CONTENTS

THE IMPORTANCE OF LIBRARIES IN ENHANCING QUALITATIVE EDUCATION IN NIGERIA

Emeahara, E. N.
Librarian II, Department of Library,
Archival and Information Studies,
University of Ibadan
+234(0)803 501 5467
evelynemeahara@yahoo.com

Oseghale, Osagie
Librarian II, Cataloguing Unit,
University of Ibadan
+234(0)806 903 4022
oseghazee@yahoo.com
and
Fagbola, O. O.
Librarian II, Library Unit,
National Open University of Nigeria, Lagos.
+234(0)802 334 3369
olaronke65@hotmail.com

Abstract

This paper gave an insightful discourse on the importance of libraries from a general point of view and discusses the various kinds of libraries. It highlighted the qualities of libraries and how they affect the quality of education at the primary, secondary and tertiary levels. It also discussed the reading culture as it affects libraries and quality education at all levels. Quality library personnel and library organization with respect to quality education are among issues raised and addressed in the paper. The paper further discussds new trends in library operations, such as virtual libraries and their implications in ensuring quality education in the information age. It recommended the establishment of standard libraries and suggested ways in which education policy makers and other stakeholders in the educational sector could foster quality education through libraries.

Keywords: Libraries, Librarians, Qualitative Education, Nigeria

Introduction

Globally, libraries exist to fulfill information functions and form a very important component in assuring quality education in any educational system. However, libraries, especially those found within the primary and secondary levels of education in Nigeria, seem to lack adequate resources and are therefore limited in their expected information functions. At the tertiary level, libraries are so important that their existence and resource adequacy form major criteria for accreditation of universities by the National Universities Commission (NUC, 2002).

In the past and even now some universities degree programmes have been denied accreditation because their libraries were below the NUC standards for running libraries in Nigeria. Part of the NUC standards include adequate number of current and relevant books as well as journals that support the general and specific curriculum needs of the faculties that make up such universities (Alani & Ilusanya, 2007).

The library forms one of the four core areas in the NUC criteria. The rest are: academic content; staffing; physical facilities. Available statistics from the NUC show that academic content is awarded a score of 23, staffing 32, physical facilities 25, library 12, funding of programmes 5, and employers' rating of programme 3 (NUC, 2002). The library is a facility that should be adequately stocked with information resources. Once the library in any tertiary institution is adjudged inadequate, the NUC accreditation rating for that institution is negatively affected (Nnaike & Sanni, 2012).

The quality of education in Nigeria at all levels has suffered, over time, as a result of ill equipped libraries, inadequate physical facilities, equipment, and relevant teaching aids and inadequate number of qualified work force(Bamisaye, 1983).Adequately equipped libraries and information resource centres which are generally regarded as fountains of knowledge for the academic wellbeing of staff and students and the general user community at all educational levels should be established to make significant inputs to quality education.

In trying to understand the place of libraries to the delivery of qualitative education at all levels, the following questions are hereby raised. What are libraries and what types of libraries exist in Nigeria? What roles do libraries play in enhancing qualitative education at the various levels of education in Nigeria? How do library personnel contribute to qualitative education delivery in Nigeria? What new trends in library operations can be indentified and how do these new trends contribute to qualitative education delivery in Nigeria?

Libraries are important. They form a major stake in any serious educational endeavour. They stand for intellectual freedom, democratic engagement, community cohesion social justice and equality of opportunity(The Chartered Institute of Library and Information Professionals [CILIP], 2010). Some studies have shown a correlation between use of libraries and educational performance (Bamisaye, 1983). A well stocked library will have a positive impact on quality education delivery at all levels.

Meaning of libraries, type of libraries, their uniqueness and application to quality education

The word library derives from the Latin word liber, meaning 'book'. In the Greek and Roman languages, the corresponding term is bibliotheca (Reitz, 2004) In the present dispensation however, information has gone beyond the book format, We now have information packages, such as videos, CD's, internet documents or sets of 'pages', sound recordings, electronic journals (Taylor, 2000).

The library can therefore be defined as a collection of books and or other materials organized and maintained for use(reading, consultation, study, research and other purposes). These services provided by the library includes, building a collection, information analysis (which includes cataloguing, classification among other things), dissemination and presentation of information (Prytherch, 2005).Libraries are grouped into types, mainly on the basis of similarity of functions. The various types include national, academic, school, public and special libraries. (Edoka, 2000).

A national library is a library designated and funded by a national government to serve the nation by maintaining a comprehensive collection of the published and unpublished literary output of the nation as a whole, including publications of the government itself, some also serve as the legal depository for works protected by copyright in their country (Reitz, 2004).

The academic library refers to a library that is an integral part of a college, university or other institution of post secondary education. It is administered to meet the information and research needs of its students, faculty and staff (Reitz, 2004).

In a public or private elementary or secondary schools, such libraries serve the information needs of their pupils and students and the curriculum needs of teachers and staff. These types of libraries are usually managed by a school librarian, or media specialist. A school library collection usually contains books, periodicals, and educational media suitable for the grade levels served.

Special libraries are established and funded by commercial firms, private associations, government agencies, non-profit organizations, or special interest groups to meet the information needs of their employees or members, in accordance with the organizations' mission and goals. The scope of the collection is usually limited to the interest of the host organization.

In a public library, unrestricted access to library resources and services are provided for users of all ages, usually free of charge. The library is supported, wholly or partly by public funds. Public libraries usually develop their collections to reflect diversity because of their broader mandate.

The various types of libraries discussed here affect the quality of education in one way or the other. For instance at the primary and secondary levels, the school library should ideally compliment pupil and student efforts in the learning process. Its collections can improve on the cognitive, affective and psychomotor domains of the pre -and post-secondary level students. The same thing applies for all other forms of libraries as well as users.

Quality of libraries and quality education

Quality refers to how good or bad something is (Summers, 2003). It therefore follows that library quality should reflect the ideal conditions in a library that will cause its use to be optimal. Some of these conditions include a noise free and spacious physical environment, adequate ventilation and illumination and neat toilet facilities. The staff should also be friendly. Current books, journals, and other information packages should be provided and easily accessible to users.

According to Bamisaye (1983), the indices of qualitative education at the primary and secondary levels in Nigeria can be grouped into two: those not easily quantified, such as school climate, the general tone of discipline, moral and spiritual training and those that can be quantified such as: relevant curriculum, appropriate teaching methods and the quality of teaching aids, adequate infrastructural facilities (such as libraries, classrooms), availability of suitable text books, well equipped library and resource centre for teachers and students, and availability of special education for the handicapped. These indices could also apply to the tertiary level of education in Nigeria

In line with the indices listed above, libraries are supposed to impart on the curriculum by assisting teachers and students in their research, teaching and learn efforts. Secondly, libraries are supposed to provide learning and teaching aids in form of audio-visual materials to reinforce the classroom learning for the teachers and the students. Thirdly,

libraries are ideally meant to stock information resource materials meant for persons with special needs such as the visually impaired. Such materials include alternative formats like Braille, large print or audio books (Atinmo, 2012). The presence of relevant text books in well equipped libraries, and resource centres will positively enhance qualitative education.

According to Jiang (2009), the purpose of quality education is to positively impact on the future and development of a nation, Nigeria inclusive. Jiang (2009) agreed that libraries are playing a very important role in the quality education of students. Shan (2001) also stated that there are great advantages if university libraries play their roles in quality education. This can be effectively done by ensuring that users have access to the vast resources available in various library collections. The quality of libraries directly affects the quality of education because the library is an asset in ensuring quality education.

The quality of libraries in terms of building and design could be affected by funds and the changing nature of libraries themselves. Where attention is not given to these factors, deterioration is inevitable. Totterdell (2005) suggested that as far as changes in the purpose and function of libraries are concerned, it is vital that current library designs should be sophisticated, flexible and sensitive to the library's developing and rapidly changing roles. This brings us back to the fifth principle of library science propounded by Ranganathan in 1931, "A library is a growing organism".

Totterdell (2005) equally asserted that library buildings and designs will also be influenced by the changing emphasis on user friendliness and customer care. Illustrating this, Totterdell (2005) stated that old-style libraries, with their rigorous stress on regulations such as the much-derided silence rule, their often unwelcoming atmosphere and their separation of staff and customer, are now clearly seen as inappropriate. Totterdell added that what is needed now is a more welcoming approach inclusive of the whole community served. He further submitted that library design and buildings must reflect this, whether they be in the public or academic sector. It is possible for libraries to be more innovative and become one stop centers not just for educational information but for other information which might be of great interest to library users.

Health and safety issues are also becoming increasingly important. Library buildings and designs should reflect an awareness of these factors in the interest of users, especially those with special needs. Brophy (2007) in the same vein also reports that there has been a resurgence of interest in the effect of quality of the library buildings on user communities. Library users tend to revisit libraries where they enjoy their reading experience because of the all-round conducive atmosphere experienced.

The reading culture and quality education

The digital dispensation appears to make it 'difficult' for students to have an appreciation of reading and its ability to positively expand their world view on issues. These distractions include interactive video games, too much entertainment on television, internet chats, phone texting, listening to ipods among others. These things in themselves are not harmful. If they are properly harnessed for educational purposes, the result is efficiency and added value in the education process. Educational digital resources include web-based course delivery, video conferencing, discussion boards, wikis, web 2.0 such as pod casting, video casting, cloud computing, blogs, (Kumar, 2010; Aramide, 2011).

Librarians can do a lot to help students at all levels become avid readers. This is because librarians are the human interface between books and users or between information resources and users. This assertion is also in consonance with Ranganathan's five principles of library science (Reitz, 2004)

I.   Books are for use.
II.   Every reader his book.
III.   Every book its reader.
IV.   Save the time of the reader.
V.   A library is a growing organism.

Once librarians are able to understand and carry out their professional functions, it will facilitate reading among the users at all levels of learning and this will in turn promote the quality of education. It is a fact that encouraging reading and literacy is one of the primary goals of libraries. A reader by definition is a person who reads silently to himself (or herself) or aloud to others, from a book or other written or printed source, or from an electronic medium displaying text. This therefore implies that reading can and should be encouraged among users from the primary to tertiary levels.

Dwelling on the primary educational level, developmental psychologists believe that the earlier children are introduced to books the better. These researchers have found that the period between ages two and six is an important period for learning (Carter, 1986; Nicholas & Winglee, 1990; Tawete, 1999; and Tepper, 2002) They are of the view that children at this time develop cognitive skills. They stated further that if attitude towards books is not introduced at this early age, other interest will be developed and this will put the child in a disadvantaged position in relation to reading.

Many researchers including Chambers (1991); Clark (1976); Clay (1966); Hall (1987) and Heath (1982) have identified that the following factors foster early reading:
❖   Hearing stories read aloud by a parent or another caring adult.
❖   Having opportunities to do emergent story reading ("reading" on one's own)
❖   Having ready access to reading materials at home, at school, or through a public

library
- ❖ Having free choice of reading materials so that stories are enjoyed and the experience is pleasurable
- ❖ Having both the space and time for shared and individual reading.
- ❖ Being part of a 'readerly' family in which parents, siblings and extended family act as role models.
- ❖ Having opportunities to talk about reading both while being read to and in other contexts such as at the family dinner table
- ❖ Having a sense that reading is a valuable activity and
- ❖ Having access to an enabling adult.

According to Ross, Mckechnie and Rothbauer (2006), libraries can participate in promoting the reading culture among children by:

- ❖ providing rich collections in large numbers
- ❖ running story-time programs for babies, toddlers, and pre-school children both in the library and through outreach to other community locations. These programs should include complementary activities such as crafts, songs, and finger plays that extend and reinforce the stories. In Nigeria, the Abadina Media Resource Centre (AMRC) is a classic example of a place where most of these activities have been actualized (Elaturoti, 2010).
- ❖ facilitating access to reading materials through book lists and pathfinders, displays, and readers advisory services.
  Providing areas for reading, especially areas for young children and adults to read together.
- ❖ giving out materials on loan, either on individual titles or specially prepared kits, and They should work with other organizations such as nursery schools, daycare centres, 'family literacy programmes or community programmes that serve children in their homes or in community locations and
- ❖ educating parents, pre-school teachers, or child care professionals in what and how to read to pre-schoolers.

In relation to young readers, Ross, Mckechnie, and Rothbauer (2006), observed that researchers have divergent views. They noted that some scholars blame the global reach of the internet and the introduction of hypertext that facilitates clicking and surfing through texts abbreviated to a single screen as the most serious attack of unbeneficial media upon the youth. However, some cyber-theorists such as Landow (1992), Lanham (1993), Murray (1998) have a different view about reading and literacy. They agreed that the digital media have introduced a transformative shift in reading and in ways in which cultural products are produced, disseminated and received. These theorists saw an exciting

new potential for cultural expression and for education as the electronic environments opens up new spaces for reading and writing. One hopes that the electricity supply in Nigeria will make this possible.

Libraries could make good use of the new possibilities for interaction created by the electronic text. Libraries therefore need to have the right set of 'books' for students, younger and older people and librarians should be approachable. This will help users especially students fulfill educational information requirements.

Quality library personnel and organization

No aspect of library management is as crucial and central to the development of libraries as the preparation and employment of appropriate personnel to promote qualitative teaching and learning. The systematic development of education resources and their fruitful utilization to achieve the objectives of quality education, calls for the availability of different categories of library staff, adequate in both quantity and quality. Aguolu and Aguolu (2002) observed that every child has an inalienable right to good education, whose quality must be influenced by these variables:

❖ the quality of academic programme
❖ the quality of the teachers
❖ the availability of appropriate learning resources and their effective utilization.
❖ the availability of adequate physical facilities

The school library is a learning laboratory where students interact directly with resources and develop research skills for lifelong learning. The library environment facilitates teamwork and cooperation. Its role in voluntary reading and personal development through literature is well-known (Unagha, 2008).

It is however sad to note that educational administrators and teachers in Nigeria have not always been able to come to terms with libraries as having an important role to play in the teaching and learning process. They do not perceive it as an instrument of education (Aguolu 1975), but as an adjunct tucked on to the school, a luxury that can be dispensed with when they run out of funds for general school development.

Ideally, school libraries are established as an integral part of primary and secondary schools, with the objective of providing instructional materials to enrich the curriculum, to supplement textbooks and classroom instructions, and to give students unlimited opportunities for learning (Clarke, 1999). The school library lays the solid foundation for self-education necessary for facing the subsequent challenges of higher education and

research. Other nomenclatures by which school libraries may be known include instructional material centres, media centres, learning-resources centres or school library media centres- all reflecting the modern trends in the enlarging conceptions of the school library's objectives, content, roles and services (Aguolu & Aguolu, 2002).

Unfortunately, school libraries from the professional stand-point do not exist in Nigeria except in very few schools. While the primary schools are almost totally devoid of library services, many of the post primary institutions that claim to have school libraries actually operate one room-apartment book collections, containing a few outdated publications, acquired by their principals, or received as donations from foreign cultural organizations without regard to the institutions curricular and developmental needs. Some schools have some sort of book collection, kept in the principals' office, store or laboratories. Very rarely is the library building considered when planning the establishment of any public primary or secondary school in Nigeria. The existing 'libraries' or book collection rooms are usually managed by poorly-motivated, and unqualified library assistants, some of whom have only attempted TC II, WASC or its equivalent examinations, and are erroneously called 'librarians' Aguolu & Aguolu, 2002).

The functions of these 'library assistants' appear to be to open the libraries in the morning and lock them up during or after lunch. Judging by the quantity and quality of their collections and the caliber of staff entrusted with their management, one can infer that the existing school libraries are totally divorced from teaching and learning. It has been noted (Martin, 1996; Aguolu, 2002) that "there is a strong correlation between the use of the library in childhood and reading activities in adulthood". Martin (1996) noted that the reading scores for students in schools that focus on improving their library programs are, on average of eight to twenty one percent, higher than similar schools with no such development." These authors affirm that students who effectively used libraries in primary and secondary schools will later in life, show a greater appreciation of the resources of public libraries and the libraries of institutions of higher learning than those who were either denied the opportunity of using good libraries in school or who, on their own, showed no interest of the school library.

Aguolu and Aguolu, (2002) also noted that at the primary and secondary school levels, there is no attempt to make the students realize the importance of libraries or even the need to develop good reading habits. The absence of this educational experience has made it difficult for students, on entering the tertiary institutions, to exploit the resources of their institutions' libraries. The prevailing teaching methods are dogmatic, authoritarian and outmoded, despite the astronomical increase in the number of students. Rather, teachers foster rote memorization of class notes, in preference to understanding and critical

analysis. The teaching methods, examinations systems and the absence of libraries in most schools as well as the employment of ill-qualified library assistants as school librarians, do not foster the necessary intellectual environment for sound reflection and creativity, nor do they stimulate wide reading or reading for pleasure (Aguolu & Aguolu, 2002). Children and their teachers need library resources and the expertise of librarians to succeed (Unagha, 2008).

The most serious deterrent to the development of an effective school library service in Nigeria is lack of recognition by both governmental and institutional authorities of the importance of school libraries. This has been responsible for grossly inadequate financial support of libraries and for non-recruitment of qualified library staff to fully integrate school library programme into the school curriculum (Aguolu & Aguolu, 2002).

School library staff requirements, education and training

School library services require staff of various categories and levels of education and training. According to (Aguolu & Aguolu (2002), about two third of a library's functions is either para-professional or non-professional in nature. This means that a large part of library work is done by non-librarians, most of who depend upon on-the-job-training for their performance, or on workshops, refresher courses, short-in-services, or vacation courses. Besides, school library work requires co-operation of other professional such as media specialists, audio visual technicians, or binders, whose training and skills are not necessarily those of library workers. For a school library, (Aguolu & Aguolu (2002) advised that the following categories of staff may be employed, depending on the school, its student enrolment, staff, library collection and academic programme:

1.   librarian (employed as a school librarian with or without any teaching qualification)
2.   teacher-librarian (any teacher put in charge of the school library with or without any library training)
3.   library officers
4.   library assistants
5.   library attendants
6.   library prefects

The professional staff should consist of librarians or teacher librarians, who qualify as teachers and as librarians, According to Texas State Library and Archives Commission [TSLAC] (2007), the most important component of quality library service is a knowledgeable and experienced library staff committed to providing the highest possible level of service to their users. It follows therefore that planning and providing quality library services demands not only traditional bibliographic skills, but also the ability to:

- ❖ assess needs;
- ❖ set objectives as well as evaluate and measure the effectiveness of library programmes;
- ❖ provide guidelines in the use of all library resources;
- ❖ communicate and work effectively with board members and staff;
- ❖ make use of current and emerging technologies for information and communication;
- ❖ manage financial resources effectively;
- ❖ manage fundraising, including grants gifts endowments.
- ❖ manage human resources;
- ❖ provide continuing education hour on information literacy/library orientation

The new trend in library operations

Librarians as information providers, now have opportunity to use modern tools to provide quicker, more sophisticated services to users. Databases and reference sources can be queried via the internet and World Wide Web; remote library catalogs are available on desktops; newsgroups and mailing lists provide a wonderful opportunity to discuss mutual concerns and electronic mail allows librarians to find out and contact those who might be able to help in providing information.

In the prevailing situation, the librarian is called upon to assume new roles and perform tasks like guiding, facilitating, citing information resources and preserving access to information. Rao and Babu (2001) addressed the roles of librarians in the new environment of exponentially growing Internet and World Wide Web. On one hand, it has been postulated that librarians will play a more dynamic role in this new environment as guides to information seekers in an explosive universe of information. The rise of digitized information will lead to the emergence of a new breed of librarians referred to as 'Cyber librarians', specialists in locating information on the internet (Hathorn, 1997).

Conclusion and Recommendations

Librarianship is and will continue to be a profession devoted to bringing users and information together as effectively and efficiently as possible. As librarians practice what they know best to do, such as serving as intermediaries to assist users in finding needed information and providing important 'value'-added services through the production of instructional materials and guides to information resources they positively encourage qualitative education in Nigeria.

In order to thrive and remain vital in today's rapidly changing information environment, every pupil, student and university learner needs quality education. To achieve this, education stakeholders and the society at large must come to terms with the roles of library

and library professionals. Facilities and enabling environment must be created for librarians to be part of, and contribute meaningfully to the process of education. Librarians must continue to reposition themselves through proactive response to information explosion and the changing information needs of their patrons occasioned by information technologies. To enhance the quality of education in Nigerian primary, secondary and tertiary education systems, the following recommendations should be considered:

❖ Education policy makers should as a matter of top priority ensure that library projects in schools are adequately funded and where these libraries do not exist urgent attention should be given to their establishment and maintenance.

❖ Qualified professional librarians should be employed to manage libraries, especially school libraries.

❖ Universal standards in building and designing libraries, especially school and academic libraries should be observed by concerned education authorities.

❖ Deliberate efforts should be made by all stakeholders to ensure that the reading culture is promoted at the early stages of a child's development.

❖ Standards in quality library personnel recruitment should not be compromised For the new trends (ICT) in library operations to succeed in Nigerian schools, government should seriously address the unreliable power situation in the country.

References

Adomi, E. E. 2006. Collection Development and Management in Context. Warri: Etrodick Publishers.

Aguolu, C. C. 1975. The school library as an instrument of education in Nigeria.

Aguolu, C. C. and Aguolu, I.E. 2002. Staffing school libraries for effective learning in Nigeria. International Library Review 6:39-58.

Aguolu, C. C. and Aguolu, I.E. 2002. Libraries and information management in Nigeria: Seminar essays on themes and problems, Maiduguri: Ed-form Services. pp. 212-230.

Alani, R. A. and Ilusanya, G. 2007. Accreditation outcomes, quality of and access to university education in Nigeria Retrieved 21/10/2012. www.emeraldinsight.com/0968-4883.htm

Aramide, K. A. 2011. Web resources for teaching and learning in schools. Nigerian School library Journal 10:72-76.

Atinmo, M. I. 2012. Including the excluded: Providing equitable access to information An inaugural lecture, 2011/2012. University of Ibadan, pp.62.

Bamisaye, E. A. 1983. Qualitative primary and secondary education in Nigeria: Implications for implementation. Retrieved 20/10/2012. Unilorin.edu.ng/journal/ije/feb1983/ Qualitative Primary And Secondary Education in Nigeria Implicationf For Implimentation.Pdf

Brophy, P. 2007. The library in the twenty-first century. London: Facet Publishing, pp.107.

Carter, C. J. 1986. Young People and books: A view of the research into young peoples

reading habits. Journal of Librarianship, 18(1) 1-23.

Chambers, A. 1991. <u>The reading environment: how adults help children enjoy books,</u> Stroud, England; Thimble Press.

Clark, M. M. 1976. <u>Young fluent readers: what can they teach use</u>? London, Heinemann.

Clarke, S. O.1999. Fundamentals of library science. Lagos: Functional publishers.

Clay, M. M. 1966. Emergent reading behaviour. Ph.D. Dissertation, University of Auckland, New Zealand.

Edoka, B. E 2000. <u>Introduction to library science</u>. Onitsha: Palma Publishing and Links Company Limited, pp. 1-191.

Elaturoti, D. F. 2010. Programme collaboration among educational agencies: A panacea for effective school library media programme in Nigerian schools. Nigerian School Library Journal. 9:1-14.

Hathorn, C. 1997. The librarian is dead, long live the librarian. PRETEXT Magazine. Accessed at http:.// www. Pretext .com /koct 97 / features/stroy4.htm. on May 17th 2007.

Heath, B. 1982. "What no bedtime story means: narrative skills at home and school. Language in society II, No.1:49-76.

Kumar, T. P. 2010. Web based technology in education. New Delhi: A P H Publishing Corporation pp1-246.

Jiang, S. 2009. On the college libraries and cultural quality education of college students, retrieved 1/14/2010 http ://en .cnki .com .cn /article_en/ CJFDTOTAC-CCJR 200902030.htm. journal of Changehun finance college 2009-02

Landow, G. 1992. Hypertext: The convergence of technology and contemporary critical theory. Baltimore: John Hopkins University Press.

Martin, B. A. 1996. The relationship of school library media center collections, expenditures, staffing, and services to student academic achievement. (Doctoral dissertation, Auburn University).

Murray, J. H. 1998. Hamlet on the Holedeck: The future of narrative in cyberspace. Boston: MIT press.

Nicholas, Z and Winglee, M 1990. Who reads literature? The future of the United State as a Nation of Readers. Washington, DC Seven locks

Nnaike, U and Sanni T. 2012. Life goes on in varsities with suspended licences Retrieved 20/19/2012. http://www.thisdaylive.com/articles/life-goes-on-in-varsities-with-suspended-licences/119802/

NUC (2002), Quality Assurance in Nigerian Universities, Vol. 1, National Universities Commission, Abuja.

Prytherch, R. 2005. Harrod's librarians' glossary and reference book: a directory of over 10,200 terms, organizations, projects and acronyms in the areas of information

management, library science, publishing and archive management. 10th ed. Aldershot Hauts, England: Ashgate Publishing Limited pp.1-753.

Rao, K. N. and Babu, K. H. 2001. Role of librarians in internet and world wide web environment. Information Science, 4:1, pp.25-34.

Reitz, J. M. 2004. Dictionary for library and information science. Westport, Connecticut: Libraries Unlimited. pp.1-787.

Ross, C. S.; Mckechnie, L. E. F. and Rothbauer, B. M 2006. Reading matters: what the research reveals about reading, libraries, and community. Westport, Connecticut: Libraries Unlimited. pp1-264.

Shan, X. 2001. Quality education and functions of university libraries: The journal of the library science in China. Retrieved 1/14/2010. http://en.cnki.com.cn/article_en/ CJFDTOTAL-ZGTS200103018. htm.

Summers, D 2003. Longman Dictionary of Contemporary English. Essex, England: Pearson Education Limited pp.1340.

Tawete, F. K. 1999. Stakeholders, libraries and education in Africa: The story of Simangele. African Journal of Library, Archives and Information Science. 9(2).pp.153-164.

Taylor, A. G. 2000. Wynar's introduction to cataloguing and classification. 9th ed. Englewood, Colorado: Libraries Unlimited. pp.499.

Tepper, S. J. 2002. Fiction reading in America: Explaining the gender Gap. Poetics 27:255-75.

Texas Public Library Standards: Personnel Standards, (2007) Texas State Library and Archives Commission Web Site. Accessed on April 30, 2010 at (http://www.tsl.state.tx.us/plstandards/personnel.html)

The Chartered Institute of Library and Information Professionals CILIP 2010. What makes a good library service? : Guidelines on public library provision in England for portfolio holders in local Councils. Retrieved 19/10/2012. www.cilip.org.uk/goodlibraries.

Totterdell, A. 2005. An introduction to library and information work. London: facet publishing. pp.109-110.

Unagha, A. O. 2008. Implementing Universal Basic Education (UBE) through the Strategic Provision of School Library Services. Library Philosophy and Practice (e-journal) Paper 161. http://digitalcommons.unl.edu/libphilprac/161