

## PHILOSOPHY AND NIGERIAN EDUCATIONAL GOALS: THE ROLE OF LIBRARIANS FOR ITS ACCOMPLISHMENT AND SUSTAINABLE NATIONAL DEVELOPMENT IN NIGERIA

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### Abstract

*Education as a social service is built upon some key philosophical and managerial ideals powered by both human and other material available in an environment. All nations of the world craving for national development create basic institutional structures, policies, framework, education, services among other facilities to direct a nation's development. This can be achieved through the information of national policy of education; Nigeria therefore is not exempted to this need. The role of librarians and libraries in the circumstance need to be seriously emphasized if any educational goal is to be achieved. This study examines philosophy and educational goals as it relates to Nigeria. Some basic concept namely; philosophy, national philosophy of education, educational goal, librarians, accomplishment, sustainable development and Nigeria were conceptually defined to guide the study. A brief historical review of national policy on education in Nigeria was highlighted. The role of the librarians and libraries in the context of the national policy of education was examined to determine if libraries and librarians were adequately captured in the national policy. The paper further examines the state of the art of national policy on education; also, the work highlights the new role librarians can play in an area of digitization for accomplishment and sustainability of national policy in education in Nigeria. Finally, the study recommended among others that there be need to review the national policy on education with ICTs in libraries, funding of libraries by government training and retraining or libraries to be ICTs/computer literate and provide necessary ICT facilities across all types of libraries in our educational institutions in the country.*

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**Keywords:** Philosophy, education, educational goal, librarians, accomplishment.

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### Introduction

Educational system among nations are found and built when a set of values, ethics, human and materials resources well planned with the aim of fulfilling the educational goal, principally agreed upon by the development of manpower for national development. The development of policies, programs and other educational activities radiate around the goal of education in a country. Philosophy as a concept denotes the attitude or set of ideas that guide and enhance the behaviour of a person or an organization. In a library parlance, philosophy of education can be viewed as the conceptions, perception or general opinions, people hold towards how the education and libraries should be organized and managed as to influence the attitude or behaviour of the people and organizations. This can also be applied to Nigeria as a nation. This conception, perception lead to the concept on national policy on education

national policy in Nigeria which can therefore be defined as the purposeful designed plan of actions formulated by the government stating and itemizing national goals which can be achieved using education as a tool (National Policy on Education cited in Mbanefo & Olatunji, 2022). National Policy and Educational in Nigeria can be referred to as product of the country's educational goals produced by the federal government of Nigeria as a written document statutory prepared to determine how the educational programs and policies should be designed and managed to fulfill the nation's educational need.

The National Educational goals as stated in the national policy on education became imperative in the national service independence in 1960s, the philosophy behind the adoption of the policy is to realign and re-brand the nation's educational systems to meet the peculiar needs of Nigerians especially the youths for proper self-work engagement after graduation from scratch. To come out with a well and clearly defined policy on education, the federal government of Nigeria organized a national curriculum conference with experts drawn from a wide range of interest groups within Nigeria which was convened in 1973. The seminar, which includes voluntary agencies and external bodies deliberate exhaustively on what a national policy on education in Nigeria should be. The outcome of the seminar was a draft document with amended comments received by the states and other interest groups lead to the final document; The National policy on education was published in 1977 which has ever since been reviewed to include 2nd, 3rd, and 4th editions published in 1981, 1998, and 2004 as the most recent accordingly. The 4th edition was necessitated by some policy innovation and changes and the need to update the 3rd edition. The fourth (4th) edition National policy on education (2004) clearly stated thirteen (13) broad sections with each indicating their set of objectives which includes sections; a) Philosophy goals of education in Nigeria b) Early childhood/pre-primary education c) Basic education d) Primary Education and Secondary Education among others

The National policy on Education as a working document of federal government of Nigeria to address national educational goals is expected to use education and libraries to achieve and realize all national educational goals for sustainable national development. The development of policies, programme for educational institutions in the country with adequate human and material resources to implement policies and government programs should be viewed as priority strategy of government. The provision for funding for human's capacity development, provision of educational facilities such as libraries and other services required for accomplishment of national policies on education should be highly emphasized from literature and observation. It has been found that although Nigeria has a well-planned documents policy statement on education, occasionally reviewed to accommodate changes and motivations to make current trends, but there seem to be a serious problem of implementation of policies which include educational development. It has also been observed that there is scanty literature on philosophy and educational goals; The role of librarians in its accomplishment and sustainability for national development, hence the need for this study. The role of librarians in every educational sector cannot be overemphasized as they help every human race/Nation in preserving knowledge. Librarians over the years has been termed "Custodians of knowledge" based on the unique roles they are playing as well as their duty

which entails knowledge acquisition and preservation. Hence, for educational goals to be accomplished and sustain, the role of librarian is as important as knowledge itself.

### **Literature Review**

In reviewing literature, some key concept relates to were defined and reviewed to guide the work by various scholars, also some related literature was reviewed in line with the objectives of the study.

### **Conceptual Definition of terms**

Philosophy could be defined as the conception, perception or basic views people hold about nature or opinion expressed to guide the attitude in a given situation to take informal decisions and appropriate manner to meet some set aims. National Policy on Education (2004) states that the overall philosophy of Nigeria as; Live in unity and harmony as one individual, indissolvable, democratic and sovereignty nation founded on the principles of freedom, equality and freedom; Promote inter-African solidarity and world peace through understanding among others. Also, the educational goals as stated in national policy on education identify Nigeria philosophy of education with the views that; Education is an instrument for national development, to this end; the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education; every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his/her ability and there is need for functional education for the promotion of a progressive, united Nigeria, to this end school programmes need to be relevantly practical and comprehensive while interest and ability should determine the individual's direction in education.

From the above observation, Nigeria philosophy on education is therefore based on; the development of the individual into a sound and effective citizen, the pull integration of the individual into the community, and the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system. In order for philosophy to be in harmony with Nigeria's national goals, it is expected that education has to be geared towards self-realization, better human relationship, individual and national efficiency, effective citizenship. National consciousness, national unity and cooperation need be geared toward social, cultural, economic, political, scientific and technological progress. The national educational goals which derive from the philosophy are therefore geared towards; inculcation of national consciousness and national unity, inculcation of the type of values and attitudes for the survival of the individual and the Nigerian society, the training of the mind in the understanding of the world around; and the acquisition of appropriate skills and the development of mental, physical and social abilities and compliances as equipment for the individual to live in and contributes to the development of the society.

National policy on education as defined by scholars such as Rufai (2008) is said to be national guideline on the effective management and implementation of education at all tiers of the system, it is therefore a statement of intentions, expectations, goals, prescriptions, standards and requirements, for quality education in Nigeria's. From the researcher's views,

National policy on education is a statutory national policy on education written as a platform acting as a guideline upon which Nigeria's educational goals, standards and expectations and the strategies on how these can be realized is embedded. The concept of “at all levels” includes but not limited to values such as respect for the worth and dignity of the individual, faith in man’s ability to make rational decisions, moral and spiritual principles in inter personal and human relations, shared responsibility for the common good of society and acquisition of competencies necessary for self-reliance. This policy document on educational goals further maintained that in order to realize the full potentials of the contribution of education to the achievement of these goals all agencies will operate in accordance with education. And to this end, Government shall take various measure to implement the policy. This implies that government need to establish good strategies through appropriate bodies, agencies and individuals on how to translate policies in educational goals for actual implementation. Regular supervision, evaluation and update of current development to meet educational needs of citizens should be addressed promptly.

Librarians’ roles in the implementation of national policy need to be captured in the educational policy. Librarians as professionals in Library and information science profession have been defined by some authors in various ways. A Librarian of the 21st century, it is further observed not to have possessed both practical and theoretical knowledge in the profession with regular training to get much acquainted with modern trends including ICT’s knowledge. Librarians of the 21st century are expected to be human resources executives viewed as professionals with advanced degrees, but also possess significant and varied experience in information management. Librarians of modern ICT era are described as a highly trained and self-motivated professionals as information specialist that safeguard their libraries and information centre and as well can train and assist through mentoring and formal schooling to ensure that library service and resources are provided end users need successfully satisfied. Ezeani, Eke, and Ugwu, (2012) conceptualized librarians as a universally accepted definition to mean corps of professionals that are trained to carry out core duties of a library, beyond the day to day libraries activities, such as cataloguing, classification, indexing, collection development, serial management and reader’s services among others. Librarians Registration Council of Nigeria (2013) viewed Librarian (s) in the LRCN Act as:

“any person registered or deemed to be registered as such under the Act, having acquired the requisite qualifications approved the councils, met being a Nigerian holds a qualification granted outside Nigeria and is by law entitlement to practice for all purposes as a librarian in the country in which the qualification was granted; provided that the other country accords Nigerian professional librarians the reciprocal treatment and that he/she satisfies the council that he/she has sufficient practices experiences as a librarian, be of good character, not have been convicted in Nigeria or elsewhere of an offence involving fraud or dishonesty”.

Hence, the researcher viewed librarians as professionals adequately trained with adequate knowledge, skills and competence in library and information science professionals, registered as a certified librarian with legal statutory governing body of the professions but performs other key academic function including teaching, research, administering functions. In other words, he performs apart from core professional functions listed above, administrative, research and teaching functions like his equals in academic classroom, especially in the institutions of higher learning.

### **Accomplishment**

Accomplishment could be view as something successful or impressive that is achieved after a lot of efforts and hard work. It is the act of finishing or achieving something good e.g. accomplishment of policy goals. Relating this to the present study, accomplishment defines the fulfillment or policy goals as it relates to education in Nigeria using librarians as strategy. The main essence of any goal including National Policy on Education is to ensure the realistic implementation of the item indicated in the policy. Implementation of National Policy on Education can lead to the sustainability of the policy as well promote National Development.

### **National Development**

Both education for development and development education all culminate in ensuring sustainable development. Omemugha (2017) opined that development is the act that promotes activities that meet the needs of the present and still retains such development for the future generation. It is seen as a process of maintaining a dynamic balance between economic, environment and society as the development process is taken forward, with the aim of staying within the constraints imposed by the carrying capacity of the planet (Omenugha, 2019). Munasinghe, (2004) defined sustainable national development as the process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potentials over a sustained period of time while maintain the resilience of economic social and environment systems. National Development has been defined by many authors, Gado (2011) defined national development as a long time or short time achievable plans of a nation, aimed at developing every prints set up by government of a nation to achieve a desire growth such as increase in qualitative output or productive and quantitative/qualitative changes in the country's social, economic, cultural and political sector. Adejo (2011) conceived development as a process by which people create and recreate for themselves in their life circumstances, to realize a higher levels of civilization in accordance with their own choice and values. The researcher further emphasized that its core values relates to empowerment and achievement or accomplishment of credible levels of human needs which include to sustain and meet the basic needs of the people, the realization of self-esteem and freedom as well as the ownership of the development agenda and process. To the researcher, sustainable development is a pattern of resources used at meeting human needs while preserving the environment in relation to economic development as sustained, concerted effort of policy makers and communication to promote the standard of having and economic health in specific areas. Education for sustainable development seeks to meet the needs of the present without compromising those of the future.

In view of the above, UNESCO, (2014a) observed that education for sustainable natural development was declared to be an enabler for sustainable development with the potential to empower learners to transform themselves and the society they live in. Libraries and librarians act as vital support agents in this duration to accomplish such goal. No educational systems can accomplish its goals without the roles of libraries and librarians. The provision of the human and library and information resources and services to users as to promote effective teaching, learning and research in which manpower development hangs depend on the role librarian and libraries play. Education development focuses on a system of knowledge acquisition that promote critical thinking, reflection and action which brings about changes. Education for development focuses on a range of skills acquisition and capacity enhancement initiatives adopted by development organization aimed at long life Learning (LLL) that increases the ability of government, private sector and civil society to provide basic services that promote sustainable development.

The role of libraries and librarians as contained in the Nigerian education as emphasized given the attention requires as to promote and sustain the national policy on Education for national development as captured in National policy on Education (2004 section II) in its policy document focuses on educational services stated as or part to achieve its goals maintained that library as at the heart of the education enterprise shall encourage the integration of critical library as platform for sharing knowledge aim at rejuvenating Nigerian schools through the provision of current books, journals and other library and information resources using technology. The objectives of the national virtual library project include: Improvement of the quality of teaching and research at all levels of education in Nigeria through the provision of current books, journals and other library services; enhancement of access to academic libraries serving the education community in Nigeria to global library and information resources; enhancement of scholarship, research and lifelong learning through the establishment of permanent access to shared digital archive collections. To achieve the policy objectives, government should provide appropriate ICT facilities to ensure that the benefits of the virtual library permeate all levels of education in Nigeria; proprietors of school shall also provide functional libraries in all their educational institution in accordance with the established standards. They shall also provide for training of librarians for this service; state and local government shall establish public libraries and actively promote readership in the use of authority, etc. (National Policy on Education, 2004).

#### **National Policy on Education: A brief Historical Review**

The National policy on Education in Nigeria can be traced to the history of western education inherited by the British colonial master of education which was in alignment with the western education philosophy and ideals was not suitable for Nigeria because its products were equipped mainly for a white collar-jobs. The need for the founding fathers of Nigerian independence after 1960's decided to institute some major constitutional and educational reforms to meet the social, politics, culture and economy needs of Nigeria. The desire led to the creation of commission, agencies, committees and organization of conference seminars, workshops by eminent scholars, administrators to fashion the best ways of addressing the development needs of Nigeria. One of such conference was the National Curriculum

Conference on Seminar of experts drawn from a wide range of interest groups within Nigeria which was convened in 1973 (National Policy on Education, 4th ed, 2004). The seminar which includes voluntary agencies and some external bodies deliberated on what a National Policy on Education for an independent and sovereign Nigeria should be the outcome of the seminar shaft document, while after comments were made from the states and other interest groups, led to the final document, the National Policy on Education first published in 1977. Since the publication of first edition, the 2<sup>nd</sup> and 3<sup>rd</sup> editions were published in 1981 and 1988 respectively. The fourth edition with some policy innovations and change was published in 2004 and the 5<sup>th</sup> edition in 2008. Ayyatu Ahmed (cited in Rufai, 2008) maintained that the need for the Revision of 4<sup>th</sup> edition for the 5<sup>th</sup> (2008) edition of National policy on Education was to address noticeable goals in contexts provisions that emerge in the course of implementation, maintain current and relevant and to give adequate attention to new opportunities, issues and challenges.

As maintained by Rufai (2008) the revision 4<sup>th</sup> (2004 edition) of the National Policy on Education was believed to be informed by some clearly defined identities goals. The National policy on Education generally has passed through several revisions which there were some goals create needed to be filled. It can also be noted that policy was documented with evidence of addressing a number of educational issues across various levels of education but with poor implementation. These are notable in poor funding, inadequate library facilities, dilapidated building and outdated library materials, untrained teacher librarians among others witnessed especially in primary and secondary schools. In this level of education, there seem to be no defined budgetary allocation to library operations, poor supervisory bodies to monitor primary and secondary education management even some of these items are specifically in policy document, only on papers. In higher institutions the story is a little bit different. At these levels, there seems to be some levels of budgetary allocation to libraries but funds are inadequately released and not regularly. Government seem not to give much attention to funding of education. Government do not honour suggestion and recommendation made by some well organised bodies who meant well for the growth of education. For instance, government in Nigeria has failed to honour various agreements and recommendations such as UNESCO recommendations among member state that 26% of National budget should be allocated to education while 10% of each allocation be assigned to libraries to promote library development.

The same recommendation was affirmed by Federal Government Agreement with ASUU 2009. ASUU among other recommendations suggests that Federal government of Nigeria should place education among the first priority in national budget, but all these are not headed to. This scenario as it relates to poor funding has affected the provision of the service both human and materials across all levels of education thereby causing the accomplishment of National policy on Education less unrealised to full its set goals. Ogar, Nkanu, and Okenyon (2016) maintained that all education institution or levels have set states objectives that can only be achieved with funding, provision of library and information resources such as audio visual materials, textbooks, reference materials, ICT with its associated facilities like internet computers among others. Hence, education at all levels requires effective information technology to be efficient and effective, which is lacking in

most levels of education in Nigeria from literature review and personal observations, it has been found that librarians and libraries are not given the required attention in terms of funding which is key to the provision of other resources and services. In higher institution, especially the universities, the roles of librarians and libraries are very crucial to the quality assurance conditions necessary for accreditation of census across facilities and departments. The need to mandatorily involve librarians and library management committees, panels, boards and other policies and decision making bodies must be given serious attention and recognition. Their presence in such bodies will create opportunities and informed discussion for strategic planning and policy formulation and implementation in the system.

### **Expected Roles of Librarians in Accomplishment and Sustainability of National Policy on Education in Nigeria**

The roles of the librarians and libraries across levels of education are crucial and imperative especially for effective planning, policies, formulation, and implementation for realistic fulfilment of educational goals in Nigeria. It is very evidence that no educational institution can operate effectively in the absence of librarians which are established by sound philosophy of educational goals. The National policy on Education in Nigeria that captured clearly the roles of libraries and librarians in this important policy document need to support financially, mentally and otherwise as to assist librarians across all levels of education to accomplish the objective of their institutions. This encouragement will help librarians to effectively play other expected roles and sustainability of National policy on Education for National development in Nigeria. Many authors have expressed expected roles librarians and library management can play in policy decision, knowledge integration and management to bring about the fulfilment of National policy on Education in Nigeria. Akpan-Atata, Eyene and Akpanuje (2016) maintained that librarians and the library management are expected to integrate ICT into their school curricula as to promote knowledge integration and management as to resolve societal daily problem include education.

Similarly, Agbor and Ololube (2015) opined that the knowledge we need, possessed and the capability to make the most of the appropriate information in our daily life require meeting some certain task, taking tactical decision requires sharing knowledge among colleagues and during teaching and learning processes. Oladayo and Osofisan (2011) cited in Akpan-Atata, Eyene and Akpanya (2016) described knowledge as an under listed an information, the integration and management of knowledge as a comprehensive process which include other process that allow for knowledge capitalization in higher education. Ololube and Ifinedo (2017) maintained that information communication technologies (ICT) literary has been recognise to influence the search for relevant information to solve daily problem and academic problems. Buttressing the benefits of ICT in education, Agbor and Ololube (2015) affirmed that it can increase the knowledge content of the learning-teaching methods and the type of students that graduate form higher education institution. It can be enhance and facilitate knowledge integration and management and promote the new for new policies for the libraries to integrate new trends and development. Librarians are expected not to sit back and wait for information seeking to come to them but carry the information to them. Lovato-Gassman in Bridges (2003) identified the expectation of Human Resources



Executive and Presidents/CEOs of medium to large corporations of 21<sup>st</sup> century librarians are; Information specialised/librarians with advanced degrees, significant and varied experience in information management; highly trained and self-motivated professionals who can safeguard the library's precious propriety information that can assist can train employees (librarians) on how to access the information they need to ensure the library is successful and profitable; possess a minimum master's degree of library science, library and information studies or a master's of information management and library science; need training in both theoretical and practical skills through various means namely; part-time employment. Internship, additional course work among others before seeking for professional position; someone who is educated, experienced intelligent and resourceful with area of speciality as reference librarians, technical services librarians electronic resources librarians, library administrator, cataloguing and classification librarians etc.; and librarians who are flexible, enthusiastic have a good stress management skills are service-oriented and have excellent interpersonal skills and who have that drive to learn and continue learning.

Generally, we need to librarians who have prepared themselves through education and experience and have made an effort to keep abreast of new technological advances. Adapting to change are also efficient library and information services has no alternative but remains static. Hence, we need librarians of the 21<sup>st</sup> century with competence to provide effective and efficient services to users, make users become habitual users of the libraries and their resources. Emphasis on the qualification of librarians should be on willingness to embrace change, flexibility and be enthusiastic, staff that can evolve and grow into a new position as the needs of libraries patrons change. Bridges (2003) identified the expectations of the 21<sup>st</sup> century librarians in jobs established to include: Competencies in all areas of library skills in addition to abilities and skills in specialised library areas; Technology mediated access to information regardless of location; Librarians who can market the advantages of library services and who understand the economics of information provision; To possess analytical and critical thinking skills and creative and innovation and a library that adapt to change.

## **Conclusion**

Any philosophy is designed to align with a nation's overrule philosophy like Nigeria aimed at how a nation's philosophy is designed which other values, ethics, ideas, perspectives and aspirations can be built upon. Nigeria's educational goals upon which the National policy on a guideline on the effective management and implementation at all levels of government statements of intentions, expectations, goals, standards among other strategies and requirement for effective and efficient education for all in Nigeria for sustainable national development. The position of librarians in meeting all these ideals are imperative that requires the adequate support of government at all levels to fulfil the goals of education in Nigeria. Librarians and library management are expected to be actively involved in strategic planning, policy formulation, provision of both human and library and information resources among other services as to assist in effective teaching, learning, research and public services as to fulfil the accomplishment of the National policy on Education for sustainable development in Nigeria.

### Recommendation

Based on the discussions, findings and the needs to address the persistent gaps in education policy provision and implementation in Nigeria, the following recommendation are made to accomplish the goals of educational policy as contained in the National policy on education as follow;

1. Federal government of Nigeria through Federal Ministry of education should liaise with their coordinated councils, agencies like Nigerian Education Research and Development Council (NERDC) to ensure that the perspective and inputs of the three tiers of government, developing partners and all other stakeholders are as much as possible accommodated and include in the National policy on education.
2. It is expected that the National policy should be publicly owned, internalised and complied with by all partners, stakeholders and the general public;
3. To leverage this expectation, Federal, State and Local government should establish and adequately empower special policy implementation monitoring unit within the appropriate recommendation through association to government for policy formulation and implementation.
4. Librarians and library should adopt strategic measures through advocacy, volunteerism, lobbying with some key individuals, donor agencies, government officials as to draw attention to library financial supports for library project.
5. Library management and librarians should ensure schools are provided with good library building well furnished with equipment/facilities.
6. The provision of adequate library resources and services be given prior attention in their library budget.
7. The integration of Information Communication Technologies should be one priority area librarians should emphasise in serving the users.
8. Library and librarians need to make their services though display of competences skills, knowledge in the provision of services to meet the needs of their users.
9. Training and re-training of librarians as to training users in the appropriate access and uses of library resources and services should be highly be encouraged.as well as to encourage the provision of power supply for the smooth running of the library services.

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