

LIS 304

MANAGEMENT OF LIBRARIES & INFORMATION CENTRES

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Course Guide

Introduction

I warmly welcome you to **LIS 304: Management of Libraries & Information Centres** which is a two-unit, compulsory course for obtaining a Bachelor of Library and Information Science degree (BLS) in National Open University of Nigeria. The course discussed the principles and practice of management especially in this modern era of the application of Information and Communication Technology in libraries and Information Centres.

MAIN OBJECTIVES OF THE COURSE

Once you successfully complete this course you should be able to:

1. Demonstrate understanding of all the leadership styles
2. Identify basic skills and competencies needed in managing libraries and information centre in digital age.
3. Demonstrate understanding of library legislation as a manager.

WORKING THROUGH THIS COURSE

This course material is designed in such a way that it enhances self-study. It is learner centred and friendly. Comprehension is made easy as you systematically follow NOUN in-house style. First read the introduction and prepare your mind on what to expect from each unit. Then go through the objectives of the unit to have a deep understanding of what is expected of you and get focused on them as you read the unit. The main content is explained in simple language for easy assimilation. Each unit ends with a conclusion summary and then self-assessment exercise(s) to help you recall and test your understanding of concepts taught in each unit.

Apart from the course material, videos of crucial units will be prepared and uploaded for you to watch at your own pace and convenience. Also, recorded sessions of your face-to-face interaction with your lecturers will be uploaded for clarifications of points and especially for those that missed the online class. You are advised to also consult the references and click on the links provided at the end of each unit and embedded in your virtual learning environment.

Your participation in online discussion forum will help you clear any doubt as your free to post your questions. You must not forget that you need a laptop with internet facility for you to fully settled down to work. Plan to possess one.

ASSESSMENT

Just like the conventional universities, you will be assessed in two ways, formative and summative assessment. Your formative assessment which comes in form of continuous assessment is computer-based. In NOUN, this is called Tutor Marked Assignment (TMA) and you are expected to take three of them which forms 30% of your total score. At the end of each semester, you're expected to take the summative assessment in form of end of semester examination which for your level is a pen-on-paper examination and the maximum obtainable score for this exam is 70%.

COURSE UNITS

This course consists of four modules and fourteen units as follows:

MODULE 1: PRINCIPLES OF MANAGEMENT

UNIT 1: Concept, Principles & Practice of Management

UNIT 2: Leadership Styles

UNIT 3: Delegation

UNIT 4: Motivation

UNIT 5: Conflict Management & Resolution in Libraries & Information Centres

MODULE 2: INFORMATION INSTITUTIONS, LIBRARIES AND INFORMATION CENTRES

UNIT 1: Information Institutions

UNIT 2: Roles of Libraries & Information Centres in Modern Society

UNIT 3: Basic Skills and Competencies of Library and Information Centre Librarian/Manager.

MODULE 3: LIBRARIES IN MODERN SOCIETY

UNIT 1: Trends and Issues in Management of Library & Information Centres in Nigeria

UNIT 2: Budgeting & Funding of Libraries & Information Centres

UNIT 3: Application of Information Technology in Library & Information Institutions Management

MODULE 4: LIBRARY LEGISLATION

UNIT 1: Library Legislation

UNIT 2: Libraries & Professional Association

UNIT 3: Five laws of Librarianship and their Implication on Library & Information Systems & Services

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MODULE 1: PRINCIPLES OF MANAGEMENT

You want to be a university librarian, a head of department or even a unit head and would desire to be successful. You need to know how to handle people and build relationships that will foster a conducive environment that will motivate subordinates to attaining organisational goals. This module will show you the way.

UNIT 1: Concept, Principles & Practice of Management

UNIT 2: Leadership Styles

UNIT 3: Delegation

UNIT 4: Motivation

UNIT 5: Conflict Management & Resolution in Libraries & Information

UNIT 1: CONCEPT, PRINCIPLES & PRACTICE OF MANAGEMENT

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1.1 INTRODUCTION

Let me start by asking you this pertinent question, are good managers born or made? I will authoritatively tell you that good manager are made and not born. You too can be a great manager, all that is required of you is to understand the characteristics of good management and acquire them. In this unit we shall be discussing the general concept of management, the role of a manager and the

functions of management. We shall also distinguish between management and administration.

1.2 LEARNING OUTCOME

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

- Discuss the concept of management
- Identify the roles of a good manager
- Explain the functions of management
- Differentiate between management and administration
- Identify the characteristics of management

1.3 MAIN CONTENT

1.3.1 Definition and Concept of Management

Management is a universal concept that pervades all spheres of life. Management exists in the religious sector, workplace, family, community, nation etc. As long as there are human beings, there will always be the need for management. What management does is to provide leadership in all the sectors for the effective running of both human and material resources. In fact, the success of any sector depends on management. The welfare of the people depends on management.

Management Scholars have different definitions of management as follows:

George Terry being a little more elaborate defined management as ‘a distinct process consisting of planning, organizing, actuating and controlling performed to determine and accomplish the objectives by the use of people and resources’

Williams (2018: p.3) simply defined Management as getting work done through others. Just like George Terry, management is also seen as a process by Bateman et al. (2018: p.13) who defined management as a process of working with people and resources to accomplish organisational goals. Good managers do those things both effectively and efficiently.

Griffin (2013: p.5) listed the needed resourcing being combined to attain organisational goal, thus he defined management as a set of activities (including planning and decision making, organizing, leading, and controlling) directed at an organisation’s resources (human, financial, physical, and information), with the aim of achieving organisational goals in an efficient and effective manner.

Schulze (2012: p.3) emphasized the importance of leadership in management, according to him, management is ‘the force which leads, guides and directs an organisation in the

accomplishment of a pre-determined object'. Stanley Vance highlighted the functions of a manager by defining management as 'the process of decision-making and control over the actions of human beings for the express purpose of attaining predetermined goals'

Kinicki & Williams (2018: p.5) defined management as (1) the pursuit of organisational goals efficiently and effectively by (2) integrating the work of people through (3) planning, organizing, leading, and controlling the organisation's resources

1.3.2 Characteristics of Management

1. Management is Goal Oriented
2. Management is interdisciplinary: it's both science & Arts
3. Management involves decision making
4. Management involves leading people i.e., group activity

Management is goal oriented: The pre-determined objective of the organisation is always the focus of the manager and he directs all activities towards achieving these objectives.

Management is interdisciplinary: Apart from management drawing ideas from different fields it is basically an Arts because principles are set. Also, it is a science because through the application of set principles pre-determined objective are attained.

Management involves decision making: The fact that managers liaise with external bodies and interacts with other employees places them at an advantage to gather sufficient information for decision making. The quality of decision made by managers affect the overall success of the organisation which makes decision making very vital to any establishment.

Management involves leading people: If there are no human beings involved, there is basically nothing to manage. Available resources are meant for the use of human beings. The manager therefore requires managerial skills/leadership skills such as communication skills and ability to motivate others. In management, there must be a group/activity centred around common objectives being carried out by a group of people.

1.3.3 Functions of Management

Kumar (2012) citing L. Gulick and L. Urwick (1937) listed the functions of management as

- Planning
- Organizing
- Directing
- Co-ordinating
- Staffing
- Budgeting

- Reporting

Planning

Planning for managers is mandatory. It is commonly said that you plan to fail if you're without a plan. There is always a need to plan towards achieving the desired goal. You can re-strategize if your first plan fails.

Kumar (2012) indicated that systematic planning involves some steps.

- (a) Identifying an existing problem and the need for action
- (b) Gathering of information as much as possible about the nature of the existing problem.
- (c) Assessment of possible alternatives on how to solve the problem.
- (d) Taking decision on possible action to take
- (e) Taking action by rolling out & performing activities
- (f) Evaluation of solution at every stage to ensure its efficacy.

Organizing

Kumar (2012) citing Peter Drucker stated that organisations have different structures and identified three determinants of the suitability of organisational structure for a particular organisation as.

- (a) Activities analysis
- (b) Decision analysis
- (c) Relations analysis

Directing

In directing, decision making is important. The process of decision making involves the following steps.

- (a) Identifying occasions for decision making
- (b) Identifying possible courses of actions that could be taken
- (c) Choosing one course of action out of the possible options

Coordinating

Most authorities recognize just five functions of management as planning, organisation, staffing, directing and controlling as such coordination is subsumed in all the functions. However, coordination has to do with the interrelation of various parts for harmonious operation.

Reporting

The fact that, no one is working alone means that there are superior authorities you need to report to. These people in higher authority need to be kept abreast of how well the organisation is faring using predetermined procedures, policies etc. Onus is on the manager to carry both the administrators and other subordinates along through proper reporting.

Budgeting

A budget is the money that is available to a person or an organization and a plan of how it will be spent over a period of time (Oxford Advance Learner's Dictionary, 2015). Budgeting which requires careful planning, accounting and control is an effective management tool that deals with fund allocation.

Organizing

After the initial plan that helps one to set out specific objectives, there is a need to develop structures that are interrelated that is hierarchical in nature. Usually, this type of structure forms the organisational structure of any establishment bringing out patterns of relationships among staff and available resources in order to achieve stated objectives.

Directing

This has to do with rolling out activities to be carried out by different people and instructing them on how to go about it. The success of a manager at the level of directing, depends on his leadership skills. For maximum productivity the manager and other employee must have the same focus, i.e. they must believe in the same mission. In order to achieve this the manager must be able to carry all employees concerned along to get them adequately motivated. The manager must also have good communication skills to be able to persuade other employees.

Staffing

Human resource is very important in every organisation. Staffing has two aspects: technical and social. The technical aspect of staffing deals with performance evaluation, job analysis etc. while the social aspect deals with staff welfare such as training, promotion etc. Apart from recruiting qualified staff, managers must maintain them to ensure that they are retained.

Controlling

This is where monitoring and evaluation sets into the manager's functions. At every stage, the manager is monitoring activities to ensure that they conform to set standards, he is also measuring performance to know if they are within targets and moving towards

expected results. The manager can also make adjustments along the way based on his observations.

1.4 Management & Administration

There are misconceptions of the two terms Management & Administration. Some scholars use them as synonyms; however, one fact stands out that administration is at a higher level because it deals with policy formulation & planning i.e. at the thinking level while management is at the execution level. Management therefore, is seen as a lower-level performance that has to do with executing the plans of the administrators. This simply means that the administrators do not get involved in implementation, their duty ends at the “thinking level” while implementation, which involves series of activities is carried out at the management level.

The administrators are usually board of directors or the governing body of a university responsible for the formulation of rules regulations, policies, procedures guidelines, objectives etc. On the other hand, the management comprises of managers, supervisors, foremen etc. who implement the plans and policies formulated by administrators.

1.4.1 Role of A Manager

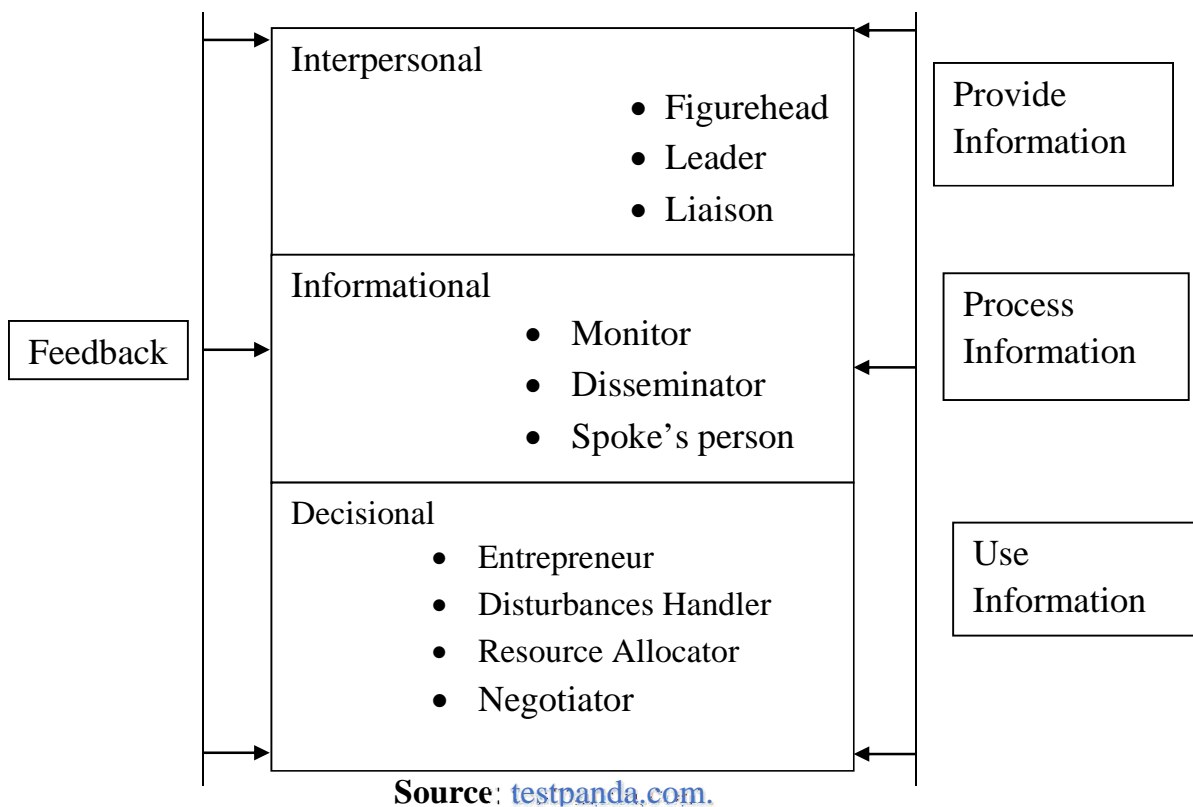
The roles of manager may be based on how management is viewed which could be traditional or contemporary. There are different categories of managers namely.

Top managers, functional managers, and supervisory or team managers, line manager, staff manager, project manager, general manager. In the traditional view of management, top managers see to the organisation’s competitiveness and also see to the job security of other managers (low level managers) and employees. These low-level managers assist the top-level managers to implement all strategies as directed or instructed.

On the other hand, in the contemporary view of management, low level managers and employees get maximally involved (because they have been empowered by top managers) in the organisation’s competitiveness and in their own development. The top managers serve as mentors and lend support to low – level managers and employees for their self and company’s development.

In one of the definitions of management, especially the one by Harold koontz, management was seen as the art of getting things done through others and with formally organized groups. From this definition you will observe that some people lead others in order to achieve organisational goals. Such people who lead others are managers. There are basically ten managerial Roles as listed in the diagram below.

Henry Mintzberg ten basic roles of a manager



The manager serves as a figurehead in his organisation. He represents the organisation in formal gatherings. He stands for and defends the organisation. He also leads others employees and liaises with other organisations. At this interpersonal level information is gather by the manager that helps him in decision making.

The manger also serves as a monitor. At the monitoring level, he gathers more information. The manager disseminates information to other employees and when he serves as a spokesperson, he disseminates information about the organisation to other establishments. In fact, the manager handles information. The low-level mangers (supervisors) operate at the level of departments or units only.

The manager who serves as an information house of the organisation, equipped for the role due to his privileged position, now acts as an entrepreneur. With the information gathered, he is able to initiate actions for lasting changes in the organisation. Also, he deals with all perceived threats as a disturbance handler. He can understand why allocations should be disbursed in a particular, to avoid waste as a resource allocator. Finally, he has adequate information to negotiate on behalf of his organisation as a negotiator. All these roles are for top-level managers, while the supervisors concentrate on the units/departments.

1.5 CONCLUSION

Management pervades all spheres of life and the welfare of people depends on management. The basic elements of management are planning, organizing, actuating and controlling. The effective appropriation of all of these elements in the process of leading people to achieving organisational goals is management. Management requires involvement unlike the administrator who may not necessarily be involved. The ability to influence others is management and a manager must have followers. The manager must possess competencies that will enable him have motivated followers.

1.6 SUMMARY

In this unit, we have considered the different definitions of management and that management is the ability to influence others to achieve organisational goals. You were also taught the role of an effective manager, functions of management such as planning, organisation, directing, coordinating, staffing, budgeting and reporting were discussed. You learned the differences between management and administration, and the characteristics of management. In the next unit we shall be considering leadership styles.

1.7 SELF-ASSESSMENT EXERCISE(S)

1. List the characteristics of Management
2. Discuss the roles of an effective manager

1. The characteristics of Management are

- i. Management is Goal Oriented
- ii. Management is interdisciplinary: it's both science & Arts
- iii. Management involves decision making
- iv. Management involves leading people i.e., group activity

2. The roles of effective managers are categorised into Interpersonal, Informational, and Decisional roles.

a. Interpersonal roles

- i. **Figurehead:** They represent the organisation in formal gatherings.
- ii. **Leader:** This involves building a team, coaching the members, motivating them, and developing strong relationships with members of the team.
- iii. **Liaison:** They liaise with other organisations. The aim is for information gathering and assistance.

b. Informational Roles

- i. **Monitor:** they seek information regarding issues that affect the organization. This includes internal as well as external information.
- ii. **Disseminator:** After receiving any important information either from internal or external sources, they disseminate it within their organization.
- iii. **Spokesperson:** They represent their organization and providing information about the organization to outsiders.

c. Decisional Roles

- i. **Entrepreneur:** they act as the initiator, designer, and also an encourager of innovation and change.
- ii. **Disturbance handler:** they take corrective action when the organization faces unexpected difficulties which are important in nature.
- iii. **Resource Allocator:** They are responsible for the optimum allocation of resources like time, equipment, funds, and also human resources, etc.
- iv. **Negotiator:** They represent the organization in negotiations that affect the manager's scope of responsibility.

1.8 TUTOR MARKED ASSIGNMENTS (TMAs)

1. Discuss the functions of management?
2. Distinguish between management and administration?
3. Discuss the concept of management?
4. Identify the characteristics of management?

1.9 REFERENCES/ FURTHER READING

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UNIT 2: LEADERSHIP STYLES

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- 2.0 Introduction
- 2.1 Objectives
- 2.2 Main Content
 - 2.2.1 Defining Leadership
 - 2.2.2 Competency Requirements for Effective Leadership
 - 2.2.3 Leadership Approach
 - 2.2.4 Leadership Behaviour and Styles
- 2.3 Conclusion
- 2.4 Summary
- 2.5 Self-Assessment Exercise(s)
- 2.6 Tutor Marked Assignment
- 2.7 References/Further Reading

2.0 INTRODUCTION

In the previous unit we discussed the characteristics of management, functions of management and the roles of a manager. Do you know that the quality of leadership in any organization plays a big role in determining the success rate of that organization? In this unit we shall be looking at leadership from various angles. Leadership is very important in any organisation because it determines performance. We shall see different ways leaders can influence their followers to attain organisational goals.

2.1 OBJECTIVES

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

- Define leadership
- Explain the different approaches to leadership
- Discuss various leadership styles
- Distinguish between transactional and transformational leaders.

2.2 MAIN CONTENT

2.2.1 Defining Leadership

Leadership should not be assumed to be management. They are both different concepts, however, there is leadership in management but they can also be leadership without an organized structure. For managers to exist, there must be organized structures with roles and for leadership to exist, there must be followers (Wehrich, Koontz & Cannice, 2010). People must be willing to follow a leader and this happens when the leader is able to get them motivated.

Several authors have different definitions of leadership. Harry Truman in Wehrich, Koontz & Cannice (2010) defined leadership as the ability to get men (women) to do what they don't like to do and like it. Leadership is the act of influencing people such that they are enthusiastically willing to work with confidence and zeal towards group goal (Wehrich, Koontz & Cannice, 2010). Leaders facilitate progress by inspiring people to achieve organisational goals. For instance, the performance of the library which is a joint effort of the various sections of the library depends on the leadership of the university librarian.

2.2.2 Competency Requirements for Effective Leadership

From the various definitions of leadership given, some basic ingredients stand out such as:

Effective Use of power

- Understanding the different motivating force for different individuals
- Ability to inspire others
- Ability to create a conducive environment that is motivating to work

Power which is the ability to influence and encourage other people in achieving organisational goal, is a major ingredient of leadership. Effective use of power can bring

about change of attitude of subordinates to get them do what you want. Usually, leaders get others to do things through employing their interpersonal influence. Individuals are different and different forces motivate them. Effective use of power demands that a leader understands the group he is leading at any point in time and also, he needs to understand individuals in each group to know what ways to successfully influence them.

Inspiration is much more than motivation, while motivation focuses on subordinates, inspiration focuses on group head. Inspiration is the force that enables individual to go all out to attain their full potentials. Motivation may not take them this far. Individuals can get their inspiration from their group head because of their group head's qualities and charm that appeal to them. The group head's charisma promotes loyalty, devotion and strong desire to achieve his desired goals in the subordinates. The subordinates at this point see him as a champion and they are willing to give their all.

Leaders through their styles set the climate for work. The work environment must be conducive and motivating for maximum performance. Leaders should have a healthy relationship with their boss. They should also see the provision of means to satisfy subordinates personal needs (such as money, status, power, sense of fulfilment) as top priority to accomplishing their goals.

2.2.3 Leadership Approaches

The early approach to leadership was the Leadership Traits also known as the 'Great Man' theory (Ololube, 2013) which was propagated prior to 1949. At this time, leaders were said to be born not made, meaning that once you see a leader you will identify him based on his traits which he was born with. Scholars like Ralph Stogdill in Wehrlich, Koontz & Cannice (2010) and Fleenor (2011) identified some traits common to leaders such as:

1. Physical Traits: Examples are, appearance, height, energy etc.
2. Intelligence and Ability Traits:
3. Personality Traits: Examples are adaptability, enthusiasm, aggressiveness and self-confidence
4. Task Related Characteristics: Examples are initiative, persistence and achievement drive
5. Social Characteristics: Cooperativeness, interpersonal skills, administrative ability

More recently other traits have been added such as:

6. Drive: Examples are tenacity, achievement, energy, motivation, ambition, initiative, leadership motivation i.e. aspiration to lead but not to seek power, Honesty and integrity, cognitive ability and self-confidence as well as emotional stability.

This theory was soon replaced by behaviourist theory. Scholars questioned this trait approach and indicated that the traits were not common in all leaders as some leaders

lack them, more so, how much of the trait needed by a leader is not known. Closely related to trait approach is charismatic approach, according to Bell (2013), the focus of effective leadership is on both the characteristics of the leader and that of the followers and not just the leader. This approach is also known as transformational leadership. The characteristic approach sees certain traits in leaders such as Strong convictions, ability to initiate a change, having a need to influence followers and supporting them, self - confident, articulating a vision, communicating high expectations, and demonstrating enthusiasm and excitement. The challenge with this approach is that so much confidence is placed on the leader who can leave at any time. Also, the leader begins to see himself as someone that is always right and becomes incorrigible.

2.2.4 Leadership Behaviour and Styles

Leadership styles can be categorized based on:

1. How leaders use their authorities
2. Managerial grid
3. Leadership involving a variety of styles (i.e., from minimum to maximum use of power and influence)

Styles Based on Use of Authority

Some of the styles based on the use of authority are autocratic leader, democratic or participative leader and Free-rein leader.

- i. Autocratic leader: The leader dishes out commands and expects total compliance. He is a leader that must be obeyed. He is rigid and does not give his subordinates room for suggestions even when such suggestions may be good for the progress of the organisation. He controls absolute power and can withhold staff reward and give at will. As bad as this style which is resented by most staff may appear, it is extremely efficient because decision making is quick as he has no need to consult with anybody. Autocratic leaders are usually used in crisis situation that require quick attention.
- ii. Democratic or participative leader: This is a kind of leader that believes in consulting subordinates and getting them fully involved and committed to achieving desired goals. Followers are not only carried along but also involved in decision making. The leader is seen to collaborate with his subordinate in quality decision making. This gives the followers a sense of belonging, thus causing them to remain committed to the organisation.

- iii. Free-rein/Laissez-Faire leader: This type of leader over-depends on his subordinate in running the affairs of the organisation. He is not involved and only supplies information and advice as if he is operating from outside. Subordinates are left alone to set their goals and manage their time to achieve their desired goals. Subordinates are happy to be left alone to do what they want. Some may be productive but most will miss-manage their time, especially when the leader is not monitoring and supplying feedbacks to followers who may lack the knowledge/skills and even motivation to drive their course. The leader may eventually lose control of the staff (Goodnight, 2011, Chaudhry & Javed, 2012)



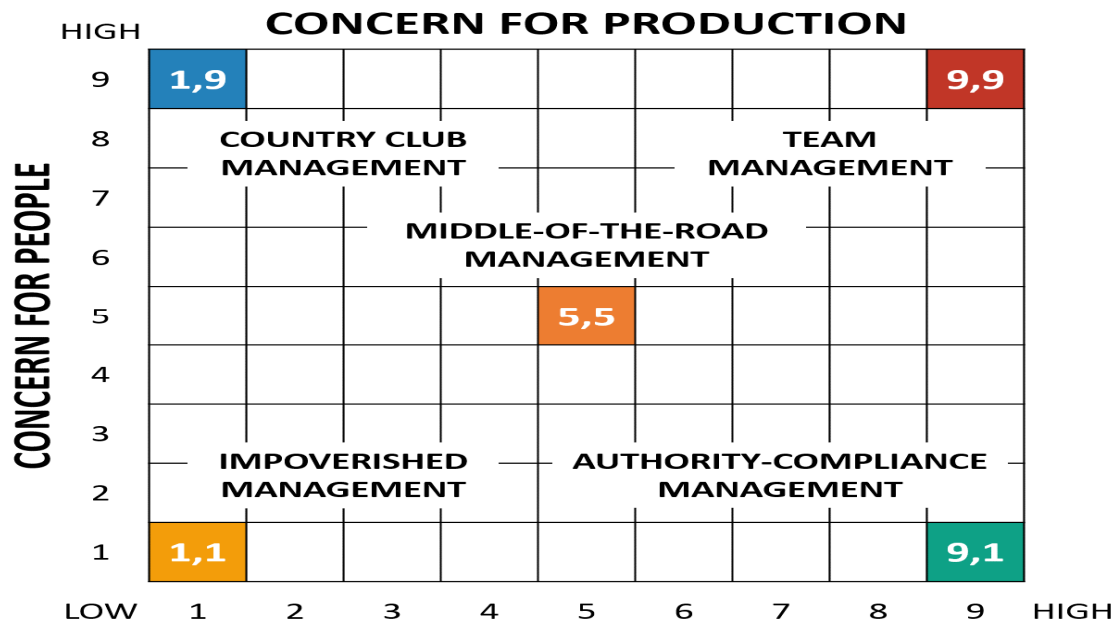
Autocratic, Democratic and Laissez- faire Leadership

Source: https://www.researchgate.net/publication/333261623_Organizational_Behaviour_I_KTU_MBA_Syllabus/figures?lo=1

It is important to note that there are variations of these three types, for instance we could have an autocrat who is benevolent and a democratic leader that is supportive. Also, situations may determine a leader's choice of style. In an emergency, a leader may choose to be autocratic and when dealing with a group of researchers may become laissez-faire in order to give them a free hand to come up with problems they wish to solve and their solutions.

i. Managerial Grid

The managerial grid by Robert Blake and Jane mouton help to define leadership.



Blake and Mouton Managerial Grid

Source: <https://www.business-to-you.com/blake-mouton-managerial-grid/>

The managerial grid is based on the behavioural theory and views managers from two dimensions as follows:

- Attitude of managers towards the people (relationship oriented)
- Managers concern towards production (task oriented)

The grid is placed on a 9-point scale with 1 as the lowest and 9, the highest in-between the grid are other numbers representing different types of managerial styles; however, five major categories of managers stand out from the two extremes and middle of the grid as follows:

1. Impoverished management (1,1): This group of managers exhibit little or no concern for people and even production. They are minimally involved in the activities of the organisation and are not willing to take responsibility.
2. Team managers (9,9): These set of managers that exhibit the highest dedication to the concerns of both the people and production. In this case a smooth blend exists as subordinates, through established relationship are enthusiastic about achieving desired goals. This is the most effective style.
3. Middle of the road managers (5,5): These set of managers are on the average as it concerns production and welfare of subordinates. They can be said to be just satisfactory. They try to balance work requirements and maintaining satisfactory but not outstanding morale.

4. Country club managers (1, 9): These managers are extremely concerned about the people's welfare which promote relax and friendly environment for workers. They are not concerned with putting in coordinated efforts to accomplish organisational purpose. Managers have very little concern for production.
5. Autocratic task managers (9,1): These managers are extremely concerned with achieving organisational purpose and demonstrate this in their attitude and how tasks are arranged and distributed. They have very little concern for people.
- ii. Transactional Leaders: This leader focuses on achieving the organisational goals and ensures that there is a smooth operation by providing all that the followers need to achieve this goal. He defines roles and tasks to be executed and sets up an organisational structure. This leader can reward hard work and punish laziness. The relationship between subordinates and the leader is based on work. A transactional leader is actually efficient and effective.
- iii. Transformational leaders: These are leaders that inspire others. They are charismatic leaders and motivate others who are connected to them because of some qualities found in them such as confidence and extroversion. They are able to articulate a vision and create an enabling environment for change in the organisation. According to Charry (2012), these types of leaders have high moral standard.

2.3 CONCLUSION

Circumstances determines what leadership style to employ. There isn't any style that has no merit. In fact, an appropriate leadership style depends on the leader, the followers and the situation however, individuals that have not acquired required competencies for good leadership should not aspire to lead because they can never be successful. Such persons are most likely to abuse power and cannot have a team with a common goal.

2.4 SUMMARY

In this unit, leadership was seen as the ability to influence others to willingly and enthusiastically accomplish organisational goals. Also, various leadership styles such as autocratic, democratic and free-rein leadership styles were discussed. The managerial grid and other approaches and styles of leadership such as transactional and transformational leadership were treated. In the next unit we shall be discussing delegation of authority.

2.5 SELF-ASSESSMENT EXERCISE(S)

1. Competency Requirements for Effective Leadership

2. Autocratic leaders are the best. Discuss.

1. The competency requirements for effective Leadership entails:

- i. Understanding the different motivating force for different individuals
- ii. Ability to inspire others
- iii. Ability to create a conducive environment that is motivating to work

2. Autocratic style of leadership is extremely efficient because decision-making is quick as the leader has no need to consult his subordinate before taking decisions. Autocratic leaders usually perform better in a crisis situation that require quick attention.

2.6 TUTOR MARKED ASSIGNMENTS (TMAs)

1. Imagine a situation which you were a leader of a group, what leadership style will you employ and why?
2. Discuss the competency requirements for effective leadership?
3. Define the concept of leadership?
4. Explain the different approaches to leadership?
5. Distinguish between transactional and transformational leaders?

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UNIT 3: DELEGATION

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- 3.0 Introduction
- 3.1 Objectives
- 3.2 Main Content
 - 3.2.1 What is Delegation?
 - 3.2.2 Characteristics of Delegation
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3.0 INTRODUCTION

In the previous unit you learnt the various leadership styles and the competency requirements for effective leadership. What is your understanding of the word delegation in management? In this unit you shall see how efficient delegation of authority can lead to maximum productivity. You shall be taught effective ways of delegating authority and how to overcome the challenges in delegating authority.

3.1 OBJECTIVES

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

- Explain the concept of delegation
- Identify types of delegation
- Discuss the principles of delegation
- Identify challenges and limitations to delegation

3.2 MAIN CONTENT

3.2.1` What is Delegation?

Sometimes leaders find their assignments challenging, not because they are incompetent but due to the magnitude of the duty at hand to be accomplished within a time frame. This may call for an established structure and delegation of duty. Delegation is the assignment of authority by a boss to a subordinate to carry out a particular duty (Robbins et al., 2011). Employees are given the opportunity to make decisions on their own in the course of carrying out their assigned duties. This simply implies that legal right has been given to employees to make decision which can flow from boss to subordinate, subordinate to boss and between employees with equal authorities. There are instances where subordinates give their organisation right to carry out some assignments on their behalf. Even among equal employees, legal right can be given to one of them to take vital decisions that are binding to all the group. Division of labour is common to all sectors, even in the library.

It is imperative to note that delegation is not abdication. The leader is not dumping his duties on his subordinates and for there to be delegation of duty and not abdication certain characteristics must be present.

3.2.2 Characteristics of Delegation

1. There must be a clarification on the exact job to be accomplished: Assigned duties must be specific without any form of ambiguity. Subordinates can focus on specific tasks and know when they accomplish their tasks.
2. The discretion range must be defined for the employees: The delegator can't delegate all of his authority. He still retains some and the subordinate reports to him.
3. The performance level must be set: Subordinates must know what level of performance is acceptable to superior/boss. It is not enough to perform but your level must be high and acceptable as set by your boss.
4. The time frame for task completion must be set: The delegator may decide to withdraw the authority given to subordinate after the completion of task or he might wish for the subordinate to retain authority.

Effective Delegation



Effective Delegation pushes authority down through the ranks of an organisation

Source: <https://businessjargons.com/delegation-of-authority.html>

Some leaders are afraid to delegate authority for fear of mistakes from subordinates forgetting that if they fail to delegate, they will be ineffective and that mistake itself is part of delegation. The delegator should put control in place such as a strong feedback system to avoid serious mistakes. Delegation will save the time and energy of a leader and he should be bold to take responsibilities for any mistake of his subordinates. Some leaders delegate very minimal duties and prefer to operate a centralized system.

Process of Effective Delegation



Source: <https://www.stakeholdermap.com/project-management/how-to-delegate.html>

For effective delegation of duty task must be defined and the right person for the job, that is available and sufficient motivated should be identified. Then, the delegator must give specific instructions on the objectives of the task and expected results. Implementation should have set time frame for task completion and the employee should be motivated and enhanced by allowing him free hand to take decisions as you, the delegator focus on main goal.

3.2.3 Importance of Delegation

Delegation is important for the following reasons:

1. **Saves time:** Delegation helps to save time because decision making becomes quicker. The delegator may have been too busy to attend to such duties. He therefore, has time for higher level tasks such as policy formulation and planning, this improves efficiency and enhance productivity.
2. **Volume of work:** Increased workload for a leader reduces speed of task completion and eventually output if he must work alone. There is therefore, a need to delegate to meet deadlines and spare the leader the rigour that can cause him a breakdown.
3. **Flexibility:** Organisations need to be flexible and not rigid which can lead to reduced efficiency. Top managers must learn to embrace changes from

subordinates who through delegation are free to use their initiatives and take decisions.

4. Complexity: There are some tasks that are highly complex and need some technical knowledge which just one leader may not possess. The expertise of another person may be needed, hence the need to delegate.
5. Train subordinates: Delegation creates room for hands-on-experience for subordinates, thus preparing them for the future, to take over from the top-level managers.
6. Maximum productivity: Delegation brings about efficiency in the running of an organisation which leads to increased productivity.
7. Covering of all geographical areas: As a result of expansion to other geographical areas, delegation is needed.

3.2.4 Types of Delegation

Oviawe (2015) listed types of delegation as:

1. Specific and General: Delegation is specific when it is for a specific task and for a short period of time, that is at the completion of the task. General delegation is when it extends over a broad area.
2. Direct and Indirect: When a third party is involved, delegation is indirect and direct when there is no intermediary.
3. Verbal and Written: Delegation can be verbal or informal, whereby there is a mutual understanding or may be based on tradition. Written delegation is already formalized, it is documented and may be legally binding.
4. Conditional and Unconditional: There may be restrictions attached to delegation of authority, in which case delegation is said to be conditional. Delegation is unconditional when the employee is free to act without restrictions
5. Full and Partial: Full delegation is when delegation is total and does not require any approval on the other hand partial delegation requires approval by a third party
6. Permanent and Temporary: Delegation is said to be permanent if it is forever and temporary if it is for a short period of time.

3.2.5 Contingency Factors in Delegation

1. The size of the organisation: Large organisations have need for greater number of decisions. The top managers are always very busy, though they gather so much information in the process and rely on the decisions of the lower managers to run the organisation. In essence much delegation is done in big organisations.
2. The importance of the duty or decision: How important the decision taken, that is, the level of impact of a decision on the entire organisation determines whether that decision will be delegated or not. Extremely major decisions are not likely to be delegated.
3. Task complexity: How technical a task is will determine whether or not to delegate. It is most likely that a complex and highly technical task will be delegated because the top managers may not possess all the skills and information necessary to take decision on the task. Complex tasks are delegated to experts.
4. Organisational Culture: The organisational structure determines the extent of delegation. If a friendly environment of trust and confidence has been established in an organisation, more delegation will take place unlike an environment of distrust where there will be little delegation and done only when absolutely necessary.
5. Qualities of employees: Employees have to be skilful and sufficiently motivated before top managers can delegate duties to them. Nobody wants to delegate duty to an incompetent person.

3.2.6 Principles of Effective Delegation of Authority

These are some of the principles of effective delegation and some of these principles have been mentioned and explained under characteristics of delegation:

- Defining the function: The task must be clearly specified
- Defining the results: Desired goals must be stated by delegator
- Balance of authority with responsibility: Authority must be commensurate with assigned duty.
- Unity of command: Employee must report to a single boss to avoid confusion, ambiguity and conflict of instructions.
- Defining the limits of authority: Employee may not be allowed complete authority so he should be made to know how his boundaries.

- Establish feedback controls: The communication must be kept open: There should be constant feedback from employee and guidance. There should be appropriate monitoring and control to ensure that delegated authority is not abused. Also, problems/challenges can be identified, are they behind schedule? are task carried out with specifications? Progress date should be to get report on how the task implementation is faring.
- Evaluation: The gathered information through feedbacks and regular checks (monitoring) by delegator will be used to appraise performance which is very important for correction if need be.
- Planned and Systematic: Organisations must systematically delegate to a position rather than to a person. With proper planning task will be well spelt out.
- Inform others that delegation has occurred: Other employees must be informed that delegation has occurred. They need to know what was delegated and how much authority their leader is allowed to exercise especially if they will be affected by it to avoid conflict.

3.2.7 Challenges and Limitations of Delegation

1. Knowing what task to delegate: The inability of managers to identify what task to delegate is a hindrance to delegation. Managers require training to acquire necessary competencies for delegation.
2. Knowing the right person for the task: Some managers are afraid of disloyalty from their employees. They may also lack the ability to identify what competencies subordinates possess. For instance, they need to know if employees are sufficiently motivated, if they possess the required skills, if they have the time and not too busy for the task and if they are emotionally stable.
3. Misappropriation of funds: The possibility of exaggerated expenditure and misappropriation of funds is also a challenge.
4. Departure from policies and established standards: Sometime if the subordinates are not properly monitored, they derail from set down procedures for accomplishing task which may lead to sub-standard products.
5. Lack of laid down procedure for delegating authority: On the part of the organisation, there should be established standards, procedures and policies for the employees to follow to make delegation easy.

6. Lack of good communication flow: The communication channel must be open for easy flow of information. Issues are addressed early before they cause harm if brought to the notice of the delegator through regular reporting which may be formal and informal.
7. Refusal of delegation by employees: Some employees are reluctant to handle responsibilities due to lack of self-confidence, lack of necessary need competencies, lack of time etc.
8. Size of organisation: small organisation may not see the need to delegate.
9. Nature of task: It is easier to delegate routine tasks than unstable ones.

3.3 CONCLUSION

Any organisation aspiring to grow must delegate authority for greater efficiency. The fear of delegation must be overcome by managers as they train and retrain themselves to know how to identify tasks to be delegated, qualities in employees that are indicators of a good leader. Delegation is division of labour and not abdication. In efficient delegation of duties authority is gradually pushed down the rank. Delegated duties must be specific and well defined to avoid confusion.

3.4 SUMMARY

In this unit, we discussed the concept of delegation, considered the importance of delegation in management and the principles governing delegation. Finally, the challenges and limitations of delegation were discussed. In the next unit, you shall be taught motivation in management.

3.5 SELF-ASSESSMENT EXERCISE(S)

1. Define delegation.
 2. List the challenges and limitations of delegation.
1. **Delegation** is the assignment of authority by a boss to a subordinate to carry out a particular duty.
2. **The challenges and limitations of delegation are:**
- a. Knowing what task to delegate.
 - b. Knowing the right person for the task.
 - c. Misappropriation of funds.
 - d. Departure from policies and established standards.
 - e. Lack of laid down procedure for delegating authority.

- f. Lack of good communication flow.
- g. Refusal of delegation by employees.
- h. Size of organisation.
- i. Nature of task

3.6 TUTOR MARKED ASSIGNMENTS (TMAs)

1. Explain the principles of delegation.
2. Discuss the delegation process.
3. Explain the concept of delegation.
4. Identify types of delegation.

3.7 REFERENCES/FURTHER READING

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Image(s)

Effective Delegation

<https://businessjargons.com/delegation-of-authority.html>

Process of Effective Delegation

<https://www.stakeholdermap.com/project-management/how-to-delegate.html>

UNIT 4: MOTIVATION

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4.0 Introduction

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4.2 Main Content

4.2.1 What is Motivation

4.2.2 Theories of Motivation

4.2.3	Maslow's Hierarchy of Needs
4.2.4	Herzberg's Two-Factor Theory
4.2.5	Skinner's Reinforcement Theory
4.2.6	McClelland's Three Needs Theory
4.2.7	McGregor's Theory X and Theory Y
4.2.8	Goal Setting Theory
4.2.9	Equity Theory of Motivation
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4.3	Conclusion
4.4	Summary
4.5	Self-Assessment Exercise(s)
4.6	Tutor Marked Assignment
4.7	References/Further Reading

4.0 INTRODUCTION

In the previous unit we discussed delegation of authority and saw how it can lead to enhanced productivity. In a way, delegation of authority helps to motivate subordinates in any organisation. In this unit you shall be taught the different theories of motivation that leaders in libraries and other establishments can employ in getting their employees sufficiently motivated to achieve desired goals.

4.1 OBJECTIVES

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

- Define Motivation
- Explain Maslow's Hierarchy of Needs Theory
- Explain Herzberg's Two-Factor Theory
- Compare Maslow's Hierarchy of Needs Theory and Herzberg's Two-Factor Theory
- Discuss Skinner's Reinforcement Theory
- Discuss McClelland's Three-Needs Theory
- Explain McGregor's Theory X and Theory Y
- Discuss Goal Setting Theory
- Discuss equity Theory of Motivation
- Explain Expectancy Theory of Motivation

4.2 MAIN CONTENT

4.2.1 What is Motivation?

Motivation is vital for achievement of goals. It doesn't matter whether it is self-set goals for personal advancement or organisational goals. Motivation is not a personal trait as people are differently wired that is what motivates Mr. A may be different from what motivates Mr. B. Motivating force maybe dependent on needs and it can be negative or positive. The word motivation is from the Latin word 'movere' meaning 'to move'. In other words, motivation move people into action.

Motivation has been defined by different scholars as a process by which human efforts are energized, directed and sustained towards achieving desired goal (Robbins et al., 2011; Weihrich, Koontz & Cannice 2010; Grill, 2011).

The energy in the definition is the drive or force that stir people into action. However, actions can be miss-directed, therefore motivation is a well-directed drive which must persist for a long-time until the desired goal is achieved.

4.2.2 Theories of Motivation

Robbins et al. (2011) listed several theories of motivation; some are early theories while some are contemporary theories:

Early Theories

1. Maslow's Hierarchy of Needs Theory
2. Herzberg's Two-Factor Theory
3. Skinner's Reinforcement Theory
4. McClelland's Three-Needs Theory
5. McGregor's Theory X and Theory Y

Contemporary theories

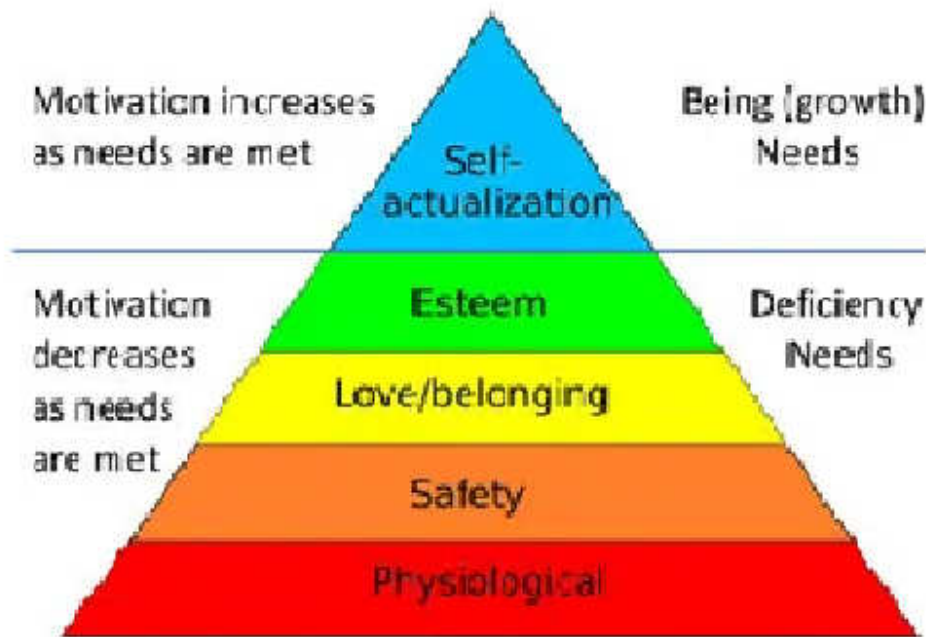
6. Goal Setting Theory
7. Equity theory
8. Expectancy Theory

Early Theories of Motivation

The early theories form the basis for the contemporary theories and are still used by managers today.

4.2.3 Maslow's Hierarchy of Needs Theory

Maslow's theory is summed up in the fig. below



Maslow's Hierarchy of Needs

Source: https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs

Abraham Maslow's hierarchy of needs theory is said to be the best theory of motivation. Maslow, a psychologist saw human needs in form of a hierarchy ranging from the lowest need (physiological need) down the pyramid to the highest need (self-actualization) at the apex of the pyramid. The five basic needs identified by Maslow are:

1. **Physiological need:** These are basic needs of life to keep body and soul together such as food, shelter, warmth, sex, sleep and water. Nothing makes sense to individuals that lack these needs. In other words, nothing else can motivate them unless these basic needs are met. Once these needs are met, they cease to motivate people as they begin to crave for safety.
2. **Safety Needs:** This is the need to be protected from physical danger and to be secured from theft, loss of job, property, shelter or food.
3. **Love/belonging need:** This is the need for people as social beings to be loved and have the feeling of sense of belonging.
4. **Esteem need:** This is the need to be held in high esteem by people. This need surfaces as soon as the basic needs, safety needs and love needs are satisfied. Esteem need manifest in the crave for power, prestige, status and self-confidence.

5. Self-Actualization need: This need is the highest in the pyramid. It is the need for self- realization and accomplishment as one achieves his life goals.

Good as this theory may appear, it has received some criticisms. Researchers like Edward Lawler and Lloyd Suttle found little evidence to support Maslow's theory of human needs forming a hierarchy. They simply categorized needs into two, biological and others and stated that the biological needs must be satisfied before other needs emerge.

Also, Douglas T. Hall and Khalil Nougaim did not find strong evidence of human needs forming a hierarchy in their research. They insisted that the upward movement of individuals caused them to crave for sense of belonging, esteem and self-actualization and not the fact that physiological needs and safety needs have been met.

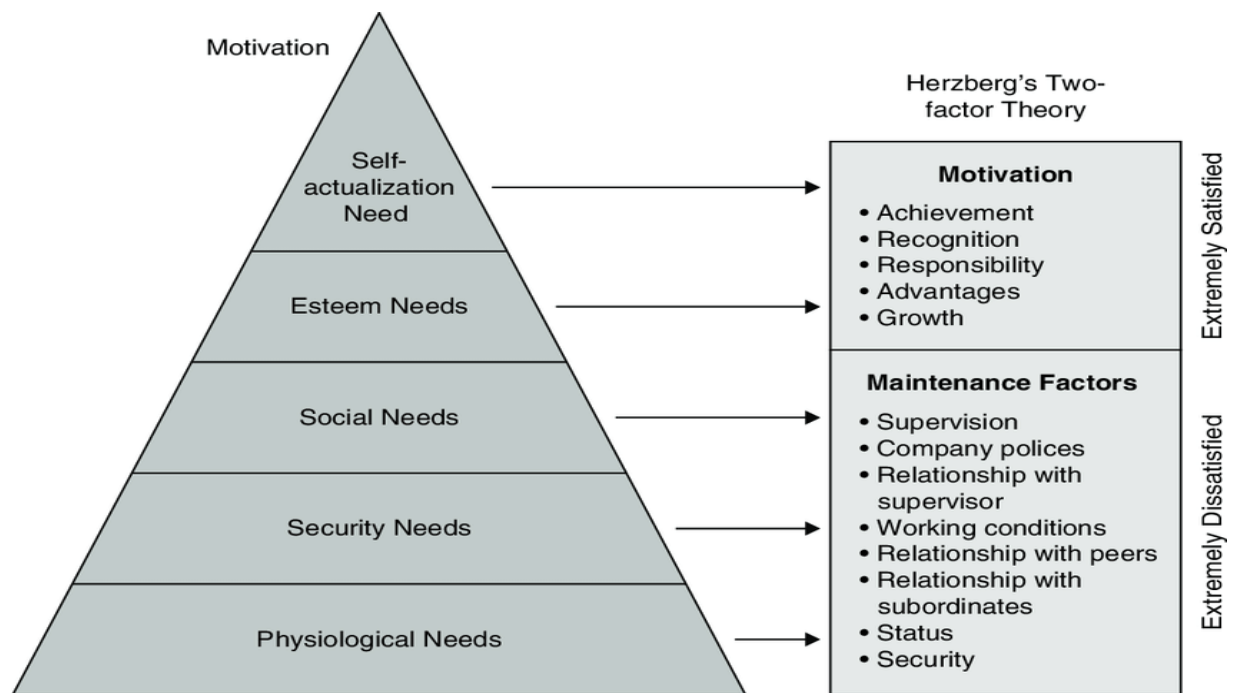
Finally, Clayton Alderfer in his ERG theory, categorized human needs into three as existence need, relatedness needs and growth needs. He insisted that one need does not necessarily have to be satisfied before craving for another but that one can crave needs at several levels at the same time. People can even switch from a higher level to a lower level even they experience frustration.

4.2.4 Herzberg's Two-Factor Theory (Herzberg's Motivation- Hygiene Theory)

Frederick Herzberg and his associates in their two-factor theory modified Maslow's Motivation Theory. Herzberg grouped needs into two broad groups **dissatisfiers** and **satisfiers**. Dissatisfiers do not motivate but their absence may cause dissatisfaction, examples are salary status, personal life, working conditions, job security, company policy and administration and supervision. Herzberg called these needs maintenance, hygiene, or job-context factors.

Satisfiers which serve as the second group of needs can motivate and bring about satisfaction while their absence can cause dissatisfaction. Examples are: advancement, achievement, growth in the job, challenging work and recognition. These are all related to job content.

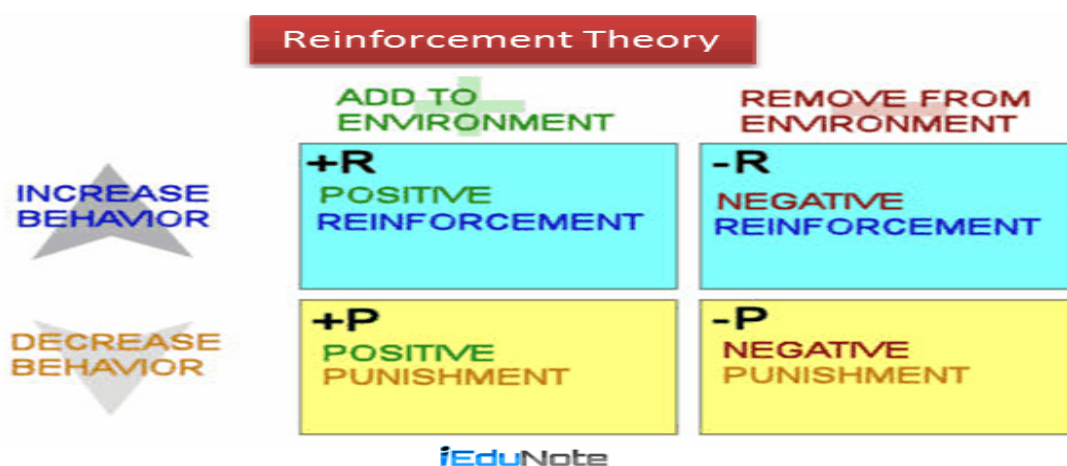
Comparison of Maslow's and Herzberg's Theories of Motivation



Source: <https://www.mdpi.com/2076-3387/11/3/87/htm>

Maslow's physiological, security and social needs fall under the category of Herzberg's Maintenance factors (dissatisfiers). According to Herzberg, these needs do not motivate. Maslow's esteem and self-actualization needs fall under Herzberg's Motivation factors which motivate employees and cause extreme satisfaction.

4.2.5 Skinner's Reinforcement Theory

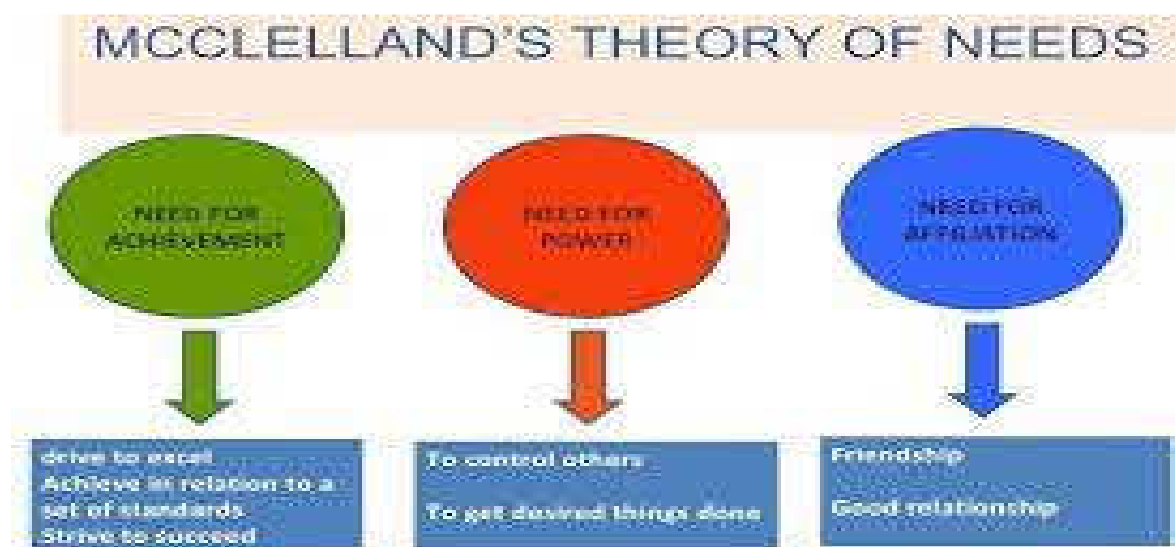


Source: <https://team-motivation.weebly.com/reinforcement-theory.html>

Skinner's theory of motivation is also known as Positive Reinforcement or Behaviour Modification Theory. It focusses on proper design of work environment such as careful planning, expansion of communication channel (improved feedback system) and the removal of obstructions to performance. Skinner advocated the use of praise for motivation which is to be used even for employees that are struggling or not doing well to encourage them. Punishment was seen as a negative reinforcer that is counterproductive.

4.2.6 McClelland's Three-Needs Theory

Three types of motivational needs were identified by McClelland as Power, Affiliation and Achievement needs.



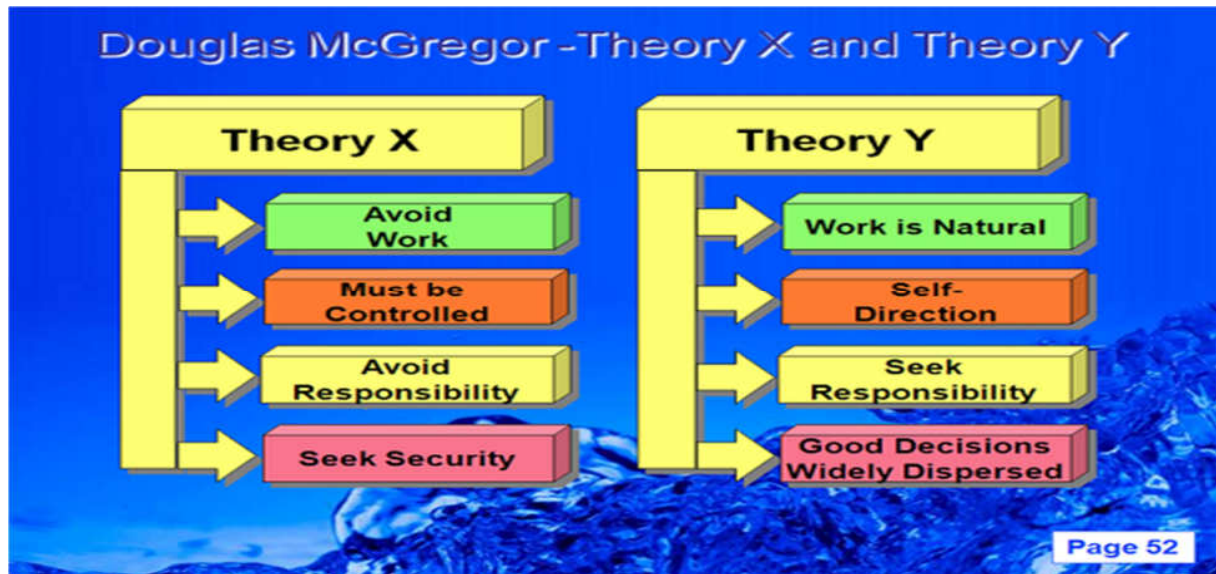
Source: <https://in.pinterest.com/pin/697495061024341851/>

Power needs: This category of people, have great desire to always influence others and be in control. They like to lead and are outspoken, forceful, demanding and very argumentative. They enjoy teaching and public speaking.

Affiliation needs: These group of persons desire the feeling of love and sense of belonging. They have the need to be accepted and also to show love to others, they hate rejection, maintains social relationships, console and help others.

Achievement needs: These are people that display the need to be successful and hate failure, however, if after all hard work and they still fail, they are not unnecessarily worried by it. They like challenges and take realistic approach to risk. They take responsibility for their actions, analytical and encourage feedbacks.

4.2.7 McGregor's Theory X and Theory Y



Differences Between Theory X and Theory Y

Source: <https://www.pinterest.com/pin/differences-between-theory-x-and-theory-y--725079608729207979/>

McGregor's theory X and theory Y is a reflection of how managers see themselves in relation to others. In theory X an average human being is seen as:

- Having dislike for work and avoids work
- Avoiding responsibilities and has little or no ambition
- Needing security
- Wanting to be controlled, directed and needs to be threatened and punished before working towards attaining goals

On the other hand, in theory Y an average human being:

- Sees work as natural just as sleep and play
- Is self-directed and self-controlled and does not need to be punished or need any external force to work.
- Seeks responsibilities and believes that achievement is commensurate with reward
- Is imaginative and creative and believes that human beings have great potentials yet to be tapped.

Contemporary theories

4.2.8 Goal Setting Theory

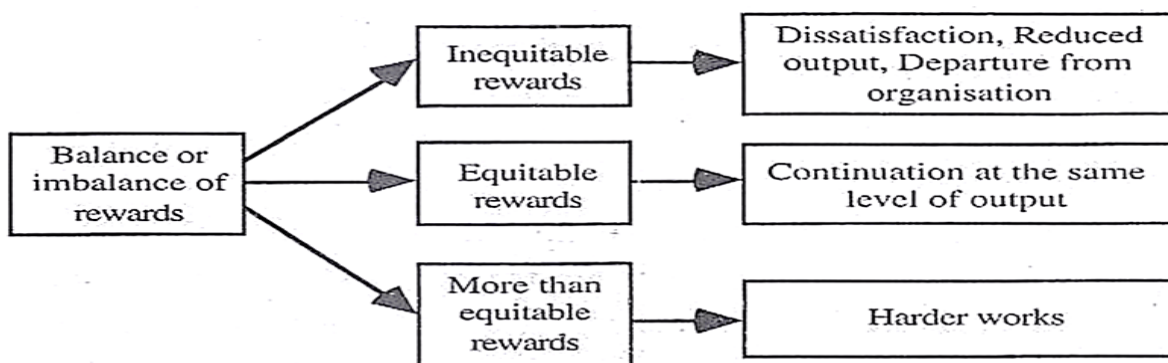


Goal Setting Theory

Source: <https://www.myassignmenthelp.net/locke-goal-setting-theory>

Goal setting theory was propounded by Edwin Locke in 1960's. The theory is centred on setting of objectives as a source of motivation. Objectives that are clear, attainable, and measurable can motivate employees. It is important to get the subordinates involved in setting goals. This is because people get more committed when they participate in setting organisational goals. It is even better not just to participate but to completely have them set their goals by themselves and be given approval by a superior. People tend to set higher goals for themselves when asked to do it.

4.2.9 Equity theory of motivation



**Log in to <http://edu-article.blogspot.com>

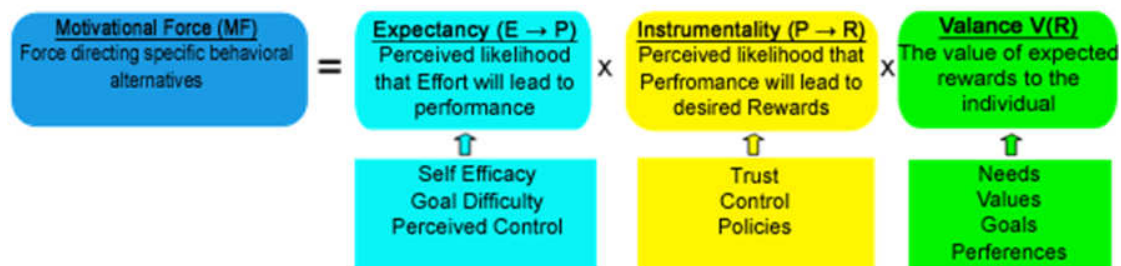
Equity Theory of Motivation

Source: <https://www.iedunote.com/equity-theory-of-motivation>

Equity theory which was formulated by J. Stacy Adams focuses on equity in reward system. In other words, it emphasizes fairness in reward structure of an organisation. People want to feel that the reward for their work is commensurate with their input (i.e., efforts, experience, and education) and that no one in their category is earning higher even in other organisations. In a situation where reward is not balanced with input people will feel discouraged and may decide to reduce their efforts or even leave the organisation. Also, if reward is perceived to be higher than input or even higher than the reward of people in other establishments, they feel happy and increase their efforts. The problem is that the assessment is highly subjective and can either be overestimated as regards people's input and rewards of equivalents in another organisation.

4.2.10 Expectancy Theory

Expectancy theory was advanced by Victor H Vroom. The theory focuses on people believing in the worth of organisational set goals and also in the fact that their efforts can help to attain these goals. In fact, it is seen as an achievement that causes satisfaction when efforts of employee can bring about fulfilment of set goals. Their self-confidence is enhanced to think that their efforts solved some problems. It is the value placed on their efforts that get them motivated.



Expectancy theory

Source: <https://www.pinterest.com/pin/914862398671565/>

Expectancy theory can be stated as

Force = valence x Expectancy

F = Strength of motivation

Valence = Strength of worth of desired goals

Expectancy = Probability of effort leading to attaining desired goals

The force exerted to do something will depend on both valence and expectancy.

4.4 CONCLUSION

Different things motivate different individuals. No single approach is self-sufficient. Circumstances may determine what technique to employ. Managers should know what motivates their employees and provide them. Maslow's Hierarchy of Needs theory which is considered to be the best theory of motivation listed five basic human needs as physiological, safety, love/belonging, esteem and self-actualization.

4.5 SUMMARY

Motivation deals with desires, needs, wishes drive and forces. Managers' role is to know and apply what approach motivates their subordinates. Different theories of motivation treated in this unit are Maslow's Hierarchy of Needs Theory that categorized human needs into five; Herzberg's two-factor theory of dissatisfiers and satisfiers; Skinner's Reinforcement Theory suggesting that praise motivates, McClelland's theory that categorized human needs into three, power, affiliation and achievement needs; McGregor's X and Y theories; Goal Setting Theory; Equity theory that deals with fairness of reward in comparison with efforts and Expectancy theory which says that people are motivated if they see goals as worthwhile and that their activities can help to attain these goals. In the next unit we shall be discussing how leaders manage conflicts.

4.6 SELF-ASSESSMENT EXERCISE(S)

1. define Motivation.
2. Explain McClelland's theory of motivation.

1. Motivation is defined as a process by which human efforts are energized, directed and sustained towards achieving the desired goals.

2. McClelland's theory of motivation identified three types of motivational needs, they are:

- i. Power needs: This category of people, have a great desire to always influence others and be in control.
- ii. Affiliation needs: These groups of persons desire the feeling of love and a sense of belonging.
- iii. Achievement needs: These are people that display the need to be successful and hate failure, however, if after all hard work and they still fail, they are not unnecessarily worried by it.

4.7 TUTOR MARKED ASSIGNMENTS (TMAs)

1. Discuss Maslow's Theory of Needs.
2. Compare and contrast the Maslow and Herzberg theories of motivation.
3. Explain Herzberg's Two-Factor Theory.

4. Discuss Skinner's Reinforcement Theory.
5. Explain McGregor's Theory X and Theory Y.
6. Discuss Goal Setting Theory.
7. Discuss equity Theory of Motivation.
8. Explain Expectancy Theory of Motivation.

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UNIT 5: CONFLICT MANAGEMENT & RESOLUTION IN LIBRARIES & INFORMATION CENTRES

CONTENTS

5.0 Introduction

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5.0 INTRODUCTION

Do you know that one of the most important skill a leader must possess is the ability to manage conflict? This skill is so important that it is rated even higher than leadership itself, decision making and higher than communication skills (Robbins et al., 2011). In this unit, we shall be discussing conflict management styles that leaders can employ in resolving conflicts as their need arise.

5.1 OBJECTIVES

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

- Define conflict
- Identify types of conflict
- Discuss conflict management strategies
- Discuss the positive and negative effects of conflict

5.2 MAIN CONTENT

5.2.1 What is Conflict Management?

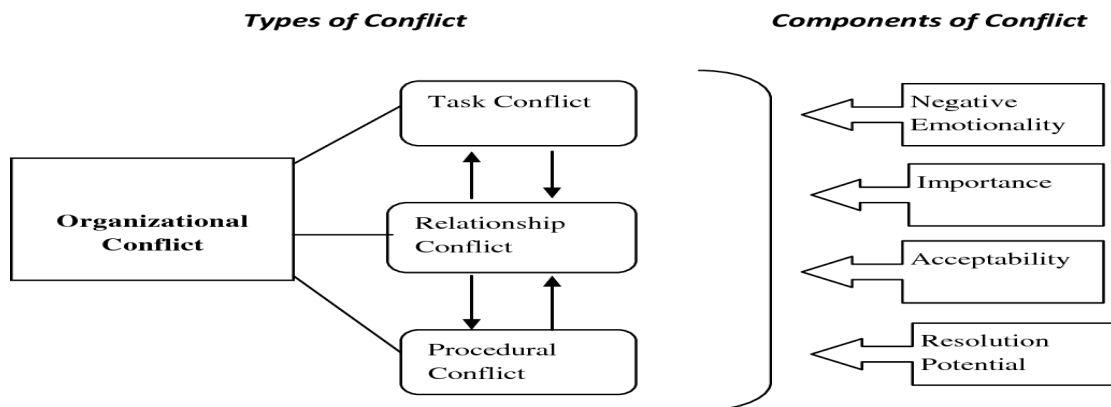
Conflict is perceived incompatible differences of people, ideas or principles resulting in opposition or some form of interference (Robbins et al., 2011; Encarta Dictionary, 2021). It's interesting to know that the differences may not even be real but just an imagination.

According to Zugaj (2004) conflict can be perceived in three different perspectives as traditional view of conflict, human relation view of conflict and interactionist view of conflict.

- **Traditional view of conflict:** This view sees conflict as something that is avoidable and therefore should be avoided. This view identified the basic cause of conflict as lack of good communication skills, wrong information and lack of trust which can be avoided.
- **Human relation view of conflict:** This sees conflict as a natural phenomenon that cannot be avoided and should be seen rather as a positive force that can enhance performance in an organisation.
- **Interactionist view of conflict:** This view sees conflict as good, that is something that is positive and necessary to trigger performance. However, according to interactionist view not all conflicts are positive and enhance performance, some are actually functional while some are dysfunctional. The functional conflicts are those that of course positive and are constructive, supportive and enhance performance. On the other hand, dysfunctional conflicts are negative because they are destructive and hinder performance. It is therefore important to study the types of conflicts to determine whether it is functional or dysfunctional.

5.2.2 Types of Conflict

Robbins et al (2011) listed three types of conflict as Task conflict, Relationship conflict and Process conflict



Source: Chaudhry & Rehman (2015). [Semanticscholar.org](https://www.semanticscholar.org)

- **Task conflict:** This type of conflict occurs in work place and is work related. It is centred on the content and goals of work. Low-to-moderate level of task conflict always has a positive effect on performance because it can lead to people sharing new ideas and becoming innovative.
- **Relationship conflict:** This conflict is centred on interpersonal relationship and it is usually dysfunctional because it generates hostilities that bring about increase in clash, decrease in understanding and decrease in work done.
- **Process conflict:** This type of conflict deals with how (process of getting the work done) the work is actually done. Little or minimal conflict in how the work in the library is done leads to enhanced productivity but when the conflict is intense, it becomes dysfunctional. This is so because much conflict causes uncertainty of task, increased time spent on task completion and lack of unity of purpose.

Hussein & Al- Mamary (2019) categorized conflict into six, namely intrapersonal conflict, interpersonal conflict, intragroup conflict, intergroup conflict, intra-organisational conflict and inter-organisational conflict.

4. Types of Conflict		
Model for diagnosis and management of conflict		
Type of Conflict	Sources of Conflict	Management Strategy
1. Intra individual	Conflicting goals, needs, motives	Role Definition
2. Interpersonal	Disagreements antagonism	IPC Skills, TA, Johari-Window, Creative P S, Assertive Behaviour
3. Inter-group	Power, Authority Status	Participative Mgt. Team Bldg. Training
4. Organizational	Hierarchical Conflict Functional conflict	Institutional Goal setting
5. Client Hospital	Quality of patient care and communication	Community Goal Setting, Public Relations

Source: <https://www.slideshare.net/bhaskardiwakar/conflict-management-11475906>

1. Intrapersonal conflict: This conflict occurs between individuals. Usually caused by power and status difference and variations in ways different individuals perceive things because of their experiences, education and background.
2. Interpersonal conflict: This conflict occurs within individuals when an individual has conflicting alternatives from which to choose from and gets confused. It also occurs when individuals have conflicting values and therefore sets conflicting goals. When all alternatives to choose from lead to positive result, its known as approach-approach conflict. On the other hand, when all alternatives to choose from lead to negative result, it's called avoidance conflict and when alternatives are a combination of positive and negative results, it's called approach-avoidance conflict.
3. Intragroup conflict: This occurs in a group of people with common interest/goals and suddenly an individual within the group begins to work towards another/conflicting goal.
4. Intergroup conflict: This conflict occurs when within an organisation, different groups have conflicting goals. It is usually not personal.
5. Intra-organisational conflict: This conflict is within an organisation. It can occur between superiors and subordinates (vertical conflict), or when there is a role conflict (can occur across levels), or between departments/staff at the same level (horizontal conflict) and between line and staff employees (line-staff conflict).
6. Inter-organisational conflict. This conflict occurs between organisations which may be due to policy issues, regulatory issues etc.

5.2.3 Conflict Management Strategies

There are basically five methods of managing conflict namely, Avoidance, Accommodation, forcing, Compromise and Collaboration. The circumstances surrounding the conflict determine what method to employ at any time. Some conflicts are functional and as such, they are better left that way. Sometime managers have the need to stimulate conflict, when necessary, especially when they know the conflict will be functional.

1. Avoidance: This is when people withdraw from conflict by ignoring it or abandoning it especially when conflict is trivial, yet with high emotion and tension. Sometime time is needed to diffuse tension and when you weigh the cost of intervention compared with benefits, it might be better to leave the conflict.

2. Accommodation: This is when people yield to the other for the sake of peace and co-habitation. People tend to accommodate a conflict when they think that conflict is not important or threatening and when they want to build up case that will serve as a reference point for future cases.
3. Forcing/ Controlling: Force is used when quick resolution is needed to resolve very important issues. Solutions are imposed on the other party which in most cases are unpopular actions, disregarding people's feelings that lead to sacrificing relationships.
4. Compromise: This is used when there's no room for intimidating the other party as both parties are equal in power. The solution proffered to a complex issue is usually temporary and parties can only derive partial satisfaction. The reason for compromise might be that both parties are interested in preserving their relationship.
5. Collaboration: This is used where there is no time pressure and both parties genuinely want a win-win solution because the issue on ground is too important to be compromised. Both parties desire to preserve a lasting relation while meeting their interests.

5.2.4 Positive and Negative Effects of Conflict

Hussein and Al- Mamary (2019) listed some **positive effects** of conflict as follows:

1. It sometimes acts as catalyst that triggers more effort to work. Individuals tend to use all their abilities, efforts, talents, time in the face of conflict. The conflict might be all the individual require psychologically to trigger up actions from him.
2. Conflict triggers productivity and creativity. As people come together to brainstorm on issues, their brains are sharpened which can lead to innovative ideas and enhanced productivity.
3. Crisis is a reflection of recent realities and interest. It helps the management to keep abreast of recent happening and realities in the organisation which can lead to internal changes.
4. Conflict offers the opportunity for mutual understanding of problems and individuals. Individuals get a clear understanding of who they actually are and people get to respect them for who they are. Conflict also enables parties concerned to have an indebt understanding of the problem, thus helping them to avoid premature decisions that are not quality decisions.

Negative Effects of Conflict

1. Trivial conflict can escalate as tension increases and more people join. Sometimes more issues and concerns are identified which may even blend with global concerns.
2. At some point due to ego and so many other factors, intention may shift and instead of protecting the group's original interest, group may just want to win at any cost.
3. Distraction: Conflict can cause absentmindedness as involved parties become increasingly distracted by the conflict instead of focusing on their assigned tasks. This may slow down progress at work.
4. Lack of Motivation: Conflict destroys the morale of staff. Once staff are not motivated, they may leave the organization which means the organization may constantly lose their good staff. This will definitely lead to low productivity.

5.3 CONCLUSION

There are different types of conflict which are basically task, relationship and process based. Whatever type of conflict can be managed using any of the following methods such as avoidance, accommodation, forcing/controlling, compromise or collaboration. Conflict is not totally bad and should be seen as such. Some conflicts are necessary for the growth of an organisation. The nature of conflict determines the management strategy to employ.

5.4 SUMMARY

In this unit, you learnt the various definitions of conflict, Types of conflict: task conflict, relationship conflict and process conflict. Also, we discussed various conflict management strategies: avoidance, accommodation, Force, Compromise, Collaboration and finally, we discussed the positive and negative effects of conflict. In the next module we shall be discussing the skills and competencies required in the management of information institutions.

5.5 SELF-ASSESSMENT EXERCISE(S)

1. Define the concept of conflict.
2. List the positive effects of conflict.

1. Conflict is defined as an incompatible difference of people, ideas or principles resulting in opposition or some form of interference.

2. the positive effects of conflicts are:

- i. It sometimes acts as the catalyst that triggers more effort to work.
- ii. Conflict triggers productivity and creativity.
- iii. Crisis is a reflection of recent realities and interests.
- iv. Conflict offers the opportunity for mutual understanding of problems and individuals.

5.6 TUTOR MARKED ASSIGNMENTS (TMAs)

1. What conflict management strategy would you use in a conflict situation and why.
2. Discuss the various types of conflicts.

5.7 Glossary

Administration is activities carried out by two or more people, including archiving, policy determination, and program and project planning, to achieve certain goals and objectives.

Delegator is someone usually a higher ranked management staff who assigns specific tasks to their employees.

Entrepreneur is an individual who creates a new business, bearing most of the risks and enjoying most of the rewards.

Management is the coordination and administration of tasks to achieve a goal. Such administration activities include setting the organization's strategy and coordinating the efforts of staff to accomplish these objectives through the application of available resources.

Organizational goals are the objectives that organizations are seeking to achieve. They are strategic objectives that a company's management establishes to outline expected outcomes and guide employees' efforts.

Productivity measures how efficiently an organization or its employees convert inputs, like labor and capital, into outputs, like goods or services.

5.8 REFERENCES/ FURTHER READING

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MODULE 2: INFORMATION INSTITUTIONS

You must have observed some tangible changes in libraries since your primary school days till now. These changes are due to the application of information and communication technologies in libraries and information centres. In this module you shall learn the changing roles of libraries and information centres, resulting in the need of new skills and competencies for information professionals.

UNIT 1: Information Institutions, Libraries and Information Centres

UNIT 2: Roles of Libraries & Information Centres in Modern Society

UNIT 3: Basic Skills and Competencies of Library and Information Centre Librarian/Manager.

UNIT 1: INFORMATION INSTITUTIONS, LIBRARY AND INFORMATION CENTRES

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1.0 Introduction

1.1 Objectives

1.2 Main Content

1.2.1 The Concept and Evolution of Information Institutions

1.2.2 Brief History of Information Institutions

1.2.3 Types of Information Institutions

1.2.3 Libraries

1.2.4 The Five Basic Types of Libraries

1.3 Documentation Centres

1.3.1 Information Analysis Centres

1.3.2 Data Centres

1.3.3 Referral Centres and Clearing Houses

1.3.4 Non-Institutionalized Information

1.4 Conclusion

1.5 Summary

1.6 Self-Assessment Exercise(s)

1.7 Tutor Marked Assignment

1.8 References/Further Reading

1.0 INTRODUCTION

I believe you know that the advent of Information and Communication Technology (ICT) has drastically revolutionized the way libraries and information centres operate in modern society. This unit will specifically treat management as it affects information institutions, libraries and information centres.

1.1 OBJECTIVES

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

- Explain different types of information institutions and their functions.
- Identify the roles of libraries and information Centres in modern era
- Describe the significance of libraries in culture, recreation and education
- Distinguish between a library and an Information Centre.

1.2 MAIN CONTENT

1.2.1 The Concept and Evolution of Information Institutions

In this modern era all issues on information are entrusted to big organisations known as information institutions. It is said that ‘knowledge is power’ and the power of knowledge is driving all sectors today ranging from health, economy, education, commerce, agriculture, politics etc. In fact, the economy and overall development of the world is based on information and this new trend is referred to ‘Knowledge Based Economy’. Librarians and other information professionals must align themselves with these changes by redefining their roles to include analysing, synthesizing, evaluating, qualifying and disseminating information contents. They are now to be seen as knowledge facilitators, information managers and research analyst. In fact, information specialists are emerging from various profession.

According to Satyanarayana (2017), Information transfer involves chains of activities that can be categorized into three as follows:

1. Knowledge Creating Institutions: These are research centres, research laboratories, tertiary institutions, research and development institutions.
2. Institutions that collect, stores, process, disseminate and service information in various formats such as libraries.

3. Knowledge/Information processing and dissemination institutions: Here, we have science and technology centres, publishers, statistical data centres

A kind of partnership/cooperation exist among the institutions and with the advent of technologies their roles became interwoven. The distinct roles of the institutions, however exist nowadays.

1.2.2 Brief History of Information Institutions

Arthur D Little in Satyanarayana (2017) traced the history of information institutions to the modes of information transfer which he categorized into three eras as stated below:

1. First Era: In this era, information transfer was centred on disciplines such as in pure sciences, academic disciplines and research. The institutions that were established during this era were for the purpose of providing information to support education, research and development. Information was disseminated through professional bodies, research institutions, seminars, journals etc. The major access tools to information during this era were indexes and abstracts. These early organisations were funded by the government. Information service was free. The institutions like libraries that provide these services were always having financial challenges.
2. Second Era: During this era, information transfer was focused on government sponsored missions such NASA (National Aeronautics and Space Administration) in 1960s: These organisations were established to perform specific functions. Information systems were specifically developed to provide information to support these missions. The information generated from different disciplines was unique and tailored to satisfy specific information needs. The medium for disseminating information apart from journals was technical reports. A feedback mechanism was inbuilt into the system to evaluate their performance, which was used to improve the system.
3. Third Era: In this era information transfer was focused on solving societal problems. Appropriate information was exploited to solve societal problems. Systems were designed to solve specific societal problems as they emerge and therefore reflect the needs and challenges of the society. They lack appropriate structures but were however able to provide new products and services. The general public patronized these systems. It was a challenge trying to gather different information for different people in the society, thus information collected sometimes was disorganized, local and not objective.

Information intermediaries, consultants and information brokers emerged to repackage information for a fee. At this time there was an expansion from Science Technical Information (STI) systems to non- STI systems.

Personalized Information Services

This is a more modern era which may serve as fourth era. Here, information experts through observation of information seeking behaviours of users, develop services and products to satisfy these needs. For instance, the needs of the elderly for home delivery of information and repackaging of information for particular group of people such as professionals for a fee. This led to the emergence of consultancies, information brokers and intermediaries.

21st Century Organisations

The 21st century organisations are knowledge based because their central focus is on learning, knowledge and technology to enhance productivity and trigger innovation. This era is characterized by continuous learning, constant improvement of products & innovations, partnership/collaboration & networking, 24 hours' access to information without geographical limitations. All of these call for information managers to help organisations satisfy their needs to acquire, transfer and use knowledge.

1.2.3 Types of Information Institutions

The list below reflects the different types of information centres.

1. Libraries
2. Referral Centres and Clearing Houses
3. Information Analysis Centre
4. Data Centres
5. Documentation Centres
6. Non-Institutionalized Information Services such as:
 - a. Knowledge mediators
 - b. Information Filter
 - c. Human Network
 - d. Disintermediation
 - e. Information Brokers
 - f. Information Network and Information Flow

1.2.4 Libraries

In *The Librarian's Book of Lists* (Chicago: ALA, 2010), George Eberhart defined library as:

“a collection of resources in a variety of formats that is (1) organized by information professionals or other experts who (2) provide convenient physical, digital, bibliographic, or intellectual access and (3) offer targeted services and programs (4) with the mission of educating, informing, or entertaining a variety of audiences (5)

and the goal of stimulating individual learning and advancing society as a whole.”
(p.1)

A library may be a physical or a virtual space that collects, organizes, stores and disseminates information resources to a defined community. Most modern libraries are hybrid.

A Physical Library



Canadian Association of Law Libraries

Source: <https://blog.canlii.org/2020/01/16/canlii-instructional-materials-from-the-canadian-association-of-law-libraries-%F0%9F%93%BD%EF%B8%8F/>



A Virtual Library

Source: <https://elearn.lifelearners.ng/importance-of-virtual-libraries-supporting-student-learning/>

A physical library has its resources in print format while a virtual library has its resources in electronic or digital format. Most libraries these days are hybrid, just like the Canadian Association of Law Libraries. A hybrid library has its resources in both print and electronic format and has a physical space.

1.2.5 The Five Basic Types of Libraries

There are five basic types of libraries as listed below:

1. Academic libraries
2. Research/Special libraries
3. School libraries
4. Public libraries
5. National libraries

Academic libraries



Source: <https://www.facebook.com/unlibrary/photos/a.149697701791618/149697705124951/>

Academic libraries are libraries that are located in tertiary institutions. Their main functions are:

1. Support the academic programs of the institutions they serve by ensuring that their collection cover the range of programs offered in those institutions.
2. They cater for information needs of researches whether students, staff or visiting researchers.
3. They also provide resources for staff and students personal and recreational development
4. They provide facilities and conducive environment for research and academic work.

Research/Special libraries



Library at IITA Ibadan

Source: [Flickr.com](https://www.flickr.com/photos/14811170@N00/10000000000/)

These are libraries that serve clients with homogeneous interest. For instance, all collections in International Institute of Tropical Agriculture (IITA) library are on agriculture and only researchers in the field of agriculture use this library. Research libraries are funded by the institutions they serve. Their main functions are:

1. All their functions are tailored towards fulfilling the objectives of the institutions they serve.
2. They offer specialized services such as literature search, selective dissemination of information (SDI) and translation services.
3. They provide an enabling environment for clients networking and offers inter-library loan.



School libraries

Source: [https://www.gettyimages.com/detail/photo/teacher-reading-to-children-in-](https://www.gettyimages.com/detail/photo/teacher-reading-to-children-in-library-playing-royalty-free-image/1206535448)



library-playing-royalty-free-image/1206535448

Source: <https://www.silvervalleyschools.com%2Ffacility%2Fschoollibrary&psig=AOvVaw1CqkFh2dnj1gryOc7dzfR&ust=1643110796819000&source=images&cd=vfe&ved=2ahUKAwifuz7spsr1AhUOWBoKHWBpB08Qr4kDegQIARB4>

School libraries are located in primary and secondary schools. Their main functions are to:

1. Collect resources that support the school curriculum
2. Help pupils develop good reading skills
3. Keep pupils and teachers abreast of up-to-date information sources.
4. Serve as subject information centre for pupils and their teachers.

Public libraries



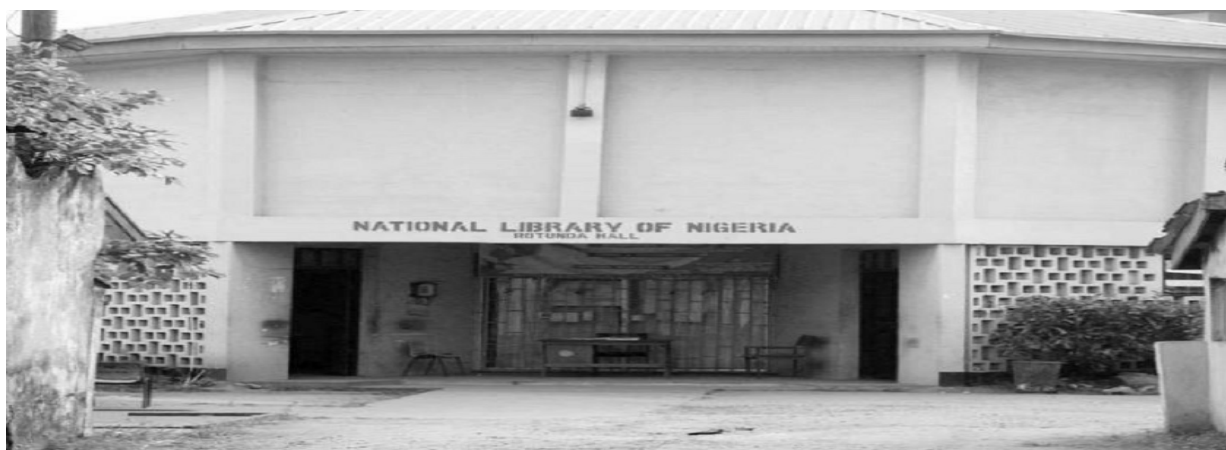
Columbus Public Library

Source: <https://www.cvlga.org/columbus-public-library/>

Public libraries offer services to the general public, no matter their age. They are funded by the government and have a board, established by law that oversee the libraries. Their services are free and usually organize reading clubs for the communities where they are located.

1. They help to promote the culture of the communities where they are located
2. They help to influence the opinions of the masses
3. They promote leisure reading and good reading skills
4. They usually have need to repackage information because of the different categories of people they serve such as illiterates, children etc.
5. They promote self-education and also formal education at all levels.

National libraries



National Library of Nigeria, Lagos Source: <https://businesspost.ng/education/national-library-of-nigeria-to-embrace-digital-operations/>

The National library is established by the government to serve as the nation's repository or in other words the memory house of the nation. For instance, National Library of Nigeria which was established in 1964, through its decree of 1st June, 1970 included a legal deposit obligation. According to this decree, 3 copies of all commercial and individual publications and 25 copies of all government publications must be sent to the National library for preservation. The collection of a national library is for reference only except in rare occasions where a section of the library is permitted to loan out materials. Other functions are:

1. Provide intellectual support for national development
2. Serves as a parental body that gives advice on the development of libraries in the nation
3. Compile national bibliography
4. In Nigeria they issue International Standard Book Number (ISBN) and International Standard Serial Number (ISSN) to authors.

1.3 Documentation Centres

With the advent of technology came information explosion which is associated with the problem of keeping abreast with new developments. Scholars engaged in collaborative research and specialization was the order of the day. All these lead to the emergence of documentation centre to help users keep abreast of new developments in their specialized fields. The local documentation centres usually attached to research and development (R&D) institutions help to select and acquire information resources for their communities while the national ones are established and funded by the government. They collaborate and share resources with other centres

1.3.1 Information Analysis Centres

They gather resources in various disciplines, evaluate and extract information/data from them which the centre puts into usable forms. The information/data is later disseminated to different researchers on request. The literature collected must have been verified for reliability, validity and accuracy before dissemination. Information from Information Analysis Centres enhance research.

1.3.2 Data Centres

Data which is usually gathered by observations and surveys is necessary for planning and policy making. Usually only processed data can be used in decision making. When data is unprocessed, it is said to be raw. Data could be scientific, technical, techno-economic or socio-demographic. The mechanism put in place for the gathering, organization and dissemination of data is referred to as data centre. In fact, data centres handle quantitative numerical data. Data centres can also help provide instruments for data collection. The term 'data centre' is interchangeably used with information centres. A data centre comprises of: database i.e. a collection of organized data; connection to the sources that feed the database; and Contacts with users. Data banks which are multidisciplinary handle all types of data and do not bother with their literature as data centres.

1.3.3 Referral Centres and Clearing Houses

A referral centre as the name implies does not supply documents or data but refers clients to appropriate sources where they can obtain data or the documents needed. This explains why they are called information desk. Referral centres perform the following tasks:

- a. Collation of the list of all significant information centres in various disciplines.
- b. Publishing of directories of information centres.
- c. Analysing the operating relationships between information centres

Clearing Houses

A clearing house serves as an agency for the collection, classification and distribution of data or information. Information centres use the clearing houses as their depositories where information seekers can visit to obtain the information or documents needed. Queries emanating from such information or documents are referred to the source, thus performing also a referral role.

Distinguishing a Library from an Information Centre

Library	Information Centre
Provides complete document containing the information need.	Provides just the needed information and not the entire document.
Has defined users	Researchers from within and outside the country
Their users may be children, illiterates, undergraduates etc	Their users are seasoned researchers only
Their duty does not include content analysis and extraction	Their duties go beyond collection, processing and dissemination of information to analysing information.
They do not store data	Data is stored

The roles of libraries in this modern day are changing due to changes in this 21st century. As the libraries' roles are changing so also the roles of the librarians. This will be fully discussed in subsequent unit of this course.

1.3.4 Non-Institutionalised Information Services

In the past information handling was left in the hands of institutionalized information retailers like libraries and information specialists. In the recent times, due to the advent of information and communication technology (ICT), libraries and information specialist can be bypassed and individuals can get their information directly through non-institutionalized information services. Examples of such services will be discussed below.

Knowledge Mediators: These are individuals who expose users to existing knowledge and go ahead to provide users with resources containing this knowledge. Libraries also engage in this.

Human Network: Human network is a powerful source of information transfer in any organisation. Interpersonal communication cannot be ignored in an organisation. In fact, it is a primary source of information for individuals in the work place.

Information Filter: Information filter emerged as a result of information explosion, so it's a relatively new concept. Information filters not just find but also help to sieve information for individual users. They are also used as marketing strategy to get relevant information to targeted audience. These filters serve as third parties between the resources and the users.

Disintermediation: This is when end users find information by themselves without third parties. Users engage in self-service because of availability of internet. Users who are already empowered possess all necessary skills to search the internet for information to satisfy their information needs. Also because users are information literate, they see no

need for intermediaries. In order to remain relevant in the market and not become redundant, Information specialists have to re-strategise and acquire new skills that this 21st century demands.

Information Brokers: This is a person or an organisation that answers people's information request for a fee. They believe that information is a commodity that should be paid for unlike the library that provides information services for free. Information brokers offer some services on demand such as helping to organize seminars and workshops, conducting business research and analysis for companies, repackaging information, recruitment of personnel for companies, briefing or instant education and press cutting services.

Information Network and Information Flow: Information dissemination can also be through formal and informal channels of communication. In the formal channel of communication, information dissemination is through an organized system flowing from top to bottom level. The informal channel of communication is the normal social interaction of people that is not organized or planned but rather spontaneous and has great influence in the organisation.

1.4 CONCLUSION

Libraries and information centres are equally important in the society. They differ in their roles as we have seen. Efforts should be made towards establishing more libraries and information centres and the existing ones should be adequately funded.

1.5 SUMMARY

In this unit, you have learnt the concept and evolution of information institutions; the various types of information institutions; the definitions of a library and information centre; the different types of libraries and information centres. Finally, you distinguished a library from an information centre. In the next unit, we shall discuss the roles of information institutions in the modern society.

1.6 SELF-ASSESSMENT EXERCISE(S)

1. Define Library.
2. Basic Types of Libraries
3. Identify the various types of information institutions

1. A **library** may be defined as a physical or a virtual space that collects, organizes, stores and disseminates information resources to a defined community.

2. There are five basic **types of libraries** as listed below:

6. Academic libraries
7. Research/Special libraries
8. School libraries
9. Public libraries
10. National libraries

3. The list below reflects the different **types of information centres**.

- i. Libraries
- ii. Referral Centres and Clearing Houses
- iii. Information Analysis Centre
- iv. Data Centres
- v. Documentation Centres
- vi. Non-Institutionalized Information Services such as:
 - g. Knowledge mediators
 - h. Information Filter
 - i. Human Network
 - j. Disintermediation
 - k. Information Brokers
 - l. Information Network and Information Flow.

1.7 TUTOR MARKED ASSIGNMENTS (TMAs)

1. Discuss the functions of different types of information centres
2. Explain the roles of the library in the society.
3. Distinguish between a library and an information centre.
4. Identify the roles of libraries and information Centres in modern era.
5. Describe the significance of libraries in culture, recreation and education.

1.8 REFERENCES/ FURTHER READING

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UNIT 2: ROLES OF LIBRARIES & INFORMATION CENTRES IN MODERN SOCIETY

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- 2.0 Introduction
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2.0 INTRODUCTION

I am certain you must have observed during your visits to different libraries that librarians' roles have changed. You can also distinguish a library from an information centre. In this unit, you shall learn the roles and duties of librarians in this modern era.

2.1 OBJECTIVES

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

- Discuss the new trend in librarianship
- Identify modern roles of librarians
- Explain various duties of librarians in this modern era.

2.2 MAIN CONTENT

2.2.1 Trend in Librarianship

Today, Knowledge is changing from close access to open access and from print to digital. The advent of information technologies has tremendously transformed the role of libraries and information centres. With the advent of the internet for instance, information gets to people no matter their geographical location, even to their homes and offices. This

new format of information and mode of transmission has led to the changing role of librarians and information professionals. According to Hashim and Mokhtar (2005), these new trends in libraries and information centres can be summarized as follows:

- Growth of electronic/internet sources
- Globalization of information
- Strategic alliances, partnership and collaboration
- A vision towards information and knowledge-based society
- Emphasis on leadership skills
- Integrated and widespread ICT application
- Information been recognized as commodity (information brokerage, information entrepreneurship, fee-based information)
- Emphasised information system management (ISM)
- Customer-centred approach in provision of services

2.2.2 Modern Roles of Libraries

Libraries play the following roles in modern society:

1. Promote the cultures of the communities they serve.
2. Meet the information needs of all categories of library users such as illiterates, literates, youths, children, elderly, persons with special needs, etc.
3. Facilitate formal, in-formal, self-education and development in the society
4. Collect and disseminate information resources thus fostering independent and critical thinking
5. Help to spread knowledge and culture across borders
6. Conservation and preservation of human knowledge & culture for posterity and research.
7. Promote reading and enlighten the citizens, thus eradicate illiteracy

According to LISBDNETWORK (2016), the functions of libraries can be categorized into four broad headings as recreation, information dissemination, promotion of culture and education.

Recreation

Libraries play recreational role by helping their users to relax and reduce stress through making available resources such as motivational books, novels, newspapers, magazines, fiction films and educational games. These resources help library users not just to relax but to also become voluntary readers which is vital for long-term learning. In fact, libraries cater for the social-well-being of the society and help to create the desire for reading in citizens. They also provide social integration through organizing talks, films, and book exhibitions.

Information Dissemination

Libraries provide information to satisfy various/diversified needs of their users. They provide both general and specialized information to both individuals and the public. They provide information on self-development, research, routine jobs, utility services political issues and sports.

Promotion of Culture

Libraries promote culture of the people by providing information resources that portray their culture in good light. In other words, libraries help citizens to appreciate and accept other people's culture. Libraries provide resources that broaden user's horizon and enhance their intelligence.

Education

Libraries contribute to individual, group and national development by supporting various forms of education with information resources suitable for self-education, nomadic education, formal and informal education. Libraries help to produce civilized individuals through granting citizens access to quality resources and encouraging them to read. A reading nation is a civilized nation and invariably a developed nation. Libraries serve as people's university; a centre of mass education and a centre of continuing education.

Information explosion ushered in by the advent of information technologies caused a major challenge for information professionals on how to organize, preserve and disseminate such huge amount of information. Also, they were saddled with the challenges that are associated with digitization and globalization of information such as: cyberspace, copyright, open-source software, digital preservation etc. According to Sandhya (2012), apart from the basic qualification librarians must also possess additional skills to enable them serve as:

1. **Web Designers:** Librarians should know how to design library portals. Library users can now access the resources of their libraries through their portals no matter their location as long as they have internet connectivity. The portal interface should be attractive to motivate users.
2. **Facilitator:** With the shift from print to digital resources and information explosion with its associated challenges such as the need for ICT skills to be able to access relevant resources, librarians serve as facilitators in helping users acquire necessary skills in effective use of modern gadgets and software to locate and retrieve the widely dispersed information in the cyber space.

3. Information Management Consultants: Librarians can serve as consultants to information users and s. They can help users build and maintain personals and institutional information systems.
4. Consortia Manager: Librarians coordinate and manage the consortia of many libraries, this includes their strategic planning, systems development and project management. They also serve as consortium's representatives with vendors for contracted products and services.
5. Guide/Teacher/Educator/Trainer: Librarians are teachers. They teach information literacy. Information literacy is the ability to identify, locate, evaluate and use needed information. Library users need information literacy skills especially as the world has evolved into a knowledge-based society. It is the librarians' duty to educate all library users and their immediate communities on where, how to find and evaluate information. There is a paradigm shift of librarians' role from custodians of knowledge to information specialists.
6. Custodians of Information: The library is a repository of all information needed in a community. This is a challenging responsibility for librarians especially now that there is a migration from physical format to electronic format of library resources. Librarians need to acquire new skills on the management of electronic resources. They also serve as information providers breaking geographical barriers to deliver wide range of information to users.
7. Change Agents: Librarians these days are outspoken. They negotiate with the government, community heads and heads of parastatals and institutions for improved funding for enhanced library facilities, services and purchase of new technologies. They can also act as advocate by communicating news about library's programmes and services through newsletters, handbills and library websites. They handle legal issues such as intellectual property right and copyright.
8. Experts and Intelligent Agents: Librarians are not just information experts; they are intelligent and are conversant with emerging technologies. They can design and develop web-based applications, programmes and services. They can solve problems relating to locating required information on the web. They can design, use and instruct library users on how to use search engines. The librarians are the intermediaries between online retrieval systems and the end-users. They can assist users in database selection, formulating useful queries and in evaluating the relevance of information retrieved.
9. Custodians of Library Facilities: Librarians are custodians of highly sophisticated gadgets especially in this digital era. They therefore need IT skills to both operate and maintain this equipment.

10. Researchers: Librarians play a crucial role in research. They give direction to other researchers and conduct valuable researches as part of research team.
11. Content Manager: Librarians need to house and manage digital contents of various types. They therefore need the following skills: data warehousing, data mining, taxonomies, ontology, and industry-specific knowledge maps. These skills will make easy and enhance retrieval of relevant data.
12. Business manager: For any library to survive and be successful, the librarian must be an aggressive marketer who knows how to market the library services and provide direction for the library. For instance, the librarian can organize events and invite various stakeholders. He can also send newsletters to patrons and create a well-managed twitter or Facebook account. He can generate money and resources for the library. They librarian can organise the following activities:
 - Resource generation through internet services
 - Resource generation through external membership
 - Student participation programme
13. Librarians as Educators: LIS educators understand the need for a well-designed curriculum that reflect globalization due to use of information technologies, the fact that we're in an information driven society, and also considering the changing role/titles of librarians in this modern era.

2.2.3 Librarians/ Information Specialists Positions and Duties

Librarians occupy different positions and perform various duties as follows:

1. System Librarians: These are librarians that are in-charge of planning the integrated library system, maintenance of computer software and hardware, ensures that they are suitable for library needs. They are also responsible for database subscription and maintenance of online public access catalogue (OPAC), data migration, training of staff and users, exploration and evaluation of new technologies, developing and maintenance of library interface.
2. Media Specialist: The school media specialists are abreast with new technologies and provide media and information literacy to staff and students. They promote good reading habits and reading culture in children. They also assist teachers and students with needed resources. They help to develop the library collections in line with the school curriculum and see to the smooth running of the information centre.

3. Electronic Resources Librarians: They have the knowledge of web 2.0 in promoting resource sharing, train users and provide access to resources regardless of geographical location and time, can navigate the web and can filter information. They can promptly disseminate information using social media.

4. Instruction Librarian: They connect with students to understand information literacy and research resources. They partner with the faculty in course development to make their online resources of very high quality.

5. Archivist: They preserve and manage rare documents and manuscripts. They digitalize archival documents and collaborate with other archivist in identifying, acquiring and managing rare documents and books. They also assist researchers, historians and journalists.

6. Outreach Librarian: They are responsible for developing outreach activities in order to promote the programmes of the library. They also advertise library resources and services through various platforms such as media, web and even print. They liaison with the community and get them to partner with the library. They deliver library services to off station users in rural areas, to the elderly and persons with disabilities that can't easily visit the library building. They also train staff on outreach programmes.

7. Reference or Research Librarian: These librarians assist students and researchers in determining what information resources are suitable for their research. They are highly skilled in research processes and are also subject specialists.

8. Collection Development Librarian: They monitor the selection of resources for the library. Also, they select suitable collection development software for the library. They ensure that the library maintains a balanced collection.

9. Public Service Librarian: They work with the public and specialize in a specific area, may be children or adults. They interact with the public at the reference desk as the reference librarian. They are the image maker of the library. They ensure that children are provided with materials that are suitable for their age level. They also organize programmes for children that can help foster their reading habits

10. Young Adult Librarians: They work with teens between the age of 12 and 18. Library services provided to young adults should give them career direction, education, recreation and human rights. Basically, these librarians work in school libraries and in media centres.

11. Mobile Librarians: They are conversant with cloud computing and ensure that users have access to the systems using a web browser irrespective of their location or the type of devices being used. Cloud computing makes it easy for individuals to retrieve information saved in different devices no matter the location. According to Mary & Dhanavandan (2016), some services that can be rendered through mobile devices are:

- Reference services for distance learners
- Mobile library database and repository
- Notifications on new programmes
- Information on new arrivals
- Reservation service
- Membership status
- Book due reminder
- Search through web-OPAC
- Automatic renewal

Additional Responsibilities

The highly experienced librarians take up administrative positions such as University Librarian, Information Centre or Library Director. They handle administrative duties and are responsible for the strategic planning of the library.

2.3 CONCLUSION

Librarians today are facing new challenges, competitions, demands, expectations and therefore require skills in handling various technologies and resources in various formats. Information needs have become complex and therefore demand skilled librarians to handle in this information driven society

2.4 SUMMARY

In this unit, you learnt the trend in librarianship such as Growth of electronic/internet sources, Globalization of information, Strategic alliances, partnership and collaboration, A vision towards information and knowledge-based society, Emphasis on leadership skills, Integrated and widespread ICT application, Information been recognized as commodity (information brokerage, information entrepreneurship, fee-based information), Emphasised information system management (ISM), Customer-centred approach in provision of services. You also learnt the different roles of librarians such as web designers, facilitators, information management consultants, consortia manager, guide/trainer, custodian of information, change agents, experts and intelligent agents, custodians of library facilities, researchers, content manager, business managers and educators. Finally, the positions and duties of librarians in this modern era were discussed. In the next unit you shall learn basic skills and competencies required in a modern library and information centres.

2.5 SELF-ASSESSMENT EXERCISE(S)

1. Discuss the new trends librarianship.

2. functions of libraries

1. The **functions of library** are: recreation, information dissemination, promotion of culture and education.

2. The **new trends in libraries and information centres** can be summarized as follows:

- Growth of electronic/internet sources
- Globalization of information
- Strategic alliances, partnership and collaboration
- A vision towards information and knowledge-based society
- Emphasis on leadership skills
- Integrated and widespread ICT application
- Information been recognized as commodity (information brokerage, information entrepreneurship, fee-based information)
- Emphasised information system management (ISM)
- Customer-centred approach in provision of services

2.6 TUTOR MARKED ASSIGNMENTS (TMAs)

1. Explain various positions librarians can occupy in this information age.
2. Discuss the changing role of library.

2.7 REFERENCES/ FURTHER READING

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UNIT 3: BASIC SKILLS AND COMPETENCIES OF LIBRARY AND INFORMATION CENTRE LIBRARIAN/MANAGER

CONTENTS

- 3.0 Introduction
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 - 3.2.2 Skills and Competencies for Library & Information Professionals
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3.0 INTRODUCTION

As we all know, change is the law of nature. Any organisation that is resistant to change will soon go into oblivion. The advent of new technologies has changed the mode of operation in libraries. In the previous unit you learnt the new trends in librarianship due to digitization and in this unit, you shall be taught these changes and all the skills and competencies you need to cope with them.

3.1 OBJECTIVES

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

- Discuss the various changes in the library due to the advent of new technologies
- Identify skills and competencies needed for librarians and information professionals to cope in this modern era.
- Identify the methods of acquiring needed skills and competencies for librarians to function effectively in this modern era.

3.2 MAIN CONTENT

3.2.1 Changes in Libraries

There is a paradigm shift in almost all sectors due to the advent of ICT and the library is not an exception. The library is becoming more like a portal through which researchers and other users access the vast information resources of the world and less of a place

where information is kept. Mode of operations in the library has completely changed. For instance, the librarian has changed from been a custodian of books to becoming an information scientist. These changes are at a very fast rate and demands prompt response in skill acquisition and competencies by librarians to avoid been obsolete and outdated. Those changes are represented in tables below:

Table 1: Paradigm Shift in Libraries and Information centres

S/N	Traditional Environment	ICT Environment
1	Libraries	Networks
2	Custodian of books	Service oriented information providers
3	Print	Digital
4	Media	Hypermedia
5	In good time	Just in time
6	Ownership	Access
7	Homogeneity	Diversity (Heterogeneity)
8	Copyright	Copy Left
9	Own collection	Library without walls
10	One medium	multimedia
11	Tangible	Intangible
12	Order in Libraries	Chaos on the web
13	Real	Virtual

Table 2: Changes in Nomenclature

S/N	Libraries	Librarian
1	Hitech library	Manager (Information)
2	Virtual library	Director (Information)
3	Hybrid library	Director (Library)
4	Library	Librarian
5	Electronic library	Information scientist
6	Elibrary	E-librarian
7	Documentation centre	Documentation officer
8	Digital library	Digital librarian
9	Information centre	Information officer
10	Cyberlibrary, Cybrary	Cybrarian
11	Open library	Manager (Information)

Table 3: Transition from Traditional Library Environment to Web Environment

S/N	Traditional Environment	Electronic Environment
1	Inter Library Loan	Consortia
2	Resource Sharing	Networking
3	Reference Service	E-mail reference and real-time virtual

		reference
4	Reservation	Online Reservation
5	Document Delivery	E-prints, Attachment, Scanned images
6	Cataloguing	Web OPAC, Online catalog
7	Circulations	Online access to e-books, online renewal
8	Classification	Subject Directories, Subject Gateways
9	Ordering, Billing and Invoicing	E-Commerce
10	Indexing System	Search Strategies
11	Literature search	CD-ROM and Internet Search
12	Reading	Browsing, E-books
13	Writing/Printing	Web Publishing

Changes in Library services

The advent of ICT ushered in improved information sources and services. Access to information was facilitated through digital libraries. Below are some of the factors for establishing a digital library as listed by Dhanavandan (2016):

1. Users are more eager to do R&D (Research and Development) remotely
2. Provide interactive access to the collections
3. Effective tool for bridging the information gap
4. Access to information at any time and at anyplace
5. Promotes e-learning
6. Instant access to multimedia-based information
7. Fully automated indexing and intelligent retrieval
8. Storage of large volume of information thus saving storage space
9. Makes updating of information easy, thus information is current

3.2.2 Skills and Competencies for Library and Information Professionals

Singh (2009) in Dhanavandan (2016) defined skills as practical abilities or capability acquired by an individual through training and experience to successfully carry out a task. Competencies are the underlying attributes, mental ability and technical knowledge that contribute to the success of a person in a particular position. Special Library Association (SLA) in Dhanavandan (2016) identified two types of competencies for librarians of the 21st century as professional competencies and personal competencies.

Professional Competencies

These professional competencies have to do with knowledge of information resources, knowledge of how to access and enhance access to information resources, technology knowledge, how to manage resources and people and how to conduct research and assist researchers. The ability to combine all these competencies in providing the highest quality information services is paramount.

The Four Basic Competencies

- Managing services
- Managing resources
- Managing information organisations
- Applying information tools and technologies

Personal/ Interpersonal Competencies

These are attributes, skills and values that enables individuals to contribute effectively and positively to the growth of an organisation, patrons and profession. These skills include communication skills, ability to adapt or be flexible, been self-motivated and enthusiastic, applying customer service skills to improve the level of user's satisfaction, team spirit, ability to manage one's own success, ability to accept responsibilities and leadership role, ability to act within the basic value and ethics of library service.

Technology Competence/ICT Skills

- Proficiency with database applications, website design programs, content management and electronic publishing application etc.
- The ability to use basic computer hardware, internet and the World Wide Web (www).
- Ability to perform basic information searches using search engines, online databases and web directories.
- Proficiency with the basic functions of word processing operations and e-mail applications.
- Demonstrate proficiency with basic functions and task of common software programs, operating system, general purpose programming and networking
- Demonstrate advance understanding and uses common social networking and online collaboration tools
- Ability to install, configure and maintain the library's local area networks (LAN)
- Demonstrate deep understanding of the library automation systems

Technical Services Competencies

- Demonstrate the ability to manage electronic resources and to create distributed access for them. Also, to develop techniques for the preservation and conservation of library resources.
- Proficiency in implementing policies and procedures for digitization of library resources.

- Proficiency in the management of the processes by which library materials are ordered, received and tracked.
- The ability to catalogue all kinds of library materials based on relevant bibliographic control standards.

Library Management Competencies

- The ability to design and implement strategic management process for the library.
- Proficiency in the coordination of staff training and development
- Demonstrate proficiency in financial management processes, collaboration and participation in community development and marketing of library programmes, resources and services.
- The ability to develop the vision and mission of the library, and provide direction through good leadership skills in the actualization of the vision. Developing also, policies and procedures that are based on the mission of the library.

Public Services Competencies

- Demonstrate the ability to serve the public by providing them with searches and retrieval of relevant information on request that is clearly presented.
- Plan and implement information literacy programmes for the community.
- Demonstrate the ability to reach the unreached through outreach programmes organized for the community and thus increase patronage. Also, to develop proficiency in the use of web tools and social networking community in engaging and providing services to users.

3.2.3 Methods of Acquisition of Skills and Competencies for Librarians and Information Professionals

Professional development remains so far, the most potent way of acquiring needed skills and competencies by the 21st century librarians. Library services delivery is one of the areas that was immensely enhanced by the advent of ICT and librarians need to brace up with the challenges associated with these changes by acquiring new skills for effective performance. Formal and hand-on- training on the job are usually not adequate for acquiring all necessary skills that 21st century librarianship demands. Professional development is providing the necessary continuing education needed to blend with modern day librarianship and to cope with all the challenges due to this paradigm shift. Education and training for LIS professionals should be continuous and gradually built into a lifelong process. The curricula in library school in Africa should be reviewed every 5 years to ensure that courses are relevant and in line with the new trend. Exchange programmes within and beyond Africa should be encouraged. Flatley & Weber (2004) listed ways LIS professionals can acquire new skills and competencies in this modern era

as Lectures, Formal education, Seminars, Distance learning, Professional workshop and Training by library bodies

3.3 CONCLUSION

In the face of the changes in libraries, librarians need to develop special skills and competencies in order to cope with the challenges due to these changes or go into oblivion. Continuous staff training on emerging technologies is therefore needed in order for librarians to learn, improve and develop needed professional skills and competencies.

3.4 SUMMARY

In this unit, you have learnt the changes in libraries such as the paradigm shift, changes in nomenclature, transition from traditional library environment to web environment and changes in library services. Also, you learnt the skills and competencies for library and information professionals in the 21st century such as professional competencies, personal/interpersonal competencies, technology competence/ICT skills, technical service competencies, library management competencies and public service competencies. Finally, you learnt the methods of acquiring skills and competencies for librarians and information professionals. In the next unit, we shall be considering other trends and issues in the management of libraries and information centres.

3.5 SELF-ASSESSMENT EXERCISE(S)

1. In the face of changes and innovations in the library, discuss the skills and competencies you may need as a librarian to cope.

The competencies needed are:

- i. Professional Competencies
- ii. Personal/ Interpersonal Competencies
- iii. Technical Services Competencies
- iv. Technology Competence/ICT Skills
- v. Library Management Competencies
- vi. Public Services Competencies

3.6 TUTOR MARKED ASSIGNMENT

1. Discuss the various changes in the 21st century library.
2. Explain ways you as a librarian can acquire needed skills and competencies to cope with the 21st century library.

3.7 GLOSSARY

An information professional is someone who renders information services. i.e. someone whose profession is to collect, record, organises, store, preserve, retrieve, and disseminate printed or digital information.

Clearing Houses: It serves as an agency for the collection, classification and distribution of data or information. Information centres use the clearing houses as their depositories where information seekers can visit to obtain the information or documents needed.

Data centre is a building, a dedicated space within a building, or a group of buildings used to house computer systems and associated components, such as telecommunications and storage systems.

Information Analysis Centre: This is an organization that gathers resources in various disciplines, evaluates, and extracts information/data from them which the centre puts into usable forms. The information/data is later disseminated to different researchers on request.

Information Institutions: they are organizations such as research centres, research laboratories, libraries, tertiary institutions, research institutions, etc. that collect, store, process, disseminate and service information in various formats.

Knowledge-Based Economy: This is an economic system that focuses more on intellectual activities such as research, technology, technical support, services etc. to thrive.

Librarianship: A profession concerned with acquiring and organizing collections of books and related materials in libraries and servicing readers and others with these resources.

Referral Centres and Clearing Houses: A referral centre as the name implies, refers clients to appropriate sources where they can obtain data or the documents needed. This explains why they are called information desks.

The 21st Century: is the current dispensation. It started on January 1, 2001, and will end on December 31, 2100.

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MODULE 3: LIBRARIES IN MODERN SOCIETY

The application of information technologies in libraries and information centres ushered in new ways of doing things. All these trends and issues in library management will be discussed in this module.

UNIT 1: Trends and Issues in Management of Library & Information Centres in Nigeria

UNIT 2: Budgeting & Funding of Libraries & Information Centres

UNIT 3: Application of Information Technology in Library & Information Institutions Management

UNIT 1: TRENDS AND ISSUES IN MANAGEMENT OF LIBRARY & INFORMATION CENTRES IN NIGERIA

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1.2.1 Issues in the management of the 21st century library

1.2.2 New Trends in Research

1.2.3 Electronic Resources Access

1.2.4 Shrinking Library Budget

1.2.5 Retraining of Staff

1.3 Conclusion

1.4 Summary

1.5 Self-Assessment Exercise(s)

1.6 Tutor Marked Assignment

1.7 References/Further Reading

1.0 INTRODUCTION

With the advent of technology, the management of library shifted from the manual form to automatic system, ushering in new trends and issues in the library. For instance, most libraries now have hybrid collections and it became imperative for present librarians to possess new skills to be able to handle such collections. You already learnt most of these skills and competencies in the previous unit. In this unit we shall be considering other trends and issues in library management.

1.1 OBJECTIVES

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

- Discuss the new trend in research due to the advent of ICT
- Explain electronic resources access
- Discuss the shrinking library budget
- Explain the need for training and retraining of staff

1.2 MAIN CONTENT

1.2.1 Issues in the management of the 21st century library

Management has to do with human and material resources, activities and tasks of an institution (Aina, 2004). Library management is the co-ordination of all the efforts of staff in accomplishing the goals and objectives of its parent institution.

The basic functions of management are: planning, organizing, staffing, directing, coordinating, reporting, evaluating and innovating. Managers are said to be successful when they excel in most of these functions. Trends and issues of management of libraries change from time to time as the library itself is dynamic. The issues faced in the management of the 21st century libraries are new and different from issues of the past.

The advent of technology leading to information explosion posed some issues that must be skilfully handled by the 21st century librarians. Digital technology also came with new opportunities for librarians to carry out their duties differently from the traditional manual method. It also ushered in new roles and additional responsibilities. The 21st century librarians enjoy the privilege of new technologies, new access methods, new ways of finding and using information. As exciting as all these may appear, they also pose some challenges. Librarians need to redefine their roles to cope with the challenges posed by library without walls. According to Kanfman (2005), this is the era of innovative collaboration with others. There should be effective networking and collaboration amongst librarians across the globe.

1.2.2 New Trends in Research

Libraries take pride in large population of users and patronage but these days most information seekers circumvent the libraries and resort to the internet to satisfy their diverse information needs. The fear is that some of them may not follow due process when it concerns research. This should border librarians especially those in academic libraries. Just a little inefficiency in the library will cause information seekers to resort to the internet. In other words, changes ushered in by technology has forced librarians to adapt to rapid changes in order to function and not become obsolete. It isn't enough for librarians to exist but must do all it takes to be relevant in the 21st century. Efforts should be made towards ensuring an increase in library patronage. In the past libraries support the process of research just by helping others find information. Today, they have moved

to helping others through the stages of research and bringing out its values. For instance, on request, libraries can help researchers conduct comprehensive literature search.

1.2.3 Electronic Resources Access

In order to enhance access to electronic resources, institutions should join a consortium that will bring down the cost of obtaining electronic resources. Tertiary Education Trust Fund (TETFUND) is favourable disposed to this and has been encouraging it through funding. Libraries should negotiate with multiple institutions at once in order to save their time and money. All that is needed is for them to carefully analyse the terms of usage provided in the licenses.

1.2.4 Shrinking Library Budget

It is now very crucial to budget for personnel, hardware/software, ICT infrastructure and equipment, internet connectivity, bandwidth expansion, maintenance and alternative power supply which require substantial budgetary allocation. The economic situation in the country has worsened the situation. Library allocations are irregular and reduced in some cases. In reality, libraries are not income generating institutions. TETFUND has been a major source of academic library funding in Nigeria. The federal government has also used TETFUND to fund public libraries. Library administrators must know how to source for funds from outside in order to remain effective and efficient in this modern era.

1.2.5 Retraining of Staff

Staff development is crucial especially in this era of new Information and Communication Technology (ICT). Managers must employ the following strategies to develop competent professionals for the 21st century library: continuing education for themselves and staff, professional development, strategic approaches to hiring for vacant or new positions and retraining of staff. Librarians must be proactive, they should be able to perceive, diagnose, analyse and customize their services.

1.3 CONCLUSION

The essence of library automation is resource sharing. It is therefore important that institutions join multiple consortia that will reduce cost of acquiring digital resources and enhance usage. Library administrators should budget for the reskilling of their existing staff through training and retraining to handle changes triggered by the application and adoption of digital technologies.

1.4 SUMMARY

In this unit, we discussed the trends and issues in management of libraries such as the new trends in research where libraries moved from just helping others find information to helping them through the stages of the research process. We also considered access to electronic resources, the shrinking budget and retraining of staff as concerns for library administrators. In the next unit, we shall be considering budgeting and funding of libraries and information centres.

1.5 SELF-ASSESSMENT EXERCISE(S)

1. Discuss the issues in the management of 21st century libraries.
1. The issues faced in the management of the 21st century libraries are new and different from issues of the past. They are:
 - a. The advent of technology leading to information explosion posed some issues that must be skilfully handled by the 21st century librarians.
 - b. Digital technology also came with new opportunities for librarians to carry out their duties differently from the traditional manual method.
 - c. It also ushered in new roles and additional responsibilities. The 21st century librarians enjoy the privilege of new technologies, new access methods, new ways of finding and using information.

1.6 TUTOR MARKED ASSIGNMENT

1. Explain the effect of shrinking budget in 21st century library.
2. Discuss the need for training and retraining of staff.
3. Discuss the new trend in research due to the advent of ICT.
4. Explain your understanding of electronic resources access.

1.7 REFERENCES/ FURTHER READING

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UNIT 2: BUDGETING & FUNDING OF LIBRARIES & INFORMATION CENTRES

CONTENTS

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Main Content
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 - 2.3.1 Preparation of Library Budget
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- 2.4 Conclusion
- 2.5 Summary
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2.0 INTRODUCTION

In the previous unit, we considered the new trends in libraries and information centres such as the changing roles of librarians and new ways of conducting research. In this unit we shall be considering how budgeting and funding have been affected by these changes in libraries and information centres. Financial management in the library is demanding. It is beyond the management of cash or available funds and has to do with principles and practice of management of funds in any establishment. Budgeting, we shall soon see, is an element of financial management.

2.1 OBJECTIVES

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

- Discuss the sources of funds in the library
- Demonstrate ways you can estimate cost in the library
- Explain the principles of library expenditure
- Identify various types of budgetary methods
- Discuss the preparation of library budget

2.2 MAIN CONTENT

2.2.1 Sources of Library Funds:

Library funds consist of funds allocated to the library and their expenditure. The library first of all must ensure a steady fund supply to be able to plan the activities of the library. Fund is central to collection development of the library and for providing quality library services.

Sources of library funds depend on the kind of library. For some kinds of library such as the public library, a major source of fund is the public taxes. In other types of libraries such as the special libraries, their major source of fund is from parent body. Academic libraries get their funds from both the university and Tertiary Education Trust Fund (TETFUND). Also, most libraries get ad-hoc funds from other sources, endowments from individuals and charitable sources, library registration fees, library services charges, library fines, sales of library publications, reprographic services and translation services.

Financial support can be **recurring and non-recurring**. Recurring support/ fund is fund for items that you need to purchase regularly that keeps recurring on the budget such as books, periodicals, provision of library services and contingencies. Non-recurring support is fund for construction of library structures, purchase of furniture or equipment, building special collections and other special purchase on recommendation.

2.2.2 Financial Estimation in Libraries

This has to do with how to estimate the cost of running the library. The following should be considered when planning for cost of running the library:

- Number and types of users
- Resources for acquisition
- Library services
- Hardware and software needed
- Pressure to improve services
- National and International Standards
- Augment in prices and inflation

Methods of Cost Estimation

The three basic ways of estimating cost are per capita way, proportional way and way of details (Purohit, 2018).

Per Capita Way: The per capita method has to do with minimum amount been fixed per head for providing library services. In public and academic libraries, the factors that determine per capita library fund are the per capita income of the community, the

standard cost of published reading materials and the salary levels of library staff. It could also be calculated based on the number of literate persons or adults; however, the safest way is to calculate library fund per head of the population.

Proportional Way: This is when a percentage of institutional budget is allocated to the library. In Nigeria, university libraries should get 10% of the university budget, however, most universities don't comply.

Way of Details: This entails the listing of all items of library expenditure when preparing your estimate. These items are basically categorized into two: recurring or current expenditure and non-recurring or capital expenditure. Books, periodicals, provision of library services and contingencies are recurring expenditures while the construction of library structures, purchase of furniture or equipment, building special collections and other special purchase on recommendation are non-recurrent expenditure.

2.2.3 Classification of Library Expenditure

Library expenditure is categorized into capital expenditure and current expenditure. Examples of capital expenditure are structures, costly equipment and furniture. Examples of current expenditure are books, periodicals, stationary, postages, binding and contingencies, salaries and wages etc.

You can also list all library expenditure without classifying the as follows:

- Furniture
- Publications
- Stationary
- Books and periodicals
- Structures
- Postages
- Binding
- Contingency
- Equipment

Nature of Library Expenditure

It is important to note these three factors in considering library expenditure:

1. Library is a spending institution: Basically, libraries are not income generating establishments rather they can be categorized as spending s.
2. Library is a growing organisation: The library is a dynamic institution. Usually, in any library resources, staff and users are not static but are growing numerically. This invariably means that expenses will always be on the increase.
3. Library Expenditure is recurring: Library service is a continuous activity and for you to sustain it you need to keep spending.

2.2.4 Principles of Library Expenditure

According to Purohit (2018) and Kennedy (2003) there are four basic principles of library expenditure as follows:

1. **Principle of Equitable Allocation:** Library funds should be evenly distributed across different library resources. In allocating resources, consider the fact that books in some areas of specialization are more expensive than others. Also, some kinds of resources such as reference materials are more expensive than others. In some libraries as much as 70% of library fund is allocated to periodicals.
2. **Principle of Maximum Aggregate Benefit:** In planning your library expenditure, all categories of users should be given equal consideration and avoid preferential treatment of one group against the other. Library expenditure should be planned in such a way that majority of library users derive maximum benefit from your expenditure policy.
3. **Principle of Economy:** This principle demands that you should be prudent in spending. Don't endeavour to spend more than necessary and don't spend above your budget. Avoid duplicating items unnecessarily as any extra money could be useful.
4. **Principle of Advance Scheduling:** Librarians should plan their expenditure well ahead of time to avoid rushing. If expenditure is planned ahead then you have time to carry out a proper market survey which will assist you in the costing of the items. You need to apply the principle of advance scheduling to ensure an adequate and balanced budget. Libraries should avoid last minute purchase.

2.3 Budgetary Methods

In the face of limited funds and numerous needs in the library, the importance of operating with a budget cannot be overemphasized. A budget is a plan that specifies the allocation of resources within a period. Usually very senior staff at a managerial position prepares the budget which will require an executive approval. Purohit (2018) identified different methods that can be used in preparing a budget such as historical method, formula budgeting, program budgeting, performance budgeting, Scheduling programming Budgeting (PPBS), Library budget and financial scheduling, Zero-Base budgeting (ZBB).

Historical Method or Incremental Budgeting: This type of budgeting is simple because it's based on already existing budget of the previous years and may be augmented by just 5-10% to take care of inflation. Its disadvantages are: lack of future projection, budget is not usually reviewed, Rigidity as unspent funds cannot be rechannelled to another item.

Formula Budgeting: Here, a standard formula which is based on ratio of users to books, or services, programmes to funds available is used to estimate funds allocation. It is quick and therefore saves time, however it does not put into consideration variations in libraries due to types of users and resources needed.

Programme Budgeting or Activity Based Budgeting: This budgeting is based on the programmes put in place to meet the objectives of the establishment/library. It involves a logical selection of the best options from all alternative programmes and services, examples are: technical services, readers' services, collection development etc. The programmes may be presented through the various departments such as: reference and bibliographic services, cataloguing and classification, acquisition etc.

Performance Budgeting: This budgeting is based on performance and efficiency; it simply goes beyond the programmes but subjects such programmes to cost-benefit analysis in order to measure their performance. For instance, in order to consider cataloguing and classification programme, the number of books catalogued and classified, time spent on the task will determine the number of materials and the number of additional staff needed. These programmes which performance are being assessed must have been initially selected as the best options available after considering all alternatives based on the objectives of the institution and library just like programme budgeting.

The advantage of performance budgeting is that it is service oriented however, it does not measure excellence i.e., how well but rather how fast/output. Also, user satisfaction is not considered because the fact that a program is efficient and much money is pumped into it does not guaranty user satisfaction.

Library Budget and Financial Scheduling: Budgeting is seen here as scheduling procedure for reporting the revenue and expenditures of an organisation within a period, usually a year. It checks and manages the amount of money coming in and the expenditure of an organisation. The value of items on the budget are generally represented in monetary form. It is a quantified plan of action that gives direction to the library. It is therefore a working tool towards achieving organisational goals. A budget can be amended or corrected when necessary and must be subject to approval. It serves a controlling function of limiting organisation's expenses to revenue generated or income and ensuring wise spending. The advantages of financial scheduling and budgeting are: the ability to create clearer goals, serves as a tool in assigning responsibilities, reveals weaknesses such as false quantification of items and gives room for correction. It however, has a few disadvantages such as: becoming a mere routine that does not improve operations, library services cannot be quantified in monetary terms, no continuity to ensure changed conditions, it is not automatic and must be intelligently used.

In a budget, expenditure must not exceed revenue, instead there should be a balance between them. A budget should not be confused with annual financial statement which deals with actual income and expenses made for the year unlike the budget which is an

estimate of income and expenses. The budget thus is futuristic while financial statement is expenses already made based on income. Financial statement helps you to analyse and evaluate your financial behaviour for the year while the budget based on set rules and standards helps to put your financial behaviour on check.

Scheduling Programming Budgeting (PPBS): This is a combination of programme budgeting and performance budgeting. Just like programme budgeting and performance budgeting, its programmes are focused on objectives of the institution. PPBS starts by formulating the goals and objectives of the institutions and also engages in organisation analysis and other cost- effectiveness procedures to be able to choose from all available alternative approaches to attain their goals. The combined functions of scheduling behaviours, programmes and services translated into tangible projects are presented in budgetary form. It still evaluates the efficiency of its projects at the end. There are no established standards however for measuring efficiency and this method lacks continuity because it will always start from the scratch.

Zero-Base Budgeting (ZBB): This type of budgeting does not give room for comparison as it starts all its programmes from the scratch. The programmes however, are still evaluated based on library's goals and objectives and to know if the programmes have value. Only programmes that can add value are chosen from all alternatives. Zero-based budgeting has some advantages such as: been futuristic, promoting innovation, effectiveness and efficiency and its disadvantage is that it lacks continuity as it does not refer to the history of previous budgets like historical budgeting. It usually assumes a budget of zero for all programmes until the programmes have been analysed and found worthy and deserving support from the organisation. This type of budgeting cannot be adopted in the library because it's too slow and time consuming as all alternative programmes will be developed, analysed and ranked before choosing the best. Finally, you must be prepared to be involved in the politics of negotiating for your budget approval. Also, discontinuing an existing service in the library without reason is undesirable.

2.3.1 Preparation of Library Budget

It is the responsibility of the Chief Librarian or University Librarian to prepare the budget although they could delegate to their heads of departments and unit heads which they will coordinate. The actual preparations for planning the budget starts with gathering of information from the staff, especially the unit heads and heads of departments.

Budgeting puts into consideration past experiences, bringing it to bear with the demands of the present and putting into consideration future expectations. In planning the budget, the University or Chief Librarian should consider inflation and probable salary increase.

Budgeting usually is based on laid down principles of the organisation. The institution/organisation calls for budget, then the Chief Librarian or University Librarian consults with the HODs, for instance, for the cost of books, they consult with other staff

and for the number of needed personnel they consult with admin. The budget must pass through the library budget committee for vetting. The budget must be prepared and ready on time.

Some libraries are funded through the formula budget, for instance, the number of registered students multiplied by a fixed amount forms the library's budget. Budget based on formula has some weaknesses. First, it's not based on the organisation goals and objectives. Secondly, the budget of such a library can be very unpredictable as no one is sure of the number of students that will register each year. Finally, you might need to wait till the end of registration of students before planning your budget which can cause delay.

The chief executive of the parent institution gives the final approval of the budget. Be ready to defend your budget because funds allocation must be justified in the face of limited funds. The budget presented must be clear, stating reasons for additional funds where necessary and tender supporting documents. Budget receives easy approval if strong arguments for the need of library services have been made and approved earlier. Develop good rapport with members of the committee for approval of budget. Do not present an unrealistically inflated budget.

2.3.2 Budgetary Norms and Standards

There are set standards and norms prepared by experts for planning a budget. These norms are useful for estimating funds. According to Purohit (2018) the three basic methods for estimating funds are: per capita, proportional and details method. These methods have been earlier explained in the course of our discussion. The proportional method has to do with sharing of funds to competing heads of expenditure such as books, journals, salaries, allowances etc. According to S. A. Ranganathan the sharing formula should be:

Staff-----50%

Books and other library materials _____ 40%

Miscellaneous _____ 10%

Once the budget has received approval, the library is notified. The money is spent by the units and department through the University Librarian. The library committee can decide on the library materials to be purchased.

In the case of a budget excess, whereby bills exceed the approved budget, correction is made by adjusting the excess amount in the next year's budget or you request for additional allocation which the organisation frowns at.

2.4 CONCLUSION

Budgeting in the library is indispensable because it serves as a guide to allocating cost to library items within a period. In this era of economic recession, common sense suggest that librarians become even more prudent in spending, more so when the library does not generate revenue.

2.5 SUMMARY

In this unit, you learnt how the library can manage their funds through proper budgeting. You can now estimate cost in the library. Also, operating under the principles of expenditure you can conveniently prepare the budget of your library using any budgetary method of your choice. In the next unit, we shall be discussing the application of information technologies in the management of libraries and information centres.

2.6 SELF-ASSESSMENT EXERCISE(S)

1. Discuss the sources of funds in the library.
 2. As a Chief Librarian demonstrate ways you can estimate cost in the library.
1. The sources of library funds are:
 - a. The major source of fund for public library is the public taxes.
 - b. special libraries, their major source of fund is from parent body.
 - c. Academic libraries get their funds from both the university and Tertiary Education Trust Fund (TETFUND).
 - d. Also, most libraries get ad-hoc funds from other sources, endowments from individuals and charitable sources, library registration fees, library services charges, library fines, sales of library publications, reprographic services and translation services.
 2. The following should be considered when planning for cost of running the library:
 - a. Number and types of users
 - b. Resources for acquisition
 - c. Library services
 - d. Hardware and software needed
 - e. Pressure to improve services
 - f. National and International Standards
 - g. Augment in prices and inflation

2.7 TUTOR MARKED ASSIGNMENTS (TMAs)

1. Explain the principles of library expenditure.
2. Explain the different types of budgetary methods.
3. Discuss how you can prepare your library budget.
4. Discuss the sources of funds in the library.
5. Demonstrate ways you can estimate cost in the library.

2.8 REFERENCES/ FURTHER READING

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UNIT 3: APPLICATION OF INFORMATION TECHNOLOGY IN LIBRARIES & INFORMATION INSTITUTIONS' MANAGEMENT

CONTENTS

3.0 Introduction

3.1 Objectives

3.2 Main Content

3.2.1 The Rational for Information Technology in Libraries and Information Centres

3.2.2 Application of ICT in Library Services

3.2.3 Application of ICT in Other Library Services

3.3 Conclusion

3.4 Summary

3.5 Self-Assessment Exercise(s)

3.6 Tutor Marked Assignment

3.7 Glossary

3.8 References/Further Reading

3.0 INTRODUCTION

In the previous unit, we discussed the changes in budgeting and funding due to the advent of information technologies. In fact, the place of information technology in our day-to-day living cannot be overemphasized. It has pervaded all spheres of life such as industries, hotels, transport, communication, ministries etc. The library is not left out. In this unit you shall learn the application of information technology in library and information institutions.

3.1 OBJECTIVES

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

- Explain the rational for information technology in libraries and information centres?
- Discuss the impact of ICT in library services and operations?

3.2 MAIN CONTENT

3.2.1 The Rational for Information Technology in the Libraries and Information Science

The modern library has been redefined as a place that provides unrestricted access to information in various formats and from many sources that extends its services beyond physical walls, at anytime and anywhere using any device such as phone, laptop, tablet, or desk top.

- The fourth law of library science by S.A. Ranganathan which says ‘save the time of the reader’ also has a corollary which says ‘save the time of the staff’. This law is focused on ensuring that the library offers efficient and effective services to users. In order to make this possible, the application of technologies in library services and operations is inevitable.
- Large amount of information which was ushered in through the invention of the printing press cumulated into information explosion which the world is experiencing today and needs information technology for its management. It is needed for navigation and for filtering, in order to retrieve only relevant information.
- The application of information technology will help to solve the problem of inadequate storage space in the library as huge amount of information can be stored in electronic format using internal and external storage devices.
- The library has not been static. It has been undergoing changes from time to time and each time it embraces changes, there is always a positive impact on the library. For instance, the library advanced from collection in print to microforms and audio-visual formats; also, it has advanced from its management and marketing technique.
- In fact, to satisfy all the five laws of library and information science, the application of information technology is imperative.

3.2.2 Application of ICT in Library Services

Ramesh-Babu, Umamaheswari & Priyadharsini (2016) listed areas ICT can be applied in library services as follows:

1. **Book Selection and Book Ordering:** Book selection and ordering is made easy using information and communication technologies. For instance, list of books already selected and ordered by other libraries are available on the web, also, electronic copies of publishers' trade list or catalogues, Legal deposit list, Reviewer's list, books in print, Booksellers catalogues are available on the internet, List of books stored in excel or MS Word can be easily accessed and used for selecting books and ordering them without much rigours. List can be sent to publishers by e-mail and it can be followed up by phone calls.
2. **Circulation section:** There is always traffic at the circulation desk of libraries with high patronage of users that desire to borrow books. With such traffic, the job of charging and discharging of books for a large population is a difficult task. Library automation has made the job easier and charging and discharging of books can now be efficiently and effectively handled leading to reduced number of library users waiting to be attended to at the circulation desk. Library automation software also generate statistics as a by-product which is useful for research and management purposes.
3. **Preparation of Budget:** Budgeting in the library is made easy through the use of some library automation software which makes fund allocation easy and time saving.
4. **Cataloguing and Classification:** The application of ICT in cataloguing and classification has helped to increase productivity of cataloguers and thus the rate of pushing out books to the shelves has increased drastically. Online catalogues of other libraries have indeed proven to be an indispensable tool for classification.
5. **Library Orientation:** ICT is also used in library education such as information literacy programmes and orientation programmes. For instance, the use of PowerPoint presentations, videos and video conferencing tools have made library education easier and worthwhile.
6. **Vigilance Section:** The use of barcode system for securing books and for maintain an electronic register for users has enhanced the efficiency of security personnel in the library. Also, the installation of CCTV camera has been a very effective security measure in the library.
7. **Resource sharing:** Intra library network connections can be useful when users want to borrow a particular book and want to know if it is available in a sister library. Information and resources can be shared easily with ICT application in the library.

8. Literature Search: The work of the reference librarian is made easy. For instance, literature search is easy using the internet and the various search engines.

3.2.3 Application of ICT in Other Library Services

1. Bar Code Technology: This technology is commonly used these days by libraries. It is used in circulation to improve speed and enhance efficiency of library circulation process. It is also useful in stock verification.
2. Storage Devices and Databases: Apart from the computer internal storage devices, there are also external devices such as CD ROM, DVD, Flash and now cloud computing is being discussed. The CD ROM and DVD are high density, compact disc which are durable and portable. They also help to save storage space and are easy to use and share. Reference materials such as dictionaries, encyclopaedias, maps, atlas are available in CDs and DVDs.
3. Internet: The Internet is a collection of unlimited resources in different fields of knowledge. It provides information on day to day living. Research for instance has been simplified, especially in the area of literature review.
4. Online Public Access Catalogue: This enables you to use catalogues of other countries as long as they are on the web. It is a quick and easy to use tool for searching through library's collections to select relevant/needed materials.
5. Electronic Databases, E-books and Journals: Some of these databases, e-books and e-journals are free while some are for commercial purpose. They are available in all fields of knowledge and have immensely contributed to increased research output. Access to some journals could be hybrid, green or gold access.
6. RFID Technology: Radio Frequency Identification (RFID) is another technology been used in modern libraries just as barcodes to identify objects. It's in form of a microchip connected to an antenna and set in the book. This chip has the capacity to store up to 2,000 bytes of data. It helps to track books and thus solves the problem of theft in the library.
7. E-mail services: The e-mail service has been immensely used in the library to create awareness of new services and new arrivals of books and journals, send memos, reminders etc. It has made current awareness services and selective dissemination of information possible and effective.

3.3 CONCLUSION

The enormous amount of information and resources has made the manual system almost impossible such that technology is needed for effective and efficient running of libraries and information centres. This pervades all sections and operations of the library such as cataloguing and classification, library services, collection development etc.

3.4 SUMMARY

In this unit, you learnt the reasons for information technology in the library such as satisfying all the five laws of library and information science. You also learnt the practical application of ICT in book selection & book ordering, circulation section, preparation of budget, cataloguing and classification, library education, library security, resource sharing and literature search. In the next module, we shall be considering library legislation which is necessary for smooth management of libraries and information centres.

3.5 SELF-ASSESSMENT EXERCISE(S)

1. List the rational for the application of ICT in library and information science?

The rational for the application of ICT in library are:

- a. Book Selection and Book Ordering
- b. Circulation section
- c. Preparation of Budget
- d. Cataloguing and Classification
- e. Library Orientation
- f. Vigilance Section
- g. Resource sharing
- h. Literature Search

3.6 TUTOR MARKED ASSIGNMENTS (TMAs)

1. Discuss the impact of ICT on library operations and services.
2. Discuss the impact of ICT on technical services in libraries.

3.7 GLOSSARY

Budget: An organization's spending plan for a particular period, which is based on its income and expenses.

Electronic Resources: also known as e-resources are materials in digital format that can only be accessible electronically.

Library Fund: The money allocated for the smooth and effective running of the library.

Financial estimation in Library: refer to the forecast of the estimated amount that can be used to run the library at a particular period. This is based on historical data, judgements, understanding and experience.

3.8 REFERENCES/ FURTHER READING

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MODULE 4: LIBRARY LEGISLATION

As a library administrator you need to be conversant with the Acts that established the libraries, your duties and responsibilities as the Chief Librarian to enable you operate within your schedule of duties and to defend your library from any infringement. Also, this module will expose you to the laws that established library schools and the fundamental laws guiding library operations and services.

UNIT 1: Library Legislation

UNIT 2: Libraries as Information Institutions

UNIT 3: Libraries & Professional Association

UNIT 4: Five laws of Librarianship and their Implication on Library & Information Systems & Services

UNIT 1: LIBRARY LEGISLATION

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1.2.2 The Need for Library Legislation

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- 1.2.4 Library Legislation in Bendel State
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1.0 INTRODUCTION

In the previous modules, we have been considering the various aspects of management in the library. This will be incomplete without discussing legislation which forms the basis for effective and efficient management. Libraries just like any other organized body have laws that govern them and to ensure that they are not suffering in the hands of oppressors. Also, these laws are made to ensure the posterity of library materials which is the focus of the library. In this unit you will learn how these laws were promulgated and their responsibilities.

1.1 OBJECTIVES

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

- Explain the concept of library legislation
- Explain the need for library legislation
- Discuss library legislation in various states of the federation
- Discuss Publication Legislation

1.2 MAIN CONTENT

1.2.1 The Concept of Library Legislation

Library legislations are laws governing the establishment of libraries and their funding. They give libraries and the profession a legal backing to operate effectively and efficiently without undue harassment from any angle. They also enable the administrators

of libraries and the profession to know that they are answerable by law to the legislative body. The need for library legislations in Nigeria was established during United Nations Educational Scientific and Cultural (UNESCO) seminar held in Ibadan in 1953. Libraries in Nigeria needed to be empowered financially to be able to achieve all their objectives and appropriate authorities needed to know that they were mandated to release funds to the library. Library legislations provide the legal basis for the:

1. Structuring of the library system
2. Maintenance of the library system for steady growth
3. Budget allocation and general financing of the library
4. Management and the proper governance of the library (Kumar, 2001)

According to Ogbonna et al. (2015) twenty – nine (29) states have public library laws in Nigeria. The laws have many things in common as stated below.

1. The state public library should employ professionally qualified librarians
2. Funds should be generated by state libraries to augment government grants
3. The state public library should establish a network of all public libraries in the state.
4. They are to serve as legal depository of the state
5. A Director should be appointed as the chief executive of every state public library
6. Library services should be provided to all citizens of the state

1.2.2 The Need for Library Legislation

The need for library legislation is listed below:

1. It defines government role in library development
2. It gets the government committed to the funding of the library
3. Provides the guidelines for the structuring of the library system.
4. It protects and defends the library from any form of harassment or any form of interference of bureaucracy.
5. Allows public representatives to participate in library management

1.2.3 Library Legislation in Eastern State

The first library legislation in Nigeria was enacted in the Eastern State in 1955. This was when Dr. Nnamdi Azikiwe was the Premier of the Eastern Region. The Eastern Nigeria Library Board Law was the law that established the library board with a chairman and

three to five other members. The power conferred on the board by the law was to establish, equip, manage and maintain libraries in the Eastern Nigeria. On the part of the government, the law compelled them to provide funds and any other support as dimmed fit for the establishment of libraries in the Eastern Region.

With the creation of new states, in 1971, the Eastern Region was replaced with the East Central State which led to the annulment of the Eastern Nigeria Library Board law. A new law was promulgated in its place which was very similar to the old law with slight modifications. Eastern Region was split into East Central State, Rivers State and South Eastern State. Later, East Central State was split into Anambra and Imo state. The four states created from the Eastern Region had their separate Laws that enabled them to establish their own library boards.

1.2.4 Library Legislation in Bendel State

The law that established the Midwest Library Board was promulgated in 1971 and was known as Midwest Library Board Edict. This law took retrospective effect in 1969 and when Midwest was changed to Bendel in 1977, it became known as Bendel Library Board Law. Its roles were:

1. To establish a state library services within the state
2. To provide high quality library services
3. To encourage and establish libraries within the state
4. To be in-charge of all existing state, local and ministries libraries

The provisions made in Bendel Library Board Law enabled the state to achieve so much that they were seen as pace-setters for other state boards and libraries. For instance, it provided mobile library services to several towns. Edo state and Delta state which were later created from Bendel State in 1991 also applied this law.

Library Legislation in Cross River State

Cross River State Library Board Edict was established in 1973. This edict led to the establishment of Cross River State Library Board, consisting of a chairman and six others. The board was charged with the duty of:

1. Establishing state library service
2. Encouraging and establishing other libraries within the state and for making information resources of various kinds available in the state.

Other provisions of Cross River State Library Board edict were similar to that of the Bendel State Library Board edict.

1.2.5 Library Legislation in Lagos State

Lagos State Library Board Edict was promulgated on the 29th September, 1980. The law led to the establishment of the state library board consisting of a chairman and eight other persons. In the edict, provisions were made for the post of a director and it was charged with the responsibility of:

1. Establishing and maintaining state library services
2. Giving advice on all issues concerning establishment and maintenance of other libraries in the state
3. Formulating policies and standards for all school libraries
4. Helping to implement all government policies in the libraries within the state
5. Providing all library services as offered in all high-ranking libraries

1.2.6 Library Legislation in Kano State

Kano State Library Board Edict of 1981 was promulgated on 17th March, 1982. The law led to the establishment of Kano State library board. The director of the board was to be appointed by the state governor and the board was charged with the responsibility of establishing and maintaining of:

1. Public library services within the state
2. Other libraries at the local government areas of the state.
3. Book depot for the purchasing and selling of information resources
4. All post primary school libraries
5. Libraries in all ministries and their departments
6. Grant allocations for all libraries on behalf of the state government

1.2.7 Library Legislation in the Western State

The Western state was slow in establishing library legislation. This according to Okiy (2014) was the reason for poor management of libraries in the state. Oyo State Library Board Edict was promulgated on 25th August, 1988 and it was charged with the responsibility of:

1. Offering lending and reference services to users in the state
2. Offering free books and consultancy to all school and local government libraries
3. Developing a special collection that allows bulk book loans to schools and local government libraries.
4. Formulating policies and standards for the establishment and maintenance of all school and local government libraries.
5. Offering all services as rendered by all high standing libraries

Library Legislation in Ondo State

The Ondo State Library Board Legislation was established on 10th January, 1985. The law conferred on the board the powers to:

1. Establish and maintain a state library within the state
2. Establish and maintain other departmental and local government libraries and to provide range of books for users
3. To render all services as offered by all high standing libraries.

There are other laws similar to that of the Bendel State Edict.

1.2.8 Library Legislations in Kaduna, Plateau and Benue State

Kaduna State Library Board Legislation was promulgated on 1st October, 1976 as the first library legislation in the North. This legislation which led to the establishment of Kaduna State Library Board was conferred with the responsibilities of:

1. Inspecting and recommending ways of establishing and maintaining all libraries within the state.
2. Receiving and administering of all library grants on behalf of the government
3. Performing any functions as seemed fit for the library.

Plateau State Library Board Legislation was enacted on 1st April, 1977. The law led to the establishment of the board and conferred on the board the appointment of a professional librarian as the Director. Seven other persons were to constitute members of the board. Their responsibilities were similar to those of Bendel State Board and others boards after it.

Benue State Library Board Legislation was established on 26th January, 1982 leading to the establishment of board in 1982. The Director of the board was to be appointed by the state government and must be a qualified librarian with at least 10 years post qualification cognate library experience. All the other members of the board were required to be qualified librarians. The conferred on the board same responsibilities as Bendel Library Board Legislation and others. In addition, legal deposit of four copies of every book published in the state was imposed on publishers and for government departments and agencies, ten copies of all their publications not under classified documents were bound by law to be sent to the state library.

National Library of Nigeria

The National Library of Nigeria act of 1964 which led to the establishment of the National Library of Nigeria had some limitations. First, its activities were restricted to just Lagos state and secondly, it had no legal deposit obligation. The act was repealed in 1970 and replaced with National Library Decree of 1st June, 1970 which included a legal deposit obligation and expanded the board membership and functions. Its main objectives were to:

1. Provide intellectual support for national development
2. Serve as a memory house of the nation for all publications published within and outside of the nation.

3. Foster free flow of information between Nigeria and other countries.

Its roles are to:

1. Collect, preserve and make accessible (for reference only) books, periodicals, file, newspapers, musical scores, maps, pamphlets and recordings.
2. Serves as a parental body that gives advice on the development of libraries in the nation.
3. Compile national bibliography
4. Establish a branch of national library within each state

Librarian Registration Council of Nigeria (LRCN)

Librarians' Registration Council of Nigeria (LRCN) was established on the 12th of June, 1995. Their main objective is to act as a regulatory body by providing the platform for delivering quality library and information services in Nigeria. Its roles are to:

1. Determine who the librarians are
2. Ascertain what standard of knowledge and skills are needed to become a registered librarian
3. Maintain the list of librarians who are qualified to practice in Nigeria
4. Maintain discipline within the profession

1.2.9 Publication Legislations in Nigeria

Librarians and libraries place so much value on books that provision for their preservation was made in a section of most library board laws. The first legal deposit law known as Public Ordinance of 1950 was promulgated by the federal government of Nigeria for the entire country. Copies of books published within the country were to be deposited at the University of Ibadan Library and the office of chief secretary to government in Lagos. 1954 constitution of Nigeria empowered new regions and other state to pass their own legal deposit laws. According to The National Library of Nigeria Decree of 1970, 3 copies of all commercial and individual publications and 25 copies of all government publications should be sent to the National library for preservation. Most of the state library edicts made provision in a section for legal deposit. For instance, section 3 (1-4) of Bendel State Library Board Edict was exclusively for legal deposit. Section 3 of Northern Nigeria law of 1964, vol. 1 had a legal deposit law, according to that law, a publisher should deposit within one month of publishing a book, 2 copies to a destination or to an officer as stipulated by the minister, and 2 copies to Ahmadu Bello University. In the Eastern Library Legislation of 1963, vol. 6, section 3, it was stated that 4 copies of every published book should be sent to the minister and 2 copies each to the University of Ibadan Library, University of Sierra Leone and the University of Nigeria Nsukka Library. Also, Section 3 of Lagos state law of 1973, vol. 5 stated that 2 copies of every book published in the state should be sent to the Commissioner and two copies to the University of Lagos Library.

In the Western Region, section 3 of the publication law of 1959 stipulates that within one month of publication, the publisher of every book in the region should deposit 2 copies to University College Ibadan, earlier, the amendment edict of 1958 stipulated that the 2 copies should be sent to University of Ife.

Section 10 (1) of Lagos State Library Board Law of 1980 stipulates those 2 copies of every work published in the state should be sent to the state library and another 2 copies (1 copy each) should be sent to Director of Ibadan University Library and National Library in Lagos.

The two publication laws from Lagos State Library Board of 1980 (section 10: 1) and the Lagos State Publications Law Cap 107 (Section 3:1) are conflicting.

1.3 CONCLUSION

The existing library legislations are sufficient to transform libraries and the profession but the problem is with the implementation. These laws are not enforced. Also, some of the legislations are conflicting which should be resolved. The federal government should ensure that these laws are enforced. Professionals should ensure compliance by reporting any defaulting library.

1.4 SUMMARY

In this unit, you learnt the definition and the concept of library legislation, the need for library legislation, library legislations in various states of the federation and Publication Legislation in Nigeria. In the next unit, we shall be looking at libraries as information institutions.

1.5 SELF-ASSESSMENT EXERCISE(S)

1. Defined the concept of Library Legislation.
2. Highlight the need for Library Legislation

1. Library legislations are laws governing the establishment of libraries and their funding. They give libraries and the profession a legal backing to operate effectively and efficiently without undue harassment from any angle.

2. Highlight the need for library legislation is listed below:

- a. It defines government role in library development
- b. It gets the government committed to the funding of the library
- c. Provides the guidelines for the structuring of the library system.

- d. It protects and defends the library from any form of harassment or any form of interference of bureaucracy.
- e. Allows public representatives to participate in library management

1.6 TUTOR MARKED ASSIGNMENT

1. Discuss why there is need for library legislation?
2. Explain the existing publication ordinances in Nigeria?
3. Explain the concept of library legislation?
4. Discuss Publication Legislation?

1.7 REFERENCES/ FURTHER READING

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UNIT 2: LIBRARIES & PROFESSIONAL ASSOCIATIONS

CONTENTS

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- 2.1 Objectives
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2.0 INTRODUCTION

Very soon at graduation, you will see the need to join library association as you aspire to network with others and gain more knowledge and easy ways of doing things. This unit will be discussing the various types of library associations, their objectives and roles.

2.1 OBJECTIVES

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

- Identify the different types of library associations
- Discuss the general roles of library associations
- Discuss the challenges and the way forward of library associations

2.2 MAIN CONTENT

2.2.1 Types of Library Associations

Most people join their professional associations in order to gain knowledge in their field and to be able to track current trends in their profession. Professional associations can be local or international. The upcoming professionals use the medium to establish their identity in the profession. The professional associations serve as monitoring bodies and provide code of conduct and guidelines for modus operandi of the profession. It forms the basis of any disciplinary action against professionals for misconduct.

Library Association according to Ossai-Ugbah (2013) and Okiy (2014) can be categorized based on:

1. Location of Association i.e., Area, Region etc.
2. Nature of Collection/ Clientele
3. Ethnicity/Religion
4. International
5. Local

2.2.2 Library Associations Based on Location

These are association where all their members are from the same country, area or region. Examples are: American Library Association (ALA), West Africa Library Association (WALA), East African Library Association (EALA) etc.

American Library Association (ALA)

The American Library Association was established in Philadelphia on the 6th of October, 1876 by Melvin Dewey. It is the oldest Library Association with about 64,000 members (Ossai-Ugbah, 2013). Its mission is to provide leadership in the development, promotion and improvement of library and information services and the profession of librarianship. Its membership includes individuals and s living/working in USA. Its role is to promote libraries and library education internationally.

West Africa Library Association (WALA)

West African Library Association (WALA) was established in 1954 in Lagos, Nigeria. Its members comprise of librarians from Nigeria, Ghana, Gambia and Sierra Leone. The association broke up in 1962 and was resuscitated in 1999 and at its resuscitation, it expanded to include Francophone countries in West Africa. Its main objective is to provide leadership in the development, promotion and improvement of library services and the profession of librarianship in West Africa. Another objective was to strengthen existing national library associations in different member countries.

East African Library Association (EALA)

East African Library Association was established in 1956 by librarians in East Africa. Its membership comprises of librarians in Uganda, Kenya, Tanzania. The association broke up in 1972 and was replaced same year with Standing Conference of Eastern, Central and Southern African Libraries (SCECSAL) which expanded to include Central and Southern Africa. Its main objective is to provide leadership in the development, promotion and improvement of library services and the profession of librarianship in member states. Another objective is to bring together all persons interested in libraries. Its membership comprises of 25 national library associations. It played important role in the development of libraries, formation of library associations, promotion & development of knowledge sharing among professionals.

2.2.3 Library Associations Based on Nature of Collection/ Clientele

These types of library associations have special patrons and their nature of collections define them. Examples are: Special Libraries Association (SLA), Association of Research Libraries (ARL), International Association of Technological University Libraries (IATUL).

Special Libraries Association (SLA)

Special Library Association (SLA) was founded in 1909 in USA by John Cotton Dona and other librarians in specialized settings such as business, academic institutions, s, law, government and finance. Its objective is to unit all small libraries devoted to special

purposes with limited users to cooperate and share resources. Its membership comprises of specialized librarians in 75 countries. Their role is to organize conferences, offer professional education, networking and project the image of member libraries through advocacy.

Association of Research Libraries (ARL)

Association of Research Libraries (ARL) was founded on the 29th of December, 1932 in Chicago. Its objective is to develop and increase the resources and usefulness of the research collection in American libraries. At the incorporation of the association in 1961 its business became exclusively for literary, educational and scientific purposes through the strengthening of research libraries. It played the role of promoting and advocating barrier-free access to research and educational information resources.

International Association of Technological University Libraries (IATUL)

International Association of Technological University Libraries (IATUL) was founded in May, 1955 at Dusseldorf in Germany. Its objective is to provide leadership for the development, promotion and improvement of library services. It has played the role of providing leadership to information professionals and advancing science and technology librarianship. It has also, provided a leading role in the debate on open access to information, management of intellectual property, user right, problem of copyright and freedom of expression (Ghosh, 2007)

2.2.4 Library Associations Based on Ethnicity/Religion

These library associations are formed based on ethnicity or religion. Examples are the Association of Jewish Libraries, Asian/Pacific American Librarians Association and Catholic Library Association.

Association of Jewish Libraries (AJL)

In 1966, two associations, The Jewish Librarians Association established in 1946 and the Jewish Library association, established in 1962 merged and became Association of Jewish Libraries (AJL). Its objective is to promote access to information and resources concerning the Jews. The association provides professional development for members

Asian/Pacific American Librarians Association (APALA)

Asian/Pacific American Librarians association (APALA) was founded in 1980 in New York and was incorporated in 1981 in Illinois. APALA became affiliated to ALA in 1982. Its objective is to provide support and encourage library services to the Asian American Community.

Catholic Library Association (CLA)

Catholic Library Association (CLA) was founded in 1921. Its main objective is to support those who seek, serve, preserve and share the word of God; to provide professional development and provide guidance on ethical issues relating to librarianship. It has established and encouraged religion-oriented libraries. Its membership is open to all who share the values of the association.

2.2.5 International Library Associations

Some regional libraries already mentioned such as West Africa Library Association (WALA) and East Africa Library Association (EALA) fall within this category. Another good example of international library association is International Federation of Library Associations and Institutions (IFLA).

International Federation of Library Associations and Institutions (IFLA)

IFLA was established on 30th September, 1927 at the 50th Anniversary Conference of the British Library held in Edinburgh, Scotland. Its membership is over half a million and it exists as the supreme body on librarianship matters in the world. Its membership spread across 150 countries. Its main objective is to promote libraries and library resources development; to foster library partnership and collaboration and to foster collaboration among association and bibliographers.

2.2.6 Local Library Associations

Examples of local library associations are the Nigerian Library Association (NLA), Librarian Registration Council of Nigeria, National Library of Nigeria etc.

Nigerian Library Association (NLA)

The Nigerian Library Association (NLA) which was established in 1962 is an offshoot of the West African Library Association (WALA). The objectives of NLA are:

1. To bring together all individuals interested in libraries, librarianship and information services
2. To protect and promote the professional interest of librarians and establishment and development of libraries
3. To establish and maintain standards in library education and certification of librarians
4. To observe legislations affecting libraries and to assist in the promotion of such legislations where necessary for the establishment, regulation and management of libraries within Nigeria
5. To support bibliographical study, research and library co-operation
6. To do all things that are lawful to the attainment of the objectives listed above (NLA, 2004)

Its membership is well over 5,000. There are state chapters and thirteen special interest sections. NLA was central to the formulation of National Library Policy and

for the establishment of the National Library of Nigeria. NLA was also instrumental to the establishment of library schools in Nigeria and for the establishment of library boards in every state.

2.2.7 General Role of Library Associations

There are common roles of library associations as can be seen from roles of individual associations. Below are some of the common roles:

1. Partnership: Associations enter into partnership with stockholders to foster resource sharing which is very beneficial, especially in this era of economic recession. For instance, IFLA has been supported by Nordic Library Association.
2. Leadership: Associations play a leading role in the development of libraries and the profession. For instance, Nigerian Library Association played a vital role in the establishment of the National Library of Nigeria and in passing National Library Act of 1964. Again, NLA was instrumental to securing government support for professional education and training of library personnel leading to the establishment of the Institute of Librarianship now the Department of Library, Archival and Information Studies of the University of Ibadan.
3. Educational and professional development: Library associations have been instrumental to the educational and professional development of library personnel. This, they achieved through facilitating the establishment of library schools and organizing conferences, workshops, seminars and through their publications.
4. Networking: Library associations encourage collaboration between library personnel to share ideas, experiences and knowledge for their professional development. This also help to motivate librarians. It also encourages collaboration between libraries.
5. Standards and best practice: Library associations establish guideline, standards and code of conduct for the profession. For instance, the Librarians' Registration Council of Nigeria help to maintain discipline within the profession using their set of code of conduct
6. A voice: Library associations provide the platform for a unified voice to advance the course of library personnel and the profession.
7. Advocacy: The associations help librarians and libraries to gain visibility so that they can attract more funds from the government.

2.2.8 Challenges and the Way Forward for Professional Library Associations

In Africa, most professional library association face the following challenges:

1. Lack of ICT skills: Lack of skills needed to fully utilize modern information technologies: ICT skill is needed for the association and librarians to be able

to efficiently and effectively support teaching, learning and research in this 21st century. In this era of COVID 19 with the use of advance technology, members can participate in all conferences from their various countries.

The association should address this issue of lack of ICT skills by members from various angles. First, the library school curriculum must be revisited and the acquisition of ICT skills should be paramount. Secondly, conferences, seminars and workshops should be organized by the association on the use of modern technologies in the library which should be made compulsory for all heads of units, if they are to remain in the profession.

2. Lack of funds: Most libraries in Africa lack funds as they are non-profit making s and the suffer neglect from the federal government. The lack of reading culture in developing countries in Africa has led to lack of value for libraries, librarians and their associations. Many librarians are unemployed and can't afford their association dues. Most libraries prefer to use non-professionals which is one of the issues been addressed by Librarians' Registration Council of Nigeria (LRCN). Also, due to lack of funds, there is inconsistency in their publications.

Librarians should speak up and let their voices be heard until they are given attention by the federal government. They should form an advocacy forum that will champion the cause of the library profession.

3. Poor Dissemination of Information: Information about their programmes and activities is not well disseminated. This kind of information should get to head of libraries and other librarians early to enable them plan to attend.
4. Limiting of membership: Most librarians limit their membership to just librarians by refusing to admit other interested individuals like supporters, library vendors and some library staff. Some of these people can add value to the organisation while they are given the opportunity to know how best to serve library professionals.

2.3 CONCLUSION

Library associations have been instrumental to addressing the needs of libraries and the profession. They are at the forefront of education and training of library personnel and

maintaining of discipline and standards. Their activities should therefore be supported by all stakeholders to gain the respect the profession deserves.

2.4 SUMMARY

In this unit you have learnt types of library associations according to their different categories such as: Library associations based on location (e.g., ALA, WALA & EALA), Library associations based on nature of collection/clientele (e.g., SLA, ARL & IATUL), Association based on Ethnicity/Religion (e.g., AJL, APALA & CLA), International library associations (e.g., IFLA, WALA, EALA), Local library association (e.g., NLA, LRCN & National Library of Nigeria). You also learnt the general roles of library associations and their challenges & the way forward.

2.5 SELF-ASSESSMENT EXERCISE(S)

1. List the different categories of library associations.
2. What are the Challenges of Professional Library Associations?

1. Library Association can be categorized based on:

- a. Location of Association i.e., Area, Region etc.
- b. Nature of Collection/ Clientele
- c. Ethnicity/Religion
- d. International
- e. Local

2. The challenges of Professional Library associations are:

- a. Lack of ICT skills
- b. Lack of funds
- c. Poor Dissemination of Information
- d. Limiting of membership

2.6 TUTOR MARKED ASSIGNMENT (TMA)

1. Explain the general roles of library associations?
2. Discuss the challenges and the way forward for library associations?

2.7 REFERENCES/ FURTHER READING

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UNIT 3: FIVE LAWS OF LIBRARIANSHIP AND THEIR IMPLICATION ON LIBRARY & INFORMATION SYSTEMS & SERVICES

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3.2.2 Books Are for Use (1st Law) and Its Implications

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3.3 Conclusion

3.4 Summary

3.5 Self-Assessment Exercise(s)

3.6 Tutor Marked Assignment

3.7 References/Further Reading

3.0 INTRODUCTION

Different organisations base their day-to-day operations on theories and models. Just like other organisations, library operations and services are based on Ranganathan five laws of library science. In this unit, the five laws of library science by S.R. Ranganathan will be discussed. Also, the implications of these laws to the library will also be discussed.

3.1 OBJECTIVES

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

- Discuss the implications of the Ranganathan's 1st law of library science
- Discuss the implications of the Ranganathan's 2nd law of library science
- Explain the 3rd law of library science and its implications
- Explain the 4th law of library science and its implications
- Explain the 5th law of library science and its implications

3.2 MAIN CONTENT

3.2.1 Five Laws of library science

The five laws of library science were formulated by S.R. Ranganathan in 1928 and published in 1931. The laws provided a purpose for library science, its practice and services. It formed the standard for evaluating library services and other operations and remained valid. The law is stated as follows and will be explained in that order:

Books are for use (first law)

Every reader his book (second law)

Every book its reader (third law)

Save the time of the reader (fourth law)

Save the time of the staff (corollary to the fourth law)

Library is a growing organism (fifth law)

3.2.2 Books are for Use (first law) and its implications

In the 15th and 16th century, books were only preserved and not meant for use. After sometime, only the very rich few in the society could afford the charges placed on having access to a book and to read. This is not the case today as librarians do all that is within their reach to ensure that library books are consulted. Users can now borrow and read books without any charge. Librarians also ensure that necessary facilities and furniture are in place to maximize the comfort of library users and that they are attracted to the library.

Implications of S.R. Ranganathan's first law of Library Science

In order to meet the demands of the first law, which states that 'books are for use', Kumar (2003) and Vaja (2019) suggested that libraries must ensure that the following are put in place:

Location of Library

From the planning stage, a strategic location must be considered for planting a library. The location must be conspicuous and proximity to users must be considered. Gone are the days when libraries were hidden and their books were allowed to gather dust for lack of use and all the library staff does is to dust the books once in a while. Academic libraries should be located in academic institutions while public libraries should be located at the heart of the community. Research libraries should be located within the institute they serve and national libraries should be located at the centre of the capital city.

Opening Hours

Users should be put into consideration when determining the opening hours of the library. Many libraries now open 24 hours every day. Digital libraries have made access to books very easy these days. Users can have access to books at any time and they can read at their own pace. Those libraries that can't open for 24 hours should at least extend their opening time to 18 hours daily.

Library Furniture

Furniture should be built bearing users' comfort in mind, such that they can stay for long hours without any discomfort. This will encourage them to frequently visit the library to use its resources thus fulfilling the first law of Ranganathan. For instance, shelves should not be too high and they should be well arranged with adequate spacing in-between shelves. The library should have air-conditioners and also it should be well ventilated, such that windows can be opened for air whenever there's disruption in power supply. The library should be extremely neat and beautiful.

Library Staff

In staffing the library, the first law that says 'books are for use' must be put into consideration. If the ultimate goal is to ensure that books are well utilized, then qualified librarian should be employed for effective and efficient services. This will not only help users to find needed books but will encourage them to read and want to keep reading. Staff training should be taken seriously and their welfare will determine whether you the library can sustain them. Librarians in modern society are proactive unlike the librarians of the old, whose only role was to preserve the materials. The 21st century librarians must acquire the skills that modern libraries demand.

Book Selection

Book selection is a serious business and selectors must be skilled at it, considering the information needs of the library users. Efforts are wasted, if selected books are not used. Users must find books in their field useful and of good quality to want to use and reuse them. In order to have only relevant and up-to-date books on the shelves that will encourage users to read, weeding must be carried out on regular basis. Books for all is almost synonymous to education for all, encouraging people to read is promoting literacy and education for all.

3.2.3 Every Reader His/ Her Book (second law) and its Implications

The second law of library science according to Ranganathan which is 'every reader his/book' emphasizes on meeting the unique information needs of every user. This means that there should be the right book for every user which should reflect in our book selection. In other words, there should be adequate books to go round every user, and not just adequate in terms of quantity but adequate in terms of tendency of the books to satisfy users information needs. Books for all give individuals equal access to literacy and learning. This second law has obligations for various stakeholders.

State Obligation

Every reader his/book simply means library services for all and this can only be possible through government intervention. The state government should encourage formal, informal and self-education for all categories of people. Public libraries should be established in every community to serve the information needs of children, adults, elderly, women, poor, disadvantaged and physically challenged individuals.

Obligation to Libraries

For every reader to have access to books, libraries must provide free services. Library funding should be looked into because they must be well funded to be able to offer free and quality services for all. Just like the first law, the second law also has obligations in book selection. Books should be selected to cover all the fields of knowledge covered by their users. The books should be well classified (by subjects) to enable users find exactly what they need. Acquisition librarians should be skilled and knowledgeable to be able to identify different readability levels of books, so that each category of users is catered for and not left to read books that are beyond their readability levels which can lead to frustration. Reading books that below one's readability level can be boring.

There should be adequate number of professional librarians who should be regularly trained and retrained. Librarians should teach users through library orientation programs how to find their own books. For younger readers, library personnel should provide guidance on how to find the book of their interest. Library personnel can assist in repackaging information so that every reader, such as the illiterates (found in public libraries) can have their own books. Knowledgeable librarians can arrange for the conversion of some books to braille for users with visual disability. Library services must be inclusive, so that no category of users is left out.

3.2.4 Every Book Its Reader (Third Law) and its Implications

The third law which says 'every book its reader' is focusing on the maximum utilization of every book by their users. For these books to be maximally utilized, users must have access to them. Librarians therefore, must establish that each book gets to the right reader for maximum use through proper shelf-arrangement, catalogues, exhibitions, extension works and open access system.

Shelf-Arrangement: Library personnel should arrange the shelves for easy access to enable users locate the books. Books should be classified by subject using a classification scheme and shelves should be labelled according to subject main headings. There should be sufficient spacing in-between the shelves for easy movement. Also, libraries should operate open access whereby users have free access to all library's collection on the shelves. Users are free to pick books from any shelf, they are not limited to their discipline.

Catalogues: Catalogues compliment the shelf-arrangement and it is advisable to visit the catalogue before heading to the shelves. The catalogue serves as pointer to the location of the books on the shelves. They give full bibliographic details of books including their locations on the shelves.

Exhibitions: New arrivals should be beautifully displayed always and occasionally, there should be elaborate exhibitions of books that are beyond mere display of new arrivals. Accession list and union list should be compiled and sent to users. Also book fairs and literary events can be organized with the aim of giving every book the chance of been discovered by their specific users.

Books Selection: Books selection should be based on the information needs of the library users and on the objectives of the parent body that the library is serving. The third law of Ranganathan has a role in book selection.

Extension Service: Through extension services such as reading circles and mobile library, people are encouraged to read and become life-long readers and learners. Adult education and special talks organized by the library have helped to increase the population of readers.

3.2.5 Save The Time of the Reader (Fourth Law) and its Implications

The fourth law of library science by Ranganathan which says 'save the time of the reader', has a corollary which says 'save the time of the staff' is focused on ensuring that the library offers efficient and effective services to users. It has implications for reference librarians, open access system, shelf-arrangement, charging of books.

Charging and Discharging of Books: The lending system in the library in this modern era, where the world has become a global village should be computerized. The OPAC is more efficient in deciding what book to be borrowed. This is the more reason why all libraries should embrace computerization and go virtual to save the time of their users as well as staff's time as against the traditional method of charging and discharging of books that is very slow.

Shelf-Arrangement: Ranganathan's fourth law that focuses on saving users time is supported by the way shelves are arranged by subjects and the way the shelves are well labelled, the spacing between shelves to ensure free and fast movement of users, provision of shelf-list and shelf guide.

Reference Service: The reference staff must be on their toes to ensure that users maximize the time spent in the library. Some of the services offered are helping to save users time and their own time in particular. Services such as current awareness services (CAS) and selective dissemination of information (SDI) save users the time of searching through the catalogue. Abstracting save users the time of having to read through the entire document which might not be necessary. In fact, most reference services point users to the needed information and as such support the fourth law that is focused on saving users/staff time.

Open Access System: Searching through the open shelves may waste users' time. It is therefore advisable for users to consult the catalogue especially the OPAC before approaching the shelves. Open access system therefore, negates the fourth law.

3.2.6 Library is a Growing Organism (Fifth Law) and its Implications

The fifth law of library science states that 'library is a growing organism'. This law is focused on how to make provision for future growth of the library which is inevitable. Library materials are bound to increase, library users increase in number from time to time, library building can be expanded to accommodate more resources, library resources can change in format (e.g. print to electronic) and traditional to virtual. Ranganathan's fifth law of library science has implication for circulation system, open access system, catalogue, classification scheme. Reading materials growth and staff.

Circulation System:

Whatever system chosen for charging and discharging of books must give room for possibility of users borrowing many books at once; It should accommodate several users borrowing at the same time; it should also accommodate several users using the same material at the same time and if possible, from different locations. The system should also be able to identify all library users even as their number is increasing daily. The traditional Reader's Ticket-Book Charging System is giving way due to the emergence of digital libraries.

Catalogue: There should be sufficient space to accommodate more entries in the catalogue as more books are acquired. The system should be flexible i.e., easy to up-date, for instance, the cards should be loose in the case of a card catalogue. The card catalogue also, will require sufficient room for extension. The OPAC can search all the subjects of interest by numerous users at the same time and can also be easily updated. It is expected

that the library should be inclusive as it is growing, therefore provision should be made for users to retrieve information in various format; Users should not be kept waiting because someone else is using a particular tray, the system must be very fast and should be accessed from any location. OPAC can accommodate several records.

Classification scheme: In lieu of the fact that the library is a growing organism, the classification scheme chosen by the library must be comprehensive (inclusive). This means that it must accommodate all fields of knowledge both past and present. The classification scheme must also be flexible to accommodate emerging fields of knowledge without disrupting the structure. Knowledge is not static but ever growing.

Reading area: There should be room for growth in terms of readers and library resources. For instance, there should be sufficient space for expansion and also library furniture, such as chairs, tables and shelves must reflect plans for growth. Library resources should be presented in different formats to make provision for diverse users. The reading room should be accommodating, beautifully decorated and conducive for reading.

Staff: In response to library as a growing organism, libraries must employ adequate professionals who are brilliant and have the needed skills to meet the demands of a 21st century library. Also, they should be trained and retrained with good working environment for creativity and innovations. The management should be concerned about staff welfare and their remuneration must be attractive to serve as sufficient incentive for their retention.

Safety of Library Materials: As the library is growing fast, adequate measures must be put in place for the security of library materials. Guards should be employed to keep surveillance and a CCTV camera should be installed capturing the sensitive areas in the library. Also, in the construction of library doors, the issue of security should be considered.

Management Committee: Ranganathan recommended a management committee that is a representative of all the sections of the library whose duty is to deliberate on the affairs of the library. The brainstorming of the members of the committee and their innovative ideas help to bring about the changes in the library.

Team Spirit: The different sections of the library must work in harmony in order to achieve their goals.

3.3 CONCLUSION

The five laws of library science provided a scientific approach to library operations as these laws form the basis for all activities of the library. They guide the librarians' duties in the library and must be put into consideration when planning/establishing new

libraries. Emphasis must be placed on satisfying the information needs of library users as stipulated by the law.

3.4 SUMMARY

In this unit we discussed Ranganathan's five laws of library science and their obligations to library location, opening hours of the library, library furniture, book selection, shelf-arrangement, catalogues, open access system, publicity, classification schemes, reference services, reader's area and charging and discharging of books.

3.5 SELF-ASSESSMENT EXERCISE(S)

1. List the library law
2. Explain the 1st law of library science and their implications.
 1. The laws are as follow:
 - a. Books are for use (first law)
 - b. Every reader his book (second law)
 - c. Every book its reader (third law)
 - d. Save the time of the reader (fourth law)
 - e. Save the time of the staff (corollary to the fourth law)
 - f. Library is a growing organism (fifth law)

The first law suggested that libraries must ensure that the following are put in place:

- i. **Location of Library:** From the planning stage, a strategic location must be considered for planting a library. The location must be conspicuous and proximity to users must be considered.
- ii. **Opening Hours:** Users should be put into consideration when determining the opening hours of the library. Many libraries now open 24 hours every day. Digital libraries have made access to books very easy these days.
- iii. **Library Furniture:** Furniture should be built bearing users' comfort in mind, such that they can stay for long hours without any discomfort.
- iv. **Library Staff:** In staffing the library, the first law that says 'books are for use' must be put into consideration. If the ultimate goal is to ensure that books are well utilized, then qualified librarian should be employed for effective and efficient services.
- v. **Book Selection:** Book selection is a serious business and selectors must be skilled at it, considering the information needs of the library users. Efforts are wasted, if

selected books are not used. Users must find books in their field useful and of good quality to want to use and reuse them.

3.6 TUTOR MARKED ASSIGNMENT (TMA)

1. Explain the 2nd and 3rd laws of library science and their implications.
2. Discuss the 4th and 5th laws of library science and their implications.

3.7 Glossary

Library associations are professional organizations formed to bring together librarians who share common interests in subjects, types of services, or other factors.

Library catalogue is a register of all the books and other graphic materials found in a library, arranged according to a recognized order and containing specific items of bibliographical information for the purpose of identification and location of the material catalogued.

Library Circulation is a library term that means lending library materials such as books, serials, sound recordings, moving images, cartographic materials, etc. that are owned by a library to users. It is used to designate the service desk where you check out and return materials. This duty is carried out by the library staff that work at those desks. Typically, circulation units process returned items and prepare them to be returned to the book stacks.

Library Legislations: these are laws governing the establishment of libraries and their funding.

3.8 REFERENCES/ FURTHER READING

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