



Influence of Indigenous Books on Academic Performance of Students of Library and Information Science in Kwara State University, Malete.

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ABSTRACT

This study investigated the influence of indigenous books on academic performance of students of library and information science in Kwara State University, Malet. Three (3) objectives and three (3) research questions were formulated for the study. The objectives of the study were to find out the influence of familiar content expression in indigenous books; determine the influence of familiar language of expression in indigenous books; and to find out the influence of familiar illustrations in indigenous books on the academic performance of library and information science students.

The researchers employed a descriptive survey design using the questionnaire as their instrument for data collection. Only 300 level students from the Department of Library and Information Science, Kwara State University, Malet were chosen to participate in the study. This is because students in 100 levels are new intakes, 200 levels are fairly new while 400 level students were on six months mandatory Student Industrial Work Experience Scheme (SIWES). They were therefore excluded from the study.

Three hundred and twenty (320) copies of questionnaire were administered. All the 320 copies of the questionnaire were returned and found useable representing 100% of the distributed questionnaires. The first section of the questionnaire elicited information on students' demographic information. The other sections elicited information on familiar content expression, language expression, and illustrations. Descriptive statistics of mean and standard deviation was used to answer the three research questions.

The findings revealed that majority of the students are familiar with the content of expression in indigenous books, language of expression in indigenous books and illustrations in indigenous books in form of examples and diagrams, which simplify the book, make reading interesting and improve academic performance.

The study concluded that familiar content expression, familiar language of expression and familiar illustrations in indigenous books simplify the book, enhance understanding of the contents and influence academic performance of library and information science students of Kwara State University, Malet.

The study recommended that authors of indigenous books should make use of content expression that the students are familiar with. Moreover, the institution should endeavor to equip academic libraries with indigenous books that are written with the language that students are familiar with, while authors of indigenous books should adopt the use of local illustration, familiar examples and diagrams which can simplify the book, make reading interesting, and improve academic performance.

INTRODUCTION

One of the common resources used in the classroom is the textbook. A textbook is a collection of knowledge, concepts, and principles of a selected topic or course. It is usually written by one or more authors, college professors, or education experts who are authorities in a specific field. A book, in the words of Morgan (2006) has been defined as the only place in which a student can examine a fragile thought without breaking it, or explore an explosive idea without fearing it will go off in your face. It is one of the intellectual outputs of man which is consumed by all and sundry, without any discrimination as to race, creed, social or environmental factors. Apart from the core areas, a textbook contains examples and images usually used to illustrate certain points or facts where applicable. Adekunle (2020) stated that the function of a textbook is essentially to guide the teaching and learning of the curriculum in a particular subject.

Hamilton-Ekeke and Dorgu (2015) reported that the UNESCO's programme on local and indigenous knowledge systems (LINKS) refers to indigenous knowledge as understandings, skills, and philosophies developed by local communities with long histories and experiences of interaction with their natural surroundings. Indigenous knowledge has presented itself as a feasible option for cost-effective and sustainable development particularly in African countries including Nigeria. Indigenous knowledge can help to meet the broader objectives of society. It helps in conserving the environment, developing sustainable agriculture and ensuring food security, while its protection encourages the maintenance of traditional practice and lifestyle.

Thus, books published outside Nigeria are referred to as either international or foreign books, while indigenous books are books produced by original or native people and their descendants. In Nigeria, indigenous books are those books produced by Nigerians for the purpose of imparting knowledge on Nigerian students. According to Adekunle (2020), indigenous education specifically focuses on teaching indigenous knowledge, models, methods, and content within formal or non-formal educational systems. He also noted that most of the textbooks available in Nigeria for students in both secondary and tertiary institutions contain more of foreign illustrations than local. The implication of this is that students may not be familiar with the foreign illustrations a textbook contain and thereby find it difficult to understand. Moreover, the function of a textbook is also essentially to guide the teaching and learning of the curriculum in a particular subject. Against the backdrop of poor teacher context knowledge, textbooks play a fundamental role in supplementing teachers' knowledge deficits (Veriana, 2015).

Grenier (1998) is of the opinion that the growing recognition and use of indigenous education methods can be a response to the erosion and loss of indigenous knowledge through the processes of colonialism, globalization, and modernity. Indigenous communities according to Hamilton-Ekeke & Dorgu, (2015) are able to reclaim and revalue their languages and traditions, and in so doing, improve the educational success of indigenous students, thus ensuring their survival as a culture. Increasingly, there has been a global shift towards recognizing and understanding indigenous models of education as a viable and legitimate form of education. Students of all background can benefit from being exposed to indigenous books, as they can contribute to reducing racism in the

classroom and increase the sense of community in diverse group of students. They can help facilitate the incorporation of authentic knowledge and experiences into the classroom.

The quality, quantity and diversity of books produced by a society are important indicators of that society's level of development (Valdehusa, 1985). Therefore, there has been various overview and opinions which recognized four major advantages of indigenous textbooks in schools. These include, extending the frontiers of knowledge from one generation to the other, thereby bringing about continuous intellectual development; enhancing cultural heritage, environmental friendly and contributing to the country's economic growth. This means that indigenous textbooks have the possibility of enhancing impactful illustrations, used to improve students' participation in class and assist teachers' teaching methods

Whether these opportunities promote academic performance of students of library and Information Science in tertiary institutions of learning is a question that needs to be answered. It is against this backdrop that this study examined the influence of indigenous books on the academic performance of students of library and information science in Kwara State University, Malete.

Statement of the Problem

The use of international or foreign textbooks in Nigerian tertiary institutions of learning is a common sight. Students, as well as teachers in tertiary institutions not only rely heavily on information from international or foreign textbooks, but also use Internet information at the expense of indigenous textbooks (Adekunle, 2020). One pertinent question on the trend at which indigenous textbooks is eroding in Nigeria is what would be the effect on intellectual development of the

citizens, Nigerian cultural heritage and students' familiarity with the nation's environment.

In this line of thought, it is worthy of note that intellectual development would be impaired unless students are familiar with the contents of the materials used for the development. It is pathetic to imagine the use of foreign books that contains only foreign examples to teach Nigerian students where local examples could be used. Furthermore, researchers, scholars and educators in Nigeria need to be conscious of the negative effect of preference for international or foreign textbooks over indigenous textbooks. This is potent enough to wear down Nigerian cultural heritage. Adekunle (2020) reiterated that Nigerian students are now more familiar with foreign culture and this is not only having a deplorable effect on their academic performance but also contributing to the growth of unemployment. As a result, the focus of this study is to investigate the influence of indigenous books on the academic performance of students of library and information science in Kwara State University, Malete.

Objectives of the Study

The main objective of the study is to examine the influence of indigenous books on the academic performance of library and information science students in Kwara state university, Malete. The specific objectives of this study are to:

1. find out the influence of familiar content expression in indigenous books on the academic performance of library and information science students;
2. determine the influence of familiar language of expression in indigenous books on the academic performance of library and information science students; and
3. find out the influence of familiar illustrations in indigenous books on the

academic performance of library and information science students.

Research questions

1. does familiarity with content expression in indigenous books influence academic performance of students of library and information science in Kwara State University, Malete?
2. does familiar language of expression in indigenous books improve academic performance of students of library and information science in Kwara State University, Malete?
3. does familiar illustrations in indigenous books improve academic performance of students of library and information science in Kwara State University, Malete?

Literature Review

Knowledge according to Morgan (2006) refers to socially accepted understanding of a subject, which offers an individual or a group the ability to use it to attain a specific goal. It is the result of empirical inquiry that solves the problem at hand. Chika (2019) noted that the term knowledge is often used to refer to a body of facts and principles accumulated by mankind in the course of time. As mankind is dispersed across the earth, what is knowledge to a particular group might be insignificant to another in a different setting. Environmental factors, language, and biological and cultural dispositions influence what every group classifies and values as knowledge. He stated further that with military conquests and economic domination of one society by another, the knowledge foundation of the domineering power is oftentimes imposed on subjects as valid knowledge. Essentially, therefore, knowledge is a complex body of several socially constructed

ideas, validated by the dominant intellectual persuasion at each point in time.

The implication is that knowledge is always biased because it is produced from a social perspective of the analyst, thus reflecting his or her inclination towards certain interests, values, groups, parties, classes, nations, among others (Jackson & Sorensen, 2003). Students' academic achievement, according to Grayson (2006), takes into cognizance both quality and quantity of the internal and external results achieved. It implies that it is not just the number of graduates of the system that matters but how relevant and competent the graduates are in meeting the societal needs and aspirations. Academic performance of a student could be defined as the learning outcomes of the student. This includes the knowledge, skills and ideas, acquired and obtained through the course of study within and outside the classroom situation (Adebayo, 2015). It is the outcome of determination and hard work of the students' academic pursuit. Pandney (2008) defined academic achievement as the performance of the pupils in the subjects they study in the school. This determines the pupils' status in the class. This gives children an opportunity to develop their talents, improve their grades and prepare for future academic challenges. Academic performance refers to a person's performance in a given academic area such as reading or language arts, mathematics, science and other areas of human learning. Academic performance relates to academic subjects a child studies in school and the skills the child is expected to master in each (Kathryn, 2010).

Academic performance refers to excellence in all academic discipline, in a class as well as extra-curricular activities. It includes excellence in sporting behavior confidence, communication skills, and others. Steinberger (2015) posited that academic performance encompasses students' ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional and

social physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and into post-secondary years and working life. Academic performance refers to how well a student is accomplishing his tasks and studies.

Book is seen as a catalyst for mental growth and social integration. Book is a medium of mass communication which propels effective utilization of other media. It is also a fountain for national integration and development, the grand index of technology, government, politics, religion, economy, sociology, medicine, engineering to mention but a few (Ojo, Aganbi & Atewolara-Odule, 2016). The book, as elucidated by Okilagwe (2011), is a multifaceted, dynamic product and a monumental asset of every society. The researcher is of the opinion that, the book is a veritable source of information to the teachers and students, a gold mine of knowledge for researchers and scholars and a fountain of pleasure and leisure to general readers. Books are indices of progress, pivots of stability, catalysts for social development as well as springboards of advancement and galvanizers to breakthrough.

The impact of book in literacy development cannot be quantifiable and this is why the degree of development in a nation can be strictly attached to its degree of literacy which book stimulates. So, a developed society is a book glued society. A developing society is a less book conscious society. Therefore, book publishing plays a significant role in the growth of a nation. Through book publishing, records as well as the academic information and theories of those education legends like Aristotle, Socrates, and Descartes would not have been noted for posterity but lost to humanity. Moreover, publishing is an intellectual and social responsibility for keeping human activities for posterity. According to Okilagwe (2011), it is the process of producing for dissemination; book, films, computer programmes, records,

newspapers, periodicals, discs, bulletin, magazines and other literacy materials. Thus, publishing is a generic term used to describe the process of producing literacy and information materials for public utility (Carter & Pattis, 2001). It becomes meaningfully focused whenever it is contextualized.

Publishing is a creative process through which different categories of books are published. It is a creative imagination of number of functionaries in the publishing house and those who are fairly distant especially the authors, freelance editors, designed compositors (typesetters), printers, paper and plate merchants, readers and a host of others. Therefore, it is appropriate to discuss publishing as a formidable succession of activities no one of which can by it be called publishing (Tomomowo-Ayodele, 2018). Altbach and Knight (2007) opined that publishing process coordinates with various processes needed to nurture from an idea in the mind of the author to a printed product available for distribution to the relevant audience. They further described publishing as the heart of coordination of multimedia of activities to produce books that is dealing with selection, editing of manuscript, planning and supervising the process of transformation of the manuscripts into book.

Ayorinde (2017) is of the opinion that publishing is the intellectual and business procedure of selecting and arranging to make a book and of promoting its ultimate use. Ogunsola (2005) noticed that publishing plays important role in the development of a nation and the publishing industry is the engine process of development of education, literacy, national culture and dissemination of knowledge which is the basic element in the democratic process of any nation. In furtherance, Ayorinde (2017) also defined book publishing as making public - to send forth among the people - the words and pictures the creative minds have produced, that editors have worked over, and that printers have reproduced. He further explained it as a

formidable succession of activities no one of which can by itself, be called publishing. It is only when a manuscript has been transformed into a book and then distributed to its intended market place, that the process of publishing is complete.

Okwilagwe (2011) weighs the impact of indigenous books on students' academic performance and thus highlights familiar content expression; language of expression; and illustrations as the key advantages of indigenous books over foreign books in imparting knowledge. The United Nations Education, Scientific and Cultural Organization studied the availability of books around the world and defined a book as non-periodical printed publication of at least 49 pages excluding cover page. This definition was broken into five important parts that comes together to distinguish a book from other media. These are: (i) a book is printed: It is created using one or more machines rather than written or painted by hand; (ii) a book is a publication: It is printed in multiple copies for circulation to more than its creators; (iii) a book comprises at least 49 pages: The UNESCO definers evidently meant to exclude short documents that can be called pamphlets, not book; (iv) a book has cover; and (v) a book is not a periodical: That is, it is not updated under the same title on a regular basis like magazines and Newspapers (Obalowu, 2020).

Scholars of book publishing in Nigeria have come up with some of the advantages of indigenous books. Ayorinde (2017) listed familiar content expression; language of expression; and illustrations as the advantages of indigenous books on academic performance of students in Nigeria.

Familiar Content Expression

The pieces of information available in indigenous books are accentuated to allow environmental, economic, political and social

factors within the nation to impart knowledge in the targeted students. Unlike foreign books, the authors of Nigeria indigenous books utilize local expression in the course of their works (Chika, 2019). Ayorinde (2017) opined that content expression of books goes a long way in helping students' understanding. Environment and experience of an author is significance to the content of book (James, 2018). Thus, content expression in a book written in Nigeria will revolve round Nigerian environmental, economic, political and social factors and thereby help students' understanding.

Familiar Language of Expression

Language, as a communication system, plays a crucial role in dissemination of information (Jantti & Cox, 2013). Language is an essential tool a teacher employs to impart knowledge in students. The awareness of the importance of language to teaching and learning process made Adekunle (2020) advocate for the use of simple language that students understand in the classroom. In the same vein, Jato, Ogunniyi and Olubiyo (2014) asserted that school libraries equipped with indigenous books and educational resources have positive impact on students' achievement and thus, school library provides a quiet, well-lit study place and environment that is conducive to mental concentration. This is as a result of familiar language in which the books are written.

Familiar Illustrations

A drawing, picture, photograph, or diagram that accompanies and complements a book is meant to illustrate ideas or concept. Nigerian students may find it difficult to understand foreign illustrations, while local illustrations may help students' understanding greatly (Adekunle, 2020). Jantti & Cox, 2013 opined that many foreign books are written with illustrations that are strange to Nigerian

students. In other way, authors of indigenous books use familiar illustrations and thereby help to drive home points.

Library Services and Students' Academic Performance

Library service is one of the components of school services and its presence cannot be undermined. Many professionals have given various definitions of the library because it is recognized throughout the world as part of academic establishment. Thus, the definitions of school library were given considering its importance to the development of education. Yusuf, Zahyah and Muhajir (2018) defined library as the place which is purposely located within the school premises, whose function is to collect, organize, store, retrieve, preserve and disseminate various information to both teachers and students. The library is a systematically arranged place where materials in any discipline can be found (Yusuf, Zahyah & Muhajir, 2018). Strong (2013) described the school library as the collection of relevant materials that are put in place in print and other forms which is organized and made available for the users to have access to it. The library can be likened to a system that is designed for graphic records and also meant to facilitate reading habits of students. According to Leo (2016), the library is seen as an important input that contributes to the development of education. The school library is essential in primary, secondary and tertiary education. It is also an extension study place for teachers and students.

Library service provides a wide range of opportunities for other library users who intend to conduct research for their studies. Altbach and Knight (2007) are of the view that the presence of library in school stimulates students to cultivate the good habit of reading; it provides information and exposes them to series of learning experiences that are related to classroom activities. Lending credence to the

above, Hassan and Yonah (2018) concurred that the library is designed to help students in their learning activities. The library service can be said to be the cornerstone of a good and functional school system. For school to function and be recognized as a place for teaching and learning, such school must ensure the provision of a library so as to allow students to have access to books and other materials in order to enhance their learning (Tomomowo-Ayodele, 2018).

From the above definitions and descriptions of the library, it is clear that the school library is established to serve certain purposes and its establishment is to serve as a stimulating place to improve the reading culture of both the teacher and student. Haycock (1995) thus revealed that in schools with good library services students performed significantly better in reading comprehension and in their ability to express effectively ideas in relation to their readings. Lonsdale (2003) in his research titled "impact of school libraries on student achievements" suggested that the impact of the school library reduced as students moved through high school. He proceeded by saying that in schools with good libraries and full time librarians students performed better at higher levels in reading comprehension and in knowledge and use of reference materials than students in schools with minimal or no library service. Lonsdale (2003) revealed that a strong library program that was adequately staffed resourced and funded could lead to higher student achievements.

The school library is an important part of elementary, middle and high school programs without which students would not thrive academically and invariably find it most difficult to conduct academic research before they reached college level. Adefarati (2002) highlighted the aims of school library among them being a source of subject information Centre and support to the school curriculum. Jato, Ogunniyi and Olubiyo (2014) opined that the school library is very important in shaping

students habit as regard reading for leisure, to pass examinations and to obtain information on different aspects of life. Spinks (2019) stated that research has shown that students achievement is higher when library media specialists collaborate with classroom teachers to teach information literacy. That is, when teachers and library media specialists work together to co-plan, co-teach, and co-assess a learning experience.

METHODOLOGY

This research study employed a descriptive survey design using a self-developed instrument. The researchers used the questionnaire as their instrument. Only 300 level students from the Department of Library and Information Science, Kwara State University, Malete were chosen to participate in the study. This is because students in 100 levels are new intakes, 200 levels are fairly new while 400 level students are on six months mandatory Student Industrial Work Experience Scheme (SIWES) thus, they were excluded from the study.

The total number of 300 level students in the Department of Library and Information Science, Kwara State University, Malete during the 2022/2023 academic session was 320. Three hundred and twenty (320) copies of questionnaire were administered. The administration was done in a day immediately after a continuous assessment test for one of the compulsory courses with the assistance of five research assistants. The questionnaire was filled and collected immediately from the respondents. Three hundred and twenty (320) copies of questionnaire were returned and found useable. This represents 100% of the distributed questionnaires. The first section of the questionnaire elicited information on students' demographic information. The other sections

elicited information on familiar content expression, language expression, and illustrations.

Data Analysis and Discussion

Table 1: Demographic information of respondents

Gender	Frequency	Percentage (%)
Male	113	35.3
Female	207	64.7
Total	320	100.0

Table 1 revealed that 113(35.3%) of the total respondents were male while 207 (64.7%) were female. This indicates that both genders were fairly represented in the study except that majority of the respondents were female.

Table 2: Distribution of respondents by age

Age	Frequency	Percentage (%)
15 – 20	110	34.4
21 – 25	158	49.4
26 – 30	49	15.3
31 and above	3	0.9
Total	320	100.0

Table 2 showed that 110 (34.4%) of the respondents were between 15-20 years, 158 (49.4%) were between 21-25 years, 49 (15.3%) of the respondents were between 26-30 years, while 3 (0.9%) respondents were in the age range of 31 years and above. This implies that more respondents between the ages of 21-25 years participated in this study and that majority of the respondents are still in their active years.

Table 3: Influence of familiar content expression in indigenous books

S/N	Items	N	Minim	Max	\bar{x}	SD
1	Authors of indigenous books use expression that I am familiar with	320	1.00	4.00	3.11	0.49
2	Familiarity with content expression in indigenous books simplifies the book	319	2.00	4.00	3.23	0.43
3	Familiarity with content expression makes reading of indigenous books interesting	320	1.20	4.00	3.12	0.46
4	Familiarity with content expression in indigenous books improves my academic performance	318	1.20	4.00	2.96	0.48
	Average				3.11	0.47

Research question 1:

Does familiarity with content expression in indigenous books influence academic performance of students of library and information science in Kwara State University, Malete?

In providing response to research question one, Table 3 revealed that the respondents agreed that familiarity with content expression in indigenous books simplifies the book with the highest mean ($\bar{x} = 3.23$, SD =

0.43). The respondents also claimed that familiarity with content expression makes reading of indigenous books interesting ($\bar{x} = 3.12$, SD = 0.46). In the same vein, the respondents indicated that authors of indigenous books use expression that they are familiar with ($\bar{x} = 3.11$, SD = 0.49) mean. Moreover, the respondents resolved that familiarity with content expression in indigenous books improves their academic performance ($\bar{x} = 2.96$, SD = 0.48). The average mean and standard deviation of response is ($\bar{x} = 3.11$, SD = 0.47).

Table 4: Influence of familiar language of expression in indigenous books

S/N	Items	N	Minim	Max	\bar{x}	SD
1	Unlike foreign books, indigenous books contain familiar language of expression	317	1.00	4.00	3.11	0.86
2	Language of expression in indigenous books aids my understanding of the content	320	1.00	4.00	2.17	0.60
3	Familiar language of expression makes reading of indigenous books interesting	316	1.50	3.50	2.48	0.46
4	Familiar language of expression in indigenous books improves my academic performance	319	1.00	4.00	1.88	0.63
	Average				2.41	0.64

Research question 2:

Does familiar language of expression in indigenous books improve academic performance of the students of library and information science in Kwara State University, Malete?

Table 4 above revealed that indigenous books contain familiar language of expression with the highest mean ($\bar{x} = 3.11$, $SD = 0.86$). In

addition, the respondents are of the opinion that familiar language of expression makes reading of indigenous books interesting ($\bar{x} = 2.48$, $SD = 0.46$). They also resolved that language of expression in indigenous books aid their understanding of the content with ($\bar{x} = 2.17$, $SD = 0.60$). Also, the respondents noted that familiar language of expression in indigenous books improves their academic performance ($\bar{x} = 1.88$, $SD = 0.63$). The average mean and standard deviation is ($\bar{x} = 2.41$, $SD = 0.64$).

Table 5: Influence of familiar illustrations in indigenous books

S/N	Items	N	Minim.	Maxi	\bar{x}	SD
1	Unlike foreign books, indigenous books contain familiar illustration in form of examples and diagrams	320	1.00	4.00	3.59	0.73
2	Local examples in indigenous books aid my understanding of the content	320	2.00	4.00	3.24	0.77
3	Familiar diagrams make reading of indigenous books interesting	316	1.20	4.00	3.25	0.86
4	Familiar illustrations in indigenous books improve my academic performance	320	1.20	4.00	3.02	0.90
	Average				3.28	0.82

Research question 3:

Does a familiar illustration in indigenous books improve academic performance of the students of library and information science in Kwara State University, Malete?

Table 5 revealed the respondents opinions that unlike foreign books, indigenous books contain familiar illustration in form of examples and diagrams with the highest mean ($\bar{x} = 3.59$, $SD = 0.73$). Besides, the respondents reacted that familiar diagrams make reading of indigenous books interesting with ($\bar{x} = 3.25$, $SD = 0.86$). In the same vein, the respondents responded that local examples in indigenous books aid their understanding of the content with ($\bar{x} = 3.24$, $SD = 0.77$) and also resolved that familiar illustrations in indigenous books improve their academic performance with ($\bar{x} = 3.02$, $SD = 0.90$). The average mean and standard deviation is ($\bar{x} = 3.28$, $SD = 0.82$).

SUMMARY OF FINDINGS

The result of the findings showed that majority of the students are familiar with content expression in indigenous books, which simplifies the book, makes reading interesting, and improves students' academic performance. This is in line with the research findings in a related study by Ayorinde (2017). The researcher stated that content expression of books goes a long way in helping students' understanding. James (2018) also supports this view by stating that the environment and experience of an author is significant to the content of book, while Chika (2019) agreed that unlike foreign books, the authors of Nigeria indigenous books utilize local expression in the course of their works.

Besides, the findings also showed that a large percentage of the students are familiar with language of expression in indigenous books, which simplifies the book, makes reading of the books interesting, and improves their academic performance. This finding is in line with the research findings in a related study by Adekunle

(2020) where he advocated for the use of simple language that students understand in the classroom. Jato, Ogunniyi and Olubiyo (2018) also support this view by stating that school libraries equipped with indigenous books and educational resources have positive impact on students' achievement while Ayobola (2020) agreed that language, as a communication system, plays a crucial role in dissemination of information.

Furthermore, the result of the findings also showed that a large proportion of the students are familiar with illustrations in indigenous books in form of examples and diagrams, which simplify the book, make reading interesting, and improve academic performance. This is in congruence with the research findings of Yusuf, Zahyah and Muhajir (2018). The researchers stated that a drawing, picture, photograph, or diagram that accompanies and complements a book is meant to illustrate ideas or concept. Adekunle (2020) also supports this view by stating that Nigerian students may find it difficult to understand foreign illustration, while local illustration may help students' understanding greatly, while Ayobola (2020) agreed that many foreign books are written with illustrations that are strange to Nigerian students.

CONCLUSION

Learning is a natural instinct and success in learning something new is tied to human feelings of self-worth. Research findings consistently show that learners benefit from using familiar content expression, familiar language of expression and familiar illustrations in indigenous books in education. Using familiar language will make a speaker more comfortable, this will improve audience perceptions of the speech.

Therefore, the study concludes that familiar content expression, familiar language of expression and familiar illustrations in indigenous books simplify the book, enhance understanding of the contents and influence academic performance of library and information science students of Kwara State University, Malete.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Authors of indigenous books should make use of content expression that the students are familiar with.
2. The institution should endeavor to equip academic libraries with indigenous books that are written with the language that students are familiar with.
3. The authors of indigenous books should adopt the use of local illustrations, familiar examples and diagrams.

The three recommendations above would simplify the book, make reading interesting, and improve students' academic performance.

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