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Information Science, Good Governance and Challenges Insecurity in Nigeria: The Role of the Libraries.

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ABSTRACT

This paper examines the roles of information science and good governance as prerequisites for peaceful coexistence and national development. The role of government in adopting people-oriented leadership to chart the nation's dreams and vision along the pathway of global best practices is highlighted. Key concepts relevant to the study—namely, information science, good governance, challenges, insecurity, and Nigeria—are defined to guide the analysis. The paper further explores the important roles that libraries and education, particularly higher institutions, can play in manpower development, producing librarians, researchers, and services that act in synergy with government efforts to promote good governance for national development. It also notes that good governance creates a peaceful atmosphere conducive to coexistence among citizens and is essential for development, while bad governance breeds contention, chaos, discomfort, and unrest. The study provides a brief historical review of some advanced countries' experiences with governance that have contributed positively to their national economies. Nigeria's past approaches to good governance, which have achieved limited success, are also discussed. The paper recommends, among other things, that Nigeria critically examine and adopt experiences from other countries, including measures and plans that have successfully promoted good governance and national development in line with global best practices.

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INTRODUCTION

Nigeria, as a member of the international community, is in need of good governance to promote education and library services, which are essential for producing the manpower required for national development. The development of a country's manpower depends greatly on the quality of education acquired by its citizens. Furthermore, the quality of education is determined by the extent and quality of teaching, learning, research, and public services conducted in the nation's institutions of higher learning. Therefore, the recognition, attention, and focus given to education in general, and to institutions of higher learning—especially universities—will promote the production of reliable human and material resources necessary for the social, economic, political, and cultural development of Nigeria. Higher institutions of learning in Nigeria, particularly universities and their libraries, are at the forefront of producing the manpower on which every sector of national development depends. When a nation experiences peace and an enabling environment for cordial and harmonious relationships, it strives to improve its labor force and engage in productive ventures that boost the nation's productive capacity and enhance the welfare of its citizens, thereby fostering peaceful coexistence and national development. These conditions form the basis for wealth creation, development, and improved standards of living among the people.

It is therefore expected that governments at all levels should encourage good governance through the provision of social and economic services that will positively impact the people, especially the youth, who constitute a major part of the country's labor force. Among the world's best practices, education is a key area where government efforts can be directed to promote development. The establishment of schools from primary to higher institutions, with well-planned and sound policies and programs, will greatly encourage the production of skilled manpower for the viable development of the economy. Investment in education should be prioritized among the nation's development agendas. Libraries, well integrated with ICT facilities, should receive significant attention in academic environments, considering the important roles they play in teaching, learning, research, and public service, among others, within the nation's education sector.

The essence of governance, therefore, is to harness the various resources available in the country—both human and material—to promote quality education, library research and services, and research through higher education for national development. The government of Nigeria has the statutory obligation to adopt and promote good governance for the overall interest of the people, as this will create a peaceful social, political, cultural, and economic atmosphere for sustainable development.

Nigeria can learn from developed countries such as the United States, Britain, France, and China, and more recently Malaysia, Singapore, Brazil, Japan, and South Korea, among others, which have invested heavily in human resource management and have recorded significant successes in national development and transformation. All their successes are attributable to their substantial investment in education.

Opadiran (2009) opined that Nigeria can learn from other developed countries that have transitioned from developing to developed status by studying their identities and emulating their approaches to achieving development.

Unfortunately, both personal observation and the literature indicate that Nigeria is experiencing a norm of bad governance. One unsuccessful administration passes on to the next, often resulting in even worse governance than before. This is evident in the prevalence of youth restiveness, armed robbery, banditry, and issues such as ASUU strikes, among other social vices affecting the social and political life of Nigeria today. All these are largely the result of poor leadership and corruption, mostly perpetrated by Nigerian politicians and government appointees. The purpose of this study, therefore, is to examine: (1) Concepts of good governance; (2) Information Science, Challenges, and Insecurity; (3) A brief historical review of how some countries transitioned from developing to developed nations; (4) An appraisal of the state of the art in Good Governance, Information Science, and challenges of Insecurity; (5) Good governance as a prerequisite for national development, with lessons from global best practices; (6) The role of transformational leadership in good governance; and (7) Strategies for improving good governance and the roles of libraries in promoting good governance in Nigeria.

CONCEPT DEFINITIONS

Information Science:

Information science and library science are often used interchangeably, but they have distinct meanings. Many authors have defined information science as the study of the mechanics of information, focusing on how information is generated, organized, packaged, and communicated. This discipline emphasizes information sources, organization, arrangement, and communication to intended users (audiences). Some authors, such as those at the School Library, Kent State University (2017), cited in Anaene and Okoye (2017), view library and information science as interdisciplinary subjects that cut across research disciplines such as biology, economics, and computer science, indicating that both fields have merged under the name "library and information science." The Online Dictionary-Webster (2017), as cited by Anaeme and Okoye (2017), defines information science as the collection, classification, storage, retrieval, and dissemination of recorded knowledge, treated both as a pure and applied science. For the

purposes of this research, this definition is particularly relevant to information services. When applied to this study, information science can be defined as the study of the collection, classification, storage, retrieval, and dissemination of recorded knowledge, treated both as a pure and applied science. Ezioko (2003) defined a library as a collection of books, especially those cared for by authorized personnel in prescribed, approved accommodations, which provide facilities for their utilization by people seeking knowledge of their contents.

In the context of the ICT era, the definition of a library is more comprehensive than before. It can be defined as a collection of books and non-book materials in various formats, including electronic resources, integrating the internet and its associated facilities into library operations for use by a wide range of audiences globally. Library science, as the term suggests, is defined as the study of book and non-book collections, both in electronic and internet-oriented formats, which are selected, organized, housed, accessed, and disseminated to meet the various needs of users through both traditional and electronic means. This definition emphasizes the preservation of information in documents—both books and non-book materials. Information science focuses more on information content—its generation, storage, organization, access, and dissemination/use—all of which are interrelated functions. The important roles that library and information science play in education and governance cannot be overemphasized. Jegbefune and Ikhimeaku (2017) maintain that, in a complex and highly competitive information environment, library and information science (LIS) is being transformed, changing the roles and value of information service provision to become the hub upon which economic development revolves. Anyamou (2013) further opined that, with the availability of information in various fields of knowledge to meet societal needs, librarians and other professionals are now positioned to provide this information to meet users' needs for job and wealth creation. Library and information-related areas serve different stakeholders for national development. There is a synergy between library and information science on one hand and governance on the other. The government has a social responsibility to create and develop education policies and programs that are people-oriented and meet the needs of the populace. The establishment of schools, employment, provision of adequate facilities, information resources, training and retraining of staff, and the creation of a generally enabling environment are essential. This implies that government at all levels should prioritize and give attention to education both in policy and in practice for development.

Good Governance

According to Adewusi and Olaoye (2012), governance is a function of leadership. It is further emphasized that it is through the activities and functions of leaders that a society can be classified as having good or bad governance. According to Kootz and Obasanjo (1994), as cited in Adewusi and Olaoye (2012), leadership is "the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals." This implies that, in governance, people should be encouraged to work freely with happiness, courage, and unity.

For good governance to be promoted and to enhance unity and development among citizens, Adewusi and Olaoye (2012) identified the following basic elements that can foster good governance in a country like Nigeria:

Rule of Law: Governance or government adopts a fair and comprehensive legal framework enforced by an impartial regulatory body for the full protection of all stakeholders.

Transparency: This implies that government should be open to all in the provision of information and social services without bias or prejudice regarding tribe, sex, religion, social status, etc. Information should be freely made available in simple forms and media through governance policies and practices. All government decisions and activities should follow established rules and regulations.

Responsiveness: Good governance requires government to design and define processes in organizations (libraries) to serve the best interests of stakeholders within a specific time frame.

Consensus Oriented: Good governance requires a people-centered approach, with decisions made by consensus, taking into consideration different interests and opinions, and prioritizing the best interests of all stakeholders. This should be achieved in a sustainable and prudent manner.

Equity and Inclusiveness: Government is required to exercise equal treatment and encourage equal rights and privileges among all stakeholders. Participatory leadership and decision-making should be all-encompassing among members of the organization.

Effectiveness and Efficiency: Good governance means that the processes implemented by an organization to produce favorable results meet the needs of stakeholders, utilizing financial, natural, and environmental resources at their disposal.

Accountability: Governance must provide a framework to enable its organizational operations through appropriate bodies or channels that are affected by organizational decisions or actions, as well as through the application of the rule of law.

Participation: Good governance, by design, requires the free participation or representation of its key officers

in decision-making and in the implementation of projects or policy programs.

From the above observations, good governance entails that government develops well-planned policies and programs that involve and enhance the welfare of the people. Generally, it revolves around transparency, equity and accountability, responsiveness, participation and consensus in decision-making, equity and inclusiveness, and legitimate representatives that can promote unity and development among the citizenry.

Governance and good governance, according to Opadiran (2009), are terms increasingly used in development discourse to define the process of decision-making and the process by which decisions are implemented or not implemented. Apadiran (2009) delineated the differences between governance and good governance as follows:

Governance	Good Governance
Interaction between state and society, between governance and its people	Accountability based on notion of popular sovereignty and public choice
Essential ingredients: ✓ Visioning ✓ Planning ✓ Inclusiveness-involvement/buying ✓ Humility-mutual respects particularly Mc plural society ✓ Listening-communicating attention ✓ Composure	A legal framework which guarantees rule of law and due process
	Popular participation in decision making process, based on political and social pluralism, freedom of association and expression.

Source Apodiaraii, J.K. 2009

Mohammed (2008), cited in Apadiran (2009), listed key characteristics of good governance to include: participation, rule of law, transparency, consensus orientation, equity, effectiveness and efficiency, and accountability. It is further observed that governance minimizes corruption, factors in the views of minorities in decision-making, and listens to the voices of the most vulnerable in society.

Challenges

Challenges are internal and external forces, or intra- or inter-variables, that interfere with the existence, operations, and success of individuals or organizations. They can also refer to conditions and circumstances that impede the growth and development processes within organizations.

The Oxford Dictionary of Current English (4th ed., 2006) defines a challenge as a demanding task or situation, or a call for someone to take part in a contest. It is also defined as an act or statement that calls something into question. Plurally, challenges can therefore be defined as acts or situations (conditions) that call into question organizations, industries, and other entities in the context of good governance. The concept of challenges refers to factors or variables that work against or impede the smooth running of any government in accomplishing its set missions. All factors—both internal and external—that interfere with the existence, operation, and success of governments and their agents in performing and fulfilling their mission and set goals are classified as challenges. These are weaknesses that affect the smooth operation of government activities as they relate to the distribution of programs and policies.

Insecurity

The term insecurity is derived from the adjective "insecure." The Oxford Dictionary of Current English (2006, 4th ed.) defines "insecure" as: 1) not confident or assured; 2) not firm or firmly fixed; 3) of a place, easily broken into. Derivatively, the terms "insecurely" or "insecurity" (insecurities) denote a state or condition in a given environment. Relating this to library and information science and good governance, insecurities can be defined as poor conditions that exist in governance and library and information science operations, leading to poor educational development and lack of manpower/skills acquisition, resulting in unemployment and youth restiveness, as well as social vices such as crime, armed robbery, cultism, Boko Haram attacks, and banditry. These factors cause insecurity and unstable government, which are detrimental to national development.

In Nigeria, insecurity has become one of the major concerns in recent times. Nigeria, as a nation, is witnessing alarming levels of insecurity manifesting in various forms, notably cultism, banditry, armed robbery, kidnapping, community clashes, EndSARS demonstrations, and political tussles, among others. One of the major causes of insecurity is the lack of government and stakeholder prioritization of education, which is a vital instrument for national development. Other challenges facing education, according to Ugwu (2015), include:

- Poor implementation of education policies such as the 6-3-3-4 system
- Constant changes in educational policies
- Emphasis on certificates and status
- Inadequate infrastructure
- Improper implementation of ICT programs in schools
- Poor supervision of educational institutions
- Politicization of education in Nigeria to suit policymakers
- Poverty
- Inequity in the reward system
- Lack of synergy between theory and practice
- Lack of commitment to national objectives
- Corruption

From the above observations, it can be inferred that governance can create challenges that may lead to unemployment and other social vices through poor policy implementation, resulting in insecurity. That is, poor governance can lead to insecurity within a system or government in Nigeria.

The State of the Art of Good Governance, Library and Information Science, and Challenges of Insecurity in Nigeria

Nigeria, as a nation-state carved out of British colonial administration to become an independent country, has passed through various governing bodies and styles of leadership. Different systems of governance have emerged since independence in 1960. Each system of government has adopted various visions, missions, and dreams to address the social, economic, political, and cultural needs of Nigerian citizens, taking into consideration the priority needs and welfare of the government at various periods since independence. Education has been the core instrument in the hands of any government to promote good governance and security, accompanied by the provision of welfare benefits to the citizens. The provision of the needed manpower resources across various sectors of the economy, as well as the development of people-oriented policies and programs consistent with national needs, has been emphasized.

Although Nigeria has a well-organized labor force and has adopted good policies and programs, regrettably, the challenges facing the country are primarily in the area of poor policy and program implementation, arising from bad leadership, corruption, and ethnicity, among other social vices. Adiele (2016) maintained that there is a public perception that military incursion into Nigerian politics is largely responsible for the deterioration of objectives and programs, and by extension, the poor school system and consequently bad leadership, corruption, and poor governance, leading to insecurity in Nigeria. Due to poor leadership, national policies are inconsistent, resulting from the rapid turnover of education ministers with differing interests.

In Nigerian government practices, including those related to education, policies are still largely tailored along the patterns of colonial masters. Nigeria, as a quasi-federation of states, has thirty-six (36) states with uniform education policies and programs, which are centrally designed by the Federal Ministry of Education.

The system of education in Nigeria is designed and operated under the National Education Policy, which divides the system into primary and secondary education. This system does not adequately integrate social values and norms. This, to a great extent, tends to undermine the spirit of patriotism as a guiding principle of the Nigerian philosophy of education. In Nigeria, governance, good governance, and the security of lives and property should be major responsibilities of government. According to Adiele (2016), politics takes an actual visible form in our education system, as is practiced worldwide. It is further asserted that no educational system can operate successfully apart from the political community in which it exists. Also, as a matter of government policy and practice, bureaucracy is inevitable and unavoidable. Kayode (2012), cited in Adiele (2016), also opined that the education system must reflect what the nation's political economy desires or aims to achieve. For good governance to be achieved, there must be a synergy or symbiotic relationship between governance, education, the people, and security to promote national development. These requirements are significantly lacking in Nigeria due to bad leadership, lack of purposeful mission and vision, and corruption, among other vices.

Nigeria is in dire need of a sound education policy that can build a solid foundation of human knowledge and human capital or capacity, which should serve as the bedrock for good governance and national development.

The Expected Role of Governance in Nigeria to Prevent Insecurity

Governance and education, including the roles of libraries, have major contributions to make by providing information, labor, skills, knowledge, and other resources—both human and material—to harness research opportunities for the general welfare of citizens. Governance, through good leadership and followership, can provide adequate social sciences, including education and library services, to meet the manpower needs of the nation. These include teachers, librarians, educators, and administrators, among others, to promote quality and effective teaching, learning, research, and public services in schools at all levels—primary, secondary, and institutions of higher learning such as colleges of education, polytechnics, and universities.

Emphasizing the importance of education, President Jonathan (2011), in Prof. Ugwu, S.C. (2015), maintained that education is at the heart of national development and is the source of quality human capacity development that will propel Nigeria to be among the top 20 economies. It was further noted that the quality of the

workforce is a direct reflection of the quality of the schooling system. It is therefore necessary that the Nigerian government continues to sustain the fundamental importance attached to education, as contained in the National Policy on Education, a document that guides educational programs and development in the country.

Considering the importance of education and the role of governance, it is therefore imperative that government at all levels in Nigeria nurture its citizens to provide the foundation for true and sustainable national development. As observed by Chukwumerye (2013) in Ugwu S.C. (2015), the primary objective of education is to produce good, useful citizens who will be instrumental to the socio-economic development of the country.

To fulfill the objective of education, Wokocha (2013) opined that government needs to recognize the role of governance.

A teacher is vital to the socio-economic and political development of any country, including Nigeria. A teacher is defined as a professional who, in a pedagogically and morally accepted manner, imparts knowledge and learning experiences to stimulate, guide, direct, and facilitate learners in acquiring mastery of the skills being taught. The role of the teacher in national education is critical and inestimable. Therefore, teachers should be given priority in national budget allocations to education.

The government, as a major stakeholder in the education sector in Nigeria, needs to provide adequate funding for education at all levels. This can be achieved by allocating sufficient budgetary resources to education through well-developed policy guidelines and recommendations for funding.

The government should also explore new opportunities through collaboration and partnerships, working as a team to manage education in Nigeria.

The Role of Libraries in Education for Good Governance and Security in Nigeria

Libraries, as agents of change, are highly relevant to society in general and to educational systems in particular. The role of libraries at all levels of government cannot be overemphasized. School libraries—namely, primary and secondary school libraries, now commonly known as Media Resource Centres—serve both pupils and students, as well as their teachers, in teaching and learning. School media resource centres need to provide adequate non-book materials, such as graphics, slides, videos, microtexts, audio tapes, and records, in addition to conventional printed materials such as books, periodicals, and pamphlets. Ozioko (2003) observed that the school library (School Media Centre) is a vital instrument in the Federal Government's National Policy on Education, which mandates that every primary and secondary school must have a library. Mbakwe (2001) also stated that a good library or library media centre is crucial for the personal, intellectual, economic, and social development of students. It is important that students are taught to develop the skills and competencies necessary to locate information resources in libraries.

Recognizing the importance of libraries in schools, the Revised National Policy on Education (1981) re-emphasized the relevance of libraries, stating clearly that school libraries are among the most important educational services. Every state ministry of education is required to provide funds for the establishment of libraries in educational institutions and to train librarians and other staff for effective library service delivery.

Ozioko (2003) outlined several major roles of school libraries for effective teaching and learning, including accommodation, serving as an information centre, functioning as a teaching and learning laboratory, providing a place for sharing creative expression, and offering resources such as audio-tape recordings, flash cards, beginner books, and lab books, among others. Library Media Centres have a positive impact on teaching and learning.

As foundational educational institutions, library media centres need to be properly funded to support the provision of library services for students.

Alipan-Atata, Eyene, and Akpanya (2016) maintained that libraries, documentation centres, and other information centres have greatly impacted education through the development of information technologies, especially in learning and teaching in higher institutions. This transformation is changing the information-seeking behaviours and learning experiences of both teachers and learners.

Denga (2015), while discussing the role of libraries, maintained that the concept of educational transformation encompasses the growth and unfiltered progress of all aspects of education, including libraries—whether technological, aesthetic, industrial, commercial, or even political. The role of libraries is indispensable. It is further maintained that, among these spheres of educational transformation, the library is regarded as the oxygen of educational development. Denga further asserted that knowledge integration, which is the focal point of educational transformation in this context, is housed mainly in the library.

Akpan-Atata, Eyene, and Akpanya (2015) opined that, in order to transform education, Nigeria needs to enhance its library services and infrastructure and provide well-developed libraries at all levels. This will promote literacy and information/knowledge consciousness, as well as the desired knowledge acquisition, skills, and manpower necessary to foster national integration.

With the emergence of ICT since the beginning of the 19th century, ICT has become a vital and integral component of modern libraries. ICT-centred education has greatly enhanced the information and knowledge-seeking behaviour of teachers and learners. Educational ICT centres now utilize computers, online self-learning packages, interactive CDs, satellites, optical fibre technology, hardware, and software (Akpan-Atata, 2015). ICT-centred education has created opportunities

to revolutionize learning and teaching methods, expand accessibility to quality information and education, improve knowledge integration, and enhance information dissemination, among other benefits.

Mackemejima (2005), cited in Akpan-Atata, Eyene, and Akpanya (2015), stressed that ICT literacy, as an aspect of library user education in many institutions of higher learning in third world countries, including Nigeria, has transformed people's perspectives on other countries and enabled the adoption of strategies, policies, and programmes that have driven their transition from developing to developed economies for national transformation and development.

Education and libraries are vital components and instruments for national development. According to Wokocha (2013), education is too important to be left solely to the government or any single set of interests. It is suggested that the model of education policy design and governance requires the attention of all interested stakeholders. It is further reiterated that, for effective national development, good governance is required. Qualities of good governance should be internalized in policy, including the rule of law, guarantees of security and safety of life, elimination of corruption, and promotion of transparency in governance.

From the above observations, it can be inferred that there is a strong synergy between education and governance, as well as between governance and security. As noted by Ugwu (2015), education is vital for national development. No educational system can grow beyond the political system that makes policies regulating the educational system. A country that lacks good and quality leadership cannot have a sound educational system capable of contributing adequately to national development. Conversely, bad governance that does not encourage or promote sound education cannot produce the necessary manpower for effective teaching and learning, nor can it appreciate the relevance of skilled manpower in other areas of public service. Poor education produces graduates suitable only for jobs that are no longer needed in the present global economy.

The result of such education is increased unemployment, idleness, robbery, cultism, drug addiction, and other social vices, all of which contribute to insecurity in the country or society.

Impediments to Governance and Education in Curbing Insecurity in Nigeria

Good governance can lead to the production of sound education, which can positively impact the welfare of a nation's citizens. Conversely, bad governance encourages poor education, resulting in an unskilled labour force that is unqualified for the labour market, causing unemployment, social vices, and insecurity.

Nigeria has, over the years, witnessed leadership challenges among its political class. Wilson (2015) affirmed that in Nigeria, serving leaders and their followers establish private institutions and neglect public ones that are meant to serve the public interest. The government in Nigeria does not honour union agreements duly endorsed to improve university education; instead, it allows university unions to go on strike repeatedly before honouring such agreements, causing students to experience delayed graduation and hasty assessment upon course completion. This scenario does not encourage hard work, improved knowledge, or competence after graduation, resulting in the awarding of certificates that are not suitable for the employment market.

Although the National Policy on Education (FRN, 2004) has clearly articulated well-prepared goals for higher education, this policy lacks actual implementation.

The Federal Republic of Nigeria (FRN, 2004, p.36), through its national policy on education, enumerates the goals of higher education to include:

- To contribute to national development through high-level, relevant manpower training
- To develop and inculcate proper values for the survival of individuals and society
- To develop the intellectual capacity and capability of individuals to understand and appreciate local and global environments
- To acquire both physical and intellectual skills that will enable individuals to be self-reliant and useful members of society
- To promote and encourage scholarship and community service
- To forge and cement national unity
- To promote national and international understanding and integration

From the above, the Federal Government of Nigeria is expected, through its higher education sector, to pursue these goals to enhance national development. The adoption of ICTs into library programmes in higher education will greatly enhance knowledge integration for national transformation. All these can only be achieved through government efforts that encourage teaching, research, and public service. It must be noted that effective teaching, learning, and research for quality manpower development and other service delivery for national development depend largely on government policies and programmes, a favourable political atmosphere, and social security for any meaningful development to thrive. The reverse will result in insecurity.

CONCLUSION

Governance has been identified as a key instrument to direct other agents, especially education, in promoting the national development of any country. Governments at all levels, therefore, need to provide all the necessary facilities and resources required to develop the manpower needed for national development. Higher education, as a priority, requires government attention to promote sound education that is productive and

sustainable for the nation's citizens. Governance, education, and libraries are essential tools at the disposal of government to promote good governance, provide sound education that is productive, sustainable, and welfare-enhancing for citizens, and curb the excesses of insecurity caused by youth unemployment.

Recommendation

The following recommendations are made as measures for good governance to curb conflict, minimize insecurity, and promote national unity in Nigeria:

- Nigerians should elect leaders who are enlightened and visionary, with the potential and credibility to shape the present and future of the nation.
- Governance should adopt functional education across all levels, from primary to tertiary institutions.
- Funding of education should be a top priority at all levels of government.
- Government should encourage public and private participation in the funding of education.
- Governance should practice the following principles:
- Participatory leadership
- Rule of law
- Transparency
- Responsiveness
- Consensus orientation
- Equity and inclusiveness
- Effectiveness and efficiency
- Accountability
- Minimization of corruption
- Listening to the decisions or views of the minority
- Listening to the voices of the most vulnerable in society

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