèque Nationale). The first true national library in Britain was founded in 1753 by the British Museum Act as part of the British Museum. This new institution was the first of a new kind of museum – national, belonging to neither church nor king, freely open to the public and aiming to collect everything. In the United States of America, James Madison first proposed instituting a congressional library in 1783. The Library of Congress was established on 24 April 1800, when President John Adams signed an Act of Congress. The functions of the Library of Congress were later expanded and it became officially recognised as a national library. Other well-known national libraries in the world include the National Library of South Africa, National Library of Nigeria, National Library of Kenya, National Library of Egypt, National Library of Singapore, National Library of Korea, and National Library of Australia. National Libraries represent the cultural identity of a country and its status as a veritable information system has come to stay. This is why most national library buildings are edifices that beautify the infrastructural landscape of any country and are major tourist attractions in many countries. Examples of national library buildings are shown below.



Figure 4: National Library of South Africa. Source: Google Images



Figure 5: National Library of Nigeria. Source: Google Images



Figure 6: National Library of Kenya. Source: Google Images



Figure 7: National Library of Egypt, Cairo. Source: Google Images





Figure 8: Bibliotheca Alexandrina, Egypt. Source: Google Images



Figure 9: National Library of Korea. Source: Google Images



Figure 10: British Library, UK. Source: Google Images



Figure 11: Library of Congress, USA. Source: Google Images



Figure 12: France (Bibliotheque Nationale). Source: Google Images



Figure 13: National Library of Russia. Source: Google Images



Figure 14: National Library of Canada. Source: Google Images



Figure 15: National Library of Singapore, Source: Google Images



Figure 16: National Library of Malaysia. Source: Google Images



Figure 17: National Library of Australia. Source: Google Images



Figure 18: Proposed National Library of Nigeria. Source: Google Images

IFLA has a vibrant group made up of national librarians known as Conference of Directors of National Libraries (CDNL) while Europe established the Conference of European National Libraries (CENL) to assist in policy formulation, establishment of standards, advocacy and to give advisory services to governments on issues related to national libraries. Historically, in contemporary times, national libraries are established as part of the executive arm of government, funded by government and the Chief Executive Officer is called the National Librarian. The National Librarian has the same status as the head of other government agencies and parastatals, and reports to the Minister in charge of libraries in that country. The functions, structure and systems of national libraries are discussed in other units in this module.

#### **4.0 CONCLUSION**

In this unit, you learnt about the history and development of national libraries. Right from the ancient times, national libraries have been operated in different forms. To date, the nature and services provided by national libraries still differ from country to country, even though there are some fundamental similarities in objectives and functions. Examples of prominent national libraries were provided. Furthermore, photographs of national library buildings that show the importance attached to them as the country's cultural identity and depicting the dignified status of the national information system of the country are shown.

#### **5.0 SUMMARY**

This unit traced the history and development of national libraries worldwide from ancient times. We observed that some of the national libraries such as the Library of Congress were not originally established with the purpose and function of national libraries but assumed the role and status later. The cultural importance of national libraries was also emphasized.

#### **SELF-ASSESSMENT EXERCISE**

1. When was the Library of Congress established?

Answer: Library of Congress was established on the 24 April 1800.

#### **6.0 TUTOR-MARKED ASSIGNMENT (SAEs)**

1. Briefly describe the history and development of national libraries.

## 7.0 REFERENCES/FURTHER READING

- Omolayole, O. O. (2003). 38 Years of National Library Service to the Nation. **In:** *Forty Years of Library Services in Nigeria*. Olanlokun, S. O. (ed). Nigerian Library Association. Lagos: Ikofa Commercial Press. pp. 94-113.
- Oyedum, G. U. (2006). *Types of Libraries and Children's Literature in Nigeria*. Minna: Mairo Press and Computer Centre.
- Ugwuogu, U. O., Ugocha, O. O. and Opara, G. (2018). "National Libraries: Conceptual Explanation, Historical Development, Functions and Organizational Structure." *Researchgate*. pp. 68-80. <http://www.researchgate.net/publication/327780977>
- Umoh, E. B. Management of Information Resources in National Library of Nigeria. *International Journal of Academic Library and Information Science*. (5), no. 3. pp. 97-121. <http://www.academicresearchjournals.org/IJALIS/Index.htm>.
- Wali, M. H. (2014). National Library of Nigeria – 50<sup>th</sup> Anniversary Lecture Delivered by Alhaji Mu'azu H. Wali. Abuja.



## **UNIT 3 OBJECTIVES, FUNCTIONS AND SIGNIFICANCE OF NATIONAL LIBRARIES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Objectives of National Libraries
  - 3.2 Functions of National Libraries
  - 3.3 Significance of National Libraries
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

You had previously examined the various definitions of national libraries as well as studied their history and development. In this unit, you will be introduced to the objectives, functions and significance of national libraries. These will give you an insight into the roles and responsibilities of national libraries and why they are important service organizations for national development.

### **2.0 OBJECTIVES**

At the end of this unit, you will be able to:

- identify and explain the main objectives of national libraries
- enumerate and describe the functions of national libraries
- discuss the significance of national libraries

### **3.0 MAIN CONTENT**

#### **3.1 Objectives of National Libraries**

National libraries have specific aims and objectives which guide their operations. Discussions on the aims and objectives are replete in the literature. Fujitsu (2013) and Stephens (2016) aptly summarise these objectives as:

- i. To procure all of a nation's literary output under legal provision as well as the foreign literature about that nation and literature written by the citizens of that country who reside outside the country

- ii. To serve as a legal depository that aims to preserve the intellectual output of a country
- iii. To disseminate information about a nation's intellectual output through different publications and services
- iv. To provide services such as acting as a national referral and bibliographic centre
- v. To coordinate other public libraries in the country and, develop and maintain a national library system, where necessary.

These broad objectives of national libraries give us an overview of their goals. In order to achieve these goals, the library carries out the following functions.

### 3.2 Functions of National Libraries

National libraries have very distinct functions and responsibilities which make them different from other types of libraries. These functions include:

- i. **Apex Library:** It is the apex library of a country and collaborates with other libraries in the country. This implies that national libraries are at the highest level in terms of status in society and provide leadership to national governments in the library and information field.
- ii. **National Depository:** A national library acts as a national depository. This means that a national library collects all bibliographic outputs (literary and non-literary materials) published in a country, by citizens of the country and about a country. For instance, all book and non-book materials published in Ghana, all materials published by Ghanaians, including Ghanaians living abroad and all materials published about Ghana, even if they were written by foreigners. The materials published in the country should be deposited in the national library by the publisher, free-of-charge.
- iii. **Established by Law or Legal Provision:** The power to collect materials is established in the country by legal provision or law. National libraries are also established by an act or legal instrument. This provision is very critical to the existence and success of a national library because it needs the legal backing to support most of its actions.
- iv. **National Bibliographic Control:** It exercises national bibliographic control by compiling and publishing a national bibliography which consists of a directory of all bibliographic

outputs of a country, that is, a directory of all information resources produced in the country. This implies that it compiles databases and statistics about the national bibliographic outputs and works as a national bibliographic centre where materials are deposited and managed. It also publishes cataloguing-in-publication (CIP) data which gives librarians, publishers and authors' information about the author, title, subject headings and other bibliographic details of books and other information resources published in the country.

- v. **National Union Catalogue (NUC):** It produces a national union catalogue as well as current, retrospective and subject bibliographies. The NUC is a joint catalogue of information resources available in participating or coordinating libraries in the country. Such catalogue enables researchers to know which library holds the resources they need. In addition, the NUC makes it possible for the national library to identify and publish a list of libraries in the country. From the Union Catalogue, it is easier for the national library to compile bibliographies in different subject areas such as a list of books (with bibliographic details) on medicine or law that is users can access in libraries around the country.

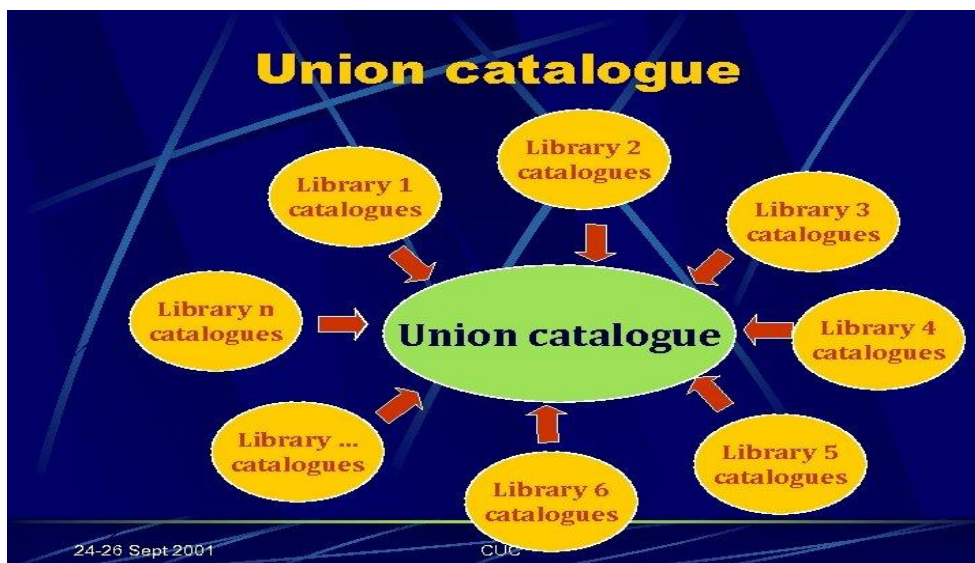


Figure 19: National Union Catalogue. Source: Google Images



Figure 20: National Union Catalogue of Serials. Source: Google Images

- vi. **Collection, Management and Dissemination of Information Materials:** It procures relevant documents and manuscripts, especially those outside the country. It also ensures that the materials are professionally managed for posterity and if necessary, disseminates the materials to target users. A national library also ensures that it collects, organizes and preserves rare books and other invaluable resources published the country.
- vii. **ISBN/ISSN:** It is responsible for the procurement and distribution of the International Standard Book Number (ISBN) and International Standard Serials Number (ISSN) to publishers in the country. The ISBN is a unique number assigned to a book at the point of publication. No two books can have the same ISBN.



Figure 21: A sample ISBN. Source: Google Images

ISBN is made of 13 digits, divided into five parts using either hyphen or spaces with the first three representing the international code followed by the next three digits which serve as country identifier, then the next three go for the publisher identifier and the next three stand for title identifier. The last digit is the check digit.

- viii. **Compilation of Statistical Data and Exchange of National Publications:** It exchanges publications and data about a nation's bibliographic outputs with other collaborating organisations inside and outside the country. It engages in compiling the statistical data on the state of library and information services in the country and also on the professionals in the country.
- ix. **Court Subpoenas:** It acts as a library of last resort for authentic information on the bibliographic outputs of a country. For example, if there is a dispute in a court of law and a document is required to support an argument, the copy held by the national library is the only copy that will be admissible and regarded as authentic.
- x. **Preservation of Materials:** It preserves the national bibliographic output (print and electronic), especially by digitisation of materials and through other electronic means.
- xi. **Continuous Professional Development:** It supports continuous professional development of library and information professionals. This includes organizing workshops, seminars and other training programmes that equip professionals with new skills needed to provide quality service in a dynamic society.



Figure 22: A workshop in Zambia. Source: Google Images

- xii. **Education and Training:** It also supports education and training of library and information professionals by making provision for Industrial Training and making informed inputs into curriculum development.



Figure 23: Centre for the Book, Cape Town, National Library of South Africa

Source: Google Images

### 3.3 Significance of National Libraries

National libraries are very important symbols of the cultural heritage of a country. As such, many of them provide tourist attraction to visitors to the country. National libraries provide some of the most beautiful architectural buildings in a country. They are also important because as the apex library in a country, national libraries often provide policy direction for the development of libraries and provides advisory services to the government in relation to library and information matters. They provide leadership roles in the library field of any nation. In many countries, the national library is directly involved in the training, re-training and continuing professional development of library and information professionals, sometimes including certification for diploma. Furthermore, national libraries play a significant role in the digitisation of local materials in order to ensure their preservation for posterity. The collections of national libraries are often rare, valuable and unique such as the original documents on the amalgamation of Nigeria and the collections of Othman Dan Fodio in Northern Nigeria. In some countries, the national library acts as the national archive. National libraries, therefore play a significant role in the growth and development of society.

### 4.0 CONCLUSION

It is important that you understand the objectives, unique functions and significance of national libraries. Such understanding will assist you in clarifying the roles and responsibilities of national libraries and how they

differ from other types of libraries such as academic, public, school and special libraries. The over-arching objectives to procure or acquire all of a nation's literary output under legal provision as well as the foreign literature about the country and literature written by citizens of a country who reside outside the country, and preserve such for posterity were examined. Key functions such as being a national bibliographic control centre, publishing a national bibliography and being an apex library were discussed. The significance of national libraries was also discussed.

## **5.0 SUMMARY**

In summary, this unit identified and described the objectives, functions and importance of national libraries. It highlighted the main functions such as providing leadership to other types of libraries, being established by law, acting as a national depository, compiling national bibliographies and union catalogues, preserving bibliographic outputs of a country, issuing of ISBN and ISSN, providing continuous professional development opportunities and being a referral centre on enquiries and legal matters. It also described the reasons why such libraries are established and their significance in society.

### **SELF-ASSESSMENT EXERCISE**

1. List 5 objectives of National library.

Answer

1. To procure all of a nation's literary output under legal provision.
2. To serve as a legal depository that aims to preserve the intellectual output of a country.
3. To disseminate information about a nation's intellectual output through different publications and services.
4. To provide services such as acting as a national referral and bibliographic centre
5. To coordinate other public libraries in the country and, develop and maintain a national library system, where necessary.

## **6.0 TUTOR-MARKED ASSIGNMENT (SAEs)**

1. Describe the aims and objectives of a national library
2. Identify and describe the key functions of a national library
3. Explain the concepts of national depository, national bibliographic control, union catalogue and ISBN/ISSN
4. Discuss the importance of national libraries in promoting the development of a society.

## 7.0 REFERENCES/FURTHER READING

- Fujitsu, L. H. (2013). "Functions and Objectives of National Library." Library and Information Science Network: an academic blog for Library and Information Science. <https://www.lisbdnetwork.com>
- Humphreys, K. N. (1966). "National Library Functions." *UNESCO Bulletin for Libraries*, 20(4). pp. 158–169.
- Line, M. B. (2001). "Changing Perspectives on National Libraries: a Personal View." *Alexandria*, 13(1). pp. 43–49.
- Stephens A. (2016). "Functions, Tasks and Roles of National Libraries in the 21st Century." *Alexandria*, 26(2). pp.145-198. doi:[10.1177/0955749016653031](https://doi.org/10.1177/0955749016653031)
- Wikipedia. (2021). "Objectives and Functions of the National Library." <https://web.nli.org.il>



## **UNIT 4      TYPES OF LIBRARIES**

### **CONTENT**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Types of Libraries
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the previous unit, we examined the functions and significance of national libraries. In this unit, you will be briefly introduced to four of the five main types of libraries, namely academic, public, school and special. National libraries are not discussed because they are dealt with in greater details throughout this course. Learning about these libraries will enable you understand their unique characteristics and appreciate their similarities and differences. The literature is replete with information on different types of libraries (Edoka, 2000; Aina, 2004; Oyedum, 2006; NOUN, 2017).

### **2.0 OBJECTIVES**

At the end of this unit, you will be able to:

- discuss the nature and characteristics of academic, public, school and special libraries
- describe the services, collection, staffing, functions and challenges of academic, public, school and special libraries
- explain the similarities and differences between the various types of libraries

### **3.0 MAIN CONTENT**

#### **3.1 Types of Libraries**

- 1. Academic Libraries
- 2. Public Libraries
- 3. School Libraries
- 4. Special Libraries
- 5. National Libraries

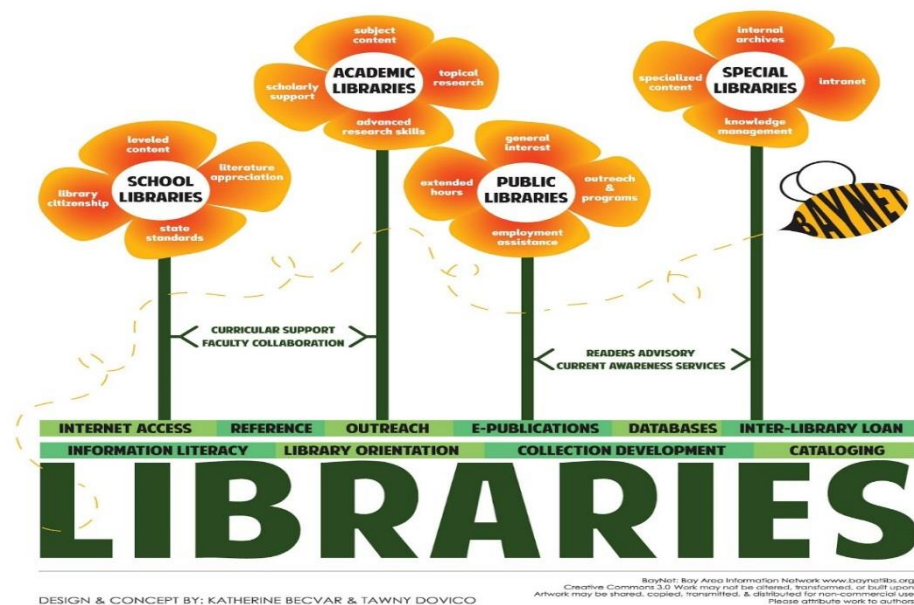


Figure 24: Types of Libraries. Source: Google Images

### 3.1.1 Academic libraries

Academic Libraries are libraries attached to post-secondary school/tertiary institutions, established to support their educational programmes. They exist in institutions of higher learning such as universities, colleges of education, polytechnics and nursing schools. According to Aina (2004), academic libraries exist to support the objectives of the institutions in the areas of learning, teaching, research and service. He categorized academic libraries into two: university and college (non-university) libraries. Academic libraries support the faculty, students and staff of the college or university and in so doing help to achieve the mission of the parent institution within which the library is located. They may also serve their immediate communities to some extent mainly as part of their corporate social responsibility. Large academic libraries may be decentralized and may have departmental or faculty libraries while some have separate libraries for undergraduate and graduate studies. Some academic libraries such as the University of Ibadan, Ibadan, Nigeria perform additional roles like being national legal depositories. In terms of administration, most academic libraries use two main approaches, that is, the functional approach and the subject approach. The functional approach is the situation whereby the library is administered in smaller units according to the tasks performed. For instance, readers services division, cataloguing department and

acquisitions department. In the subject approach, the library is administered according to subject units such as Faculty of Medicine library, Faculty of Education library and Faculty of Social Sciences library. In this case, the library staff perform all the required tasks such as acquisition, cataloguing and classification and readers services in their subject discipline. However, in reality, most academic libraries use a hybrid of the two different approaches.



Figure 25: Kwara State University Library, Nigeria  
Source: Google Images

Functions of academic libraries include:

- Provision of information resources in consonance with the needs of faculty, students and others for teaching, learning and research purposes and in line with the objectives and mandate of the institution
- Provision of information resources required for academic programmes of the parent institution
- Provision of information resources for recreation and self-development of its users
- Provision of study space and space for meetings, seminars and other activities
- Partnership, collaboration and cooperation with other libraries to provide required services

- Provision of specialized information services to the wider community outside its immediate target groups
- Taking on other special mandates such as national legal depository functions which is done by the University of Ibadan in Nigeria. The University of Ibadan acted as the Legal Deposit and Bibliographic centre before the National Library of Nigeria was established in 1970. To date, a copy of every material collected by the National Library of Nigeria is still kept at the University of Ibadan as a back-up. Most national libraries have specified locations outside the national library building where legal deposit materials are stored for safe keeping.



Figure 26: Workshop at University of Ibadan  
Source: Google Images



Figure 27: Kenneth Dike Library, University of Ibadan, Ibadan, Nigeria  
Source: Google Images

Academic libraries have different categories of staff. They include librarians, who are staff with minimum of a Bachelors' Degree in Library and Information Science. In Africa, the highest concentration of professional staff are usually found in academic libraries. Larger academic libraries such as the University of Ibadan library have librarians with specialized subject expertise. Librarians usually head the various departments, including technical services, circulation (access services), collection development, reference and systems (databases) departments. Other staff include: para-professionals (Library Officers) who usually have a diploma in librarianship; Library Assistants who hold senior secondary school certificate or its equivalent; administrators, clerical staff and cleaners. Academic libraries also use volunteers as staff, including students.

### **3.1.2 Public Libraries**

IFLA Public Library Manifesto (1994) refers to a public library as “the local centre of information, making all kinds of knowledge and information readily available to its users”. The public library provides for the educational, information and recreational needs of every citizen at every stage of life and usually give free service. Unlike other types of libraries who have specific target user groups, the services of the public library are provided on the basis of equality of access for all, regardless of age, sex, religion, nationality, language or social status. In addition, specific services must be provided for people with special needs and disadvantaged groups such as providing Braille materials for blind/partially blind users, information resources for prisoners, the hospitalized and motor park workers. The fact that it can be used by everyone in society is one of the reasons that it is regarded as the “People’s University”. Public libraries are usually established by legislation and are funded mostly through government sources.

# Public Library Manifesto

# 25

## 1994 - 2019

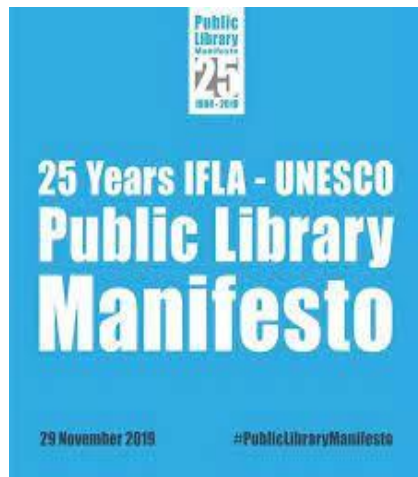


Figure 28: Public Library

Figure 29: Public Library Manifesto 1994  
Manifesto 1994

Source: Google Images



Figure 30: The City Library (public library), FCT, Abuja, Nigeria  
Source: google Images



Figure 31: Almajiris (street boys) proudly displaying the outcome of their hard work in painting sessions during the skill acquisition training at the City Library, Abuja, Nigeria.  
Source: City Library, Abuja.

The functions of the public library include:

- To provide for educational development of all people in the community - old, young, rich, poor, illiterate, literate, semi-literate, men, women and people of all races and interests, and people in urban and rural areas
- To positively support and promote the civic, cultural and recreational activities of groups and organizations
- To give the users access to information over the whole range of human activities such as agriculture, craft, sports, commerce and industry
- To create and strengthen reading habits in society as well as literacy activities, including adult literacy classes
- To support individual and self-conducted learning and distance education as well as formal education
- To provide opportunities for personal creative development
- To provide access to cultural expressions of all performing arts and promote cultural development in society
- To foster intercultural dialogue and cultural diversity, including the promotion and preservation of oral tradition

- To provide adequate information resources to local enterprise
- To facilitate development of ICT skills by providing training and retraining opportunities to community members
- To provide space for reading and for other functions such as hall rental services for workshops, public lectures and weddings
- It provides mostly free services



Figure 32: A Public Library in Ghana. Photograph by Paul Ndiho  
Source: Google Images

The collection of public libraries include popular and educational materials for adults and children (print and non-print) as well as a wide range of information resources for professionals (medical doctors, nurses, engineers, architects, etc), farmers, drivers, artisans (carpenters, mechanics, welders, painters, etc). They also have specialized subject collections and rare books such as materials on genealogy, community information, art and local history. The collection may include a variety of formats such as print, large print, periodicals, pamphlets, digital and audiovisual materials. Services of public libraries could be age specific (preschool, seniors, teens). They also provide reference services; online, on-site and telephone assistance; outreach and referral services; mobile library services, literacy services and career/job search facilities.





Figure 33: Childrens' Library. Source: Google Images

The staffing structure of public libraries depends on the size of the library. Larger libraries may have librarians with specialized jobs, such as children's librarian, cataloging and classification librarian, planning, research and statistics librarian, programming librarian, ICT services librarian and collection development librarian. Such large libraries will also have Para-professionals, Library Assistants and clerical staff; administrators (accountants, lawyers, public relations officer, etc) and volunteers.

### 3.1.3 School Libraries

School libraries are libraries that are established in pre-school, primary, secondary to high schools with the main aim of supporting the school curriculum for learning, teaching and recreation. The library provides for the information, educational and recreational needs of pupils and students, teachers and other staff of schools. The libraries are recognized as essential components of the learning process. School libraries may also be referred to as Information Resource Centres; School Media Resource Centres; Learning Resource Centres; Educational and Instructional Centres. All of these terminologies may be used synonymously when describing school libraries. The information resources of school libraries include books, non-book materials, especially videos, games, DVDs, globes, maps, atlases, picture and audio-books, photographs, diagrams, realia, magazines, periodicals, newspapers and other instructional materials. Non-fiction text books and fiction materials form a major part of the collection to support the promotion of a reading culture. However, they usually have serious challenges with funding.



Figure 34: A school Library in Togo. Source: Google Images

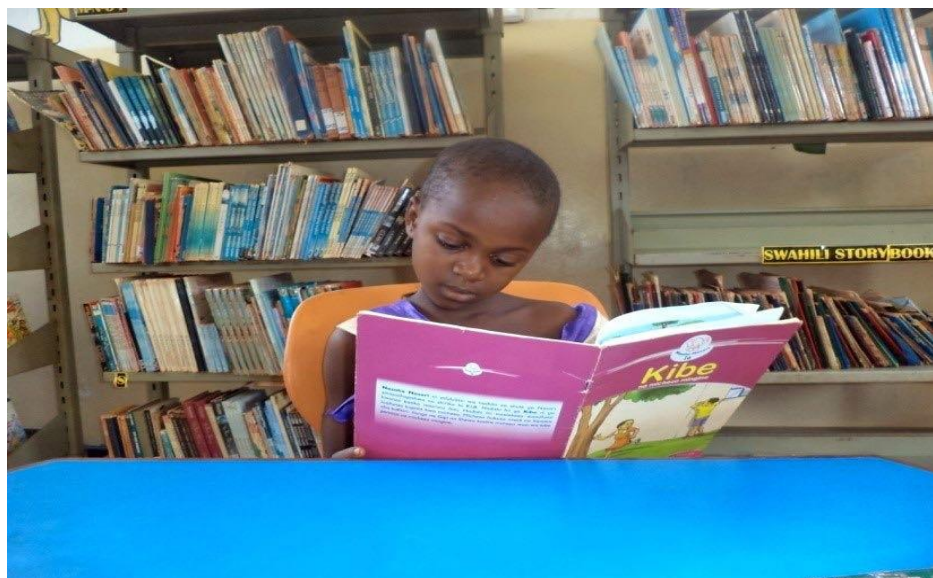


Figure 35: School Library. Source: Google Images

Oyedum (2006) summarized the main functions of the school library as:

- To systematically provide information resources needed for school educational programmes and learning of school subjects
- To actively assist in improving and increasing the reading skills and learning habits of pupils
- To help children develop the habit of reading or a good reading culture that will build their ability to undertake life-long learning

- To provide pupils and student Media and Information Literacy skills, required to transform the information gathered into knowledge and use these ethically for decision-making
- To assist the pupils broaden their knowledge and understanding of life and develop good livelihoods
- To enable young people develop the habit of using libraries on a lifelong basis
- To assist in increasing the socio-cultural awareness of the students

As regards staffing, school libraries usually have fewer professional staff. However, they may be headed by a Librarian or Library Media Specialist. Other staff include para-professionals (library officers); library assistants/technicians; clerical staff, student and parents as volunteers. It must be noted that school libraries are very few in Africa. In spite of the fact that some countries like Nigeria have a policy that mandates all schools to have libraries, most schools do not comply with the policy. Another challenge is the fact that many schools use their English Language teachers, who have no training in librarianship, to manage their libraries. However, it should be noted that there are some very good school libraries (especially in private schools) that have library periods for students and have extensive resources. In addition, provision is now being made by countries like Nigeria and Botswana to run certificate courses in librarianship for such teachers and indeed to establish degree programmes in school librarianship.

### **3.1.4 Special Libraries**

Special libraries could be defined as libraries that are established and maintained by corporate organizations such as business firms, research institutes, government agencies, and professional associations to serve their members of staff. These could be electronic media libraries such as those found in television and radio houses; newspaper libraries such as those found in Daily Trust, The Guardian and ThisDay; law libraries such as those attached to the judiciary and law firms like supreme court library and National Judicial Institute (NJI) library; research institute libraries such as those of International Institute for Tropical Agriculture (IITA), Nigerian Institute for Socio-Economic Research (NISER) and Nigerian Institute for Oil Palm Research (NIFOR) and libraries in government ministries, departments and agencies such as the Ministry of Education, Ministry of Information and Head of the Civil Service Office (NOUN, 2017). Aina (2004) stated that a library is special depending on whether it covers a specialized collection, a special subject or a particular group of users or even the type of parent organization. For instance, we could have a museum library, a map library, a film library (specialized collections); science library, music library (form of items collected); law library, medical library (professional libraries that serve specific

professionals); those which serve specific users such as hospital libraries and prison libraries; libraries that serve business enterprises (banks, insurance companies, manufacturers associations) and libraries attached to research institutes (Cocoa Research Institute of Nigeria library and Forestry Research Institute of Nigeria Library). A special library could also be described as any library that is not a public, school, academic or national library. Interestingly, the history of special libraries in Nigeria are intricately inter-twinned with the interest of the colonial masters who set them up. For example, the agricultural libraries supported research for overseas industries, the law libraries were required to support research on how to maintain law and order, the bank libraries were established to support commerce while libraries in research institute were mainly to support research in agricultural diseases.



Figure 36: A Special Library: IITA Library, Ibadan, Nigeria  
Source: Google Images

The characteristics of special libraries as summarized by Edoka (2000) are:

- Provision of information for practical purposes, and the information provided must be precise and given quickly
- The librarians are involved in researching and finding answers for the client rather than the client seeking for information with the assistance of the library
- Their users are typically homogenous
- They generally have small number of users, hence they usually have their research profiles. These users have information being

selectively disseminated to them (Selective Dissemination of Information -SDI)

- The collections are highly specialized and generally have restricted access only to members
- The collections are directly and narrowly related to the objectives and mission of the organization
- Evidence of the usefulness of the library to the organization must always be demonstrated; thus it is expected that a special library must make significant contribution to the parent organization in order to justify its existence.

The collections are often specific and narrowly focused to support the activities of the parent organization. They collect information only if it is useful to clientele, only if it is related to the subject specialty of the organization or supports and furthers the objectives of the parent organization. Holdings relate mostly to specific subject areas such as agriculture, medicine, law, religion, government, prisons, and museums. The collection includes mostly periodicals, technical reports, consultancy reports, feasibility studies, abstracts and indexes and other relevant book and non-book information resources.

The services provided are highly specialized because they serve a limited number of experts, scientists, researchers and other specialists. They are not usually open to the public. The librarians in special libraries often provide proactive services. Their librarians may act as researcher for patrons; provide relevant, up-to-date information in a timely manner; provide current awareness services; provide Selective Dissemination of Information (SDI) services; and provide bibliographic, indexing and abstracting services. Many special libraries are automated.

In terms of staffing, special libraries have very highly qualified professionals. Their librarians are often subject specialists; often specialists in the field or might have two masters degrees or even Doctor of Philosophy (PhD) degrees in the focal subject area of the library. For instance, in an agricultural library such as that of IITA, the librarian may have a bachelors' or masters or PhD degree in agriculture. Other staff in special libraries include para-professionals, library assistants, clerical officers and other non-professionals. Special libraries used to be at the forefront of library development in many African countries but their development has since become uneven and have generally been overtaken by university libraries in all aspects. Their challenges include poor funding, limited space, and few standards due to the wide variation in types, inadequate staff and lack of bibliographic control especially for local materials.

#### 4.0 CONCLUSION

In this unit, you learnt about academic, public, school and special libraries and their various characteristics, functions, users, collections, services, staffing levels as well as the main challenges. This will enable you to have a better understanding of the similarities and differences between the various types of libraries.

#### 5.0 SUMMARY

In summary, this unit described the nature and characteristics, users, services, staffing levels, collections, operations and challenges of academic, public, school and special libraries. The distinguishing features of each type of library were highlighted. Their significance was also discussed noting that the basic objective of all the types of libraries was to acquire, organize, manage, preserve and disseminate information to specified target users in order to satisfy their information, educational, recreational and research needs.

#### SELF-ASSESSMENT EXERCISE

1. Define the term academic library.

Answer

Academic Libraries are libraries attached to post-secondary school/tertiary institutions, established to support their educational programmes. They exist in institutions of higher learning such as universities, colleges of education, polytechnics and nursing schools.

#### 6.0 TUTOR-MARKED ASSIGNMENT (SAEs)

1. Discuss the various types of libraries highlighting their characteristics, services, collections and staffing.
2. Discuss in details, the distinguishing features of academic and public libraries or between school and special libraries.

#### 7.0 REFERENCES/FURTHER READING

Aina, L. O. (2004). *Library and Information Science Text for Africa*. Ibadan: Third World Information Services Limited.

Edoka, B. E. (2000). *Introduction to Library Science*. Onitsha: Palma Publishing. p. 191.

IFLA. Public Library Manifesto. (1994).  
<https://www.ifla.org/node/91700>

Oyedum, G. U. (2006). *Types of Libraries and Children's Literature in Nigeria*. Minna: Mairo Press and Computer Centre.

National Open University of Nigeria. (2017). *National Open University of Nigeria Library Orientation Manual (NOUNLOM)*. Saleh, A. G. (ed). Abuja: NOUN Press.

“Module - 1: Library, Information and Society Notes. (2021). Types of Libraries and Information Centres”. <https://nois.ac.in> LCh-002

“Unit 5: Different Types of Libraries and Their Functions: A Descriptive Account of National Libraries of India, UK and USA”. (2021). <http://egyankosh.ac.in>

## **MODULE 2 STRUCTURES AND SYSTEMS, MANAGEMENT, USERS AND SERVICES OF NATIONAL LIBRARIES**

Module 2 introduces you to the structures, systems and current trends in the management of national libraries. It examines the different types of library users and goes further to discuss the various services provided by national libraries. These are very important issues that describe how a national library system functions in order to ensure that its internal operations are efficient enough for quality service delivery. Any organization needs to be structured in order to achieve its goals and objectives. The module is designed to ensure that if the four units are adequately studied, you will understand how the internal operations of national libraries work and the external environment in which they work in order to satisfy their users' information needs. The module is made up of four units, namely:

Unit 1	Structures and Systems of National Libraries
Unit 2	Current Trends in the Management of National Libraries
Unit 3	Library Users
Unit 4	Services of National Libraries

### **UNIT 1: STRUCTURES AND SYSTEMS OF NATIONAL LIBRARIES**

#### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Structures and Systems of National Libraries
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (SAEs)
- 7.0 References/Further Reading

#### **1.0 INTRODUCTION**

In the previous units we studied the characteristics, definition and concept of national libraries, the history and development as well as the objectives, functions and significance of national libraries. This unit will introduce you to the structures and systems of national libraries. You will be able to understand the various organizational structures and systems that national libraries have used in order to manage their operations efficiently and effectively. This is important because it is only through strong structures and systems that the libraries will be able to satisfy their users' information needs and achieve their mandate.



## 2.0 OBJECTIVES

At the end of this unit, you will be able to:

- discuss the various structures and systems used by national libraries in managing their operations

## 3.0 MAIN CONTENT

### 3.1 Structures and Systems of National Libraries

There is no one-size-fits-all in the structures and systems used by national libraries to manage their operations. Rather, there are unique features in almost every library. The library, like any other organization, is made up of interacting units (departments, divisions, sections, units) within the system. Friend (2019) opined that an organizational structure is a system used to define a hierarchy within an organization. It defines each job, its functions and where it reports to within the organization. In addition, Investopedia (2021) states that an organizational structure is a system that outlines how certain activities are directed in order to achieve the goals of an organization. These activities can include rules, roles, and responsibilities. The organizational structure also determines how information flows between levels within the company.

The structure of an organization is usually diagrammatically represented by an organizational chart. Ifidon and Ifidon (2007) captured the essence, description and interacting variables of organizational structures and systems by stating that in all cases, the structure starts from the head of the library to the heads of functional units. Within functional units other mini-structures could be established. The organizational structure helps to define the roles of everybody in the library system. With the workflow starting from the head of the library at the top, followed by the deputy head. Then we have the heads of units and the staff members. As we earlier noted, structures may also exist within units. This is to stipulate authority and workflow (Aiyebelehin, 2012).

However, it is important to reiterate that organizational structures and systems vary from one library to another, depending of the vision, mission and organizational culture of the library. As Williamson and Pattison (2011) posited, the organizational structure is more than the positions within the library and their relationship as drawn in the organizational chart. They noted that structure, rather, encompasses decisions on individual roles, job descriptions and working relationship, including the modern concept of team work where multi-disciplinary teams can work together by pooling their range of skills to produce products or services.

As a system, the various units are intertwined, inter-related and interdependent.

One can therefore allude to the fact that an organisational structure defines the formal relationships among groups and individuals in the organisation or constitutes the basic framework of formal relationships among tasks, activities and people in the organisation. Organisational structures are capable of fulfilling special functions such as providing an efficient work and communication system; providing job satisfaction to individual members of the organisation; and providing organisational and individual identities. It is these interactive and inter-related functions of an organization that usually cause conflict within the organization, especially if they are not structured appropriately.

Egyankosh (2021) lists six important elements of organisational structures as:

- i. The network of formal relationships and duties (i.e., organisation chart and job descriptions);
- ii. Assignment of tasks and duties to different people and departments (differentiation);
- iii. Coordinating separate activities and tasks (integration);
- iv. The Power, status and hierarchical relationships within the organisation (authority system);
- v. The planned and formalised policies, procedures and controls that guide the activities and relationships (administrative system); and
- vi. The flow of the information and communication network.

It is also important to discuss the basic features of a good organizational structure. According to Sharma (2021), these are:

- i. Simplicity:** organizational structures should be designed to be as simple as it can be. This will ensure economy of effort, minimise overhead costs, and reduce all possible difficulties that may arise out of poor communication due to the complexity of intricate structure. Every person in the organisation should be clear about with whom he has to consult in a particular matter.
- ii. Flexibility and Continuity:** organizational structures should focus more on the distant future than on the current needs of the organization. The structure should be adaptable enough so that it provides the opportunity to accommodate the changes where these are needed.
- iii. Clear Line of Authority:** Whatever the form of structure be adopted, there should be clear lines of authority running from top to bottom or in horizontal directions. It implies that staff should be very clear about what they are expected to achieve or contribute and what relationships they should maintain at official level. The failure to clarify the lines of authority results into frictions and inefficiencies. Often, in bureaucratic structure followed by the government organisations, the

problem of jurisdiction of a department or division arises and the work suffers.

**iv. Application of Ultimate Authority:** It suggests that, although a superior manager assigns some of the work to his subordinates, he is ultimately responsible for the accomplishment of the total work. Thus, he is responsible for his own work as well as for the work performed by his subordinates. If this concept is applied, it ensures that every person carries dual responsibility; responsibility for his own work and that for his subordinates' work.

**v. Proper Delegation of Authority:** The concept of ultimate authority will be effective only when there is proper delegation of authority at various levels of the organisation. Delegation of authority refers to authorisation of a manager to make certain decisions. A common problem in the organisational life is that the managers often fail to delegate adequate authority. This could result in decision bottlenecks, delay in implementation of decision, more pressure on the higher level managers for making decisions, etc. All these factors affect organisational efficiency adversely.

**vi. Unity of Command and Direction:** The principles of unity of command and direction should be followed. Unity of command suggests that one person should receive orders and instructions from one superior only. Unity of direction refers to the concept of 'one plan one man'.

**vii. Minimum Possible Managerial Levels:** As far as possible, there should be minimum managerial level. The greater the number of managerial levels, the longer is the line of communication in the chain of command—creating problems of delay and distortion. Moreover, more managerial levels increase cost in the organisation.

**viii. Proper Emphasis on Staff:** Line functions should be separated from staff functions and adequate emphasis should be placed on important staff activities. Staff activities could be personnel, accounting etc. Both of these activities should be clearly spelled out to run the organisation smoothly.

**ix. Provision for Top Management:** The Library Board is usually not involved in the day-to-day activities of the library. The organizational structure should clearly specify how these categories of people will participate in management of the library and how it may exercise control over its functioning.

Some of the major characteristics of organizational structures include (Pitts and Clawson, 2008):

- Reporting to a centralised location/person who is usually the head and Chief Executive Officer.
- Provision of job descriptions for each post that enables the staff understand their roles in the organization and how they inter-relate with other positions.
- Provision of job descriptions that allow for future growth of the organization and the staff.

- A defined salary structure that establishes the remuneration for each job position and the promotion channels.
- Provision for expansion such as creating new divisions and reviewing salary structures.

Having an organizational structure is beneficial to any system. Sharma (2021) lists some of the advantages as:

- more efficient administration – it clearly shows the division of labour, avoids confusion and misunderstanding, eliminates delay and inefficiency in the performance of work; removes all bottlenecks in the flow of work and facilitates quick and correct decisions. It secures optimum use of physical, mechanical and human resources.
- Prompt accomplishment of tasks and goals
- Promotes growth and facilitates diversification
- Promotes optimum use of advanced technology. The high cost of installation, operation and maintenance of new equipment call for proper organisation.
- Stimulates creativity

Organizations could have a formal (deliberately created) or informal (no formal) structure. The formal structure of an organisation is two dimensional - horizontal and vertical. The horizontal dimension depicts differentiation of the total organisational job into different departments. The vertical dimension refers to the hierarchy of authority relationship with a number of levels from top to bottom. Authority flows downwards along these levels. The higher the level, the greater the authority and vice-versa. Although many types of structures exist, four main types of organizational structures are described here. Pitts and Clawson (2008) described them as divisional/departmental, functional, geographical and matrix.

- A **divisional/departmental structure** is used mostly by organizations with distinct broad functions consisting of many tasks and each is headed by a senior administrator. An example could be Technical Services Division.
- A **functional structure** is less departmentalized and is based on each job's duties, roles and responsibilities. For instance, Serials section.
- A **geographical structure** provides a hierarchy for organizations that operate at several locations, nationally or internationally such that tasks are based on the needs of each location. However, it allows for oversight functions by the Chief Executive Officer of the organization. The National Library of Nigeria, for instance has its headquarters and twenty-seven branches offices spread across the country.
- Lastly, a **matrix/business unit structure** is one in which staff report to two or more supervisors for a specific job. An example is the systems Librarian who may report to the Chief Executive Officer as well as the Head of Readers' Services.

The most common structure used in libraries are the administrative structure and the functional structure. However, most national libraries use a combination of the different structures. In African national libraries, the geographical structure is common because many of the national libraries run a decentralised system of administration with headquarters in the capital city of the country and branch libraries spread across the country to provide public library services. In such cases, the branch libraries are managed using mini-organizational structures although some services like cataloguing and classification may still be done centrally. However, there are also national libraries that operate a centralized system of management whereby the national library services are provided only from the headquarters located in the capital city. The centralized system is more common in advanced countries, perhaps because they have an effective public library service that may not require the support of a national library system. In general, national libraries focus on functionality in administering their systems and as such they are usually divided into: divisions, departments, sections and units according to the function of each interacting unit.

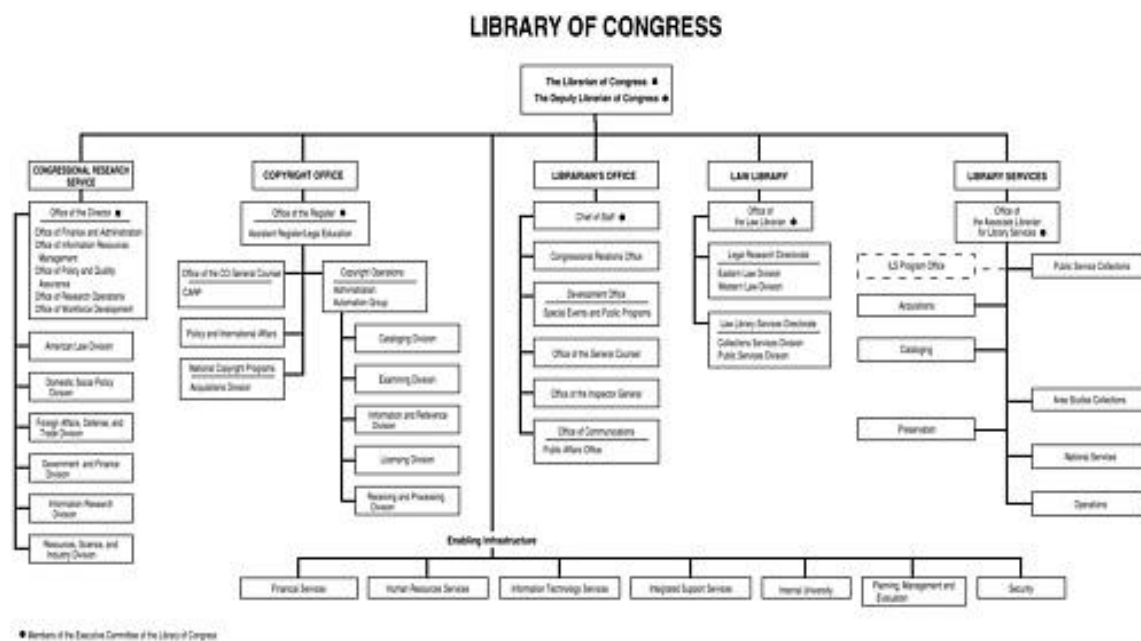


Figure 37: A Model Organogram for National Libraries

Source: Google Images

A basic example of a national library organizational structure is shown below:

1. Ministry of Education, Ministry of Information and Culture or Ministry responsible for library development in the country
2. National Library Governing Board
3. Office of the National Librarian

- a. Facilities Management Unit
- b. Internal Audit Unit
- c. Public Relations/Protocol Unit
- d. Legal Unit
  
- 4. Professional Services Department
  - a. Public Services Department
  - b. Legal Deposit Department
  - c. Collection Development Department
  - d. Information and Communications Technology Services Department
  
- 5. Corporate Services Department
  - a. Planning, Research and Statistics Department
  - b. Finance and Accounts Department
  - c. Administration Department

An initial cursory look at the Departments, Sections and Units, and their functions in a model national library will be necessary to appreciate better how the system inter-relates.

1. **Ministry of Education/Ministry of Culture or Any other Ministry Responsible for Libraries:** This is the principal agency of government that the National Library reports to. It gives the general policy direction of government and connects the library with other agencies within and outside the sector to enhance coordination of activities and ensure a holistic approach to managing the sector.

2. **The Library Board:** The National Librarian reports directly to the Board. The Board has an oversight function on the operations of the library, including budgets, personnel management, programmes and activities. It also provides advisory services to the library. However, it must be noted that the Board is not responsible for the day-to-day management of the library.

3. **The National Librarian/Director of the National Library:** He is the overall head of the national library and is responsible for the day-to-day management of the library. For the library to be successful, the National Librarian must have good leadership skills, including the capability to advocate, lobby, engage in beneficial partnerships, fundraise and network with professionals, non-professionals and the private sector at the local, national, regional and international levels. The goal of the National Librarian is to interpret the vision of government as it relates to the library and information sector and correlate it with the operations of other Ministries, Departments and Agencies (MDAs) of government in

order to ensure a seamless management of resources or good governance. The National Librarian is responsible for planning, organising, directing, coordinating and reporting on the operations of the library as well as staffing, finance and general administration of the entire structure and system. Units such as the internal audit, procurement, legal, facilities management (physical planning) and public relations office report directly to the National Librarian. The legal unit takes responsibility of all legal issues that may arise in the course of duty of the library, including court subpoenas. In some big national libraries, the head of the legal unit also acts as the Secretary to the Board.

4. **The Professional Services Department:** This department is responsible for all the professional services offered by the national library, including public services, legal deposit, collection development, cataloguing and classification, and Information and Communications Technology (ICT) services. The public services department is responsible for such services as managing the branches of the national library, where they exist; readers' services which is the interface between the library and the users such as circulation/lending services and reference services, user education and reading promotion activities; technical services which helps in creating access to information such as cataloguing and classification, bindery, shelf management and collection development /acquisition department. National libraries usually use established classification schemes such as the Library of Congress Classification Scheme or the Dewey Decimal Classification Scheme. They also use the Resource Description and Access (RDA) classification and MARC21 for cataloguing. The legal deposit department is responsible for acquiring all information resources published within the country, by citizens of the country who reside outside the country and all information resources about the country by non-citizens. The collection development or acquisitions department is responsible for selection, ordering, acquisition and accessioning of information resources in the library. It carries out these responsibilities using a collection development policy that interprets the vision and mission of the library. The collection development policy is a critical component of the library operations as it can make or mar the services of the library in general. The serials department according to Osborn (1980) in Nwalo (2003) is a library within the library in the sense that it carries out the activities of other departments such as managing serials in terms of cataloguing and classification, lending, shelf management and so on. The ICT department is responsible for managing all aspects of the library operation as it relates to application of new technologies, including managing the library website.

5. **Corporate Services Department:** This may include services such as planning, research and statistics department which is responsible for collating various statistical data for the annual report, conducting research

relating to the work of the organization and working with the Office of the Chief Executive to set up strategic plans and other planning requirements. It also includes Finance and Accounts department which is responsible, among other things for budgeting, financial forecasts, implementing financial activities and managing the accounts of the organization. In addition, the administration department is a component of the corporate services department. It is responsible for personnel matters such as recruitment, promotion, discipline, training and retraining, annual leave and other related matters.

It is essential to reiterate that different national libraries implement different organizational structures and systems that suit their peculiar circumstances, aims, objectives and mandates.

#### **4.0 CONCLUSION**

In conclusion, it should be noted that the organizational structure that a national library adopts is flexible and reflects its objectives and functions. The structure and system is designed to ensure that users' information needs are met in the most cost effective manner. This suggests that the Library Board and Chief Executive Officer have a key role to play in making the right decisions because such choices can either make or mar the library. An efficient and effective structure ensures staff motivation, team work, a shared vision and shared goals and achievements. You will need to learn the different structures that national libraries could use to manage their operations as well as brief descriptions of what the departments and units that make up the system do.

#### **5.0 SUMMARY**

This unit discussed the various organizational structures that national libraries may use in managing their operations. It described the characteristics of organizational structures, and the importance of having such structures and systems. Furthermore, it gave example of an organizational structure and briefly described the functions of these inter-related units. These include the supervisory ministry, the Library Board, the national Librarian, professional services department and corporate services department. Lastly, it stressed the fact that there is no one-size-fits-all approach and that libraries should allow enough flexibility to ensure that the information needs of users are met in the most efficient and effective manner.

#### **SELF-ASSESSMENT OF EXERCISE**

1. List the features of good organisational structure.

Answer

1. Simplicity

2. Flexibility and continuity



3. Clear line of authority
4. Application of ultimate authority
5. proper delegation of authority

## 6.0 TUTOR-MARKED ASSIGNMENT (SAEs)

1. Using examples, write short notes on the structures and systems of national libraries.
2. Describe some of the major characteristics of organizational structures, using an example of a typical national library structure.
3. Briefly describe the roles and functions of the different units and departments of the organizational structure of a national library.

## 7.0 REFERENCES/FURTHER READING

Aiyebilehin, J. A. (2012). "General Structures, Literatures, and Problems of Libraries: Revisiting the State of Librarianship in Africa." *Library Philosophy and Practice (eJournal)*. 832. <https://digitalcommons.unl.edu/libphilprac/832>

Egyankosh (2021). Library Organisational Structure. <http://egyankosh.ac.in/bitstream/123456789/33059/1/Unit-2.pdf>

Friend, L. (2019). "Business Models and Organizational Structure"

Ifidon, S. E and Ifidon, E. I. (2007). *New Directions in African Library Management*. Ibadan: Spectrum Books Limited.

Investopedia (2021). *Organizational Structure*. <https://www.investopedia.com>

Nwalo, K. I. N. (2003). *Fundamentals of Library Practice: a Manual on Library Routines*. Ibadan: Sterling-Horden Publishers Ltd.

Pitts, T. and Clawson, J. (2008). *Organisational Structure*. [https://www.researchgate.net/publication/228144159\\_Organizational\\_Structure/link/5c782a35458515831f781531/download](https://www.researchgate.net/publication/228144159_Organizational_Structure/link/5c782a35458515831f781531/download)

Williamson, V. and Pattison, I. (2011). *Organizational Culture, Structures and Styles: the Impact of New Technologies*. Perth, Australia: Curtin University of technology Library.

## **UNIT 2: CURRENT TRENDS IN THE MANAGEMENT OF NATIONAL LIBRARIES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Current Trends in the Management of National Libraries
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

Haven looked at the structure and systems of national libraries in the last unit with a view to understanding how different organizational structures operate and inter-relate, this unit will focus on the current trends in the management of national libraries. Management involves harnessing the human and material resources of an organization in a result-oriented manner that yields the maximum outcomes with the minimum resources. An examination of the current trends in the management of national libraries is important because different management styles exist and the choice of one style above others may make or mar the library.

### **2.0 OBJECTIVES**

At the end of this unit, you will be able to:

- describe the key concepts of “management” and “administration”
- discuss the basic features of managing an organization
- discuss how national libraries may manage their operations in order to achieve the desired outcomes
- understand the application of modern management techniques and methods in managing a national library

### **3.0 MAIN CONTENT**

#### **3.1 Current Trends in the Management of National Libraries**

##### **3.1.1 Definition of the terms “Management” and “Administration”**

This unit introduces you to the basics of management discipline and its general principles and functional elements. We shall study the meaning, purpose and scope of scientific management in relation to the aims and

objectives of any organisation, specifically for library/national library management. Management is concerned mainly with the human and material resources, activities and tasks of an organisation. The overall objective in the management of an organisation is to produce the best possible results within the resources available to the organisation. This is to be systematically planned if the objectives of the organisation are to be achieved. It is very difficult to accurately define management. There is no universally accepted definition of management. Management involves both acquisition and application of knowledge. It does not go by rule of thumb or intuition alone even though it is considered to be an extension of common sense.

Management is both an art and a science. The scientific approach lies in decision-making, planning and in the appropriate use of technology. The artistic approach to management can be found in the tasks of communicating, leadership and goal-setting. In terms of definition, management could be said to be the process of setting and achieving goals through the execution of five basic management functions (i.e. Planning, Organising, Staffing, Directing and Controlling) that utilise human, financial and material resources. Knowledge Management Terms (2009) also defined management as the organizational process that includes strategic planning, setting objectives, managing resources, deploying the human and financial assets needed to achieve objectives, and measuring results. It includes recording and storing facts and information for later use or for others within the organization and its functions are not limited to managers and supervisors but every member of the organization has some management and reporting functions as part of their job. In essence, management could be described as an act of efficiently and effectively supervising people and materials in order to achieve the common goal of the system. Planning, organizing, leading, motivating, controlling, coordination and decision-making are the major activities performed by the management. Drawing from the literature, you could conclude that management brings together 5M's of the organization: Men, Material, Machines, Methods, and Money. It is an activity, a function, a process, a discipline and much more.

On the other hand, administration is a broader term that involves forecasting, planning, organizing and decision-making functions at the highest level of the library. It represents the top layer of the management hierarchy of the organization and lays down the fundamental framework of an organization, within which the management of the organization functions. The main functions of administration include the formulation of plans, policies and procedures, setting up of goals and objectives, and enforcing rules and regulations. Management is all about plans and actions, but administration is concerned with framing policies and setting objectives.

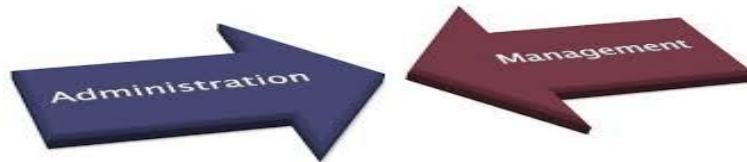


Fig. 38: Differences Between Administration and Management. Source: Google Images

In other words, the differences between the terms “management” and “administration” include the fact that:

- While administration is involved in policy formulation, management focuses on policy implementation.
- Management plays an executive role in the organization while the role of administration is decisive in nature.
- The functions of administration include legislation and determination while those of management are executive and governing.
- Lastly, administration takes all the important decisions of the organization while management makes decisions under the boundaries set by the administration.

### **Management Theories**

The schools of management thought are broadly divided into three

- i. Classical Management Theory (1880's-1920's). The classical management theory is organisation-centred and deals with the economic "rational man". It includes scientific management, administrative management (Henry Fayol) and bureaucratic organisation (Max Weber).
- ii. Neoclassical Theory (1920's-1950's) which is person-centred and human-oriented. In this case, the emphasis was on the needs, behaviours and attitudes of individuals (i.e. "social person" view). It included human relations schools (Elton Mayo; F.J. Roethlisberger and W.J Dickson) and behavioural schools (Maslow, McGregor).
- iii. Modern Management Theory (1950's-). It emphasizes the complete employee view by a revisionist researcher (Litchfield). It includes 3 main approaches: systems approach, human relations or humanism approach and scientific approach. Scientific management is almost synonymous with the teachings and practices of Frederick W. Taylor (1850-1915). Throughout his life Taylor struggled to increase efficiency in production, not only to lower costs and raise profits but also to make possible increased pay for workers through higher productivity. Scientific management is the name given to the principles and practices that grew out of the work of Taylor and his followers (Carl George Berth, Henry L Gantt, Frank and Lillian Gilbreth, etc.) and that are characterised by concern for efficiency and systematisation in management.

Thinkers, experts and writers on scientific management have evolved useful principles to have practical guidance for management operations. We shall examine some basic principles provided by F.W Taylor and Henri Fayol representing scientific management school and operational management theory.

### **Frederick Taylor's Principles**

The fundamental principles that Taylor saw underlying the scientific approach to management may be summarized as follows:

- i. Replacing rules of thumb (generally accurate guide resulting from practical experience/practice rather than theory) with science (organized knowledge);
- ii. Obtaining harmony in group action, rather than discord;
- iii. Achieving cooperation of human beings, rather than chaotic individualism;
- iv. Working for maximum output, rather than restricted output; and
- v. Developing all workers to the fullest extent possible for their own and their company's highest prosperity.
- vi. It may be noted that these basic principles of Taylor are not far from the fundamental beliefs of the modern manager, even though some of the techniques Taylor and his colleagues and followers developed in order to put his philosophy and principles into practice, had certain mechanistic (describing social activities as if they are machines) aspects.

### **Henri Fayol's Principles**

Noting that the principles of management are flexible, not obsolete and must be usable regardless of changing and special conditions, Fayol listed fourteen principles based on his experience (Uzuegbu and Nnadozie, 2015). These are:

1. **Division of work:** Specialization allows workers and managers to acquire an ability, sureness, and accuracy which will increase output. More and better work will be produced with the same effort.
2. **Authority:** The right to give orders and the power to exact obedience are the essence of authority. Its roots are in the person and the position. Please note that this may be slightly different from responsibility.
3. **Discipline:** Discipline is composed of obedience, application, energy, behaviour and outward marks of respect between employers and employees. It is essential to any business. Without it no enterprise can prosper. It is what leaders make it.
4. **Unity of command:** For any action whatsoever, an employee should receive orders from one superior only. One person, one boss. In no case is there adaptation of a social organism to a duality of command.
5. **Unity of direction:** One head and one plan should lead a group of activities. It will lead to achieving the same objective. One head, one plan.
6. **Subordination of individual interest to general interest:** The interest of one person or group in a business should not prevail over that of the organization.
7. **Centralization:** Everything that serves to reduce the importance of an individual subordinate's role is centralization. Everything that

increases the subordinate's importance is decentralization. All situations call for a balance between these two positions.

8. **Scalar chain:** The chain formed by managers from the highest to the lowest is called a scalar chain or chain of command. Managers are the links in the chain. They should, communicate to and through the links. Links may be skipped or circumvented only when superiors approve and a real need exists to do so.

9. **Order:** This principle is the simple advocacy of a place for everyone, and everyone in his or her place; a place for everything, and everything in its place. The objective of order is to avoid loss and waste.

10. **Remuneration of personnel:** The price of services rendered should be fair and should be satisfactory to both employees and employer. A level of pay depends on an employee's value to the organization and on factors independent of an employee's worth - such as cost of living, availability of personnel and general business conditions.

11. **Equity:** Kindliness and justice should be practised by persons in authority to extract the best that their subordinates have to give.

12. **Stability of tenure of personnel:** Reducing the turnover of personnel will result in more efficiency and fewer expenses.

13. **Initiative:** People should be allowed the freedom to propose and to execute ideas at all levels of an enterprise. A manager who is able to permit the exercise of initiative on the part of subordinates is far superior to one who is unable to do so.

14. **Esprit De Corps:** In unity there is strength. Managers have the duty to promote harmony and to discourage and avoid those things that disturb harmony.

We have already seen that there are several definitions given by experts to explain the meaning and scope of management. One way is to view management as a set of common processes or functions which, when carried out well, lead to organisational efficiency and effectiveness. These processes or functions have been broken down into a set of related elements forming a useful framework. A function is a type of work activity that can be identified and distinguished from other work. Experts have identified several managerial functions as important elements of management. While Newman and Summer identified four functions namely, organising, planning, leading and controlling, Henri Fayol recommended five basic functions namely, planning, organising, commanding, coordinating and controlling. However, Gulick and Urwick (1937) coined an acronym for seven basic functions of administration, namely POSDCORB which stands for Planning, Organising, Staffing, Directing, Coordinating, Reporting and Budgeting. Gulick and Urwick (1937) suggest that the major advantage of separating and discussing these functional elements individually is that it provides a helpful means to examine the various threads that are interwoven into the fabric of what managers actually do.

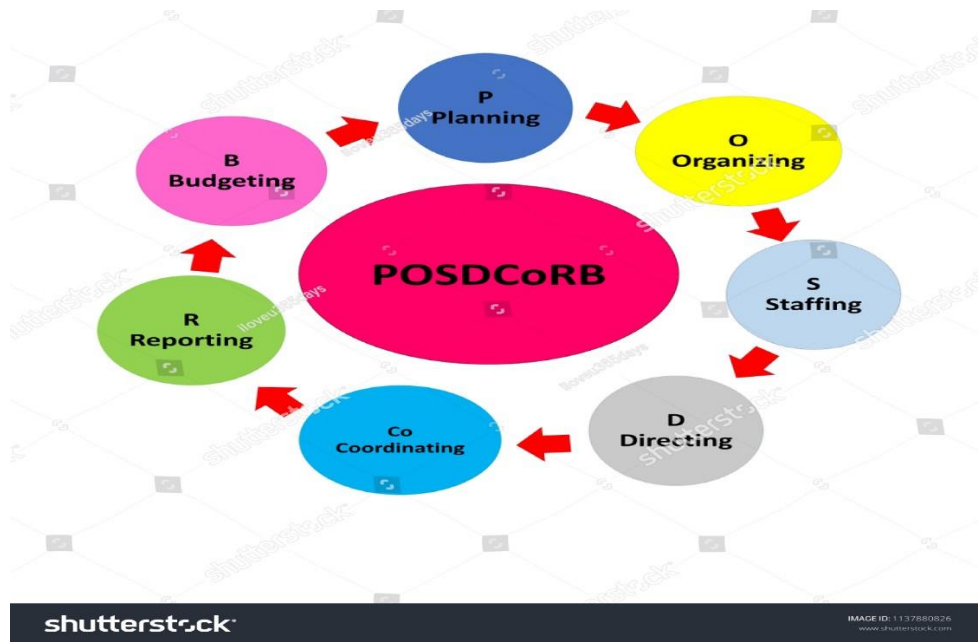


Figure 39: Seven Functions of Administration  
Source: Google Images

The main functions are described below:

a. **Planning**

Planning is the process of determining in advance what should be accomplished and how to do it. In other words, it is an analytical process of establishing goals, objectives and targets, assessing the future, premising, generating and evaluating alternatives, selecting programmes, projects or courses, estimating resources, preparing the plan document and implementing the plan. Planning is the "first" function and logically precedes the execution of all other managerial functions. Aina (2004) posits that the main components of planning are:

- **Formulation of mission and vision statements:** the vision statement is a projection of what the library would be in future while the mission according to Stueart and Moran (2007) is a self-imposed duty towards achieving the purpose for which the organization was established.
- **Goals and objectives:** this is the purpose for which the library was established and enumerates how the library will fulfil its set mission. The objectives must be specific, measurable, achievable, reliable, time bound, can be evaluated and reported (SMARTER).
- **Environmental scanning:** it is important to do an environmental scan that involves examining the internal and external factors that may influence the operations of the library. It involves doing a SWOT analysis of the environment (Strengths of the library, Weaknesses of the library, Opportunities the library has that are external to it and the external Threats it faces in managing its operations).

- **Strategy:** the strategic plan of the library, according to Rosen (1995), is the participative process that merges ideas from all stakeholders in the various departments and shows the role of each employee in the overall goals and objectives of the library.

- **Policy statements:** this involves policy decisions taken by the administration and management of the library.

The advantages of planning are to offset uncertainty and change; provide a framework for execution and direction; focus attention on objectives; improve services and help control operations and facilities; ensures rational and effective development; permit the anticipation and future resources needs; and bring the skills and experience of staff members to the planning process.

#### **b. Organising**

Organising is the process of prescribing formal relationships among people and resources (personnel, tools, capital) to accomplish the goals of the library. In organising, activities are grouped into working divisions, departments, or other identifiable units primarily by clustering similar and related duties. The result is a network of interdependent units. These structural patterns reflect horizontal and vertical positions, indicating distribution of work, authority and responsibility, span of control, nature of duties, outflow of work, means for evaluation of work output, staff discipline mechanism, smooth flow, junctional points and coordination points, etc. Stueart and Moran (2007) aptly describe this by stating that an organisation divides the total tasks or activities to be performed by establishing horizontal specialisations and vertical differentiation. In such instances, horizontal specialisations involves creating departments to perform specific tasks while vertical differentiation is the hierarchy within positions such as structuring authority, power, accountability and responsibility within the organization. Studies have been conducted to develop techniques for activity and workload analysis, work and job analysis, job definitions and descriptions, models of organizational structure and similar others. Organizational charts, block diagrams and workflow charts are used to depict the functions of an organization vividly, indicating its managerial strength. Libraries are generally organised on the basis of their functions such as collection, development, technical processing and users' services. But, they can be organised on the basis of user groups served (children's department), subjects handled (science library), and products and services/functions (reference section) and form (serials library, map library). However, most national libraries use a combination of these (Aiyebilehin, 2012).

#### **c. Staffing**

Staffing deals with providing the right type of persons to man the positions and functions created within an organization. As variously stated in the literature, the real strength of an organization is its personnel; they can make or mar the organization. Staffing is the formal process of



ensuring that the organization has qualified workers available at all levels to meet its short and long term objectives. This function includes human resource planning, recruitment and selection, training and development, rewards and compensations, health and safety, career planning and management, employee assistance, coaching and orientation, and performance appraisal. Some important basic concepts of staffing are job analysis, job description, job specification, job enlargement and job enrichment.

In national libraries, staff categories will include professional staff, that is, the librarians who are usually in leadership positions such as head of Technical Services Department. They have a degree in library and information science and can aspire to become directors or national librarian. They perform intellectual and non-routine tasks. Another category of staff is the para-professionals (library officers). These are those who have a diploma in library and information science. They assist the librarians and usually perform routine tasks. They may head the smallest units in the system. We also have other support staff. They include non-librarians but are professionals in other fields such as Computer Scientists, Lawyers and Accountants. Other support staff are Library Assistants, Clerical staff and such other staff who do not have more than a Secondary School Certificate or its equivalent. They are engaged in bibliographic searching, charging and discharging of materials. Students, volunteers and part-time staff may also be used in national libraries, although this is not common in developing countries.

#### **d. Directing**

Directing is the managerial function concerned with the interpersonal aspect of managing by which subordinates are led to understand and contribute effectively and efficiently to the attainment of enterprise objectives. It aims at getting managers at all levels (top management, middle management and supervisory level management) to interact with staff in a manner that teaches them how to get things done in the right way. It is the most interpersonal aspect of management. Directing is closely related to the communicating function and motivating, activating and leading are sub-functions of directing. Communication is a major aspect of directing because instructions and directives can only be carried out if the message is understood. The more completely an individual has a reporting relationship to a single superior, the less the problem of conflict in instructions and the greater the feeling of personal responsibility for results (the principle of Unity of Command). Interestingly, reporting is the converse function of directing. In other words, (between two persons in the hierarchy), if A directs B, then B reports to A. In the library, directing is done at all levels. For instance, in writing the library's annual report, the lowest unit in the organizational structure (supervisors) will be directed to send reports to their line managers (middle level) and they will collate and in turn send to top

management who will compile and draft the report for the National Librarian to approve.



Figure 40: Directing Function. Source: Google Images

#### e. **Controlling**

Libraries often exercise control over the system by providing guidelines for the organization to perform according to set standards of efficiency and quality. This implies accountability, and the obligation of the staff at all levels, of reporting to a higher authority on their productivity both in terms of quality and quantity. A good control system should be forward looking, objective, flexible, economical, understandable, reflect the nature and needs of activity as well as the organizational pattern, promptly report deviations and exceptions at critical points and lead to corrective actions. In summary, we can say that the process of governing an organisation constitutes control. Governing bodies for national libraries is usually the Board, the National Librarian and the top management staff. The overall objective of control is to ensure that high standards are maintained in the library. Some of the common traditional control measures are budgets, statistical data, special reports, breakeven point analysis, internal audit and personal observation.

#### f. **Reporting and Budgeting**

**Reporting:** this serves the purpose of keeping authorities and the public at large informed about the performance, achievements and shortfalls for a specific period. Libraries usually generate a great amount of statistical data and reports such as number of visits, number of users, number of programmes and all these are compiled at the end of the year into an annual report.

**Budgeting:** The main source of funding for national libraries is the government. Budgeting involves how the library plans to allocate its resources and it is expressed in financial or numerical terms. Budgeting includes financial planning and accounting that reflect the provision of funds for activities such as personnel, activities and programmes which will enable the library achieve its set objectives and goals. Library budgets are usually prepared one year in advance because, for instance, academic journals are subscribed to one year in advance. Budgets could be line-item (provision is made for each item) or lump sum (an envelope containing the total sum) budgets. Most national libraries use the line-item budgeting style.

#### g. **Coordinating, Communication, Innovation and Representative Roles**

In addition to these five functions, there are other managerial sub-functions, including motivating, activating, lending, communicating, delegating, coordinating, innovating, influencing and representing.

**Coordinating** is the process of linking several activities to achieve a functional whole in the organisation. In other words, it is the process of ensuring that persons who perform interdependent activities work together in a way that contributes to overall goal attainment. In such cases, a manager's leadership skills are put to test. **Communication** is the transfer of information, ideas, understanding or feeling between people. Librarians communicate continuously with users and authorities and with themselves. Communication, both written and oral, is used to obtain and give information for planning and decision making. **Innovating** involves the need for the organisation to constantly grow bigger and better and is therefore an important function of a manager. Innovation means creating new ideas which may either result in the development of new products or binding the new user for the old ones. **Representing** involves representation of the library to other stakeholders.

In concluding, it is neither desirable nor feasible to list and explain all other managerial functions. Suffice to say that national libraries use all of these administrative styles to ensure that the libraries fulfil their mandate and make the desired impact.

#### 4.0 CONCLUSION

This unit briefly discussed management theories and also described the management principles of Frederick Taylor and Henri Fayol with a view to explaining the complex nature of organizations like the national library and why selecting the appropriate structure and system is fundamental to their success. In conclusion, it is essential to highlight that current trends in the administration of national libraries indicate that they use a combination of management styles to ensure that library services are delivered in the most efficient and effective way in order to satisfy users' information needs.

#### 5.0 SUMMARY

This unit described the management systems used in national libraries. It explained the differences between management and administration, and the management principles of Frederick Taylor and Henri Fayol. It also explored the use of Planning, Organising, Staffing, Directing, Controlling, Reporting, Budgeting (POSDCORB) as well as Coordinating, Communication, Representation as veritable tools in managing a national library. It is important to emphasize that new technologies have become a sine qua non in managing modern national libraries. ICTs are widely used to achieve these functions. For instance, MS Word is used in all functions for word processing, Microsoft Excel is

used for budgeting and the Internet is searched for innovative ideas and good practices. Social Media is now commonly used in communication.

### SELF-ASSESSMENT EXERCISE

1. List 7 principles of management as stated by Henri Fayol.

Answer

1. Authority
2. Discipline
3. Unity of command
4. Unity of direction
5. Centralization
6. Scalar chain

### 6.0 TUTOR-MARKED ASSIGNMENT (SAEs)

1. Describe seven main functions of administration that are used in national libraries
2. Explain the differences between “Management” and “Administration”.
3. Describe Henri Fayol’s fourteen principles of management
4. Describe Frederick Taylor’s principles of management

### 7.0 REFERENCES/FURTHER READING

Aina, L. O. (2004). *Library and Information Science Text for Africa*. Ibadan: Third World Information Service.

Aiyebilehin, J. A. (2012). “General Structures, Literatures, and Problems of Libraries: Revisiting the State of Librarianship in Africa.” *Library Philosophy and Practice (eJournal)*. 832. <https://digitalcommons.unl.edu/libphilprac/832>

Gulick, L. and Urwick, L. (1937). *Papers on the Science of Administration*. pp. vii, 195. New York: Institute of Public Administration. <https://journals.sagepub.com/doi/abs/10.1177/000271623819700157>

Knowledge Management Terms. (2009). In Chapter 1: The Meanings, Definitions, Characteristics, and Illustrations of Management and Administration by Burshilya. P. K. (2021). <https://www.researchgate.net/publication/348443582>

Rosen, R. (1995). *Strategic Management: An Introduction*. London: Pitman Publishing.

Stueart, R. D. and Moran, B. B. (2007). *Library and Information Center Management*. 7<sup>th</sup> ed. Englewood: Libraries Unlimited, 509p.  
<https://doi.org/10.1177/0038038595029002010>

Uzuegbu, C. P. and Nnadozie, C. O. (2015). **Henry Fayol's 14 Principles of Management: Implications for Libraries and Information Centres.** *Journal of Information Science Theory and Practice*. (3). no. 2. pp. 58-72.  
<http://dx.doi.org/10.1633/JISTaP.2015.3.2.5>

## **UNIT 3: LIBRARY USERS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Library Users
    - 3.1.1 User Information Needs
- 4.0 Conclusion
- 7.0 Summary
- 8.0 Tutor-Marked Assignment (SAEs)
- 9.0 References/Further Reading

### **1.0 INTRODUCTION**

Before we discuss the services provided by national libraries, it is pertinent to critically examine library users. This is because users are the pivots and *raison d'être* for which library services are provided. This unit introduces you to the different categories of users in libraries, in general. One of the goals of libraries is to satisfy their users and as such libraries design services and operations that will assist them in achieving this goal. Different users have different information needs. It is therefore essential to look at the categories of library users in order to understand how national library services may meet their information needs.

### **2.0 OBJECTIVES**

At the end of this unit, you will be able to:

- describe the different categories of library users
- discuss the basic information needs of users
- briefly explain the basic information needs of national library users.

### 3.0 MAIN CONTENT

#### 3.1 Library Users



Figure 41: Library Users. Source: Google Images

A library user could be said to be anybody who visits a library. Nwalo (2003) defined a user as anybody who visits the library with the purpose of exploiting its resources to satisfy his information need. "Visit" in the twenty-first century includes remote access to the library portal or website or physical access to the building. In the same vein, Aina (2004) defined the term "user" to include all those who avail themselves of the services offered by a library. The term user is used synonymously with such terms as patron, client, information user, information seeker, consumer, customer and reader. In the information age, post COVID-19 pandemic, doing any form of business has become almost completely virtual. Reitz (2005) defined the twenty-first century library as a "library without walls" in which the collections do not exist on paper, microform, or other tangible form at a physical location, but are electronically accessible in digital format via computer networks. From this definition, it is apparent that library users require new technologies to access library collections, as access is no longer restricted to the user paying a visit to the library (building) physically. The emphasis is on access rather than ownership. This implies that the library user needs to take more responsibility in locating and retrieving information from the library's collections.

Users' are the pillars around which library services and operations are built. Generally, the *raison d'être* of any library and information centre is to satisfy its users' information needs. User satisfaction research is often carried out in libraries and information centres because it is one of the key

performance indicators (PKIs) of the success of any library, including national libraries. That is why the vision and mission statements of any library, and the objectives usually focus on satisfying users. Different users have diverse information needs and indeed one user may have different information needs which change from time to time. This dynamic nature of users' information needs makes it apparent that libraries will remain "growing organisms" as noted by Ranganathan (1931). Many researchers have categorized library users in various ways. Although it is difficult to have a clear-cut distinction between the different categories of users, it is useful to distinguish between the different groups because their information needs differ and they therefore require different services provided by different types of libraries. In this unit, we shall briefly examine the categorization proposed by four different researchers.

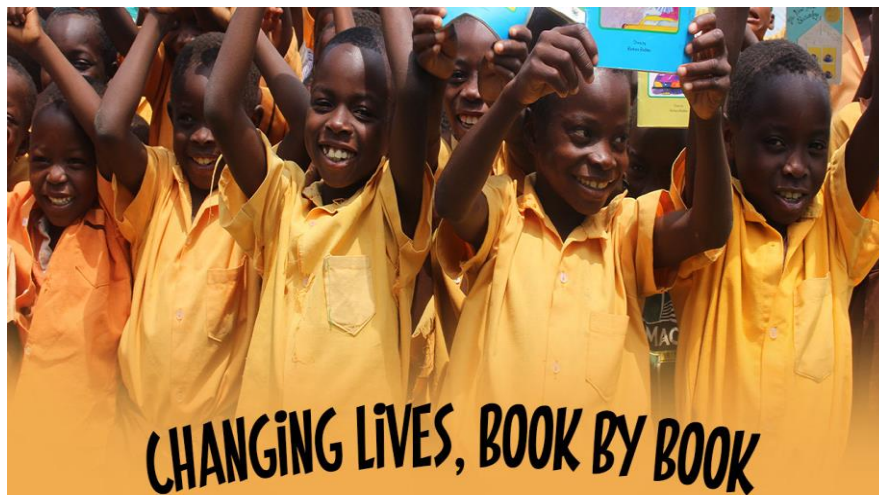


Figure 42: Library Users. Source: Google Images

Whittaker (1993) categorised users into five broad groups, namely general readers, subject readers, special readers and non-reading users. This categorization was expanded by Nwalo (2003) to include general users, specialist users, handicapped users, non-literate users and non-reading users. General users are those who use the library to expand their general knowledge or those who read for pleasure. They include retired persons, children, young adults and users of Internet facilities. Specialist users are those who use the library to gain in-depth insights into the subject disciplines such as pupils, students, lecturers, researchers, professionals, policy makers, planners and executors who are usually literate. Furthermore, handicapped users were categorised as people who were physically or mentally handicapped, including the visually impaired, deaf, dumb, lame, hospital patients and prisoners. The non-reading users' category were those who used other services of the library apart from reading. Such services include hall rental, borrowing of projectors and other audio-visual materials. The last category of users described were the



non-literate users. These were users who could not read and write in any language and those that were barely literate. They use the library to improve their literacy skills. They include farmers, artisans and traders. These various categories of users may be found in public and national libraries while academic, special and school libraries users may be more restrictive.

Aina (2004) in his contribution expressed the need to make the categories more homogeneous and therefore listed eleven categories of library users as: children, pupils, students, adults, professionals, researchers and lecturers, policy makers and planners, artisans, rural dwellers, hearing and visually handicapped users and physically handicapped users. He described children users as essentially pre-primary school children whose main interest is pictorial information, graphics, toys, games, art works and photographs. Most public libraries have a children's section with services such as story-telling. He described pupil users as those in primary and secondary schools who use the library to enhance their formal education, recreation and other purposes. Their needs are usually met by school and public libraries. Student users were those studying in colleges of education, polytechnics, universities and other tertiary institutions. They use the library for education and learning, recreational and cultural activities. Adult users were described as young adults or the elderly who may or may not be employed. The young adults are usually gainfully employed and may be pursuing further education through distance learning. The elderly are pensioners and are interested in general reading materials. Professional users were described as those who are highly educated and experts in their various fields. They constitute the main engines of growth in society and are served by special, national and public libraries. Researchers and lecturers are users that are highly educated and work in tertiary institutions, research institutes, civil service, international organisations and non-governmental organisations. They mainly use academic and special libraries. Policy makers and planners were described as users such as politicians, top government and private sector officials who formulate policies. They include ministers, permanent secretaries, chief executive officers of government agencies and private companies. They are mainly served by special libraries but also use national and public libraries. He described artisans (urban and rural-based) as users with vocational education who may have acquired technical skills through apprenticeship. They include panel-beaters, carpenters, bricklayers, plumbers, tailors, electricians and mechanics who have a low level of formal education. They are served by the public library. Aina (2004) also described rural dwellers as another category of users. He stated the distinguishing characteristics of this category as those who have little or no formal education and live in environments with very few basic amenities such as pipe-borne water, electricity and tarred-roads. They cut across all age ranges but generally have low per capita income,

although some members of the community such as teachers, missionaries, pensioners and government officials are literate. They are mainly farmers but are also engaged in petty trading, dyeing, pottery, metal work, clothing industry and other primary industries. Hearing and visually handicapped users were described as those who were either partially or fully deaf or blind. They usually require special equipment such as Braille machines and audio-cassette players in order to use the services of the library effectively. The physically-handicapped users were described as those who needed wheel chairs to move around, those in prisons, hospitals, the ageing who are immobile and others who may not be able to go to a physical location to use the library services. Public and special libraries usually provide services to these categories of users.

Anyira (2011) in his contribution, used the skills of the users to categorise them into:

- i. Unskilled user/ computer illiterate user
- ii. Semi-skilled user/ semi-computer literate user
- iii. Skilled user/ computer literate user
- iv. Abuser
- i. Unskilled User/ Computer Illiterate User**

Anyira (2011) noted that the unskilled/computer illiterate user are those who will not be able to use the twenty-first century library facilities because they lack ICT skills. Since interaction between librarian and users will mostly require the use of ICTs, then will not even be able to ask the librarian for guidance and would have to access library services through a third party.

#### **ii. Semi-Skilled/ Semi-Literate User**

Anyira (2011) described this category of users as those who can use technological devices to access the library with little or no support, which means that they can effectively use basic search facilities and are largely information literate. However, they find it difficult to use the advanced search engine features and operators.

#### **iii. Skilled User/ Computer Literate User**

This category of users consists of those who had undergone ICT training and had acquired some experiences in the use of technological innovations as they relate to information retrieval. They are information literate and are able to break their information needs into searchable units, translate them into keywords, search for them using basic or advanced search technologies, and retrieve up-to-date, relevant, and adequate information. These users could be said to possess:

- Knowledge of how to analyse information need (information literacy).
- Knowledge of how to use basic and advanced search engines effectively.
- Knowledge of how to formulate queries and keywords effectively.



Figure 43: Library users. Source: Google Images

#### iv. Abusers

Among the users of the library of the 21st century are unauthorized users such as those who gain illegitimate access to library resources available online (Abusers). They are called hackers. Some people also deliberately use online media for misinformation or dis-information in order to confuse users. In the twenty-first century library, skill is the primary factor that inhibits access. The handicap in the 21st century library is the user (though physically fit) who lacks the skill to satisfy his information need.

##### 3.1.1 User Information Needs

It is universally agreed that every individual whether literate or not, has information needs. People use the library for various reasons and to satisfy different needs such as to read, to conduct research, to communicate information and for recreation. Aina (2004) opined that the most important information need is the information that will enable the individual to resolve uncertainties or problems, or that will help in making sound decisions. Anyira (2011) puts this aptly by enumerating the reasons why users need information as:

- i. **Personal self-development:** people need information to enrich themselves and remain relevant to their society, career, organization etc.
- ii. **Health:** library users need information on how to stay healthy and how to understand medical conditions they or their families have.
- iii. **Governance:** people seek information to know what is going on in their government and in their country. They want to keep abreast with government policies and plans and know how it affects them.
- iv. **How-to-do-it:** people require knowledge or information in order to know what to do at any point in time. Every problem at hand, requires information as the solution.
- v. **Work/ occupation/ career:** every professional requires up-to-date knowledge in his chosen profession, information relating to better jobs etc. Students (whose occupation is schooling) need information to do assignments, pass their exams, and write projects.

From the foregoing, you could say that national libraries are used by all the various categories of users, that is, a cross-section of the society. However, those who use the services more are the semi-skilled and skilled users. They could also be described as professionals, researchers, lecturers, policy makers and planners, and specialist users.



Figure 44: National Library Users. Source: Google Images



Figure 45. Users in National Library of South Africa. Source: Google Images

#### 4.0 CONCLUSION

In concluding this unit, it is evident that the library user is a crucial component of library service, traditional or virtual. In the twenty-first century, especially in the post COVID-19 pandemic era, information and communications technology (ICT) skills are essential in using the library. Staff and users without ICT skills will become the new semi-literate/illiterates in the new normal. This unit examined different categories of library users and redefined the critical role of the information literacy function of libraries and information centres in assisting to develop new netizens for the society. You will need to know the different categories of users in libraries and understand that every individual in society has unique information needs that are dynamic in nature.

#### 5.0 SUMMARY

This unit articulates that various categories of information users that visit libraries. It highlights the fact that different researchers have categorised library users in different ways and briefly describes the views of three researchers (Whittaker, 1993; Aina, 2004; and Anyira, 2011). In particular, Anyira's categorisation using ICT skills was noted to be more relevant in this post-COVID-19 pandemic new normal society. He emphasized the relevance of information literacy skills by categorising library users into: unskilled user/ computer illiterate user; semi-skilled user/ semi-computer literate user; skilled user/ computer literate user and abuser. It also briefly explains the main reasons why users need information and the basic information needs of library users.

**SELF ASSESSMENT EXERCISE****1. Who are semi-skilled library user?**

Answer

semi-skilled library user are those users who can use technological devices to access the library with little or no support, which means that they can effectively use basic search facilities and are largely information literate. However, they find it difficult to use the advanced search engine features and operators.

**6.0 TUTOR-MARKED ASSIGNMENT (SAEs)**

1. Discuss the various categories of library users.
2. Discuss the relevance of Anyira's (2011) categorization of library users in the twenty-first century.
3. Enumerate and explain Aina's (2004) categorization of library users.
4. Identify and explain the information needs of library users.

**7.0 REFERENCES/FURTHER READING**

Aina, L. O. (2004). *Library and Information Science Text for Africa*. Ibadan: Third World Information Services Limited.

Anyira, I. E. (2011). "The Anatomy of Library Users in the 21<sup>st</sup> Century." *Library Philosophy and Practice* (e-journal). 535. <https://digitalcommons.unl.edu/libphilprac/535>.

Nwalo, K. I. N. (2003). *Fundamentals of Library Practice: a Manual on Library Routines*. Ibadan: Sterling-Horden Publishers Ltd.

Ranganathan, S. R. (1931). *The Five Laws of Library Science*. Madras: The Madras Library Association.

Reitz, J. (2005). *Dictionary of Library and Information Science*. Westport, CT: Libraries Unlimited

Whittaker, R. (1993). *Challenges in Information technology Management in the 21<sup>st</sup> Century*. <http://www.googlebook.com>

## **UNIT 4: SERVICES OF NATIONAL LIBRARIES**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Services of National Libraries
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the previous unit, you were introduced to various categories of users and their information needs. In this unit, you shall examine the services provided by national libraries in order to meet the needs of their users. National libraries are established primarily to provide services that meet the needs of their users. Their services are usually accessible to every member of the community. Although the services rendered by national libraries differ, some basic services offered will be discussed in this unit. National libraries are service-oriented organizations and exist solely because of their services. Therefore, they always strive to meet and surpass the expectations of users, providing the highest quality in service delivery. Customer service, communication, critical thinking, creativity, innovation and good leadership are basic skills needed to successfully manage national libraries in the twenty-first century.

### **2.0 OBJECTIVES**

At the end of this unit, you will be able to:

- enumerate and describe the basic services offered by national libraries

### **3.0 MAIN CONTENT**

#### **3.1 Services of National Libraries**

National libraries offer various services to the community and these differ from one community to the other. Some of the basic services offered are discussed as follows:

a. **Bibliographic Control and National Bibliography**

One of the key responsibilities of national libraries is to provide bibliographic control services whereby they are mandated to acquire information resources published in their country, catalogue and classify them and make them accessible to users within and outside the country. This service ensures effective bibliographic control nationally and globally. IFLA (2018) in its contribution noted that a National Bibliographic Agency (NBA) such as a country's national library is responsible for providing authoritative bibliographic data for publications of its own nation, documentation of authorised access points, authoritative citation for works related to the nation, and making the data available to other national bibliographic agencies, libraries and stakeholders through appropriate and timely services that make such data available globally. In carrying out these services, the national library provides the standards required in cataloguing and classification of local materials. In the process of doing this, national libraries usually publish a National Bibliography of information resources published within the nation. The national bibliography provides such information as author of the material, title of material, the publisher, pagination, date of publication and place of publication for resources published locally. In essence, it provides cataloguing-in-publication (CIP) details for libraries, thereby reducing the time spent on cataloguing and classification of local materials. It also provides the classmark of the material, both the Library of Congress classmark and Dewey Decimal Classification classmark and the Subject Headings, and in so doing make it easy for libraries within the country to do copy cataloguing for local materials. Another advantage of the national bibliography is that it ensures standardization in the cataloguing and classification of materials published locally. Furthermore, the national bibliography assists libraries in identifying which materials are published locally, which implies that it can be used as a publishers' catalogue (Akidi and Omekwu, 2019).



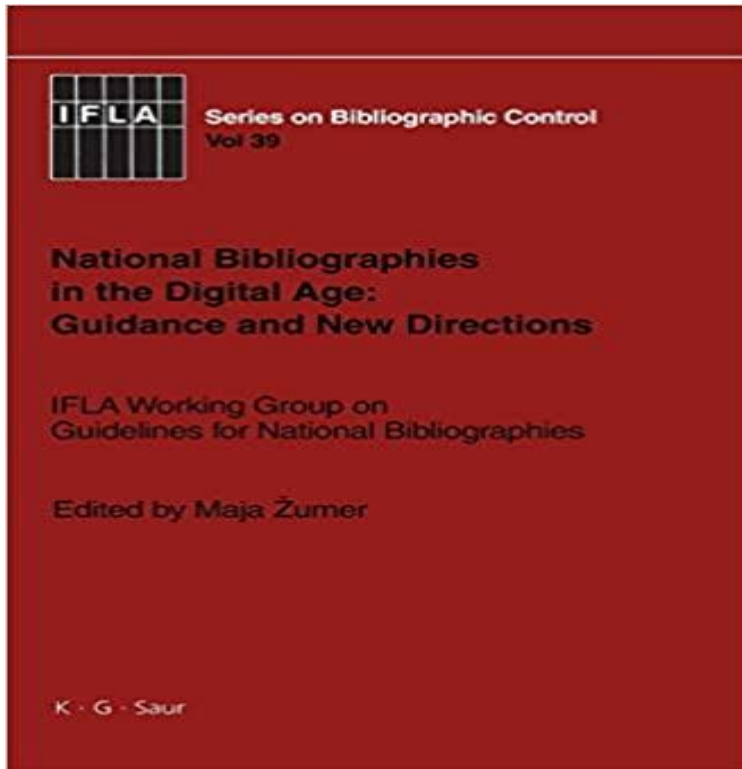


Figure 46: IFLA Series on Bibliographic Control.  
Source: Google Images

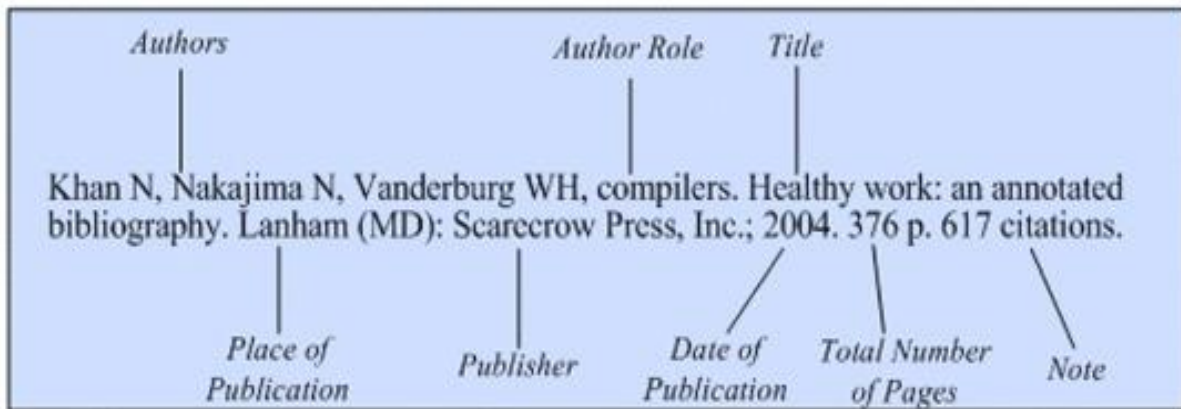


Figure 47: Sample Entry in National Bibliographies.  
Source: Google Images

**b. Legal Depository**

Another service provided by a national library is that of being a legal depository of all copyright publications within the country, publications about the country by foreigners and publications written by citizens of the country who live overseas. Within the country, all publishers, authors, government agencies and other private sector organizations are mandated by legal deposit law to deposit copies of their publications with the

national library, which is the organization usually designated to collect such materials. The number of copies and other modalities of depositing the copies are usually specified in the enabling Act. However, the copies are usually deposited at the cost of the publisher and is free-of-charge to the national library. The national library is required to store and preserve these materials and keep back-up copies outside its premises in a place designated by the law. It is from this collection that the library compiles a national bibliography.



Figure 48: Image of Legal Deposit Law. Source: Google Images

### c. Issuance of ISBN/ISSN/ISMN

On a general note, the national library of a country is the organization responsible for issuing International Standard Book Number (ISBN), International Standard Serials Number (ISSN) and International Standard Music Number (ISMN) to publishers and authors in the country. These are unique numbers given to any published material such that no two titles carry the same identification number. Many national libraries have transited this service to an online platform. The ISBN is made up of a 13 digit number and each country has unique identifiers. For instance, publications Nigeria start with 978 as ISBN. The various digits are used to identify different items in the ISBN barcode.



Figure 49: Sample ISBNs. Source: Google Images

#### d. National Union Catalogue (NUC)

National libraries also serve their clientele by developing a National Union Catalogue (NUC). This is done by collating and consolidating the catalogue details of the major/cooperating libraries in the country. The NUC assists in improving access to the country's literature by pointing out which library stocks which material. It is a very useful service for researchers, reference and acquisitions librarians who may like to find out the information resources available in various libraries.

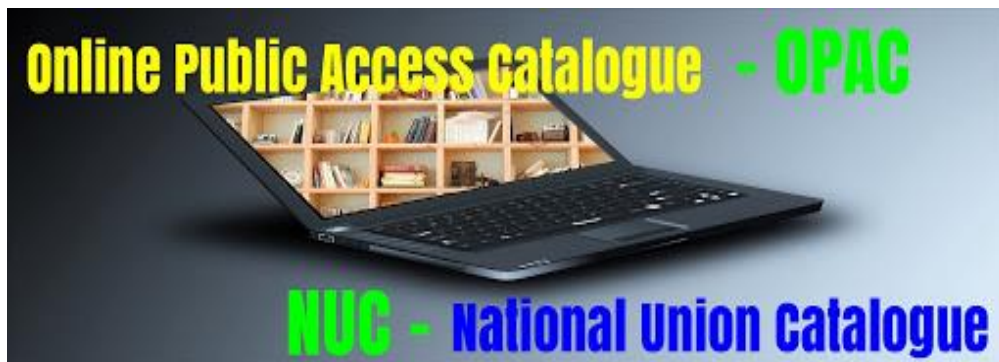


Figure 50: A Sample National Union Catalogue. Source: Google Images

#### e. Manpower Development and Training

National libraries sometimes engage in training and manpower development for librarians in the country. They take the lead in providing continuing professional development and technical training in aspects such as preservation and conservation techniques and digitization. The National Library of South Africa, for instance, is the regional centre for building capacity of librarians in preservation and conservation of information resources. Some national libraries even provide training for certificate in librarianship and diploma in librarianship in countries where the facilities and requisite manpower are limited.



Figure 51: Workshop participants in Zambia. Source: LIAZ, Zambia  
**f. Reference Services**

A reference service is the assistance given by the librarian to a client by answering the question/query/enquiry posed by the client. National libraries provide reference services for its clientele. In the 21<sup>st</sup> century, many libraries have migrated to providing such services online. Electronic reference services include the Ask-A-Librarian service, Chat services and Collaborative Digital Reference services. The Ask-A services are usually corporate-sponsored web sites that allow users to ask questions and receive answers for free from public information located mainly on the World Wide Web or from proprietary databases and networks of field experts. National libraries also use asynchronous services such as emails and web-forms as well as synchronous e-Reference services such as SMS, WhatsApp, Facebook and Video-conferencing. Indeed, the use of social media platforms have come to stay in the delivery of reference services. The National Library of Nigeria, for instance, uses the Ask-A-Librarian service to collect and answer enquiries from users all over the world. This service makes it easier and faster for users to receive responses from the library 24/7 and is also more convenient as users do not have to come in person to the library.

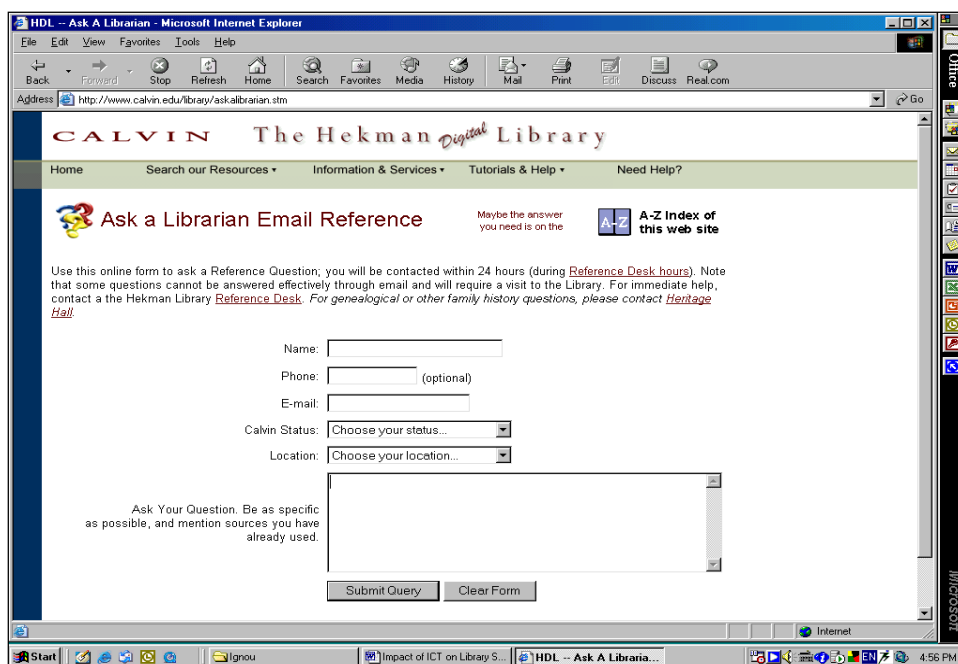


Figure 52: Ask-a-Librarian Service. Source: Google

### **g. Advisory Services to Government on Library Development and Representation of the Country Overseas on Matters Relating to Library Services**

National libraries are usually part of the executive arm of government and therefore they are the primary agency that provides advisory services to all levels of government in matters that deal with library development and policy. For instance, it could advise the government to establish school libraries in every primary and secondary school in a country. In addition, national libraries are usually designated to represent their countries on issues relating to libraries in foreign countries and in international organizations such as UNESCO and other United Nations Agencies.

### **h. Translation, Indexing and Abstracting Services**

National libraries engage in indexing and abstracting services, especially for locally published information resources. They also provide translation services at the national level for important documents that may relate to policy issues using a database of translators compiled by the library or other sources such as UNESCO's Index Translation (Aina, 2004). The National Library of South Africa. For instance, embarked on a huge project that sort to translate classics into the seven official local languages. Translation services are however not very common is national libraries in developing countries because of the challenges of legal deposits and publishing of national bibliographies.

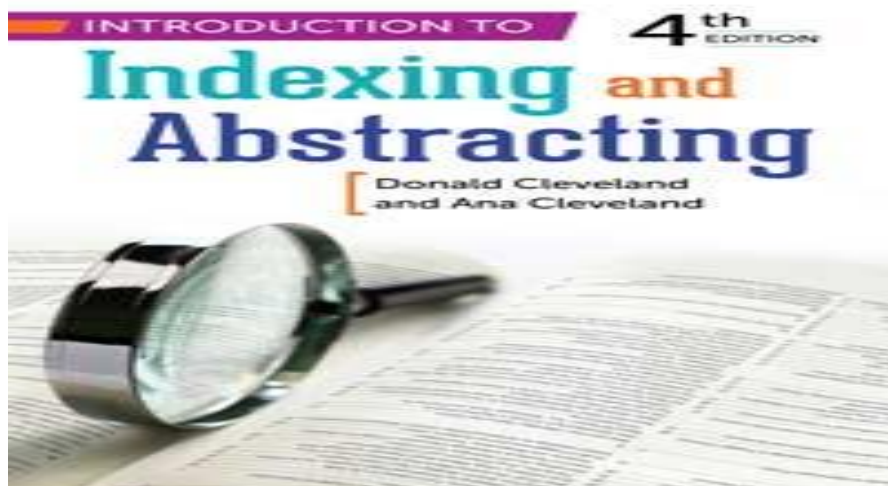


Figure 53: Indexing and Abstracting Services. Source: Google Images

#### **i. Inter-Library Loan and Document Delivery Services**

National libraries also engage in such services that entail assisting their users' to access information resources that are not held within the country. The user will be expected to complete the necessary forms and pay the statutory fees for acquiring the document, even if on a temporary basis. The fee usually only covers administrative costs such as postage. Commercial document suppliers such as the British Library in Boston Spa, UK and SABINET in South Africa are engaged for such services.

#### **j. National Referral Centre and Coordinating Centre for Library Cooperation and Resource Sharing**

These are some of the traditional roles of national libraries. They were leading in the areas of library cooperation, including the production of National Union Catalogues, and resource sharing. However, in the information age, many national libraries have taken a back stage in coordinating consortium and resource sharing issues. New technologies have made it easier for libraries to network and share resources with identified partners without necessarily going through a centralized organization. The referral service, whereby users are referred by one national library to another to access the information they need, has also become less significant in many developing countries.

#### **k. Research**

National libraries are a very rich source of historical information and therefore provide invaluable information to researchers, especially those in the information and cultural sectors. Since one of the key functions of

national libraries is to acquire, organize, preserve and disseminate information on rare works published in the country and provide ready access to information, the research value of national libraries cannot be overemphasized. They are also a good source of genealogical research.

### **I. Exhibition and Displays**

National libraries engage in mounting displays and exhibitions in order to draw the attention of users to the services and resources of the library. The information resources on display could be in various formats (print and non-print materials), including pictures, maps and videotapes. National libraries usually have exhibitions on subject matters that are of national importance such as the Independence Day celebrations of a country. The National Library of Nigeria mounted an exhibition during the centenary celebration of the amalgamation of Nigeria and displayed the instruments and letters and other communication platforms used in the amalgamation. As the custodians of important and valuable rare materials of a country, national library exhibitions are usually very interesting historical and cultural shows.

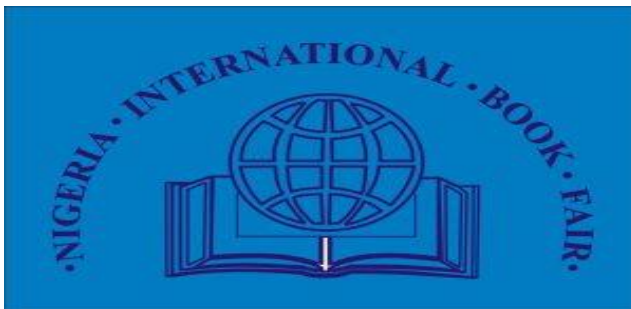


Figure 54: Exhibitions and Book Fairs. Source: Google Images



Figure 55: Exhibition. Source: Google Images



Figure 56: Nigerian International Book Fair (NIBF). Source: Google Images





Figure 57: Exhibition. Source: Google Images



Figure 58: NLN Nigerian Centenary Celebrations Exhibition. Source: Google Images

You should note that there are many other services which national libraries offer in order to satisfy the peculiar needs of their users which vary from one library to another. National libraries that run public library systems like many in Africa, also provide public library services such as provision of safe spaces for study; meetings and recreation; lending services; literature search services; media and information literacy programmes; current awareness services and selective dissemination of information services.

#### 4.0 CONCLUSION

In conclusion, this unit emphasizes the importance of providing high quality services in national libraries, especially because to a large extent, they represent the image of the country. The status of librarians in a country is greatly influenced by the status of the national library in that

society. Services such as bibliographic control, publication of a national bibliography, issuance of ISBN/ISSN/ISMN, legal deposits and displays are fundamental to the development of the library and information sector of a country.

## 5.0 SUMMARY

This unit discussed the various services that are offered by national libraries. It stressed the need for high quality services in order to meet the information needs of users. Services described include bibliographic services, publication of a national bibliography, issuance of ISBN/ISSN, legal depository, advisory services to government, translation and referral centre, interlibrary loan and document delivery services, research and exhibitions/displays.

### SELF-ASSESSMENT EXERCISE

1. LIST 6 services of National library.

## 6.0 TUTOR-MARKED ASSIGNMENT (SAEs)

1. Discuss ten key services provided by national libraries.

## 7.0 REFERENCES/FURTHER READING

Adedigba, A. (2019). Completion of National Library Headquarters to Gulp N50b. *Premium Times Online Newspaper*. February 10, 2019. <http://www.premiumtimesng.com/>

Aina, L. O. (2004). *Library and Information Science Text for Africa*. Ibadan: Third World Information Service.

Akidi, O. J. and Omekwu, C. (2019). *Assessment of Legal Depository Practices of the National Library of Nigeria and Compliance of Publishers and Authors with Legal Deposit Obligations. *Library Philosophy and Practice (e-journal)*. <https://digitalcommons.unl.edu/libphilprac/2737>*

IFLA. (2018). Location of the National Bibliographic Agency. <https://www.ifla.org>

## **MODULE 3: NATIONAL LIBRARY OF NIGERIA**

In this module, you will learn about the National Library of Nigeria and its operations. In particular, we shall discuss the evolution and history of the library, its vision, mission, objectives and functions, its structure and systems as well as the administration and management of the National Library of Nigeria. We shall also examine the services offered by the National Library of Nigeria and how Information and Communication Technologies are deployed in its operations. All of these will provide an overview of the National Library of Nigeria, identify gaps in operations as well as provide insight into how best its operations can be improved. The module is made up of six units as follows:

Unit 1 Evolution and History of the National Library of Nigeria

Unit 2 Vision, Mission, Objectives and Functions of the National Library of Nigeria

Unit 3 Structure and Systems of the National Library of Nigeria

Unit 4 Services of the National Library of Nigeria

Unit 5 Administration and Management of the National Library of Nigeria

Unit 6 Application of Information and Communication Technologies (ICTs) in the National Library of Nigeria

### **UNIT 1: EVOLUTION AND HISTORY OF THE NATIONAL LIBRARY OF NIGERIA**

#### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Content

3.1 Evolution and History of the National Library of Nigeria

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment (SAEs)

7.0 References/Further Reading

#### **1.0 INTRODUCTION**

In the previous modules, you studied the operations of national libraries in general. In this module, you shall examine the operations of a specific national library using the National Library of Nigeria as an example. The National Library of Nigeria is an important organisation that is located at the prestigious cultural belt in the central business district of Abuja, the capital city of Nigeria. It has a rich history, judiciously interwoven with the socio-cultural and political history of Nigeria. It is essential that every

student of library and information science, every librarian and indeed every Nigerian citizen understands clearly its operations and services in order to profit fully from its value and benefits to society. This unit traces the evolution and history of the National Library of Nigeria.

## 2.0 OBJECTIVE

It is intended that at the end of this unit, you will be able to confidently discuss the evolution and history of the National Library of Nigeria.

## 3.0 MAIN CONTENT

### 3.1 Evolution and History of the National Library of Nigeria



**Fig. 59: National Library of Nigeria Current Headquarters Building (Temporary Site)**

Discussions on the need for a National Library of Nigeria started in the early 1940s after the British Council opened its office in Lagos in 1943. However, the first formal mention of the need for a National Library of Nigeria was in 1948 in a letter written by the Chairman of the Standing Committee on the provision of libraries dated July 3, 1948 to the Chief Secretary to the Government. The letter advised government to establish a National Central Library which would be a copyright library and in which “all books and papers published in Nigeria, and the works of reference which are required by serious students but not in sufficient demand to warrant their being placed in the regional or local libraries... and would be a depository and distributing centre for microfilm of out of print books” (Ojo-Igbinoba, 1995). Unfortunately, the idea was rejected by the colonial government in 1950 and, again in 1952 when the Council of Ministers turned down the idea of making the central government take responsibility for a national library. However, after the popular UNESCO seminar of 1953 on the development of public libraries in Africa which was held in Ibadan, the Nigerian Division of the West African Library Association (which later became the Nigerian Library Association in 1962) established a Library Advisory Committee in the late 1950s to advise government on the development of library services in Nigeria. The Committee recommended the establishment of a National Library.

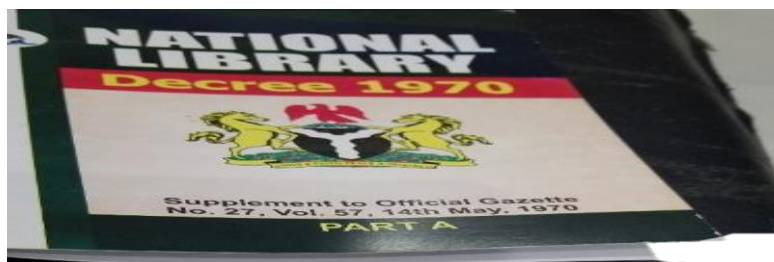
Fortunately, Dr. Nnamdi Azikiwe who was Governor-General of Nigeria (he later became the first president of Nigeria in 1963) was receptive to the idea of having a national library and the quest for the national library took a nationalistic turn after independence. Therefore, in line with the recommendation of the Advisory Committee, a formal request for assistance to survey the need for a national library was made by the Federal Government of Nigeria led by Dr. Azikiwe to the Ford Foundation, USA. Consequently, Dr. Frank Rogers, the Director of the National Library of Medicine, Washington, DC, USA in 1961 recommended the need for a National Library to provide essential services for the areas around Lagos and serve as a national bibliographic centre. In 1962, Dr. Carl White, Librarian of the Columbia University, New York was appointed the first Library Adviser (1962-1964) on secondment by the Ford Foundation. His mandate was to provide a blueprint for the establishment of the National Library of Nigeria. According to Umoh (2017), on his arrival in Nigeria in March 1962, Dr White was shocked to learn that there was no budgetary provision for the newly proposed library in the first post- independence National Development Plan, 1962-1968. The immediate personal intervention of the Governor-General, Dr Azikiwe, and the Prime Minister, Sir Abubakar saved the day. They asked Dr. White to prepare a special report on his financial needs, and on the objectives, scope and structure of the library. His report, known as the “May 1962 Report,” was accepted by the government without delay. By the end of 1962, work on the National Library had begun in Lagos, with three American librarians and Professor White, as the Federal Government’s Library Adviser. In response to the agitation of the Nigerian Library Association (Executive Committee of 1964-1966), a National Library Act drafted by the Library Adviser was finally passed by Parliament in September, 1964. The library was officially opened in November 1964 at No. 4 Wesley Street, Lagos and remained there until the late 1990s when the headquarters was moved to Abuja. The initial stock of the library was about 7500 volumes of books from the old Federal Government Secretariat library and books donated by the Ford Foundation. The library was being managed by five librarians (all Americans) who were financially supported by Ford Foundation (Okoye, 2014). The first National Library Board was subsequently inaugurated in December 1965. The library is Nigeria’s apex library charged with the responsibility of providing library services to the public, such as it is being provided by National Libraries of the highest standing in the world. It is a non-profit, but service- oriented institution. Its operations are within the frame work of the Federal Public Service. The library is supported financially by the federal government of Nigeria. Originally, the Ford Foundation was involved with the project. The foundation brought in professionals, donated books and funded the library's expansion. Today, it is a vital organ that acts as the intellectual memory of the nation. Thus the Ford Foundation influenced the creation

and establishment of the National Library of Nigeria. Indeed, this partnership between the Federal Government and the foundation spanned over a period of nine years from 1962-1971. Three advisers were sent by the Foundation to Nigeria during this period, namely Dr. Carl White 1962-1964, Miss Priscilla Taylor (later Mrs. Harris), 1964-1966 and Mr. Phillip Rappaport 1966-1971 (Umoh, 2017). The first indigenous Chief Executive of the National Library of Nigeria was Prince (Dr.) Simeon Babasanya Aje and he served in that capacity from 1971-1986.

Table 2: List of Heads of National Library of Nigeria from Inception to 2021

SN	NAME	TENURE	COMMENT
1.	Dr. Carl White	1962-1964	Adviser
2.	Miss Priscilla Taylor (later Mrs. Harris)	1964-1966	Adviser
3.	Mr. Phillip Rappaport	1966-1971	Adviser
4.	Prince (Dr.) Simeon Babasanya Aje (First indigenous Chief Executive)	1971-1986	Director/Chief Executive Officer
5.	Alhaji Muázu H. Wali	1986-1999	Director/Chief Executive Officer
6.	Mrs. O. O. Omolayole	1999-2006	Director/Chief Executive Officer
7.	Dr. Linus Ikpaahindi	2006-2010	Director/Chief Executive Officer
8.	Mallam Jato	2010-2016	Director/Chief Executive Officer
9.	Professor Lenrie Olatokunbo Aina	2016-2021	National Librarian/Chief Executive Officer

As stated earlier, the National Library of Nigeria was established through an Act of parliament by the Federal Government of Nigeria cited as National Library of Nigeria Act, 1964. Unfortunately, the Act took a narrow view of the functions and operations of the National Library by restricting its activities to the Federal Territory Lagos. It also did not give the library the role of being a national depository (the University of Ibadan Library was already acting in that capacity) and the Act did not make it mandatory for all the states in Nigeria to have a branch. In view of these shortcomings, the 1964 Act was repealed, thereby giving way to the enactment of the new decree that is, the National Library Decree of 1<sup>st</sup> June, 1970 (National Library Decree 1970).



**Figure 60: Cover Page of National Library Decree 29 of 1970**

The new decree included previously omitted functions such as the legal depository obligations, expanded the membership of the Board and provided for its full coverage of the entire country. It should be noted that the University of Ibadan, Nigeria played the role of a national library from 1953-1970 when it acted as a national depository, among other functions. Although the National Library of Nigeria is still being operated under Act 29 of 1970, there were minor amendments to the Decree in 1976 and 1987. Before 1964, the National Library of Nigeria was a department under the Federal Ministry of Information but from 1964 it became a Parastatal under the Federal Ministry of Education in the Executive Arm of government. Wali (2014) in his contribution, outline the various major achievements of the first Board to the ninth Board. He also stated that in 1989 another amendment was attempted by the sixth Board. In the proposal, the Board observed that the Director/Chief Executive was too powerful. Accordingly it recommended that Section (3) subsection (5) should be repealed. The proposal was processed to the Hon. Minister of Education Professor Fafunwa. This paragraph provided that: "Subject to sub-section (4) {which requires the Board to provide the financial, operational and administrative policy programmes) the Director shall be free to manage National Library as he thinks fit in accordance with this Decree, and the Board shall not interfere with his methods or manner in which he deploys the material and human resources of the Board in order to obtain results in accordance with this Act". The proposed amendment failed as the civil servants were resolute in maintaining the integrity of the civil service, protecting it from interference from political office holders.



Figure 61: Proposed Headquarters of National Library of Nigeria Permanent Site, Central Business District, Abuja (under construction)

#### 4.0 CONCLUSION

This unit described the evolution and history of the National Library of Nigeria and the various steps taken by notable organizations and associations to ensure that it was established. According to Wali (2014), the 1970 law provided that the Board should set out the financial, operational and administrative policy guidelines for the Chief Executive to implement. He therefore concluded that the national library project therefore succeeds or fails depending on the quality of the guidelines laid down by the Board and the competence of the Chief Executive and the management team and that the history of the National Library of Nigeria is the story of its boards from the inauguration of the first Board in 1965, how they interpreted the law and used their powers to establish a library of the highest standing.

#### 5.0 SUMMARY

The unit summarized the various milestones that led to the establishment of the National Library of Nigeria by an Act of Parliament in 1964. It gave insight into some of the communication that took place and which led to the eventual establishment of the National Library of Nigeria. It explained the reasons for a review of the Act and consequent enactment of the Decree No. 29 of 1970 under which the library is still being managed although minor amendments were made in 1976 and 1987. A list of heads of the NLN from inception to date was provided as well as a photograph of the proposed headquarters building. It is believed that a clear understanding of this unit will give you the foundation on which the NLN was established in order to appreciate their current position.

#### SELF-ASSESSMENT EXERCISE

1. Briefly discuss the history of National Library of Nigeria.



## 6.0 TUTOR-MARKED ASSIGNMENT (SAE)

1. Briefly describe the evolution and history of the National Library of Nigeria.

## 7.0 REFERENCES/FURTHER READING

Bankole, E. B. (1966). "The National Library—a review: Libraries of Nigeria in Perspective." *Nigerian Libraries*. (2), no. 3. p. 101.

National Library of Nigeria. (1970). "National Library Decree 1970." *Supplement to Official Gazette* No. 27 (57), May Part A.

National Library of Nigeria (2021). "Our Background/History." <https://www.nln.gov.ng/Home/History>

Ogunsheye, A. (1984). "21 Years of Library Service: Keynote Address to the 21<sup>st</sup> Annual Conference, Nigerian Library Association." *Nigerian Libraries*.(20). p. 5.

Oji, M. (1980). "Landmarks in Nigerian Librarianship." *Nigerian Libraries*. (16), no. 3. p. 30.

Ojo-Igbinoba, M. E. (1995). *History of Libraries and Library Education*. Lagos: UTO Publications.

Okiy, R. B. (2014). *History of Libraries*. 2<sup>nd</sup> ed. Benin City: Ambik Press.

Omolayole, O. O. (2003). "38 years of National Library Service to the Nation." *In* *Forty Years of Library Services in Nigeria*. Edited by S. O. Olanlokun. Lagos: Nigerian Library Association.

Thomas, I. T. (2012). *Staff Needs and Training Programmes of the National Library of Nigeria in the Information Age*. A Project Submitted in Partial Fulfilment of the Requirements for the Award of Master of Library Science (MLS) in Library and Information Science Department of the University of Nigeria, Nsukka.

Umoh, E. B. (2017). "Management of Information Resources in National Library of Nigeria." *International Journal of Academic Library and Information Science*. (5), no.3.pp. 97-121. <http://www.academicresearchjournals.org/IJALIS/>

Wali, M. H. (2014). National Library of Nigeria – 50<sup>th</sup> Anniversary Lecture. Abuja, National Library of Nigeria.

[https://m.facebook.com/story.php?story\\_fbid=853881924634127&id=587865861235736](https://m.facebook.com/story.php?story_fbid=853881924634127&id=587865861235736)

White, C. (1963). *The National Library of Nigeria: Growth of the Ideas, Problems and Progress*. Lagos: Federal Ministry of Information.

## **UNIT 2: VISION, MISSION, OBJECTIVES AND FUNCTIONS OF THE NATIONAL LIBRARY OF NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Vision, Mission, Objectives and Functions of the National Library of Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the previous unit, you learnt about the history and evolution of the National Library of Nigeria. However, in order to properly understand any organization, it is necessary to examine its vision and mission statements, objectives, roles and functions. These will provide the benchmarks upon which achievements of the organization are measured and evaluated. They will also assist in identifying the gaps, and challenges, the opportunities and prospects of the organization. In this unit, you will be introduced to the vision and mission statements as well as the objectives and functions of the National Library of Nigeria.

### **2.0 OBJECTIVES**

At the end of this unit, you will be able to:

- identify and understand the vision and mission of the National Library of Nigeria
- discuss the objectives of the National Library of Nigeria as stated in the Act establishing it
- articulate and describe the key functions of the National Library of Nigeria as enshrined in Act 29 of 1970

### **3.0 MAIN CONTENT**

#### **3.1 Vision, Mission, Objectives and Functions of the National Library of Nigeria**

The vision, mission statement, objectives and functions of the National Library of Nigeria are as mandated by the Act of Parliament which

established it, Act. No. 29 of 1970. In its website, the National Library of Nigeria (2021) enumerates these as:

### **3.1.1 Vision**

To ensure the building of an informed and enlighten citizenry through the provision of information resources that are readily available and easily accessible.

### **3.1.2 Mission Statement**

To acquire, process, organize, disseminate as well as provide links to information resources to all Nigerians for their educational pursuits and for informed decision-making.

### **3.1.3 Objectives**

The main goals and objectives of the National Library of Nigeria are:

1. To provide intellectual support and stimulus for advancement in all fields of human endeavour, particularly in academic, social, cultural, scientific and technological growth and development for Nigeria.
2. To provide comprehensive and rich collection for reference and research in all fields within and beyond the nation's physical boundaries.
3. To ensure for the nation a place in the comity of nations that generate a free flow of information and which depend on knowledge and innovative ideas for survival.

### **3.1.4 Functions**

Established by Act No.29 of 1970, the main mandate of the Board is to establish and maintain in accordance with this Act, the National Library of Nigeria, and to provide in accordance with this Act such services as in the opinion of the Board are usually provided by national libraries of the highest standing. The National Library of Nigeria is the apex library and the giant memory of the nation. It is the intellectual store-house and the databank of learning in the remembrance process. Its broad functions as stated in Act No. 29 of 1970 include:

- i. to establish and maintain in accordance with this Act the National Library of Nigeria
- ii. to provide in accordance with this Act such services as in the opinion of the Board are usually provided by national libraries of the highest standing
- iii. to assemble, maintain and extend a collection of books, periodicals, pamphlets, newspapers, maps, musical scores, films and recordings and such other matter as the Board considers appropriate for a library of the highest standing
- iv. to establish and maintain a branch of the National Library in each State of the Federation
- v. to make the facilities of the National Library available to members of the public and others on proper terms

vi. to make such arrangements as the Board considers appropriate with respect to the exchange of matter included in the collection, the preparation and publication of catalogues, indexes and similar aids and the provision of assistance to other persons in the organisation of libraries and with respect to the manner of using facilities under the control of libraries.

vii. to make recommendations and give advice on library development to any department or agency of government of the Federation or a State or to any local government authority

viii. to be responsible for the development of the National Bibliography of Nigeria and national bibliographical services, either in a national bibliographical centre or elsewhere.

ix. to serve as the giant intellectual storehouse of the nation and the databank for its learning and remembering purposes.

In pursuance of its objectives, the Board shall have such powers as may be necessary or desirable for the proper exercise of its functions; and in particular, without prejudice to the generality of the foregoing, the Board may:

(a) sue and be sued in its corporate name

(b) acquire, hold and dispose of movable and immovable property in general

(c) do anything for the purpose of advancing the skill of persons employed by the Board or the efficiency of the equipment of the Board or of the manner in which that equipment is operated (including the provision by the Board, and the assistance of the provision by others, of facilities for training, education and research)

(d) promote the welfare of persons employed by the Board

Subject to this Act, the supervising Minister may give the Board directions of a general character or relating generally to particular matters (but not to any individual person or case) with regard to the exercise of the Board of its functions and powers, and it shall be the duty of the Board to comply with the directions.

#### **4.0 CONCLUSION**

This unit took a holistic view at the broad objectives and functions of the National Library of Nigeria as stipulated by the enabling Act No. 29 of 1970. It reiterated the fact that it is the apex library and the giant memory of the nation as well as the intellectual store-house and the databank of learning.

#### **5.0 SUMMARY**

In summary, this unit described the vision, mission statement, objectives and functions of the National Library of Nigeria. The functions make it

apparent that the library has a key role to play in Nigeria, and in society in general.

#### SELF-ASSESSMENT EXERCISE

1. List and explain 5 objectives of National library of Nigeria.

#### 6.0 TUTOR-MARKED ASSIGNMENTS (SAEs)

1. The National Library of Nigeria has achieved its vision and mission (Discuss).
2. Identify the key objectives of the National Library of Nigeria and discuss the extent to which the library is meeting its stated objectives.
3. Describe the key functions of the National Library of Nigeria.

#### 7.0 REFERENCES/FURTHER READING

National Library of Nigeria. (1970). "National Library Decree 1970." *Supplement to Official Gazette* No. 27 (57), May Part A.

National Library of Nigeria (2021). "Our Background/History." <https://www.nln.gov.ng/Home/History>

Okiy, R. B. (2014). *History of Libraries*. 2<sup>nd</sup> ed. Benin City: Ambik Press.

Omolayole, O. O. (2003). "38 years of National Library Service to the Nation." *In Forty Years of Library Services in Nigeria*. Edited by S. O. Olanlokun. Lagos: Nigerian Library Association.

Wali, M. H. (2014). National Library of Nigeria – 50<sup>th</sup> Anniversary Lecture. Abuja, National Library of Nigeria. [https://m.facebook.com/story.php?story\\_fbid=853881924634127&id=587865861235736](https://m.facebook.com/story.php?story_fbid=853881924634127&id=587865861235736)

Ojo-Igbinoba, M. E. (1995). *History of Libraries and Library Education*. Lagos: UTO Publications.

Umoh, E. B. (2017). "Management of Information Resources in National Library of Nigeria." *International Journal of Academic Library and Information Science*. (5), no.3. pp. 97-121. <http://www.academicresearchjournals.org/IJALIS/Index.htm>

## **UNIT 3: STRUCTURE AND SYSTEMS OF THE NATIONAL LIBRARY OF NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Structure and Systems of the National Library of Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the previous unit, you learnt about the laudable objectives and functions of the National Library of Nigeria. In this unit, you will examine the structure and systems that have been put in place to enable the library achieve these aims and objectives and to carry out its statutory functions. The unit will explain the statutory roles of the different divisions and units as well as list the twenty-seven state branches of the National Library of Nigeria.

### **2.0 OBJECTIVES**

At this end of this unit, you would be able to:

- describe the organisational structure of the National Library of Nigeria
- explain the activities in each of its departments and units
- identify the 27 state branches and the headquarters of the library

### **3.0 MAIN CONTENT**

#### **3.1 Structure and Systems of the National Library of Nigeria**

The major goals of the National Library of Nigeria are to collect information resources under the Legal Deposit Law, manage and disseminate the resources, and preserve them for posterity. In order to achieve these goals, the library has to put in place an efficient and effective organisational structure and system. Friend (2019) posits that an organizational structure is a system used to define a hierarchy within an organization. It defines each job, its functions and where it reports to within the organization. The structure of an organization is usually encapsulated in its organizational chart.

Different organizations use different models that are amenable to achieving their goals. Although many types of structures exist, four main types of organizational structures are described here. These are divisional/departmental, functional, geographical and matrix. A divisional/departmental structure is used mostly by organizations with distinct departments and each department is headed by a senior administrator. A functional structure is less departmentalized and is based on each job's duties, roles and responsibilities. On the other hand, a

geographical structure provides a hierarchy for organizations that operate at several locations, nationally or internationally such that tasks are based on the needs of each location. However, it allows for oversight functions by the Chief Executive Officer of the organization. Lastly, a matrix/business unit structure is one in which staff report to two or more supervisors for each job. The NLN uses a combination of these four structures, as will be seen later.

Ifidon and Ifidon (2008) noted that the organizational structure helps to define the roles of everybody in the library system and that in all cases, the structure starts from the head of the library to the heads of functional units and then to the other staff. It is also usual to state that within functional units other mini-structures can be established to stipulate authority and workflow. The staff perform their duties as the hierarchy demands except in rare cases where overlapping may be required. What is paramount is that the overall objective of the library must be kept in sight. National libraries should therefore aim to include this model in their workplaces in order to get the best out of staff. For all libraries, the challenge is to create an environment where client and staff satisfaction can be achieved cost effectively. In large libraries there is the additional and significant challenge of how to best organize staff. In recent times, the importance of teamwork, pooling a range of skills together to produce a product or service has gained importance. Indeed, Williamson and Pattison (2011) noted that organizational structure is more than the positions within a library and their hierarchical relationship as drawn on a structure chart. Rather, structure encompasses decisions on individual roles, job descriptions and working relationships.

At the promulgation of the National Library of Nigeria Act in 1964, a Board comprising 12 members was inaugurated to oversee the management of the library. A Director/Chief Executive Officer was appointed to manage the day-to-day operations of the library. Six divisions were created for this inaugural task, namely, collection development; bibliographic control services; research, training and publications division; the bookshop; gifts and exchanges and the national library press. Other units created were readership promotion campaign, national inter-library lending centre, the Nigerian Standard Serial Data Centre and the Cataloguing-in-Publication Division. However, as the library developed over time, the organizational structure has evolved. In order to ensure that the library functions as a seamless system, the current departments and their functions are enumerated as follows (National Library of Nigeria, 2021):

- i. Office of the National Librarian
- ii. Public Services
- iii. Collection Development & Technical Services
- iv. Planning, Research and Statistics
- v. Legal Deposit
- vi. International Standards and Programmes



- vii. Virtual Library Services
- viii. Human Resources and Administration
- ix. Finance and Accounts

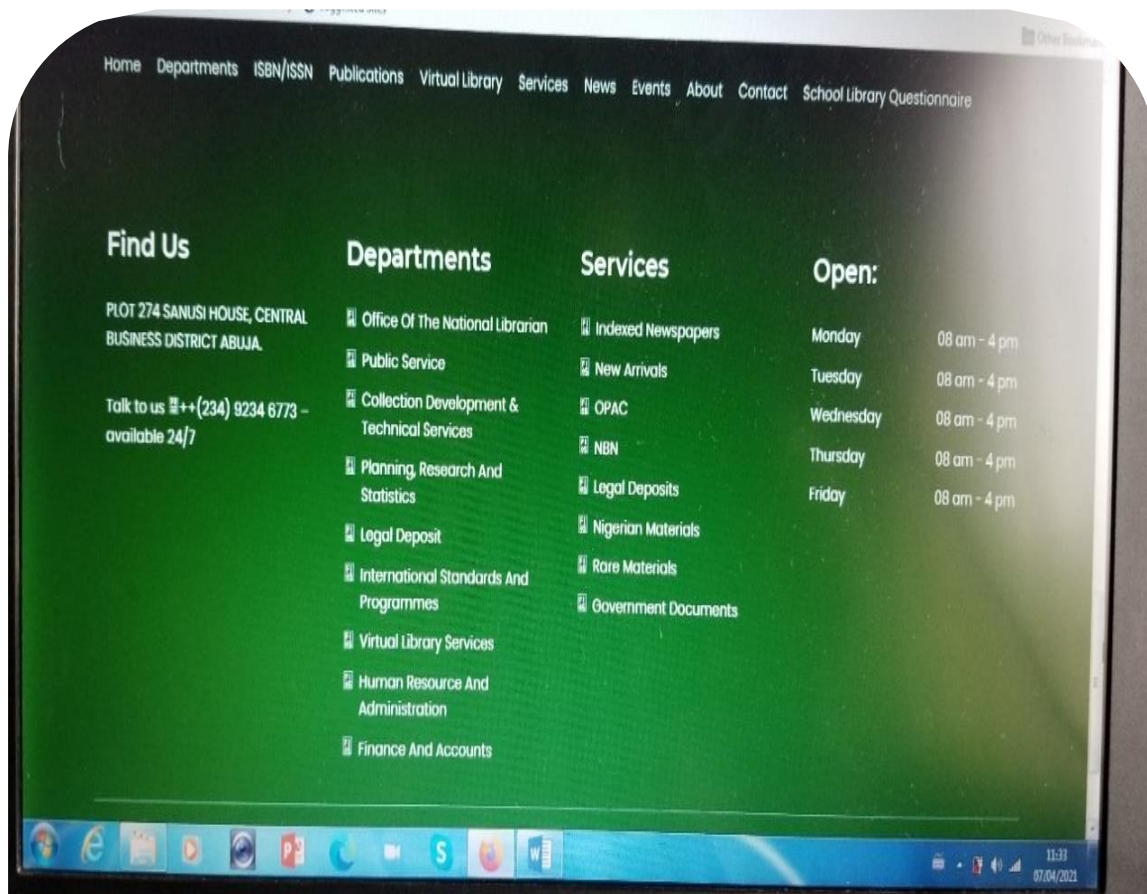


Figure 62: Snapshot of the contact details, departments, services and opening hours of the National Library of Nigeria.

Source: National Library of Nigeria Website

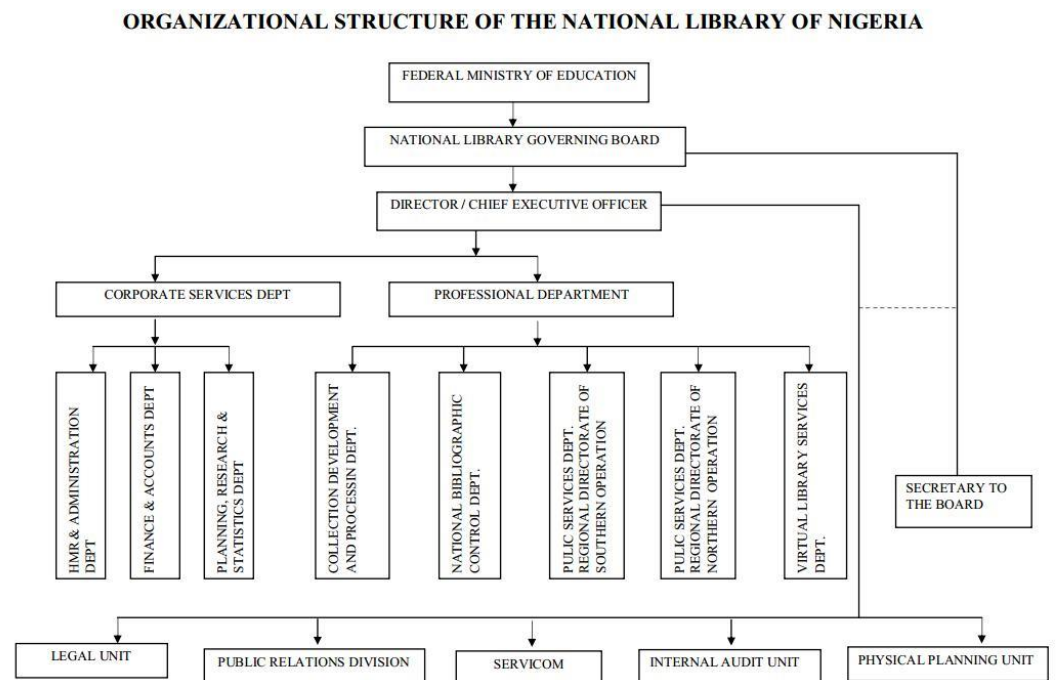


Figure: 63: Organizational Structure of the National Library of Nigeria

In the following section, we shall describe the duties and tasks carried out in each of the departments listed previously.

### 3.1.1 Office of the National Librarian/Chief Executive Officer

This office has overall responsibility for management of the operations of the National Library of Nigeria on a day-to-day basis. In addition, the following units directly report to this office:

- i. Physical Planning (maintenance of building or physical infrastructure)
- ii. Procurement (purchase of information resources, equipment, vehicles and other resources)
- iii. Anti-corruption (responsible for enforcing accountability and transparency within the system)
- iv. Servicom (responsible for entrenching customer service and discipline)
- v. Public Relations & Protocol (Responsible for publicizing issues relating to NLN and for protocol)
- vi. Internal Audit (Acts as a check and balance internally or the internal police of the system)
- vii. Legal (handles all issues relating to courts and other legal issues)

### 3.1.2 Public Service Department

The Public Service department is responsible for:

- i. Provision of reference and document delivery service

- ii. The organisation and maintenance of the collection of books, periodicals, pamphlets, newspapers, films, microfilm and musical scores and recordings
- iii. Making the facilities of the library available to government functionaries, researchers, students and the general public, and providing current awareness through the compilation of bibliographic indexes and abstracting service
- iv. Attending subpoenas or court summons with materials deposited in the library through Legal Deposit Laws
- v. Conducting readership promotion campaigns and exhibitions
- vi. Issuing of ISBN/ISSN to publishers and authors at state level

### **3.1.3 Collection Development and Technical Services Department**

The department comprises of four divisions which are:

- Selection and Acquisition
- Cataloguing and Classification
- Gifts and Exchanges
- Preservation and Conservation.

The department has the following responsibilities:

- i. preparation and maintenance of appropriate selection and acquisition policy
- ii. centralised acquisition of materials through purchase, gifts and exchange
- iii. identification of possible sources of books and other gifts
- iv. stock editing and identification of gaps
- v. cataloguing, classification and processing of non-Nigerian materials for state branches
- vi. acquisition and processing of non-book materials
- vii. distribution of book gifts from foreign agencies such as Book Aid International, UK and Information Resource Centre, United States Cultural Affairs Office, US Embassy to schools, public and academic libraries in Nigeria
- viii. soliciting for book aid on behalf of the NLN from overseas
- ix. partner with national and international agencies in the exchange of their intellectual works.

### **3.1.4 Planning, Research and Statistics Department**

This department is headed by a Director and is made up of four divisions each of which is managed by a Deputy Director. The divisions are:

- Planning & Development
- Research and Statistics
- Publication and Documentation
- Indexing and Abstracting.

The main functions of the department are:

- i. Research, development planning, compilation, collation and utilization of statistical data for management decision-making
- ii. Conducts internal work study to streamline and standardize operations
- iii. Establishment of standards of professional library practices
- iv. Inspection of other libraries to ensure compliance with international standards of library practice
- v. Maintenance of close working relationship with library schools for industrial attachment and practical training
- vi. Organisation of quarterly seminar for library staff
- vii. Provision of National Information Services through a computerised documentation service linking up directly with other libraries
- viii. Publication of NBN
- ix. Conducting and coordinating pertinent research topics of national professional importance
- x. Coordination of project planning and budgeting with respect to plans and programmes of NLN
- xi. Provision of a framework and support for the development of medium term plans and action plans of the library, in collaboration with relevant departments and agencies.
- xii. Responsible for mainstreaming of education sector plan into National Development Plan encapsulated in the National Economic Empowerment Development Strategy (NEEDS) for the holistic approach and effective impact on the economy.
- xiii. Collaborates with the National Planning Commission and other public and private organizations with respect to issues on library development at both federal and national levels.
- xiv. Responsible for monitoring and evaluation of plan implementation for feedback to inform possible reviews taking cognizance of the emergent issues and policy changes in collaboration with supervisory ministry and relevant departments and agencies and other stakeholders at all levels of governance.
- xv. Collaborates with international development partners in respect of library planning, monitoring and evaluation issues.
- xvi. Coordinates the preparation of National Library of Nigeria yearly rolling plan.
- xvii. Initiates and develops, in conjunction with information marketing services, new information products and services based on user needs.
- xviii. Identifies of technological gate-keepers in various disciplines in the country for cooperation in information management.
- xix. Conducts research, development and promotion of information science, including compiling and registering of on-going researchers in Nigeria.

### **3.1.5. Legal Deposit Department**

The department comprises of four divisions namely:

- Legal deposit
- National Bibliography of Nigeria
- Online Union Catalogue
- Receipt and Documentation

Its core functions include:

- i. To collect legal deposit material (print and non-print), from private/commercial, federal and state government agencies
- ii. The receipt and documentation of all serials, monographs, newspapers, private/commercial, federal and state government publications
- iii. Compilation and production of National Bibliography of Nigeria (NBN)
- iv. Developing, maintaining and management of Online National Union Catalogue (ONUC) database
- v. Organizing sensitization workshops for publishers/authors and printers to ensure compliance
- vi. Marketing and distributing the National Bibliography of Nigeria (NBN)
- vii. Compilation of National Library of Nigeria subject authority files
- viii. Maintenance of legal deposit catalogue obligation by publishers
- ix. To ensure the compliance of legal deposit obligations by publishers

### **3.1.6. International Standards and Programmes Department**

Its core functions include:

- i. To administer and manage international standards numbers for monographs, serials and musical work- ISSN, ISBN, ISMN as the National Agency responsible for the task
- ii. To introduce international and national standards, methods and norms for book processing through the organization of seminars and workshops
- iii. To implement the National Library of Nigeria Cataloguing-in-Publications (CIP) programme, by providing preliminary cataloguing data to be printed in Nigerian publications
- iv. The development and maintenance of ISSN, ISBN, ISMN database for local and international bibliographic access and exchange

### **3.1.7 Virtual Library Services Department**

The department comprises of three divisions namely:

- Digital Resources
- ICT
- Website Development & Maintenance

The department was established to build, maintain and sustain a virtual library for Nigeria and Nigerians. The department is charged with this statutory function in addition to other functions as stated below:

- i. To serve as the focal department for resource information /knowledge network

- ii. To ensure the preservation of electronic and digital information resources of the nation's heritage
- iii. To evaluate, organize and structure available sources of information online
- iv. To provide intellectual access to information relevant for research on specific fields of study
- v. To subscribe to foreign databases and make some available to the general public
- vi. To identify and collect local content for digitization
- vii. To develop specialized skills in human resources
- viii. To maintain the website to optimal functional level
- ix. To ensure the preservation of electronic and digital information resources of the nations' heritage
- x. To transform knowledge into digital content for all levels of education in Nigeria
- xi. To create, capture and deploy resources for teaching and learning
- xii. To provide a sure platform for resource sharing, linkages and networking

### **3.1.8 Human Resources and Administration Department**

The department comprises of three divisions:

- Appointment, Promotion, Records, Personnel Data and Discipline
- Staff welfare, Training and Pension
- Administrative services

The department is responsible for evolving the personnel policies for the organization. Its core functions and operations include:

- i. Manpower planning, recruitment and selection
- ii. Monitoring, reviewing and analysing of cooperate functional operations to determine appropriate work structure, relationships, responsibilities and levels of authority
- iii. Establishment and implementation of appropriate system of remuneration for the employees
- iv. Analysis of employee training needs and provision of facilities and opportunities for employees to acquire skill and knowledge needed to perform their jobs
- v. Regular appraisal of staff performances
- vi. Establishment and maintenance of essential services relating to health, safety, and general welfare of staff
- vii. Adequate control and custody of personnel records and administrative procedures and making information available for planning purposes
- viii. Promotion of effective communication system between the management, unions, and staff and the establishment, following conflict resolution procedures

### **3.1.9. Finance and Account Department**

The department comprises of two divisions:

- Finance Division

- Accounts Division

The department is responsible for the following:

- Providing efficient financial services through the implementation of the Board's decision
- Application of Government Financial Regulations
- Formulation of financial rules and procedures
- Instituting proper internal controls
- Preparing and making payment
- Receiving revenues
- Preparing budgets
- Ensuring proper maintenance of accounting record

Table 3: Contact Details of State Branches of National Library of Nigeria

SN	Branch	Contact Details	Zone
1	Adamawa	Modibo Adamu Way, Near Aliyu Mustapha Primary School, P.M.B 2124, Yola, <u>Adamawa State</u> Tel: +234(0)803686907	North East
2	Bauchi	<u>Yakubu Bauchi Road, PMB 2082, (Kobi street) Bauchi, Bauchi State.</u> Tel: +234(0)8072051286	
3	Borno	Kano Road Opposite Police Headquarters, P.M.B. 1469, <u>Maiduguri, Borno State</u> Tel: +234(0)8138618898	
4	Gombe	Duku Road, Opposite Prison Yard, <u>Gombe, Gombe State.</u> Tel: +234(0)8036110669	
5	Taraba	G.T.T.S. Best Centre, P.M.B. 1142, <u>Jalingo, Taraba State</u> Tel: +234(0)8072100903	
6	Benue	31, J.S. Tarka Road, Beside Fire Services, <u>Makurdi, Benue State.</u> Tel: +234(0)8053471015	North Central
7	Niger	Mohammed Road by Old Airport Road, P.M.B. 171, <u>Minna, Niger State</u>	
8	Plateau	Yakubu Gowon Way, P. M. B. 2150 Jos, <u>Plateau State</u> Tel: +234(0)8029569009	
9	Nassarawa	P.M.B 147, Shendam Road, <u>Lafia, Nasarawa State.</u> Tel: +234(0)8075122603, +234(0)8187471882	
10	Kwara	Herald Newspaper Office Premises, Offa Road, P.M.B. 1447. <u>Ilorin, Kwara State.</u> Tel: +234(0)8023385067, +234(0)8039091614	
11	Sokoto	12, Sultan Bello Road, P.M.B. 2251, <u>Sokoto, Sokoto State.</u>	North West

12	Jigawa	Adamu Abubakar Maje Road, Rafin Sanyi, <u>Dutse, Jigawa State</u> . Tel: +234(0)8020552251, +234(0)7062002010	
13	Katsina	Tafawa Balewa Way by Dutsinma Road, P.M.B. 2145, <u>Katsina, Katsina State</u> .	
14	Kano	Emir's Palace Road, Kano City, Kano State	
15	Kaduna	No 1 Bida road, opposite CBN, Kaduna	
16	Lagos	227, Herbert Macaulay Way, Yaba, Lagos State	South West
17	Ekiti	National Library of Nigeria, Ekiti State Branch, Ekiti State Library Board, Oke-Sa, Ado-Ekiti, Ekiti State	
18	Oyo	Iyaganku, <u>Ibadan, Oyo State</u> .	
19	Ogun	83, Ijemo Agbadu Road, P.M.B. 2007, Sapon-Abeokuta, <u>Ogun State</u> . Tel: +234(0)8023422296	
20	Osun	<u>KM 2, New Ikiru Road, Omo West, New NYSC Secretariat, P.M.B. 4393, Osogbo. Osun State</u> . Tel: +2347061164108, +234(0)8052975984	
21	Ondo	Oda Road (Opposite Ondo State Law Commission), <u>Akure, Ondo State</u>	
22	Edo	Ministry of Education Premises, Iyaro, PMB 1551, <u>Benin City Edo State</u> . Tel: +234(0)8053616071	South South
23	Cross River	2, Otop Abasi Street, P.M.B. 1197, <u>Calabar, Cross Rivers State</u> . Tel: +234(0)802649544	
24	Enugu	NTA road, beside ESBS junction, <u>Enugu</u> .	South East
25	Abia	Ohokobe Town Hall, <u>Umuahia, Abia State</u> Tel: +234(0)8057891750	
26	Imo	Plot 5009, New Owerri, PMB 1556, <u>Owerri, Imo State</u> . Tel: +234(0)8037190940	
27	Abuja	National Library of Nigeria, Reference and User Services, Mokwa Street, off Mashood Abiola Way, Area 2, Garki, Abuja Tel: +234(0)8028949129	FCT

#### 4.0 CONCLUSION

Based on the foregoing, the important roles and functions of the different departments of the National Library of Nigeria cannot be underestimated.



This unit assists in clarifying your understanding of the structure and system of the National Library of Nigeria. The hierarchical nature of the various departments, divisions and units and how they inter-relate to achieve the objectives of the library were elucidated.

### 5.0 SUMMARY

Briefly, this unit explained the concept of organizational structure and went further to describe the organizational structure and system of the National Library of Nigeria. The organogram of the library and the functions of each department were highlighted. The departments examined were: The Office of the National Librarian; public service; collection development and technical services; planning, research and statistics; legal deposit; international standards and programmes; virtual library services; human resources and administration, and finance and accounts. In addition, the contact details of the various branches of the NLN in the different states in Nigeria were included.

#### SELF-ASSESSMENT EXERCISE

1. Discuss the functions of the virtual library department.

### 6.0 TUTOR-MARKED ASSIGNMENTS (TMAs)

1. Enumerate the different departments in the National Library of Nigeria and briefly describe the functions of each department
2. Describe in details the roles, responsibilities and functions of four key departments in the National Library of Nigeria

### 7.0 REFERENCES/FURTHER READING

- Aiyebelehin, J. A. (2012). "General Structures, Literatures, and Problems of Libraries: Revisiting the State of Librarianship in Africa." *Library Philosophy and Practice (e-journal)*. 832. <https://digitalcommons.unl.edu/libphilprac/832>
- Enyia, C. O. (1998). "National Library of Nigeria at 30: its history and prospects for the future". *Journal of Government Information*. 25 (2). pp. 149-159. doi: 10.1016/S1352-0237(97)00096-8. <http://www.unn.edu.ng/publications/files/images/thomas%20T..pdf>
- Friend, L. (2019). "Business Models and Organizational Structure"
- Ifidon, S. E and Ifidon, E. I. (2007). *New Directions in African Library Management*. Ibadan: Spectrum Books Limited.
- National Library of Nigeria (2021). National Library of Nigeria. <https://www.nln.gov.ng>
- Olden, A. (1995). "National Library of Nigeria". *Libraries in Africa, Lanham, Maryland: Scarecrow Press*
- Williamson, V. and Pattison, I. (2011). *Organizational Culture, Structures and Styles: the Impact of New Technologies*. Perth, Australia: Curtin University of technology Library.

## **UNIT 4: ADMINISTRATION AND MANAGEMENT OF THE NATIONAL LIBRARY OF NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Administration and Management of the National Library of Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This unit introduces you to the administrative system of the National Library of Nigeria (NLN). Earlier in module 2 unit 2, you learnt about the management of national libraries in general and in module 3 unit 3 you learnt about the structure and system of the National Library of Nigeria. These previous lessons provide the bedrock on which the administration and management of the NLN is discussed in this unit. The focus will be on the management principles of planning, organizing, staffing, directing, coordinating, reporting and budgeting (POSDCORB).

### **2.0 OBJECTIVES**

At the end of this unit, you will be able to:

- discuss the management and administrative system of the National Library of Nigeria
- explain the key functions of management using the POSDCORB functions

### **3.0 MAIN CONTENT**

#### **3.1 Administration and Management of the National Library of Nigeria**

In module 3 unit 3, we discussed the structure and system of the National Library of Nigeria (NLN), including the vision and mission statements. We examined the organizational structure, the hierarchy within the organization and described the functions of the inter-relating component units. It is pertinent to state here that the National Library of Nigeria runs a decentralized system of administration with its headquarters in Abuja and 27 branch offices across different states of the Federation. It also has five zonal headquarters in Enugu, Akure, Kaduna, Lagos and Jos. Each

branch is headed by a senior officer of the status of a Deputy Director or Chief Librarian with a complement of staff in other cadres such as Library Officer, administration and clerical officers. The number of staff in each branch varies according to how large it is. The branches run public library services thereby bringing information resources at the federal level closer to the grassroots and vice versa. They assist greatly in acquiring materials for the legal deposit drive, in organising reading promotion campaigns, in issuance of ISBN/ISSN amongst many other duties. They represent the public face of the National Library in the states. Each head of branch reports directly to the Director of Public Services Division who in turn reports to the National Librarian/CEO. However, it must be noted that some of the services and operations of the NLN are carried out centrally. For instance, cataloguing and classification are done in the headquarters and the materials are forwarded to each branch thereafter from the headquarters. Purchase of information resources, staff promotion and continuing professional development programmes are some of the activities that are done centrally from the headquarters.

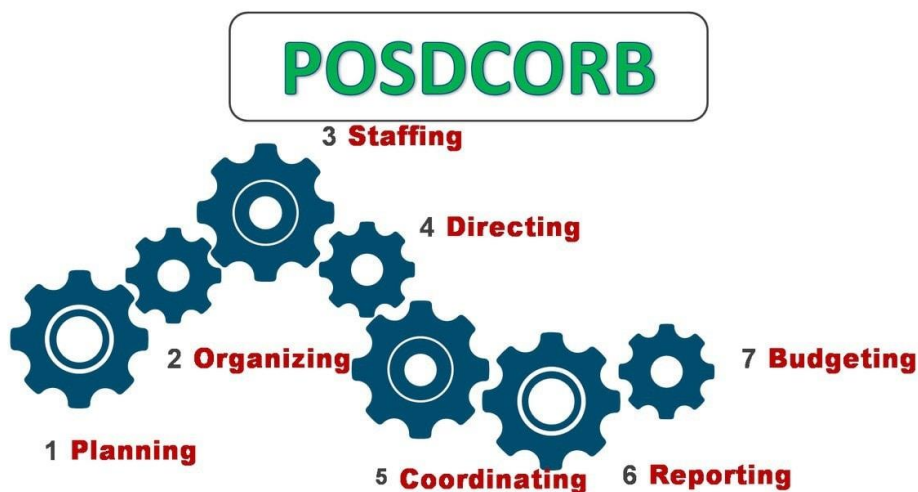


Figure 64: Image of POSDCORB. Source: Google Images

In this unit, you shall learn how the NLN applies the principle of planning, organising, staffing, directing, coordinating, reporting and budgeting (POSDCORB) to ensure that it coordinates the work of the various unit effectively in order to achieve the desired results. As regards planning, the NLN has a vision and mission statement and has developed a five-year strategic plan. The strategic plan articulates the action plans of the library which are reviewed annually. For instance, the strategic plan stipulates how the reading promotion programme will be executed and the expected outcomes which the action plan spells out. The strategic plan states how many reading promotion activities will be organized, where they will be held and who will be responsible. The environmental scan of the library and information sector in Nigeria was analysed in arriving at the plan.



Figure 65: Image of SWOT Analysis. Source: Google Images

In terms of organising, the National Library of Nigeria uses the principles of horizontal specialisations and vertical differentiation as depicted in the organogram. There is a clear and distinct chain of command showing line management positions. The National Librarian takes responsibility for the day-to-day management of the library and he is supported by Directors as part of top management. There are heads of departments divisions and units who manage the activities in the various sections. All these tasks are coordinated in an interactive manner using effective communication systems to ensure quality service delivery.

Staffing in the NLN is coordinated by the Board ensuring that staff dispositions approved by the Establishment Office of the Federal civil Service is abided with. Staff promotion, emoluments, discipline and training are managed by the Board with the assistance of top management. At present, there is an acute shortage of staff in all cadres and the Board is hopeful of filling the vacancies as soon as possible.

Directing and controlling of staff and tasks is carried out by the respective staff concerned as stipulated in job descriptions. Staff are guided on how to achieve good results and in-house training is organized to improve productivity. The NLN established a training school in its Enugu office (CALIM) to assist in training staff and other librarians. The overall objective of directing and controlling is to ensure that high standards are maintained in the library.

As regards reporting, the NLN collects monthly reports from each of its administrative units and all these are collated and consolidated at the end of the year into an annual report. The Annual Report is approved by the

Board and then forwarded to the Minister of Education. The report encapsulates all the activities and programmes of the library for the previous year, its achievements, challenges and prospects for the future.

Most of the funding of the NLN, as an agency in the Executive arm of government, is from government sources. The budgeting process involves every unit as each unit is requested to submit its proposed programmes and activities with line-item budgets. These are collated and consolidated into an organizational budget which is passed on to the Ministry of Education. The NLN is then required to defend its budget before National Assembly before a final appropriation is decided. The NLN is notified of the appropriation (an envelope) broken into personnel, overhead and capital budgets for one year. It is important to note that no agency of government is expected to spend beyond the budget appropriated nor is any agency allowed to vire funds from one stream (personnel, overhead and capital) to another. Other sources of funding the NLN includes proposals to partner with other agencies in and out of the country (with the express permission of the Board) and income streams such as profits from consultancies, workshops, seminars and conferences, sale of ISBN/ISSN/ISMN and other items as approved by the Board.

#### **4.0 CONCLUSION**

In concluding this unit, it is essential to note that the administration and management system of the NLN were discussed. The decentralized style of management and how the various units and departments interact and inter-relate were also discussed. One could conclude that the NLN uses a complex, but effective administrative system in order to achieve its objectives and statutory mandate.

#### **5.0 SUMMARY**

This unit examined the ways in which the National Library of Nigeria is administered and managed. It described the system used in planning, organising, staffing, directing, coordinating, organising, reporting and budgeting.

#### **SELF-ASSESSMENT EXERCISE**

1. Discuss the key functions of management using the POSDCORB.

#### **6.0 TUTOR-MARKED ASSIGNMENTS (SAEs)**

1. Briefly describe the system of administration and management used by the National Library of Nigeria.

## 7.0 REFERENCES/FURTHER READING

Aina, L. O. (2004). *Library and Information Science Text for Africa*. Ibadan: Third World Information Services Limited.

Aiyebelehin, J. A. (2012). "General Structures, Literatures, and Problems of Libraries: Revisiting the State of Librarianship in Africa." *Library Philosophy and Practice (e-journal)*. 832. <https://digitalcommons.unl.edu/libphilprac/832>

Ugwuogu, U. O., Ugocha, O. O. and Opara, G. (2018). "National Libraries: Conceptual Explanation, Historical Development, Functions and Organizational Structure." *Researchgate*. pp. 68-80. <http://www.researchgate.net/publication/327780977>

## **UNIT 5: SERVICES OF THE NATIONAL LIBRARY OF NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Services of the National Library of Nigeria
  - 3.1.1 The Service Charter of the National Library of Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the previous unit, we discussed the administrative and management style of the National Library of Nigeria, using the POSDCORB framework. This unit will critically examine the major services provided by the library which are derived from the functions, objectives and mandates of the library as contained in the enabling Act. In addition, you will have the opportunity of examining the Service Charter of the library.

### **2.0 OBJECTIVES**

At the end of this unit, you will be able to:

- discuss the major services offered by the National Library of Nigeria
- describe the service charter of the National Library of Nigeria

### **3.0 MAIN CONTENT**

#### **3.1 Services of the National Library of Nigeria**

Library services could be defined as Information-based services offered by the library to a defined group of patrons for personal self-development, educational, business, political and other purposes with the aid of man and or technology infrastructures (Ilo et. al., 2021). It could also be regarded as the resources and activities provided by **libraries** to address information needs of users. They vary from one library to another and indeed, the same library may change its services in line with the dictates of its users and society. Services offered by the National Library of Nigeria are discussed below.

2. **Bibliographic Control Services, including Production of National Bibliography of Nigeria (NBN):** According to Akidi and Omekwu (2019), national libraries in their bibliographic control efforts are responsible for acquiring information resources published in their countries of domain, processing them through cataloguing and classification and making them available to their citizens and also users outside the country, thereby enhancing effective bibliographic control nationally and globally. IFLA (2014) in its contribution noted that a

National Bibliographic Agency (NBA) such as the NLN is responsible for providing authoritative bibliographic data for publications of its own nation, documentation of authorised access points, authoritative citation for works related to the nation, and making the data available to other national bibliographic agencies, libraries and stakeholders through appropriate and timely services that makes such data available globally. This means that such agencies (NBA) have responsibility to determine the standards required in cataloguing and classification of local materials. In line with this mandate, one of the major services provided by the NLN is the production of the National Bibliography of Nigeria (NBN). Using current cataloguing and classification techniques, the NLN headquarters catalogues and classifies materials centrally; new resources which have been processed are later sent to State branches. A typical entry in the NBN will provide such information as: Author of the material, Title of material, the Publisher, Pagination, Date of Publication and Place of publication. It will also provide the Library of Congress Classmark; Dewey Decimal Classification Classmark and the Subject Headings. The NBN has many important objectives, including: providing Nigerian libraries cataloguing and classification information, especially for Nigeriana (materials collected under the Legal Deposit Law in Nigeria) materials. This saves the time of other libraries because they can use the NBN for copy cataloguing. In addition, use of the NBN ensures some form of standardization in the cataloguing of materials published in Nigeria. This implies that libraries would not need to do original cataloguing for such materials, thereby greatly reducing the time lag between receiving the books and shelving them. The NBN also helps librarians know which materials are published locally, which means that it can be used as a publishers' catalogue.

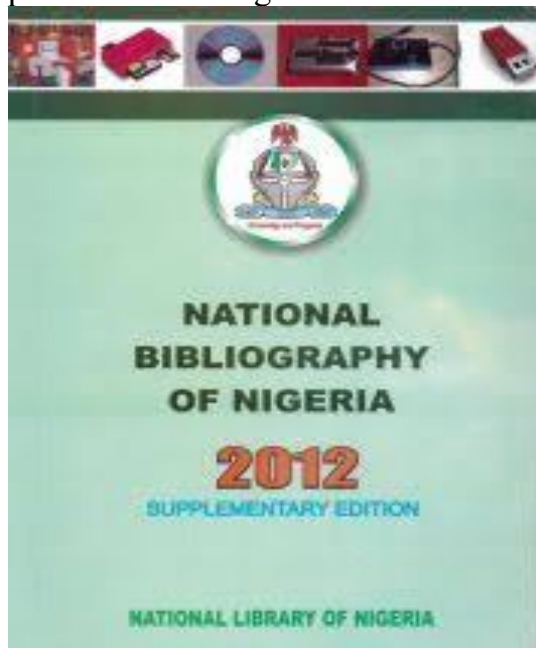


Figure 66: National Bibliography of Nigeria. Source: Google Images



3. **Legal Deposits:** Another essential service provided by the NLN is the collection, management, preservation and dissemination of materials as stipulated in the enabling law. Section 4 (1) of Act 29 of 1970 of the National Library of Nigeria stipulates that “The publisher of every book published in Nigeria shall within one month after the publication deliver, at his own expense, to the National Library, three copies of the book, two of which shall be kept in the National Library for permanent preservation and one of which shall be sent by the Director to the Ibadan University Library.” It further stipulates that ten copies of every state government publication and twenty-five copies of every federal government publication shall be deposited by the officer-in-charge with the National Library. Sanctions for non-compliance with this Law attracts a fine not exceeding ₦50 and he may, in addition, be requested to send the three copies or the cost of purchasing such copies. Materials under this law include literary works such as books, pamphlets, sheets of music, maps, charts, plans, tables and compilations; dramatic works; collective works such as encyclopaedias, dictionaries, yearbooks, newspapers, magazines and similar periodicals; documentaries and oral records published. The laws also requires collection of every work published about Nigeria by a foreigner and every work published by a Nigerian living overseas. Through the collection of these materials, the National Library of Nigeria serves as the giant memory of the nation. The legal depository function provides a ready reference tool in compiling the National Bibliography of Nigeria and producing various data on the state of the book trade in Nigeria. The NLN commits a lot of resources to educating publishers and the general public on the need to comply with the legal deposit law. Sensitization programmes are held regularly on a zonal basis. Television and other publicity outlets are used to improve the legal deposit drive.

v. **Court Subpoena and Summons:** The NLN is the library of last resort in Nigeria. In the event of court subpoena and summons between disputing parties, only copies of documents such as newspapers authenticated by the NLN are admissible in court. This is a huge responsibility and a service that is of vital importance to the nation as it may influence the court’s judgement in one way or another. Fortunately, the NLN has started a digitization programme that includes digitizing original copies of newspapers.

vi. **Issuance of ISBN, ISSN, ISMN:** The NLN has responsibility for issuing International Standard Book Number (ISBN), International Standard Serials Number (ISSN) and International Standard Music Number (ISMN) to publishers and authors in Nigeria. ISBN is a numeric commercial 13 digit book identifier which is unique to the book. There is a global issuing agency located in London, United Kingdom that issues these numbers to designated libraries in participating countries. The ISBN for Nigeria is prefixed by the number 978 to indicate that the book is published in Nigeria. The NLN has recently decentralized the service and

made it accessible online in order to reduce bureaucracy and risk of travelling to collect it from Abuja. Decentralization and online access have increased in the number of publications with ISBN in the country. The service is important because the standard numbers help to make the books more accessible globally. In an interview by Azeezat Adedigba of Premium Times Online Newspaper in 2019, the National Librarian, Professor Aina, spoke about the procedure for acquiring ISBNs in Nigeria. He stated that the national library charge for International Standard Book Number (ISBN) is N3000 for a book. He explained that ISBN is made of 13 digits, divided into five parts using either hyphen or spaces with the first three representing the international code followed by the next three digits which serve as country identifier, then the next three goes for the publisher identifier and the next three stands for title identifier. The last digit is the check digit.

### **Guidelines and Requirements for the Assignment of ISBN**

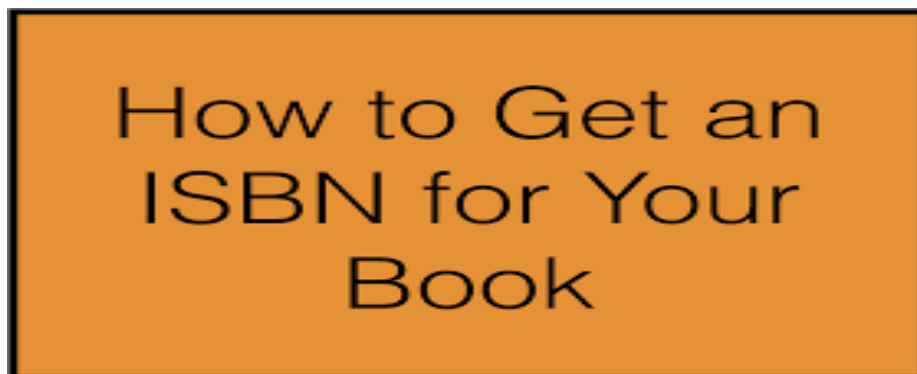


Figure 67: How to Get an ISBN. Source: Google Images

- A formal Letter of application for assignment of an ISBN made on the letter head paper of the Publisher/Author or Institution, and addressed to The Director (NBCD), National Library of Nigeria Headquarters, ISBN office, Abuja or processed through any of the State Branch offices.
- A photocopy of Certificate of Registration (in the case of private companies) obtained from the Corporate Affairs Commission (CAC) OR a National Identity card OR valid Driver's License for author/publisher, should be attached for identification.
- Visual proof of the existence of the publication(s) should be shown. The publisher/Author must produce type-set copy(s) of the manuscript(s), or

at least the preliminary pages of the publication(s) i.e preface, introduction, forward, content table, title page, verso, etc.

– Request for a block of ten (10) ISBN should present visual proofs of at least Seven (7) manuscripts or the preliminary pages of the work to be published.

– Evidence of full utilization of ISBN(s) earlier assigned in form of letter(s) of acknowledgement of receipt from National Library of Nigeria of having deposited the required number of copies of their previous publications to the National Library as required by Law i.e. Private Publisher's -three (3) copies; State Governments and their Agencies-ten (10) copies, and Federal Government and their Agencies- twenty five (25) copies.

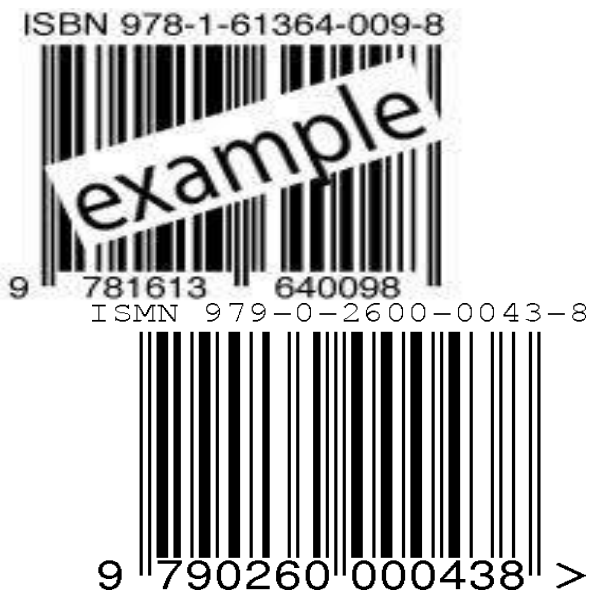


Fig. 68: Sample ISBN  
Source: Google Images

Fig. 69: Sample ISMN  
Source: Google Images



Fig. 70: Sample ISSN

Source: Google Images

Fig. 71: Sample

Source: Google Images

vii. **Establishment and Maintenance of a Branch of the National Library of Nigeria in Each State:** The NLN is one of the few national libraries globally that run a decentralized system and provides public library services through its State branches. In this way, the NLN supports library services provided by State Public Library Boards by complementing their services and making documents and information at the federal level widely available at the State and Local Government levels. The NLN also provides advisory services to State governments on issues relating to library matters, assists State Library Boards in advocacy and provides continuous development to state branches. This service has been of tremendous assistance to many State Library Boards.



Figure 72: National Library of Nigeria, Kaduna, Kaduna State.  
Source: Google Images

viii. **Readership Promotion Campaign (RPC):** One of the main aims of the NLN is to get Nigeria reading again through an aggressive reading promotion campaign. Over time, the NLN has run the campaign as one of its flagship programmes and has recorded many successes. For instance,

the programme assists in increasing literacy levels in the country and promotes the benefits of reading. In recent times, the campaign has not just been done in schools but has been extended to motor parks, hospitals, pregnant women, correctional services and many other disadvantaged groups that would otherwise find it difficult to access library services.



Figure 73: National Library of Nigeria Readership Promotion campaign.  
Source: Google Images

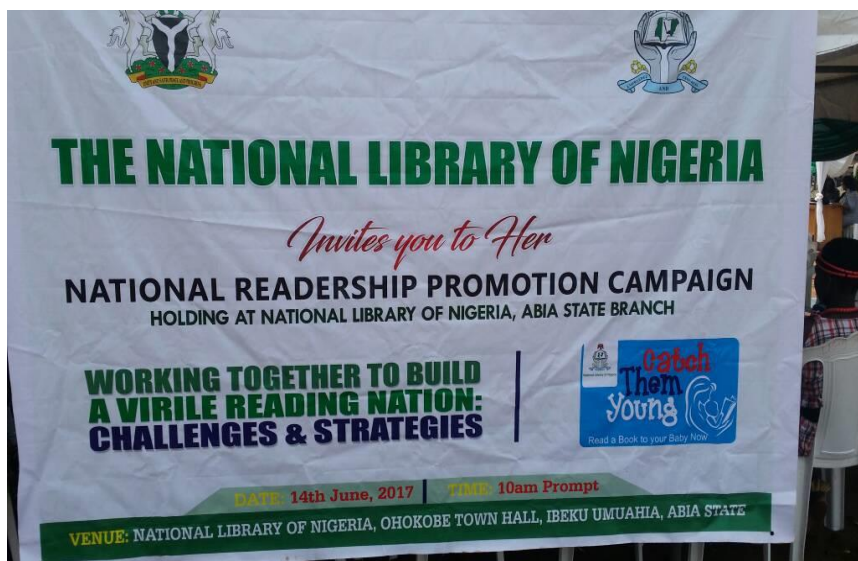


Figure 74: Readership Promotion Campaign. Source: Google Images



Figure 75: Reading Promotion Slogan. Source: Google Images  
“I want Nigerians to start reading again “– President Goodluck Jonathan



Figure 76: Readership Promotion Campaign. Source: Google Images



Figure 77: Readership Promotion Campaign. Source: Google Images



Figure 78: Readership Promotion Campaign. Source: Google Images

ix. **Book Gifts and Exchanges:** book gifts are given to primary and secondary school libraries that may not otherwise have been able to get new acquisitions. The NLN also donates books to State Library Boards. This is a national service and one of the corporate social responsibilities of the NLN. Many of the recipient school libraries and State Library Boards appreciate the service.

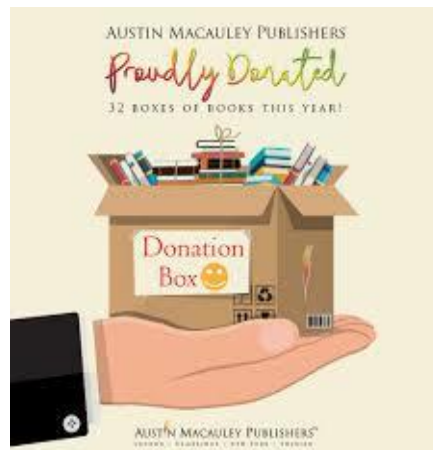


Figure 79: Book donation Programme, Cameroon. Source: Google Images

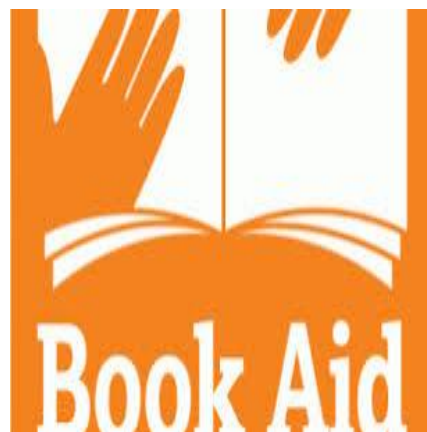


Figure 80: Book Aid International, UK. Source: Google Images

# Books2Africa

Figure 81: Another Book Donor. Source: Google Images



Figure 82: Book Donor from USA. Source: Google Images

x. **Virtual Library Services - ICT, Content Development and Internet Services:** the NLN contributes significantly to local content development of the virtual library. It has also deployed Internet and other ICT services. This has made its service delivery systems more efficient and effective with more users being able to access its facilities and services online.

xi. **Provision of Reference and Document Delivery Services:** Reference services, especially e-Reference services are available in the NLN. Recently, the “Ask-A-Librarian” online service whereby users are required to complete an online form stating their reference questions for



the librarian to assist was inaugurated. The answers to such requests are delivered online at the shortest possible time. The NLN also has stocks of UNESCO coupons which patrons can purchase to access documents published overseas. The document delivery service is highly used and appreciated by researchers and other libraries.

xii. **E-Resources:** the NLN subscribes to a huge database of electronic resources, for instance, EBSCO Host. It makes these resources available to researchers.

xiii. **Promotion of Research in the Field of Library and Information Science:** Monthly staff seminars and provision of information materials, especially a rich collection of rare books help in the promotion of research. The rare books collection is in very high demand and used mostly for historical research.



Figure 83: Image of Researchers. Source: Google Images

xiv. **Library Development, Consultancy and Technical Services:** the NLN provides advisory services to government ministries, departments and agencies (MDAs) at all levels on how to improve library development in their jurisdiction. As the apex library, it engages in the retraining and upskilling of public library staff in modern techniques of library management, especially in the application of ICTs to library operations. It also engages in consultancy services.

xv. **Exhibitions and Displays:** The NLN helps in the marketing of library and information services using exhibitions and displays. Such displays draw the attention of the public to important documents relating to the country. For example, the library mounted an exhibition at the 100<sup>th</sup> anniversary of Nigeria's independence where the instruments and documents on the amalgamation of Nigeria were on public display. Exhibitions are mounted from time to time to draw attention of stakeholders and the general public to important historical documents, innovations and intellectual achievements of Nigerians, thereby maintaining its role as the giant memory of the nation. Current Awareness

Service through the display of new arrivals is another service provided by NLN.

xvi. **Development, Maintenance and Sustenance of the Online National Union Catalogue (ONUC) and Online Public Access Catalogue (OPAC):** The NLN engages in the development and maintenance of an online National Union Catalogue which promotes the resources of the library. Digitisation facilities are available and many libraries purchase the DVDs of indexed Nigerian Newspapers from the library, thereby reducing cost of purchasing newspapers by smaller libraries, conserving space and preserving information contained in the documents.



Figure 84: NUC. Source: Google Images



Figure 85: Library OPAC. Source: Google Images

xvii. **Advocacy Role:** the NLN has been in the forefront of advocacy in issues relating to the development of library services at all levels in Nigeria. For instance, it was at the forefront of advocating for the establishment of the Librarians' Registration Council of Nigeria.

### 3.1.1 Charter of Service of the National Library of Nigeria

In order to ensure quality service delivery and for the information of stakeholders on what level of service they should expect from the National Library of Nigeria, the library published a Charter that spells out its relationship with stakeholders. The Charter accessed from the NLN website is summarized as follows:

**a. Our Clients & Services:** This Charter is intended to provide information to all our stakeholders on the quality of service expected from the National Library of Nigeria.

**b. Customers/Clientele:** Our clients are essentially the various stakeholders in the Nigerian polity, including:

- Federal Government Ministries, Departments and Agencies, National and State Assemblies
- The Judiciary
- Authors, Publishers, Researchers
- Schools, Readers, Booksellers
- Public and Private Libraries
- International Organizations
- Non-Governmental Organizations (NGOs)
- Library Resource Centres
- Library Schools and Tertiary Institutions
- Community Based Organizations
- Political Parties and Private Sector Organizations
- Contractors, Staff, Retirees, and Next-of-kin to deceased Staff

**c. Details of Service Provision / Delivery:** a summary of our services are as follows:

- We provide book and other materials for public use freely
- We issue International Standard Book Number (ISBN) within ten (10) working days.
- We accept legal deposit materials from federal government, state governments and local governments, publishers and authors
- We attend to court subpoena and summons
- We offer library consultancies
- We organize and attend book exhibitions
- We organize readership promotion campaigns
- We distribute book gifts from donors to schools, agencies and institutions

**d. Special Needs Provision:** Provisions are made for those with disabilities to access library facilities

**e. Delivery Target and Timeframe:** Our delivery and time frame varies depending on the type of request and the client that makes the demand. Therefore, it can be:

- Within minutes/hours
- Daily
- Weekly
- Monthly
- Quarterly
- Bi-annually
- Annually and
- Continuous

**f. Obligations and Expectations:** It is expected that clients shall:

- Have access to the Servicom charter which will be produced as handbooks and handbills to be displayed on the notice boards in the offices;
- Submit in writing all request that require the attention of the office;
- Show understanding for some of the constraints within which the office operates;
- Provide all necessary information that the office may require to facilitate timely processing of their requests and complaints.
- Provide feed-back to facilitate a biannual assessment and evaluation of the service delivery system;
- Be expected to pay the sum of N5,000 and N3,500 as administrative fees for the issuance of ISBN and ISSN respectively, which receipts are issued on payment. Clients can now obtain the numbers in any of the existing National Library of Nigeria branches.
- Response to requests from clients shall be processed within ten (10) working days by the schedule officers;
- No officer will leave request unattended to, for more than 48 hours
- The reading points open from 9:00am -6:00pm, Monday to Friday except on public holidays and 9:00am - 12:00 noon on Saturdays

**g. Limitations:** The National Library of Nigeria is faced with the following limitations:

- Inadequate funding
- Uncooperative attitudes of authors and publishers by refusing to submit legal deposit copies of their published works.
- No permanent Headquarters Building, yet to be completed and this makes coordination of service difficult.

**h. Stakeholders Participation:** We intend to engage stakeholders in the following fora:

- Readership Campaign done annually
- Legal deposit drive done annually
- Sensitization workshops done periodically
- Book fair done periodically

- Gift and exchange done continually
- Quarterly senior staff meetings
- Senior staff seminars done periodically
- ICT Training sessions done periodically

➤

**i. Designated Officials Responsible:**

- National Librarian/Chief Executive Officer
- Directors of the various departments
- Focal Officer, Customer Relations Officer & Complaints Officer
- Head of Branches
- Librarians
- Library Officers
- Administrative officers

#### **4.0 CONCLUSION**

This unit describes the various services offered by the National Library of Nigeria. It also discusses the service charter of the library, highlighting its responsibility to clients. It is hoped that understanding of the main services provided by the library will increase.

#### **5.0 SUMMARY**

In this unit, you examined the major services provided by the National Library of Nigeria. The service charter of the library was also explored with the aim of understanding the level of service delivery expected of staff.

#### **SELF-ASSESSMENT EXERCISE**

1. Discuss the steps in getting ISBN for book.

#### **6.0 TUTOR-MARKED ASSIGNMENTS (SAEs)**

1. Briefly describe ten key services provided by the National Library of Nigeria.
2. Using copious examples, write short notes on the following services of the National Library of Nigeria:
  - Court Subpoena and Summons
  - Readership Promotion Campaigns
  - Issuance of ISBN, ISSN and ISMN
  - Legal Deposit Service
  - Production of the National Bibliography of Nigeria
2. Describe the Service Charter of the National Library of Nigeria and its implications for service delivery.

#### **7.0 REFERENCES/FURTHER READING**

Akidi, J. O. and Omekwu, C. O. (2019). "Assessment of Cataloguing and Classification Practices of the National Library of Nigeria in the Digital Age: a Bibliographic Control Perspective" *International Journal of Library and Information Science (IJLIS)*. 8(1). pp. 20-34. <http://www.iaeme.com/IJLIS/issues.asp?JType=IJLIS&VType=8&IType=1>. ISSN Print: 2277-3533

IFLA. (2014). “Best Practices for National Bibliographic Agencies in the Digital Age. [www.ifla.org/best-practices-for-national-bibliographic-agencies-in-the-digital-age/node/8911](http://www.ifla.org/best-practices-for-national-bibliographic-agencies-in-the-digital-age/node/8911).

Ilo, P. I., Nkiko, C., Ugwu, I., Ekere, J. N., Izuagbe, R. and Fagbohun, M. O. (2021). Prospects and Challenges of Web 3.0 Technologies Application in the Provision of Library Services. *Encyclopedia of Information Science and Technology, Fifth Edition*.<https://www.igi-global.com>

International Standard Book Number (2021). “A Little Piece of ISBN History.” <https://www.isbn-international.org/content/little-piece-of-history>

National Library of Nigeria (2021). “National Library of Nigeria.” <https://www.nln.gov.ng>

Adedigba, A. (2019). Completion of National Library Headquarters to Gulp N50b. *Premium Times Online Newspaper*. February 10, 2019. <http://www.premiumtimesng.com/>

## **UNIT 6: APPLICATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs) IN THE NATIONAL LIBRARY OF NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Application of ICTs in the National Library of Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the previous unit, you learnt about the services offered by the National Library of Nigeria. This unit seeks to introduce you to the application of Information and Communication Technologies (ICTs) in the library and how the new technologies have influenced the operations of the NLN. With the advent of the corona virus pandemic and the need to re-invent library practices and operations, it is imperative that you understand the need for more use of technology in service delivery in the NLN.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- discuss the application and use of ICTs in the National Library of Nigeria
- explain the need for new technologies in National Libraries

### **3.0 MAIN CONTENT**

#### **3.1 Application of ICTs in the National Library of Nigeria**

We are at the beginning of the Fourth Industrial Revolution (4IR), a new era which builds and extends the impact of digitization in new and unanticipated ways. It is the advent of cyber-physical systems involving new capabilities for people and machines (Davis, 2016). In addition, Wikipedia (2021) defines the Fourth Industrial Revolution (or Industry 4.0) as the ongoing automation of traditional manufacturing and industrial practices, using modern smart technology. It noted further that in the 4IR, large-scale machine-to-machine communication (M2M) and the Internet of Things (IoT) are integrated for increased automation, improved

communication and self-monitoring, and production of smart machines that can analyse and diagnose issues without the need for human intervention. Bansal, Arora and Suri (2018) stated that Kevin Ashton first coined the phrase IoT while working for the Procter and Gamble to improve supply chain management. He linked Radio-frequency identification (RFID) as a prerequisite to connect to the Internet. He found if all the objects and people in daily life were equipped with identifiers, then computers could easily manage and inventory them and apart from using RFID, barcodes, QR codes and digital watermarking can also be used for tagging the machines. They further stated its definition in Wikipedia as a “network of physical objects or things embedded with electronics, software, sensors, and network connectivity, enabling object collect and exchange data. Objects can be sensed and controlled remotely across existing network infrastructure, creating opportunities for more direct integration between the physical world and computer-based systems, and resulting in improved efficiency, accuracy, and economic benefit”. They concluded that IoT could be used in libraries for inventory control, theft management, circulation desk, user identification, reservation of books, Fire Detection and Prevention, mobile reference, Tracking movement of Resources and Inventory, assistive technology, Virtual Library and Book Tracking. Yusuf, Ifijeh and Owolabi (2019) also described how the IoT could be used by libraries to improve their operation and retain their clients. Wojcik (2016) considered the concept as a part of the so-called ‘Future Internet’ which is described as “a dynamic global network infrastructure with self-configuring capabilities based on standard and interoperable communication protocols where physical and virtual ‘things’ have identities, physical attributes, virtual personalities, use intelligent interfaces, and are seamlessly integrated into the information network”. However, Pujar and Satyanarayana (2015) observed that in recent times ‘the internet has taken a leap forward from “internet of communication” to “internet of things”, making it possible to connect objects and transfer data with or without human intervention’. The ‘internet of communication’ promoted better communication and improved services, but with some form of human interventions. Herein lies the distinctiveness of the ‘internet of things’ –connecting objects using sensors and networking capabilities with very minimal or no human intervention. Libraries must therefore take advantage of this new opportunity to leapfrog and re-position the sector in a way that they continue to provide immense benefits to society. The question will be: what does the library field want these new technologies to deliver for it in order to remain relevant to society? As of now, the three big areas of concern in the 4IR are inequality, security and identity, areas which traditionally are areas of strength for libraries because library values have always involved inclusivity, access, diversity, collaboration and security.



National libraries, including the NLN must leverage on the 4IR, the Internet of Things and the new normal brought about by the coronavirus pandemic to integrate more ICTs into its service delivery models. In Nigeria, for example, there is a fast move into the e-Currency era resulting in e-payments for most services. This should influence such services as issuance of ISBN/ISSN and purchase for information resources such as e-Books. The advent of robotics and Artificial Intelligence (AI) and social media should revolutionize reference services.

We shall examine how the NLN has applied the use of ICTs so far and suggest what more can be done. The use of ICTs in the NLN include:

**a. Library Automation:** The NLN has over time implemented the use of Library Management Software to automate the library. ALICE for Windows software was adopted in 2007. It is used for cataloguing and classification, statistics and reporting. However, there is need to re-assess the Library Management Software being used with the plan to migrate to an open source software such as Koha and New Generation Library. For cataloguing, MARC21 is already being used and the possibility of using Resource Description and Access (RDA) should be explored. Other technology-enabled facilities that should be examined with a view to acquiring them include WorldCat for cataloguing and classification.

**b. Reference Services:** The NLN is in the process of adopting the use of electronic reference services such as Ask-A-Librarian. Although the service is widely publicised on the NLN website, it is yet to start off. In addition, the ISBN/ISSN/ISMN service has been migrated to the online platform whereby publishers can access the numbers remotely and make payments using e-payment platforms. Hopefully, in the not too distant future, application of Artificial Intelligence and Robotics will revolutionize other aspects of the reference services.

**c. Communication with Patrons and other Stakeholders:** The advent of the Internet and the use of social media has greatly improved the communication and services between the NLN and its key stakeholders. For instance, various departments and state branches have set up WhatsApp platforms and use SMS to communicate effectively. Facebook, Twitter, Instagram pages have also been established to improve communication with stakeholders. The NLN website is currently undergoing review and there is hope that the new website will be more interactive and improve communication and dialogue amongst staff and users.

**d. Acquisitions:** Publishers catalogues are accessed online and emails/SMS/WhatsApp are adopted to communicate with vendors, booksellers and other stakeholders in the process. There is need for the

NLN to acquire more electronic books using consortia and to use electronic platforms much more in its legal deposit drive. The NLN should explore the use of online meetings using Zoom or Google Meet to organize workshops and seminars for publishers and authors, thereby reaching a larger group of stakeholders at minimum cost. These platforms could also be used for staff meetings, especially those in state branches in order to adhere to COVID-19 protocols as stated by Nigeria Centre for Disease Control (NCDC), to save costs and reduce the security risk to staff and patrons.

**e. Serials:** The NLN has been in the forefront of digitizing newspapers and other rare materials in its collection. There is need to acquire more electronic journals and fast-track its digitization project, especially for rare book materials.

**f. Others:** ICTs have also been widely used to prepare annual reports and other routine tasks. ICTs should also be deployed for publishing the National Union Catalogue and the National Bibliography of Nigeria. It is hoped that the new NLN headquarters that is being built will be a smart building that will be amenable to the use of new technologies now and in the future.

#### **4.0 CONCLUSION**

In conclusion, you would have learnt from the foregoing that the National Library of Nigeria is already working towards deploying more ICTs in its operations. It should take advantage of the 4IR to leapfrog into using more of the new technologies to improve such services as reference, issuance of ISBN/ISSN, and bibliographic control. There should be a proactive move towards the adoption of Artificial Intelligence and Robots and the Internet of Things for better service delivery as soon as possible.

#### **5.0 SUMMARY**

In this unit, you examined the application of ICTs in the operations of the National Library of Nigeria. Furthermore, the need to leverage on the opportunities presented by the new normal and the 4IR were explored and emphasized. The essence of having a smart building as its headquarters and the need to use more social media, AI and Robotics were highlighted.

#### **SELF-ASSESSMENT EXERCISE**

1. Discuss the application of ICT to National Library of Nigeria.

## 6.0 TUTOR-MARKED ASSIGNMENTS (SAEs)

1. Discuss the use of Information and Communication Technologies (ICTs) in the National Library of Nigeria.
2. Describe the opportunities available for improving the use of ICTs in the National Library of Nigeria in the Fourth Industrial Revolution.

## 7.0 REFERENCES/FURTHER READING

Bansal, A., Arora, D. and Suri, A. (2018). "Internet of Things: Beginning of New Era for Libraries" (2018). *Library Philosophy and Practice* (e-journal). <http://digitalcommons.unl.edu/libphilprac/2081>

Davis, 2016. "What is the Fourth Industrial Revolution?" World Economic Forum. [www.weforum.org](http://www.weforum.org)

National Library of Nigeria (2021). "National Library of Nigeria." <https://www.nln.gov.ng>

Pujar, S. and Satyanarayana, K. (2015). Internet of Things and Libraries. *Annals of Library and Information Studies*. (62). pp.186 –190

Wikipedia. (2021). Fourth Industrial Revolution. [www.en.m.wikipedia.org](http://www.en.m.wikipedia.org)

Wojcik, M. (2016). Internet of Things –Potential for Libraries. *Library Hi Tech*. (34) no. 2, pp. 404-420

Yusuf, F., Ifijeh, G. and Owolabi, S. (2019). "Awareness of Internet of Things and its Potential in Enhancing Academic Library Service Delivery in a Developing Country". *Library Philosophy and Practice* (e-journal). <https://digitalcommons.unl.edu/libphilprac/2831>

## **MODULE 4 ACHIEVEMENTS, CONTEMPORARY ISSUES, CHALLENGES, OPPORTUNITIES AND PROSPECTS OF THE NATIONAL LIBRARY OF NIGERIA**

This module introduces you to the achievements of the National Library of Nigeria as well as the contemporary issues, challenges, opportunities and prospects of the library. Suggestions on how the challenges may be alleviated were made. It stressed the need for the library to re-position itself so that it can remain relevant by providing quality services and operations that meet the information needs of its clients in the 21<sup>st</sup> century. The need to leverage on the Fourth Industrial Revolution and the benefits that the COVID-19 pandemic has brought with it was emphasized. The module consists of three units, namely:

- Unit 1: Achievements of the National library of Nigeria
- Unit 2: Contemporary Issues and Challenges of the National Library of Nigeria
- Unit 3: Opportunities and Prospects of the National Library of Nigeria in the Fourth Industrial Revolution and the COVID-19 Pandemic

### **UNIT 1: ACHIEVEMENTS OF THE NATIONAL LIBRARY OF NIGERIA**

#### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Achievements of the National Library of Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments (SAEs)
- 7.0 References/Further Reading

#### **1.0 INTRODUCTION**

In the previous unit, we discussed the various services offered by the National Library of Nigeria. In this unit, we shall discuss the major achievements of the library from inception. The achievements will enable us make informed judgements about the performance of the library, the gaps and prospects for the future.

#### **2.0 OBJECTIVES**

The main objective of this unit is to highlight the major achievements of the National Library of Nigeria. At the end of the unit, you will be able to discuss the main achievements of the library.

### 3.0 MAIN CONTENT

#### 3.1 Achievements of the National Library of Nigeria

The National Library of Nigeria, measured against its mandate and objectives, has recorded many achievements from inception to date. With the observations made from various annual reports of the library and the accounts of researchers such as Omolayole (2003) and Wali (2014) the major achievements of the library could be articulated as follows:

1. **Infrastructural development:** the completion of the headquarters building in the cultural belt is being pursued vigorously. When ready, the building will be a beautiful edifice in the Central Square of the city centre and a pride to all librarians. Work has progressed steadily and it is hoped that the building will soon be completed.



Figure 86: The proposed National Library of Nigeria (NLN). Source: Google Images

2. **State Branches Development:** Statutorily, the Act establishing the NLN mandates it to open branch libraries in every state of the federation. As listed in Module 3: Unit 3 (structures and systems of the NLN), twenty- seven state branches have been established. These branches work under the four zonal offices which have prototype buildings in Kaduna, Jos, Akure and Enugu. The state branches were developed to provide support to State Public Library Boards by cooperating with and complementing their activities. They do this by providing reference services, access to federal government publications, referral services to resources at the NLN Headquarters as well as provision of information to the general public at the state and local government levels.

3. **Manpower Development and Training:** For the National Library of Nigeria, human resource development has continued to remain a major area of focus, with significant achievements made in training, retraining,

reskilling and upskilling of staff in all cadres. A large contingent of librarians from the library are supported to attend the Nigerian Library Association annual conferences/Annual General Meeting. They also attend other training programmes, including in-country, regional and international conferences, seminars and workshops. In addition, staff development overseas through the support of international agencies abound. In-house training is also organised regularly to bridge the skills gaps of staff. Annually, staff training needs are collated and implemented. One of the good practices adopted by the NLN was the Librarians-in-Training programme whereby first degree graduates from any field were recruited, worked for one year and were given study leave with pay to do their Masters in Library Science. This practice helped to ensure professionally trained librarians with requisite skills were available within the workforce. Para-professionals and other staff were also given opportunities go for further studies. Training for retiring staff became another flagship programme over time. In the process of operating a solid system for education, training and continuing professional development programmes, the National Library became a reference point for skilled staff, resource persons, visiting lecturers, SIWES students and also went ahead to publish an academic journal known as *Nigerbiblios*. The NLN has a well-established training school in Enugu which regularly hosts workshop and seminars for library staff.

4. **Service Delivery:** the National Library of Nigeria places a premium on the quality of service rendered to its patrons as enshrined in the enabling Act. Specifically, the achievements in this area include:

a. **Legal Deposit Obligations:** The NLN has the statutory responsibility of being the national depository under Section 4(1) of Decree No. 29 of 1970 which is currently in force. It serves as the apex library which functions as a resort for researchers and information seekers of the nation. It is the intellectual memory, storehouse and heritage of the nation. The law requires that all materials published in Nigeria, all materials published about Nigeria (including those published by foreigners) and all materials published by Nigerians at home and overseas are collected by the NLN. These materials or resources include books, periodicals, newspapers, pamphlets, films, videos, maps, micro-texts, musical scores and recordings. In its capacity as the national depository, the law requires that 3 copies of commercially produced books, 10 copies of state government publications and 25 copies of federal government publications are deposited in the National Library of Nigeria at no cost to the library. One of the greatest challenges of the library is the fact that many publishers do not comply with this law. In order to mitigate this challenge, the NLN continually organises sensitization programmes to convince publishers of the need to comply with the law. In spite of the challenges, Omolayole (2003) notes that there are over 3 million volumes

of monographs available for reference under the legal deposit law. She noted that other invaluable resources include rare books taken over from the old secretariat library, Lagos; United Nations documents; British Command Papers and Canadian government documents.

**b. Foreign Publications:** As a library of last resort, it is expected that the NLN will stock information resources from outside the country, in addition to Nigeriana materials. Other national libraries such the Library of Congress, USA and the British Library, UK spend a lot of money for procurement of materials outside their countries, especially Africa. The NLN makes deliberate efforts, within the limits of its budget, to procure books and other information resources published outside the country. It also engages in book exchange programmes and solicits donations from overseas partners.

**c. Publications of International and Inter-Governmental Organizations:** The NLN is a member of many international and inter-governmental organizations which publish research documents that could be purchased or made available to member states under the deposit laws of the Memorandum of Understanding (MoU). For instance, the NLN has been designated a depository library of United Nations materials since 1963 and had over thirty thousand volumes in its collection as at 2003. The United Nations Organizations involved include Security Council General Assembly, the Secretariat of the Economic and Social Council and United Nations Educational, Social and Cultural Organization (UNESCO), Food and Agriculture Organization (FAO), International Labour Organization (ILO), World Health Organization (WHO) and the United Nations Development Agency (UNDP). The NLN is also a depository for resources of the African Union (AU).

**d. Government Publications:** The NLN collects publications by government at all levels. These are a very rich source of information for research into the political and socio-economic life of a nation. For example, Nigeria being a former colony of Britain, the NLN acquired over 55,000 volumes of British Parliamentary papers from 1801 (including the official debates of the House of Commons, Hansard and Command Papers) as well as the microfilm edition of the House of Lords Sessional Papers from 1645-1859 published by Oceana.

**e. African Government Publications:** The NLN stocks specialized reports and gazettes of member states of the African Union. As a matter of policy, it collects materials published from African countries.

**f. Rare Books in the Library:** The NLN stocks very many rare books relating to Nigeria published elsewhere in the world before 1900. These include 45,000 volumes of books from the Oxford Colonial

Records project (Rhodes House Collection); Lagos Settlement and Colony (1862-1906); Royal Niger Company; Oil Rivers and Niger Coast Protectorate (1891-1900); Protectorate of Southern Nigeria (1900-1904); Northern Nigeria Protectorate (1900-1913); Egba United Government (1905-1913); Lagos Colony (1906-1854); Colony and Protectorate of Southern Nigeria (1906-1914); Nigerian Council (1914-1922); Southern Provinces (1914-1922); Northern Provinces (1914-1952); The Colony and Protectorate of Nigeria (1914-1960); British Camerouns; Northern Camerouns; and Southern Camerouns (Omolayole, 2003).

**g. Implementation of Various Information and Communications Technology (ICT) projects:** Over the years, the NLN has moved with the current trend of applying the use of ICTs in various operations. Library Management Software has been deployed to manage the automation of its resources: Internet facilities are available for staff use; the Virtual Library project is up and running, and all departments are using ICTs to enhance the quality of their operations. It is essential to point out there that a lot of work is being done on the up-skilling and retooling of staff in order for them to adequately use the ICT facilities that have been deployed.

**h. Digitization of newspapers and rare books:** Furthermore, there is an aggressive move to digitize newspapers and rare book materials in the library. The main aim of the exercise is to preserve these materials for posterity and to eventually make them accessible online to the global community.

## 5. Bibliographic Control Services

This is a statutory responsibility of the national libraries. The NLN Act requires it to develop the National Bibliography of Nigeria (NBN) and national bibliographic services either in a national bibliographical centre or elsewhere. The NLN has achieved a lot in this area by ensuring the maintenance of high-quality standards in the practice of the profession, especially in bibliographic control services, library statistics and the National Centre for Inter-Library Lending. Over time, national centres have been established internally such as the Nigerian ISSN Centre, Nigerian ISBN Agency, National Centre for Library Statistics and the National Centre for Inter-Library Lending. At present, the 2014 edition of the National Bibliography of Nigeria is ready for publication. The NBN is an important publication which many professional librarians depend on to catalogue and classify Nigeriana materials, thereby ensuring standards are maintained. The responsibility of producing the NBN was previously handled by the University of Ibadan library when it was the depository centre for Nigerian publications but since 1970, it has been handled by the National Library of Nigeria. Another major breakthrough in recent



times is the decentralization of the ISBN/ISSN service and ensuring that it is accessible online. This has greatly reduced the stress of publishers in obtaining ISBN/ISSN for their publications which in turn has a positive impact on collating the statistics of publications produced in the country.

6. **Other Bibliographic Aids: National Union Catalogue:** The National Union Catalogue (NUC) is another major achievement of the National Library of Nigeria. The aim of the NUC is to consolidate the catalogues of all libraries in one place (NLN) and make it accessible to libraries globally. To date, many Nigerian libraries are contributing to this project and over one million entries have been made.

7. **Service Obligation to the Nation:** The NLN is charged with the responsibility of providing numerous services to the nation. One of such is to play the role of adviser on library development and organization to any Ministry, Department and Agency (MDA) of government at Federal, State and Local Government levels. The National Librarian is the “de-facto” adviser on library matters to government. In line with this responsibility, the National Library has collaborated with other agencies to develop a blue-print for the establishment of a Virtual (Digital) Library and regularly advises the Ministry of Education on issues related to library development. In terms of corporate social responsibility, the NLN is in the forefront of donating books to libraries and even providing training and other assistance to special libraries such as the Library for the Visually Handicapped.

8. **Readership Promotion Campaign:** This is one of the flagship activities of the NLN and an area where it has gained great recognition. The initiative was started in 1978 when the library sought collaboration with the International Reading Association (IRA) to establish a Readership Promotion Campaign. After a series of correspondences, a consensus was reached by interested parties, namely IRA, Noma Award, Regional Centre for Book Development in Africa, Nigeria Book Development Council and the National Library of Nigeria at the International Book Fair held in Ile-Ife, Nigeria in March 1979. A national working committee was set up to draw up an action plan which saw the inauguration of the Readership Promotion Campaign (RPC) by the National Implementation Committee on 12 November, 1980. Accordingly, the Terms of Reference (aims) of the RPC were listed as (Omolayole, 2003)

- i. To inculcate the reading habit for other than sheer utilitarian and examination purpose
- ii. To encourage reading
- iii. To ensure the provision of books and other reading materials adequate in number and variety, relevant to our culture and situation, and at a price that all can afford

- iv. To identify problems which militate against the development of good reading habits
- v. To initiate and execute activities that would eliminate these obstacles

The NLN takes the leadership role in the campaign but collaborates with state library boards and other stakeholders. One of the outcomes of this programme was the inauguration of a National Reading Week in 1991. The RPC is still being organized to date with reading promotion activities organized not just in schools to students but also in hospitals, in motor parks, to pregnant women, to prisons and many other disadvantaged groups in addition to other identified target audiences.

9. **International Obligations and Interactions:** The NLN is the focal organization that represents Nigeria in many international, governmental and non-governmental bodies. These organizations include UNESCO in the General Information Programme, Copyright Information and Library Statistics Programme, the International Federation of Documentation (FID), International Federation of Library Associations and Institutions (IFLA), the International Association for the Development of Libraries, Archives and Documentation in Africa (AID BA) and the African Library and Information Associations and Institutions (AfLIA). Membership of these bodies had ensured that the NLN is current in global practices in the profession in all ramifications and strives to implement good practices in libraries in Nigeria. At present, the NLN is the headquarters of the UNESCO Information For All Programme (IFAP) in Nigeria.

10. **Advocacy and Lobbying:** Over time, the NLN has successfully advocated for libraries at different levels. For instance, it took a leadership role in the eventual establishment of the Librarians' Registration Council of Nigeria, a Federal Government Parastatal under the Ministry of Education that is responsible for regulating the library and information science profession in Nigeria. It was also successful in advocating for enhanced career progression of para-professionals, contributing to the articulation of the role of libraries in the attainment of Universal Basic Education (UBE) resulting in the law that requires every school library in Nigeria to establish a functional library managed by a professional librarian.

#### 4.0 CONCLUSION

In concluding this unit, you learnt about the major achievements of the National Library of Nigeria since inception. It is interesting to note that new achievements are being recorded regularly. What is essential is the understanding that every Board and every National Librarian strives to build on the work of previous administrations to improve the quality of service delivery in the National Library of Nigeria.

## 5.0 SUMMARY

This unit highlights the major achievements of the National Library of Nigeria from inception to date. It noted the deployment of ICTs to the operations of the library to improve service delivery especially in the areas of Internet access for staff and users, staff continuing professional development, decentralization of the issuance of ISBN and ISSN, advancement in completion of the proposed headquarters building and state branch offices, a strategic digitization project for newspapers and rare books, conservation and preservation of special collection of rare books, partnership and collaboration with international agencies, providing advisory services to government agencies at all levels, and successful advocacy and lobbying on issues relating to library matters in Nigeria.

### SELF-ASSESSMENT EXERCISE

1. Discuss Readership Promotion Campaign as an achievements of NLN.

## 6.0 TUTOR-MARKED ASSIGNMENTS (SAEs)

1. Briefly discuss ten major achievements of the National Library of Nigeria

## 7.0 REFERENCES/FURTHER READING

Dosumu, J. A. (2001). "Historical Sketch of the National Library of Nigeria." *In Libraries and Librarianship in Nigeria*. S. O. Olanlokun and T. M. Salisu (eds). Lagos: Ikofa Press.

National Library Decree (1970). *Supplement to Official Gazette* No. 27, 161, 57, May Part A.

National Library of Nigeria (2021). "National Library of Nigeria." <https://www.nln.gov.ng>

Olden, A. (1995). "National Library of Nigeria". *Libraries in Africa, Lanham, Maryland*: Scarecrow Press

Enyia, C. O. (1998). "National Library of Nigeria at 30: its history and prospects for the future". *Journal of Government Information*. 25 (2). pp. 149-159. doi: 10.1016/S1352-0237(97)00096-8. <http://www.unn.edu.ng/publications/files/images/thomas%20T..pdf>

Omolayole, O. O. (2003). "Thirty eight Years of National Library Service to the Nation." *In Forty Years of Library Services in Nigeria*. S. O. Olanlokun (ed). Lagos: Nigerian Library Association.

Wali, M. H. (2014). National Library of Nigeria – 50<sup>th</sup> Anniversary Lecture. Abuja, National Library of Nigeria. [https://m.facebook.com/story.php?story\\_fbid=853881924634127&id=587865861235736](https://m.facebook.com/story.php?story_fbid=853881924634127&id=587865861235736)

## **UNIT 2: CONTEMPORARY ISSUES AND CHALLENGES OF THE NATIONAL LIBRARY OF NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Contemporary Issues and Challenges of the National Library of Nigeria
  - 3.2 Suggestions on How to Alleviate the Challenges
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the previous unit, you learnt about the giant strides made by the National Library of Nigeria and its major achievements over the years. In this unit, you will be introduced to the contemporary issues and challenges of the library. It is pertinent to note that in spite of its laudable achievements, the National Library of Nigeria, like any other organization is facing some challenges. These challenges will be discussed. In addition, suggestions on how these challenges can be mitigated will be made with a view to improving the system.

### **2.0 OBJECTIVES**

The main objectives of this unit are to:

- discuss the contemporary issues and challenges of the National Library of Nigeria
- suggest how these challenges might be alleviated

### **3.0 MAIN CONTENT**

#### **3.1 Contemporary Issues and Challenges of the National Library of Nigeria**

There are many issues and challenges bedevilling the National Library of Nigeria and preventing it from fully achieving its stated objectives and mandates. However, only a few will be discussed in this unit. Students are expected to read the literature widely in order to have a better appreciation of these challenges.

- a. Non-Completion of the National Library Headquarters:** At present, the National Library of Nigeria operates from rented premises in a building that is unsuitable for its library operations and unbecoming of its status. The headquarters building project has been on-going for a long time (since about 2006) and there remains a lot to be done to complete the building. This is a major challenge in many respects as evidenced by cramped staff work spaces, work spaces that are not fit-for-purpose and the inability to carry out major structural adjustments and repairs in rented

premises by the NLN. This issue has hampered the activities and operation of the library. All attempts by stakeholders to draw attention to this challenge have yielded some positive results but have not fully achieved the desired outcome.

**b. Inadequate Facilities and Equipment:** Many facilities available in the library are worn out and are not suitable for a library of such magnitude. This includes the current building housing the library, inadequate provision of space, poor tele-communication facilities, poor lighting and poor maintenance culture. Equipment such as air-conditioners and furniture need to be constantly replaced to make the work environment conducive for staff and patrons.

**c. Building of State Branch Offices:** There is also the challenge of acquiring state branches' buildings. So far, 27 state branches have been established whereas the Act of 1970 requires the library to set up offices in all the states of the federation (37 branches). The main problem is that many of the state governments have not allocated the piece of land required to build the National Library branch which the law stipulates is the responsibility of the state governments. To complicate this issue further, even when land is allocated, the funding to construct the building is not provided to the National Library of Nigeria. As such it takes a long time to complete any state branch.

**d. Inadequate human resources:** The human resources of the NLN has been dwindling in the recent past and they have not been able to recruit new staff. This inadequacy is most notable in the professional staff cadre (librarians), especially as they constitute the heads of units, sections, divisions and departments. Other departments like accounts and administration are also experiencing this challenge.

**e. Inadequacy of staff skills:** Furthermore, the resources for continuing professional development (CPD) are limited, resulting in the inability of staff to reskill and upskill themselves. With the COVID-19 pandemic, this has become even more critical because of the requirements for the new normal. Apart from keeping the required protocols, staff require more advanced ICT skills in order to facilitate to the provision of online services as currently demanded by the pandemic protocols. Aside the need to upskill their ICT skills, staff also need such skills as advocacy, lobbying, presentation, communication and management skills in order to provide the kind of efficient and effective, high quality services required in the twenty-first century.

**f. Funding:** Inadequate funding is a major issue in the management of the National Library of Nigeria. In many instances, the challenge of inadequate funds is directly responsible for the inadequate facilities and services provided by the NLN. Even where budgetary provisions are made, the funds to back up such budgets may not be fully released. This is one of the biggest issues in the completion of the headquarters' building.

**g. Low Level of Media and Information Literacy (MIL) in Nigeria:** The low level of Media and Information Literacy of users impedes the services of the NLN. Media and Information Literacy is defined as the ability to access, analyse and create media and use information ethically, becoming a prerequisite for citizens to realize their rights to freedom of information and freedom of expression. According to August (2006), it enables people to show and make informed judgements as users of information and media, as well as to become skilful creators and producers of information and media messages in their own right. This implies that clients may not be familiar with using online platforms to access the information resources and services that they need. Such platforms as may be required for them to acquire their ISBN or even social media platforms that inform them of the operations of the library. In addition to this, members of the public do not have a good understanding of the roles and responsibilities of the NLN. Coupled with inadequate facilities, funding and poor staff ICT skills, this constitutes a major challenge.

**h. Outdated and Worn-out Library Resources:** A lot of the collection of the NLN is outdated and worn-out. The bindery is not functional and the funding for repairing books is limited, hence many of the books are tatty. In addition, the funds to purchase new books and other resources are inadequate. This makes the library unattractive to users and therefore not as well-used as it should have been. The impact of this is the fact that lower patronage results in lower budgetary provisions to purchase the resources required to meet the needs of the users.

**i. ISBN/ISSN issuance:** Although this service has improved with the decentralization of the task, there are still teething problems associated with the online service. Often times, publishers complain that the online platform is inaccessible and that number of ISBN/ISSN available is inadequate to meet their needs. In addition, there have been complaints of bureaucracy experienced by publishers in waiting for the numbers to be allocated to them, including the fact that fewer numbers than they require are issued to them.

**j. Preservation and Conservation of Library Materials:** The collection, especially the rare collections are not being adequately conserved and preserved. Conservation and preservation require a controlled environment, with the right temperature, lighting and humidity. With erratic power supply and inadequate funds to power the generator 24/7, the risk of losing such materials to environmental issues are high and indeed many of these collections have deteriorated in quality due to poor environmental control facilities and practices.

**k. Lack of Political Will:** Another issue worthy of note is the lack of political will by government actors. This is demonstrated by the lengthy number of years it is taking to complete the NLN headquarters building and many other requests articulated by various Library Boards to enhance service delivery.

**l. Legal Deposit and Publication of the National Bibliography of Nigeria:** These are other aspects where the NLN faces challenges. Publishers are by law expected to deposit the required number of copies with the NLN free of charge. Unfortunately many of the publishers do not comply with the law, and because the penalties in the enabling Act are not stiff enough, publishers do not take the issue seriously. This has forced the NLN to seek alternative ways of collecting the publications. One of such ways is to proactively go on a legal deposit drive to the publishers and regularly organize sensitization activities. The legal deposit drive can be capital intensive and requires procurement and maintenance of vehicles and staff to reach out to publishers and authors. In many instances, sensitization talks on radio, television and face-to-face activities are organized to highlight the importance and benefits of legal deposits. With lean budgetary provisions, this usually proves a very difficult task. Furthermore, the publication of the National Bibliography of Nigeria is a herculean task. The challenges faced in this regard include identification and collection of the materials and funds to publish the NBN as at when due. Most of the materials included in the NBN re outdated whereas there is now more interest in use of cultural materials, therefore the library runs the risk of users turning to other more efficient sources.

**m. Corona Virus and the COVID-19 Pandemic:** The corona virus which started in Wuhan, China in 2019 eventually resulted in the COVID-19 pandemic experienced globally with many deaths recorded worldwide. The pandemic led to a global lockdown that saw all businesses, organizations, government agencies and schools shut for long periods of time. The NLN was affected like all others and had to shut down its services for many months. Even to date, work has not fully resumed (there is phased re-opening) in the sense that officers on Grade Level 12 and below are still exempted from work, except for those on essential services. COVID-19 protocols leading to the emergence of the terminology “new normal” had to be put in place by everyone. The implication for the NLN included the fact that it had to reduce the number of users that can use the library in person at any particular time in order to maintain social distancing. It also had to devote some of its meagre resources to providing sanitizers and other protocols as required by the National Centre for Disease Control (NCDC) as well as carry out regular fumigation of books, shelves and other resources. This had a great impact on staff and user psychology and emotions, and the organization’s services and resources.

**n. Globalization:** Although globalization has brought with it many benefits, it has also brought some challenges, especially for libraries. Information explosion, the Internet, social media and all of the facilities available in the Fourth Industrial Revolution means that clients of the National Library of Nigeria have alternative sources of accessing the information that they need. Information is readily available everywhere so much so that information overload has also become a challenge.

Therefore, the National Library of Nigeria has to keep re-inventing itself in order to maintain its relevance. The library should be dynamic and innovative leveraging on the advantages of the 21<sup>st</sup> century.

o. **Conflicting interest of other libraries:** Another challenge of the National Library of Nigeria. For instance, many State Library Boards in Nigeria are designated state depositories. This implies that they have the legal right to collect materials published in their state, about their state by people outside the state and by indigenes of that state. Publishers may therefore feel that if they have satisfied the requirements at the state level, they may not have to honour the requirements of the National Library of Nigeria.

### 3.2. Suggestions on How to Alleviate These Challenges

a. **Non-Completion of the National Library Headquarters:** one of the ways to mitigate this challenge is for greater advocacy to and lobbying of relevant stakeholders. For instance, advocacy and lobbying to use financial resources from the Tertiary Education Trust Fund (TETFund) to complete the building should be explored. It is the hope of every librarian that this will resolve the challenge of inadequate funding. Other ideas that may be considered include completion of the building in phases and change of the contractors currently handling the project. All of these ideas and others may be explored in order to speed up the process of completing the building.

b. **Inadequate Facilities and Equipment:** Apart from advocacy drives to increase funding, the library could explore the possibility of writing winning proposals to donor agencies. Partnership and collaboration opportunities both locally and internationally should also be explored. The services of consultants and experts may be required to explore these opportunities.

c. **Building of State Branch Offices:** There is need for greater advocacy and lobbying to State Governments to collaborate with the library. If the message on the benefits of having such a library is well articulated, there is likely to be more funds deployed. Again, the need to package a convincing proposal that articulates the benefits of having such a library is key to the success of this objective. Thinking out-of-the-box to seek innovative ways to achieve this objective is essential. The possibility of engagement with the private sector and international development agencies should also be explored.

d. **Inadequate human resources:** One of the ways to mitigate this challenge is to engage in partnerships, collaboration and exchange programmes. The use of students on Industrial Attachment for minor routine tasks could also prove beneficial. It is important that the Management of the National Library constantly engages with government officials in order to advocate and lobby them to open up establishment positions for the library. Furthermore, if more ICT facilities are deployed and staff are trained to use them, more work could get done by fewer staff!



**e. Inadequacy of staff skills:** To reduce the impact of this challenge, the library needs to develop a strategic action plan that focuses on retraining, re-skilling and up-skilling of staff. Even where funds are limited, the opportunities of in-house training should be explored. Many librarians who have expertise in different aspects of the profession would be willing to assist in training staff. Also, management and staff need to explore online training opportunities through Massive Online Open Courses (MOOCs) and many other opportunities available free-of-charge, especially in the area of Information and Communication Technologies. Continuing Professional Development programmes should be explored, if funding permits.

**f. Funding:** This is a major challenge that pervades every aspect of work in the library. New models, new ways of thinking and a deliberate paradigm shift is required to mitigate this challenge. Management and staff need to change their mind-sets which expects government to provide all the funds they need. They need to work out innovative and creative ways of achieving good results. Government alone cannot provide all the funding that the library needs to thrive. Other stakeholders such as the private sector, non-governmental organizations, parents, users and the general public must be actively involved in financing different aspects of library operations. Collaboration, partnership and other methods should be explored. Libraries also need to develop more business-like models in their approach to providing service. The economic downturn has impacted heavily on funding models of libraries such that most national libraries can no longer acquire the number of materials originally planned. Perhaps, only the Library of Congress, USA still aims to have a comprehensive worldwide acquisition programme. Most other national libraries, including the NLN, are struggling to fund acquisition programmes that cover their national outputs in different formats, and therefore have very limited or no funds to acquire materials outside their countries.

**g. Low Level of Media and Information Literacy (MIL) in Nigeria:** The low level of media and information literacy of users requires that a lot of user education needs to be done. Deliberate efforts should be made by the NLN to organise training programmes, especially in the use of ICTs to target groups. Continuous training will ensure that patrons have confidence in using the library services. For instance, targeting school children to learn how to use computers in order to assist them in performing better in Computer-Based Tests could be a worthy contribution.

**b. Outdated Library Resources:** This challenge can be mitigated mainly by ensuring that libraries include enough funds in their annual budget for the purchase of library resources. Ideally, about 10% of library resources should be replaced with new materials annually. If this is done the issue of outdated and worn out resources would be minimal. However, in addition to making budgetary provisions, libraries could source for

resources from donor agencies such as Book Aid International, UK; Books for Africa, US; and Computer Aid International, UK. Many Alumni Associations and organizations in Nigeria donate books, computers, electronic and non-book resources to libraries as part of their corporate social responsibilities. Organizations such as MTN, a telecommunication company, Zenith Bank, First Bank, and book publishers have also made donations to libraries. Other sources that could be explored include book exchange programmes and resource-sharing between libraries. It is essential to understand that outdated resources should be weeded from the library collection regularly.

**c. Issuance of ISBN/ISSN:** Over the years, this challenge has been of great concern to the NLN. Issues such as distribution channels, management of the process, finances to purchase enough quantities and government bureaucracy have been discussed. The main complaints by the clientele is the undue delay in accessing the service due to bureaucratic bottlenecks, unavailability of the Numbers when needed. In addition, mismanagement/ unwholesome practices of some of the publishers are challenges that are still being contended with. Fortunately, in recent years, these challenges are being addressed. The service has been migrated online and decentralized. Although the same challenges still persist, it is hoped that with time, these issues will be resolved. Another way to mitigate the challenge is to request for special permission or exemption to ensure that income generated from issuance of ISBN/ISSN/ISMN is readily available to purchase new sets of numbers, when necessary.

**j. Preservation and Conservation of Library Materials:** Adequate budgetary provision must be made to purchase preservation materials such as the required chemicals for treatment of materials, fumigation of premises and provision of adequate facilities. The NLN should purchase dehumidifiers and ensure proper lighting and maintenance of facilities such as air conditioners. Digitization equipment for digitizing rare book collections are key to the services provided by the NLN. Since the NLN stocks rare books and other vitally important resources, serving as the giant memory of the nation, the importance of mitigating this challenge cannot be overemphasized.

**k. Lack of Political Will:** Many of these challenges remain mainly because there is a lack of political will on the part of decision-makers to resolve the issues. For instance, the undue delay in building the headquarters of the NLN can be resolved if government exercises the political will to do so.

**l. Legal Deposit and Publication of the National Bibliography of Nigeria:** The main challenges here are the issue of funding and public enlightenment. The NLN should engage in more aggressive public enlightenment campaigns to publishers to obey the legal deposit laws. The enabling law should also be reviewed in order to strengthen the sanctions

imposed on erring publishers. This will serve as a deterrent to others and will encourage more publishers to send their books to the NLN. The publication of the BNB has been unduly delayed and there is a backlog of issues to be produced. Every effort to collect materials for this publication and make budgetary provision for it should be explored, especially because of the benefits accruable from having such a publication. As depository libraries, many national libraries are experiencing the lack of adequate storage space and facilities for legal deposit materials. The twenty-first century information age has brought with it the challenge of information explosion, compounded by the issue of producing information in various new formats and harnessing information on social media and other electronic format. It is therefore more difficult to keep tab on what is being published locally, how to collect, organise, store and manage the materials acquired. Solutions such as designating other libraries as additional depositories to store materials (as in Australia) and building additional storage facilities (Library of Congress, USA) are being explored by different national libraries (Shenton, 2012).

**m. Coronavirus and the COVID-19 Pandemic:** More advocacy should be done to ensure that the library gets a stimulus package that could assist in funding the new normal facilities and services. In addition, proactive programmes to encourage staff and users to adhere to the COVID-19 protocols established by the NCDC should be organised by the NLN management. Staff may be regarded as front-line workers because they have face-to-face interactions with various people and as such they should be encouraged to take the vaccination. Furthermore, new technologies should be fully exploited and used to provide more online resources and services. Indeed, all efforts must be made to ensure that many of the services provided are migrated online.

**n. Globalization:** The challenge of globalization has also impacted on national libraries. Many national libraries, NLN inclusive, are struggling to meet the more sophisticated needs of their users who, leveraging on various media (especially social media and the Internet), are able to access information globally that they would otherwise not have been able to access. This means that national libraries have to adopt new models to ensure that they can retain the interest of their users and meet their needs.

**o. Conflicting interest of other libraries:** It is important that the National Library of Nigeria should engage in aggressive enlightenment campaigns to educate publishers, authors and the general public about the benefits of depositing the materials with it. In addition, the NLN should endeavour to collaborate with State Library Boards and develop memoranda of understanding that will be of mutual benefit to the partners.

#### **4.0 CONCLUSION**

In conclusion, this unit discussed the various contemporary issues and challenges that bedevil the National Library of Nigeria. Solutions were suggested on how the fifteen challenges discussed could be resolved. The

National Library of Nigeria must remain flexible and dynamic, adapting to the opportunities provided in the 21<sup>st</sup> century to ensure that it continues to remain relevant by delivering quality services that meet the needs of its clients.

### 5.0 SUMMARY

This unit discussed fifteen contemporary issues and challenges of the National Library of Nigeria with a view to suggesting how these issues may be resolved. The main challenges examined included the non-completion of the NLN headquarters building in Abuja, inadequate funding, inadequate facilities and equipment, inadequate number of staff, inadequate staff skills, especially in the Fourth Industrial Revolution; inability to complete many state branches, low level of media and information literacy of users, issues with coronavirus pandemic, preservation and conservation issues, issues with access to ISBN/ISSN, outdated library resources, globalization, competition from other libraries and lack of political will. Suggestions on how these challenges could be mitigated were also discussed with the hope that these will contribute to improving the services and operations of the National Library of Nigeria.

#### SELF-ASSESSMENT EXERCISE

1. Discuss 5 challenges affecting National Library of Nigeria.

### 6.0 TUTOR-MARKED ASSIGNMENTS (SAEs)

2. Discuss the contemporary issues and challenges faced by the National Library of Nigeria in the 21<sup>st</sup> century.
3. Suggest ways in which the challenges faced by the National Library of Nigeria may be alleviated.

### 7.0 REFERENCES/FURTHER READING

August, D. (2006). *Developing Literacy in Second-Language Learners: report of the National Literacy Panel on Language-Minority Children and Youth.*

Line, M. B. (2001). "Changing Perspectives on National Libraries: a Personal View." *Alexandria*, 13(1). pp. 43–49.

Nigeria Centre for Disease Control (NCDC). (2020). *COVID-19 Guidelines and Protocols.* [www.ncdc.gov.ng](http://www.ncdc.gov.ng)

Savenije, B. (2010). *Open Access: Challenges for National Libraries.* Paper presented at the 76<sup>th</sup> IFLA General Conference, Gothenburg, 14<sup>th</sup> August. [www.kb.nl/sites/default/files/staff/savenije/2010-ifla.pdf](http://www.kb.nl/sites/default/files/staff/savenije/2010-ifla.pdf)

Shenton, A. K. (2012). *Changes and Challenges: The New Information Environments in Schools – A British Perspective.* *IFLA Journal*. <https://doi.org/10.1177/0340035212455621>

Ugwuogu, U. O., Ugocha, O. O. and Opara, G. (2018). "National Libraries: Conceptual Explanation, Historical Development, Functions

and Organizational Structure.” *Researchgate*. pp. 68-80.  
<http://www.researchgate.net/publication/327780977>

## **UNIT 3: OPPORTUNITIES AND PROSPECTS OF THE NATIONAL LIBRARY OF NIGERIA IN THE FOURTH INDUSTRIAL REVOLUTION AND THE COVID-19 PANDEMIC**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Opportunities and Prospects of the National Library of Nigeria in the Fourth Industrial Revolution and the COVID-19 Pandemic
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments (SAEs)
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

In the previous unit, we discussed the contemporary issues and challenges of the National Library of Nigeria. Having examined the achievements and challenges of the National Library of Nigeria, we shall discuss its opportunities and prospects in this unit. The Fourth Industrial Revolution (4IR) and the COVID-19 pandemic have brought with them not only many challenges but also enormous opportunities and prospects. This unit will explore some of these opportunities and prospects, and how libraries, especially the National Library of Nigeria may leverage on new technologies to improve the quality of their internal processes as well as harnessing the benefits of the external environment. We shall, in addition, discuss the how the library field could reposition itself to remain relevant in the 21<sup>st</sup> century and beyond.

### **2.0 OBJECTIVES**

At this end of this unit, you will be able to:

- discuss the opportunities and prospects of the National Library of Nigeria in the 21<sup>st</sup> century and beyond.
- explain how the National Library of Nigeria may leverage on the opportunities and prospects brought about by the impact of COVID-19 and the Fourth Industrial Revolution in order to reposition itself and improve the quality of its services and operations.

### **3.0 MAIN CONTENT**

#### **3.1 Opportunities and Prospects of the National Library of Nigeria in the Fourth Industrial Revolution and the COVID-19 Pandemic**

The National Library of Nigeria has abundant opportunities and prospects to ensure its steady growth and development, and relevance to society. These include opportunities brought about by the COVID-19 pandemic,

the Fourth Industrial Revolution and the new 21<sup>st</sup> century information age. However, in this unit, only a few will be discussed as follows:

a. **Better ICT Infrastructure:** COVID-19 has brought with it many challenges but also great opportunities and prospects. The opportunity to leverage on government willingness to build better ICT infrastructure, reduce the cost of Internet access and so on should be taken seriously by the management of the NLN. Cloud storage of resources and a strategic migration to online service delivery is the innovative and right direction to explore. Well-articulated proposals should be sent to government MDAs, private sector organizations, NGOs, international agencies and other donor agencies to assist in improving the ICT infrastructure of the library.

b. **Training and Re-training:** The pandemic has also brought numerous opportunities for training, retraining, reskilling and upskilling of library staff, especially in the use of new technologies. Many online courses are available free-of-charge and library staff can leverage on opportunities provided by Massive Online Open Courses (MOOCs), YouTube and many other platforms which they have remote access to. The lockdown period witnessed an upsurge in the number of training programmes using Zoom and Google Meet platforms. Library staff should leverage on these opportunities to re-skill and up-skill themselves.

c. **Provision of Online Services:** Another opportunity created by the pandemic was the migration by many libraries to provide online services. For public libraries, there were programmes such as “Story on Air” by American spaces, e-reference services such as “Ask-a-Librarian” provided by the NLN. Many innovations and the creative talent of library staff were engaged during the pandemic. Also, the provision of online services have meant that the libraries were able to reach larger and more diverse user groups.

d. **Use of Social Media for Marketing Library Services:** The opportunities provided by social media are enormous. Libraries, including the NLN, improved their marketing opportunities and used social media platforms to communicate more frequently and more effectively with their patrons. For instance, messages were sent to library members about new online services being provided using Facebook, WhatsApp and other Social Media platforms.

e. **Improvement in Service Delivery of ISBN/ISSN/ISMN:** The sale of these International Numbers have been migrated online, resulting in faster and higher quality services to users. Individual publishers are able to access the service online from remote locations, reducing the period of time spent and the bureaucracy in acquiring the numbers.

f. **Free Online Resources:** Many libraries opened their resources to other libraries for free access during pandemic. They even got opportunities to download. Nigerian libraries used the opportunity to provide referral services to their patrons, especially researchers.

- g. **New Acquisition Models:** the acquisition models are changing, more eBooks are being published, which can be accessed online. Publishers and librarians are discussing new ways of collaborating and working together such that the cost of accessing eBooks will become cheaper.
- h. **Platforms for Online Meetings:** The NLN and staff had the opportunity to meet online. This was not a common phenomenon until the COVID-19 pandemic. Using facilities such as zoom made it easier for users and staff to meet “face-to-face”.
- i. **Democratization of Knowledge:** All these have further democratized knowledge in the sense that more people were able to access information they would not have been able to access otherwise.
- j. **IFLA Risk Register:** Other opportunities such as the availability of the IFLA Risk Register for registration of unique and rare materials worldwide are available to the library as a way of safe-guarding rare books and manuscripts.
- k. **Space redesign:** The new normal brings with it opportunities to re-design library space. With social distancing and other requirements, the NLN, especially the State branches had to re-design their work spaces. The pandemic also provided opportunities to review services and systems to enhance quality service delivery.

#### 4.0 CONCLUSION

In conclusion, this unit gave you an insight into the opportunities and prospects available to the library to leverage on the Fourth Industrial Revolution as well as the COVID-19 pandemic in order to improve its services and operations. We may arguably say that the impact of the COVID-19 pandemic which has brought about the ‘new normal’ in society has provided the library field more opportunities than challenges. Opportunities to improve library infrastructure, adopt online platforms to reach more diverse and numerous populations thereby contributing to the democratization of knowledge, development new acquisition models that have been in the pipeline for a long time as well as explore opportunities in open access, space re-design and so many other issues.

#### 5.0 SUMMARY

This unit discussed the opportunities and prospects of the National Library of Nigeria that are available in the Fourth Industrial Revolution and those occasioned by the COVID-19 pandemic with a view to contributing to the future strategic plan of the NLN and the LIS field in general. The need to be proactive in taking steps to leverage on these opportunities in order to improve the quality of services are essential if the National Library of Nigeria wants to remain relevant in the 21<sup>st</sup> century and beyond. The need to explore opportunities such as providing more online services, using social media marketing tools to market its services and products, up-skilling of libraries with less funds, deploying



better ICT infrastructure, democratization of knowledge, use of online meetings to reduce overhead costs, re-design space in line with COVID-19 protocols, adopt new acquisition models and take advantage of open access resources and IFLA Risk Register were some of the opportunities discussed.

#### SELF-ASSESSMENT EXERCISE

1. Discuss the opportunities of National Library of Nigeria in the 21<sup>st</sup> century.

#### 6.0 TUTOR-MARKED ASSIGNMENTS (SAEs)

1. Discuss in details the main constraints and challenges of the National Library of Nigeria and how these challenges may be mitigated.

2. Discuss the opportunities and prospects provided by the COVID-19 pandemic and the Fourth Industrial Revolution to the National Library of Nigeria.

3. Discuss the impact of the COVID-19 pandemic on the National Library of Nigeria.

#### 7.0 REFERENCES/FURTHER READING

Wikipedia. (2021). "National Library of Nigeria." [www.en.m.wikipedia.org](http://www.en.m.wikipedia.org)

Harrison, J. C, (1966). "Review of the National Library of Nigeria." *The Library Quarterly: Information, Community, Policy*. 36 (4). pp. 359-360. doi:10.1086/619485. ISSN 0024-2519. JSTOR 4305717.

Olden, A. (1985). "Constraints on the Development of Public Library Service in Nigeria." *The Library Quarterly: Information, Community, Policy*. 55 (4). pp. 398-423. Doi:10.1086/601650. ISSN 0024-2519. JSTOR 4307895.

## REFERENCES

Adedigba, A. (2019). Completion of National Library Headquarters to Gulp N50b. *Premium Times Online Newspaper*. February 10, 2019. <http://www.premiumtimesng.com/>

Aina, L. O. (2004). *Library and Information Science Text for Africa*. Ibadan: Third World Information Services Limited.

Aiyebelehin, J. A. (2012). "General Structures, Literatures, and Problems of Libraries: Revisiting the State of Librarianship in Africa." *Library Philosophy and Practice (e-journal)*. 832. <https://digitalcommons.unl.edu/libphilprac/832>

Akidi, J. O. and Omekwu, C. O. (2019). "Assessment of Cataloguing and Classification Practices of the National Library of Nigeria in the Digital Age: a Bibliographic Control Perspective" *International Journal of Library and Information Science (IJLIS)*. 8(1). pp. 20-34. <http://www.iaeme.com/IJLIS/issues.asp?JType=IJLIS&VType=8&IType=1>. ISSN Print: 2277-3533

Akidi, J. O. and Onyenachi, J. C. (2017). "Bridging the Digital Divide: the Potential Role of the National Library of Nigeria." *Nigerian Libraries*. 50 (1). pp. 11-20.

Akidi, O. J. and Omekwu, C. (2019). Assessment of Legal Depository Practices of the National Library of Nigeria and Compliance of Publishers and Authors with Legal Deposit Obligations. *Library Philosophy and Practice (e-journal)*. <https://digitalcommons.unl.edu/libphilprac/2737>

Anyira, I. E. (2011). "The Anatomy of Library Users in the 21<sup>st</sup> Century." *Library Philosophy and Practice (e-journal)*. 535. <https://digitalcommons.unl.edu/libphilprac/535>.

August, D. (2006). *Developing Literacy in Second-Language Learners: report of the National Literacy Panel on Language-Minority Children and Youth*.

Bankole, E. B. (1966). "The National Library—a review: Libraries of Nigeria in Perspective." *Nigerian Libraries*. (2), no. 3. p. 101.

Bansal, A., Arora, D. and Suri, A. (2018). "Internet of Things: Beginning of New Era for Libraries" (2018). *Library Philosophy and Practice (e-journal)*. <http://digitalcommons.unl.edu/libphilprac/2081>

Burston, G. (1973). *National Libraries: An Analysis*. *International Library Review*. (5), no. 2. pp. 183-194

Davis, 2016. What is the Fourth Industrial Revolution? World Economic Forum. [www.weforum.org](http://www.weforum.org)

Different Types of Libraries. (2021).

<http://lis510-libraries.wikispaces.com/Different+types+of+libraries>

Dosumu, J. A. (2001). "Historical Sketch of the National Library of Nigeria." *In Libraries and Librarianship in Nigeria*. S. O. Olanlokun and T. M. Salisu (eds). Lagos: Ikofa Press.

Edoka, B. E. (2000). *Introduction to Library Science*. Onitsha: Palma Publishing. p. 191.

Enyia, C. O. (1998). "National Library of Nigeria at 30: its history and prospects for the future". *Journal of Government Information*. 25 (2). pp. 149-159. doi: 10.1016/S1352-0237(97)00096-8.

<http://www.unn.edu.ng/publications/files/images/thomas%20T..pdf>

Egyankosh. (2021). "Unit 5: Different Types of Libraries and Their Functions: a Descriptive Account of National Libraries of India, UK and USA". <http://egyankosh.ac.in>

Friend, L. (2019). "Business Models and Organizational Structure"

Fujitsu, L. H. (2013). "Functions and Objectives of National Library."

Library and Information Science Network: an academic blog for Library and Information Science. <https://www.lisbdnetwork.com>

Gulick, L. and Urwick, L. (1937). *Papers on the Science of Administration*. pp. vii, 195. New York: Institute of Public Administration.

<https://journals.sagepub.com/doi/abs/10.1177/000271623819700157>

Harrison, J. C. (1966). "Review of the National Library of Nigeria." *The Library Quarterly: Information, Community, Policy*. 36 (4). pp. 359-360. doi:10.1086/619485. ISSN 0024-2519. JSTOR 4305717.

<http://lis510-libraries.wikispaces.com/Different+types+of+libraries>

Humphreys, K. N. (1966). "National Library Functions." *UNESCO Bulletin for Libraries*, 20(4). pp. 158-169.

Ifidon, S. E and Ifidon, E. I. (2007). *New Directions in African Library Management*. Ibadan: Spectrum Books Limited.

IFLA. (1997). *Guidelines* prepared by Peter John Lor, with the assistance of Elizabeth A. S. Sonnekus. <https://archive.ifla.org>

IFLA. (2014). "Best Practices for National Bibliographic Agencies in the Digital Age". [www.ifla.org/best-practices-for-national-bibliographic-agencies-in-the-digital-age/node/8911](http://www.ifla.org/best-practices-for-national-bibliographic-agencies-in-the-digital-age/node/8911).

IFLA. (2018). *Location of the National Bibliographic Agency*. <https://www.ifla.org>

IFLA. (1994). *Public Library Manifesto*. <https://www.ifla.org/node/91700>

Ilo, P. I., Nkiko, C., Ugwu, I., Ekere, J. N., Izuagbe, R. and Fagbohun, M. O. (2021). Prospects and Challenges of Web 3.0 Technologies Application in the Provision of Library Services. *Encyclopedia of Information Science and Technology, Fifth Edition*. <https://www.igi-global.com>

International Standard Book Number (2021). "A Little Piece of ISBN History." <https://www.isbn-international.org/content/little-piece-of-history>

Knowledge Management Terms. (2009). In Chapter 1: The Meanings, Definitions, Characteristics, and Illustrations of Management and Administration by Burshilya. P. K. (2021). <https://www.researchgate.net/publication/348443582>

Line, M. (1998). What Do National Libraries Do in the Age of the Internet? [www.ariandne.ac.uk/issue13/main](http://www.ariandne.ac.uk/issue13/main).

Line, M. B. (2001). "Changing Perspectives on National Libraries: a Personal View." *Alexandria*, 13(1). pp. 43–49.

Lor, P. J. (2003). National Libraries and the Digital Divide. [www.cdnli.info/images/PDFs/CDNL=2003/09digdiv.pdf](http://www.cdnli.info/images/PDFs/CDNL=2003/09digdiv.pdf).

Module - 1: Library, Information and Society Notes. (2021). *Types of Libraries and Information Centres*. <https://nois.ac.in> LCh-002

National Library Decree (1970). *Supplement to Official Gazette* No. 27, 161, 57, May Part A.

National Library of Nigeria (2021). "National Library of Nigeria." <https://www.nln.gov.ng>

National Library of Nigeria (2021). "Our Background/History." <https://www.nln.gov.ng/Home/History>

National Library of Nigeria. (1970). "National Library Decree 1970." *Supplement to Official Gazette* No. 27 (57), May Part A.

National Open University of Nigeria. (2017). *National Open University of Nigeria Library Orientation Manual (NOUNLOM)*. Saleh, A. G. (ed). Abuja: NOUN Press.

Nigeria Centre for Disease Control (NCDC). (2020). COVID-19 Guidelines and Protocols. [www.ncdc.gov.ng](http://www.ncdc.gov.ng)

Nwalo, K. I. N. (2003). *Fundamentals of Library Practice: a Manual on Library Routines*. Ibadan: Sterling-Horden Publishers Ltd.

Odogwu, N (2006). Acquisition and Preservation of Newspapers in the National Library of Nigeria. *Nigerbiblios*. (17) nos. 1 & 2. pp 1-9

Ogunsheye, A. (1984). "21 Years of Library Service: Keynote Address to the 21<sup>st</sup> Annual Conference, Nigerian Library Association." *Nigerian Libraries*. (20). p. 5.

Oji, M. (1980). "Landmarks in Nigerian Librarianship." *Nigerian Libraries*. (16), no. 3. p. 30.

Ojo-Igbinoba, M. E. (1995). *History of Libraries and Library Education*. Lagos: UTO Publications.

Okiy, R. B. (2014). *History of Libraries*. 2<sup>nd</sup> ed. Benin City: Ambik Press.

Olden, A. (1985). "Constraints on the Development of Public Library Service in Nigeria." *The Library Quarterly: Information, Community, Policy*. 55 (4). pp. 398-423. doi:10.1086/601650. ISSN 0024-2519.JSTOR 4307895.

Olden, A. (1995). "National Library of Nigeria". *Libraries in Africa, Lanham, Maryland: Scarecrow Press*

Omolayole, O. O. (2003). "38 years of National Library Service to the Nation." *In* *Forty Years of Library Services in Nigeria*. Edited by S. O. Olanlokun. Lagos: Nigerian Library Association.

Omolayole, O. O. (2003). 38 Years of National Library Service to the Nation. *In: Forty Years of Library Services in Nigeria*. Olanlokun, S. O. (ed). Nigerian Library Association. Lagos: Ikofa Commercial Press. pp. 94-113.

Oyedum, G. U. (2006). *Types of Libraries and Children's Literature in Nigeria*. Minna: Mairo Press and Computer Centre.

Prytherch, R. (2005). *Harrod's Librarians' Glossary and Reference Book*. 10<sup>th</sup> ed. London: Routledge. <https://www.routledge.com>

Pujar, S. and Satyanarayana, K. (2015). Internet of Things and Libraries. *Annals of Library and Information Studies*. (62). pp.186 –190.

Ranganathan, S. R. (1931). *The Five Laws of Library Science*. Madras: The Madras Library Association.

Reitz, J. (2005). *Dictionary of Library and Information Science*. Westport, CT: Libraries Unlimited

Rosen, R. (1995). *Strategic Management: An Introduction*. London: Pitman Publishing.

Savenije, B. (2010). Open Access: Challenges for National Libraries. Paper presented at the 76<sup>th</sup> IFLA General Conference, Gothenburg, 14<sup>th</sup> August. [www.kb.nl/sites/default/files/staff/savenije/2010-ifla.pdf](http://www.kb.nl/sites/default/files/staff/savenije/2010-ifla.pdf)

Shenton, A. K. (2012). Changes and Challenges: The New Information Environments in Schools – A British Perspective. *IFLA Journal*. <https://doi.org/10.1177/0340035212455621>

Stephens A. (2016). “Functions, Tasks and Roles of National Libraries in the 21st Century.” *Alexandria*, 26(2). pp.145-198. doi:[10.1177/0955749016653031](https://doi.org/10.1177/0955749016653031)

Stueart, R. D. and Moran, B. B. (2007). *Library and Information Center Management*. 7<sup>th</sup> ed. Englewood: Libraries Unlimited, 509p. <https://doi.org/10.1177/0038038595029002010>

Thomas, I. T. (2012). *Staff Needs and Training Programmes of the National Library of Nigeria in the Information Age*. A Project Submitted in Partial Fulfilment of the Requirements for the Award of Master of Library Science (MLS) in Library and Information Science Department of the University of Nigeria, Nsukka.

Ugwuogu, U. O., Ugocha, O. O. and Opara, G. (2018). “National Libraries: Conceptual Explanation, Historical Development, Functions and Organizational Structure.” *Researchgate*. pp. 68-80. <http://www.researchgate.net/publication/327780977>

Umoh, E. B. (2017). “Management of Information Resources in National Library of Nigeria.” *International Journal of Academic Library and Information Science*. (5), no.3. pp. 97-121. <http://www.academicresearchjournals.org/IJALIS/Index.htm>

Uwaifo, S.O (2010) Information Communication Technologies and Library Services in Society. In E.C Madu and C.N Ezeani (Eds.) *Modern Libraries and Information Science for Information Professionals in Africa* pp 2 33-240. Ibadan: Textlinks Publishers

Uzuegbu, C. P. and Nnadozie, C. O. (2015). **Henry Fayol’s 14 Principles of Management: Implications for Libraries and Information Centres.** *Journal of Information Science Theory and Practice*. (3). no. 2. pp. 58-72.

<http://dx.doi.org/10.1633/JISTaP.2015.3.2.5>

Wali, M. H. (2014). National Library of Nigeria – 50<sup>th</sup> Anniversary Lecture. Abuja, National Library of Nigeria. [https://m.facebook.com/story.php?story\\_fbid=853881924634127&id=587865861235736](https://m.facebook.com/story.php?story_fbid=853881924634127&id=587865861235736)

Whitaker, R. (1993). *Challenges in Information technology Management in the 21<sup>st</sup> Century*. <http://www.googlebook.com>

White, C. (1963). *The National Library of Nigeria: Growth of the Ideas, Problems and Progress*. Lagos: Federal Ministry of Information.

Wikipedia. (2021). "National Library of Nigeria." [www.en.m.wikipedia.org](http://www.en.m.wikipedia.org)

Wikipedia. (2021). "Objectives and Functions of the National Library." <https://web.nli.org.il>

Wikipedia. (2021). Fourth Industrial Revolution. [www.en.m.wikipedia.org](http://www.en.m.wikipedia.org)

Williamson, V. and Pattison, I. (2011). *Organizational Culture, Structures and Styles: the Impact of New Technologies*. Perth, Australia: Curtin University of technology Library.

Wojcik, M. (2016). Internet of Things –Potential for Libraries. *Library Hi Tech*. (34) no. 2, pp. 404-420

Yusuf, F., Ifijeh, G. and Owolabi, S. (2019). "Awareness of Internet of Things and its Potential in Enhancing Academic Library Service Delivery in a Developing Country". *Library Philosophy and Practice (e-journal)*. <https://digitalcommons.unl.edu/libphilprac/2831>