Perception and Utilization of Indigenous Knowledge Books on Research Productivity Among LIS Lecturers in Kwara State

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KEYWORDS	ABSTRACT
Perception Utilization Indigenous Knowledge Books Research Productivity Lecturers	The study examined the perception and utilization of indigenous knowledge books on research productivity among LIS lecturers in kwara state. It adopted descriptive survey design and population for this study consists of all LIS lecturers in five selected University in Kwara State. The target population for this study is 57 lecturers in the department of library and information science. Hence, total enumerative sampling technique was adopted. Questionnaire was used as data collection instrument and percentages and mean are used in analyzing data. The study revealed that majority of the lecturers in kwara state have a positive perception of indigenous knowledge books with the option of it is important to improve research productivity. Also, it revealed that indigenous knowledge books are important to improve research productivity to a high extent. It further revealed that indigenous knowledge books promote users/researchers confidence and it brings together different materials on the same subject. Lastly, no up to date materials, poor library instruction are some of the major challenges LIS lecturers encounter while using indigenous knowledge books for their research productivity. The study concluded with recommendations such as University management should ensure that necessary facilities that enhance high level of utilization of indigenous knowledge books are adequately provided and Lecturers should be regularly informed of newly acquired Indigenous book.

1. Introduction

The importance of research in university cannot be overemphasized in a university environment as indigenous knowledge Books, like other vehicles of information and sources of entertainment, can change, influence, elevate, demean, exalt, or depress those who expose themselves to them. Indigenous knowledge books are typically acquired through subscription or outright purchases and may come in print or electronic formats (Bhat, 2020; Crawford et al. 2020; Verminski & Blanchat, 2017). Most university library users patronize databases that they believe are authoritative and provides information that is up-to-date, universal in scope, and accessible. Accessibility of indigenous knowledge book has also transformed what users read or use (Todorinova & Wilkinson, 2019) and these books are effortlessly disseminated as it can

be copied, printed, duplicated, manipulated, shared as well as disseminated amongst library users (Jan & Ganaie, 2018; Rubin, 2017).

Indigenous knowledge (IK) is the knowledge held by communities living in specific geographical and cultural settings. IK needs to be managed and preserved to avoid danger of it getting obsolete if suitable measures are not taken (Dlamini, 2017). Notably, much of IK is conserved in the recollections of seniors and the elderly. Therefore, it is progressively disappearing as a result of memory loss and death (Dlamini, 2017). Moreover, indigenous knowledge is mostly tacit and is driven in the experiential as well as native awareness of the community. It is usually exchanged through individual communication and illustration (Sihanya, 2016). IK is gradually disappearing in most countries because there are no tangible efforts to recognise or manage it (Lwoga, Ngulube & Stilwell, 2010).

Research plays an important role in facilitating the prosperity of a nation and the well-being of her people (Mueller, 2014). Through research, Universities and other higher institutions of learning make important contributions to the growth and development of vital sectors of a nation, thereby promoting national and global development. Ransome, (2013) described research as a process of rigorous, systematic, validating, verifiable, empirical, critical, analyzing and interpreting information to answer questions. It is a conscious effort to collect, verifies, and analyzes information.

Research productivity is a means by which researchers contribute new knowledge to the existing body of knowledge. This implies that researchers add and build on the previous knowledge of other researchers and by these; they have to think critically and analysed. Research productivity in Nigerian universities is worthy of focus as the quality and quantity of publications are a determining factor in performance evaluation of academic. However, quality of research productivity by academics in any university system depends largely on the quality and quantity of information resources at their disposal (Popoola, 2018). In a nutshell, research productivity often serves as a major role in attaining success in academic circle as it is related to promotion, tenure, salary etc, of an academic staff.

Okonedo (2015) is of the view that there is a direct correlation between utilization of library resources and research productivity of lecturers. He recommended that academic libraries in Nigeria should be equipped with both print and electronic resources in order to attract more users especially lecturers. Besides these, use of indigenous books in research has dramatically reduced the barriers and obstacles in research attributable to distance through the use of library resources and web portals such as 'MyNetResearch' (Anandarajan & Anandarajan, 2010). Indigenous knowledge books enable researchers to gather data from thousands of subjects at a low cost which gives researcher the ability to explore the effects of the minor procedural changes or to tease out interactions that might be missed in a smaller sample (American Psychological Association, 2016). It also provides members and institutions with support strategies through collaboration, resource sharing and custom consultations (Clement & Duinen, 2015).

Ashaver and Bem-Bura (2013) contend that perceptions arise from lecturers' lack of awareness on how to search for information materials and ignorance on information search and retrieval strategies. In addition, outdated materials in these libraries also have an impact on the negative perceptions that lecturers hold about libraries. Ashaver and Bem-Bura (2013) further state that lecturers get frustrated when they search for current materials on a topic and cannot lay their hands on it easily. Therefore, they resort to other means of information retrieval than the library which should serve them better and is free for all.

Statement of problems

Despite the value of indigenous knowledge book in research, the perception and utilization of these books in research is not up to the level expected. This problem is more peculiar to developing countries. For example, Borgman (2016) stated that, there is relatively little research on the use of indigenous knowledge book especially in determining how and whether these books would facilitate easy research productivity or enable access to new forms of knowledge. Similarly, Meyer and Dutton (2019) pointed out that there is relatively little knowledge and

awareness on the use of indigenous knowledge book in research and its impact on actual research practices and outcome.

However, studies (Kodua-Ntim & Fombad, 2020; Baayel & Asante, 2019; Ankrah & Atuase, 2018; Larson, 2017) demonstrate that irrespective of these efforts by librarians and library staff, these indigenous knowledge books are unacceptably underused as lecturers fail to utilize these resources fully. The disparity in the usage of indigenous knowledge books implies the existence of a challenge that needs to be addressed. This study, consequently, attempts to explore the perception and utilization of indigenous knowledge books on research productivity among LIS lecturers in Kwara State.

Objective of study

The main objective of the study is to investigate the perception and utilization of indigenous knowledge books on research productivity among LIS lecturers in Kwara State University, Malete. The specific objectives are to:

1.1. Examine the perception of LIS lecturers on the use of indigenous knowledge books on their research productivity in Kwara state;
2.1. Identify the usefulness of indigenous knowledge books by LIS lecturers on their research productivity in Kwara state;
3.1. Identify the challenges LIS lecturers encounter using indigenous knowledge books for their research productivity in Kwara State.

2. Literature Review

Research is a continue process, in which we search for truth or try to reach nearly the reality or the reality. Research highlights new problems, collects data or information about those problems draw conclusions and make recommendations. Researcher carefully investigates data, analyze data, explain data and verify the facts, research corrects the mistakes, research add and advance the knowledge. Knowledge gained through research is always objective and scientific. Research based knowledge is always logical, rational and based on experience. Pickton (2013), Research is a conscious effort to collect information, to verify the information and to analyze the information. Research is an organized effort to solve the complex and teasing problems.

According to Creswell (2016), Research Productivity includes research publications in professional journals and in conference proceedings, writing a book or chapter, gathering and analyzing original evidence, working with post-graduate students on dissertations and class projects, obtaining research grants, carrying out editorial duties, obtaining patents and licenses, writing of monographs, developing experimental designs, producing works of an artistic or creative nature, engaging in public debates and commentaries.

There is a relationship between use of indigenous knowledge books and academic productivity. Okonedo (2015) reported that there is a decline in lecturers' research productivity in South-West Nigeria. She examined research productivity among academic librarians and lecturers in selected Universities in South-west Nigeria. The study revealed that a total of 726 articles were published by 124 lecturers and academic librarians between the periods of five years (2009 – 2014). Tsafe, Basaka and Mohammed (2016) analyzed the research productivity of academics in sixteen (16) Universities in Northern Nigeria from 2000 – 2012. The study indicated that 165 academics produced 373 publications within the period under review. This is quite low.

Hadjinicola and Soteriou (2016) studied factors that promote research productivity of production and operations management (POM) groups of researchers in US business schools. The paper also investigated factors that affect research quality, as measured by the number of articles published per POM professor in journals, which have been recognized in the POM literature as an elite set. The results revealed that three factors increase both the research productivity and the quality of the articles published by professors of a POM group. These factors are (a) the presence of a POM research centre, (b) funding received from external sources for research purposes, and (c) better library facilities.

Paul, Vijayakaravan, Singh & Burman (2013) investigated research productivity of agricultural scientists in high performing and low performing institutes in India. The sample of the study comprised of randomly drawn two hundred agricultural scientists. The researchers developed a research productivity index to measure the research productivity of the agricultural scientists. The study among other things revealed that there is ample scope of enhancing research productivity among the scientists as the majority (63.5%) had low to very low level of productivity. The findings further indicated the crucial need for revisiting the system of career advancement for principal scientists and senior scientists as the t-test failed to produce significant value of productivity difference between the principal scientists and senior scientists.

Kobio (2016) reported that while research productivity in terms of articles in the rest of the world is increasing fast, the relative position of Africans countries as knowledge is decreasing gradually. Sub Saharan Africans contribute around 0.7% of world scientific output and this figure has decreased over the last 15-20 years. Kobio affirmed that except for South Africa lack of incentives to publish was also a problem. He lamented that most of the research conducted in African countries to gather dust in rooms in many universities and research institutions while many researchers are forced to seek publication in foreign journals.

Scholars have widely reported that the collection of indigenous knowledge book would ensure its preservation and thus enhance its eventual use (Mabawonku, 2012; Ranasinghe, 2018). A lot has been done to create access to indigenous book, for instance, there are many programmes that have been initiated at both national and international levels to create access to indigenous knowledge books (Magga, 2015). United Nation Education, Social and Cultural Organization (UNESCO) created the Local and Indigenous book in 2002 which works with knowledge holders to promote recognition of their expertise about local environment and reinforce their role in biodiversity governance, Magga reports. It also recognizes the importance of keeping indigenous book alive within local communities by reinforcing its transmission from elders to youth says another scholar.

Access to indigenous knowledge books have also been done and it is promoted by documenting it on databases and websites so as to also establish prior existence and deter fraudulent claims of intellectual property (Moahi, 2017). This, Moahi said it should be done in consultation with communities where responsibility of putting indigenous book in database is clearly articulated and access issues are taken into consideration and measures put in place to ensure proper use of the indigenous book. In fact, Kiggundu (2017) remarks that, indigenous book documented in digital form is easier to market for the benefit of communities and to prevent unauthorized and surreptitious exploitation. Establishment of networks of indigenous book centers within a country and internationally has been found useful as means of creating global access to indigenous book (Mabawonku, 2012; Msuya, 2017; Ranasinghe, 2018).

Ranasinghe (2018) reported that some libraries have catalogued palm leaf manuscripts of the indigenous knowledge book collection in their libraries noting that it is not sufficient enough as this merely shows the location and not the content of the manuscripts. Mabawonku recommends that at the national level, there should be depository laws guiding the deposit of projects and audiovisual recordings to local or state branches of the National Library of Nigeria. Zaid and Abioye (2019) notes that, Libraries usually provide a catalogue to their collection ultimately aimed at making the entire collection accessible and available to reference or loan in accordance with their mission and mandates. Also, all catalogued documents should be fully indexed to provide comprehensive and appropriate access to their content and subject reports.

Indigenous knowledge books face the critical challenge of scientific validation reports. These books practitioners are expected to provide documented evidence of the efficacy of their claims in academic journals. However, much of indigenous knowledge book is rooted in oral traditions (Mabawonku, 2012; Moahi, 2017; Msuya, 2017, etc.) and is not systematically documented in written form (Magga, 2015). Also, not all aspects of living traditions of indigenous book can be captured as artifacts using technology (Adam, 2017). Such a situation poses some challenges to the libraries that have traditionally been granting access to materials in a site-specific location (Okore, Ekere& Eke, 2019).

Burtis (2019) notes that, there is a discord between LIS professionals and indigenous peoples, remarking that indigenous knowledge book and traditional cultural expressions are represented in Library and archival collections, but often LIS professionals make no attempt to put them into a cultural context. "In support of intellectual freedom, we skilfully catalogue, digitize and display information so that the public can access it", though, a noble goal, Burtis (2019) however remarks that indigenous claims for greater protection of indigenous knowledge systems and cultural materials lie, albeit perhaps only superficially, at right-angle to some of the core objectives of libraries and other information services. Moreover, libraries are also facing competition with community structures such as tele-centers which are becoming important platforms for capturing, transferring and giving access to indigenous book (Okore, Ekere& Eke, 2019).

There is every need for adequate publicity for newly acquired materials which would keep lecturers informed and probably encourage their use of indigenous resources. This view agrees with Nelson (2013) who stressed the importance of publicizing and promoting newly acquired materials in the library. The impediments to library use by lecturers confirm the works of Ochogwu (2017). Aguolu & Aguolu (2012) who catalogued problems of library use to include lack of funds, facilities, inadequate staff and lack of proactive librarians. This assertion is true because information service delivery involves funds, good condition of service for personnel as well as qualified staff.

Tye and Chau (2015) reported that one of the benefits of utilization of library and information resources are increased efficiency in the research process at university. Kaminer (2013) claimed that the use of indigenous resources would enable scientists to be more productive in their research. He attributed this to the fact that, with information resources, access to information is faster, which invariably promotes efficiency in the research process and would definitely lead to an increase in research productivity. A review by Costa and Meadows (2000) showed that there is a positive association between the use of indigenous resources and research productivity among scholars. They carried out a survey to investigate the relationship between accessibility and use of library resources especially electronic resources and research productivity among social scientists in Brazil. It was found that the responses regarding the effect of electronic resources on research productivity confirmed the existence of a positive relationship (Costa & Meadows, 2013). Furthermore, the study revealed that research productivity of social scientists increases with accessibility and use of indigenous resources, as respondents (economists and sociologists) in the survey agreed that indigenous resources have a positive impact on research productivity.

Heterick (2012) used a survey to determine the perceived effect of information resources on research productivity in American universities and found a high degree of perception of the impact of information resources on research productivity among the respondents. In view of this, Heterick concluded that information resources are invaluable tools for research in America. A survey conducted with professors at the University of Idaho (UI), Moscow, by Jankowska (2014) in Russia on the impact of the use of indigenous resources on research showed that the vast majority of the respondents believed that library resources have brought about an increase in research productivity.

Badu and Markwei (2015) claimed that indigenous resources are versatile tools for scholarly research in African universities. Their survey indicated that 64.2% of academics at the University of Ghana were in agreement that indigenous resources impact positively on research productivity. When respondents were asked in the survey to rank the usefulness of indigenous resources in research, 69.4% of the respondents said they are "useful."

The organization of indigenous resources is central to the mission of libraries worldwide (Akparobore, 2017).   The need for organization is driven by the general explosion of knowledge and exponential growth in publication. Effective organization provides for effective use of the resources (Edoka, 2013) for researchers and indigenous users. It enables researchers find bibliographic information in their fields and makes the indigenous a clearing house for bibliographic information. It also promotes efficiency and user confidence in indigenous service. Organizing indigenous materials efficiently makes location of indigenous

materials easy and it also saves time and space. Other significance of indigenous knowledge resources for research productivity are:

2.1. Enhances easy and timely retrieval of materials in research: The organization of indigenous resources is basically for the easy retrieval of materials. It makes retrieval of indigenous resources not just easy but timely. The indigenous user or researcher must be assumed to be a busy person and his time must be saved. The arrangement of books according to the degree of mutual relationship of subjects would lead to save his time (library & Information Science Network, 2018). In addition, if within each subject, books are arranged by language and within language by their year of publication it would aid retrieval and save time.

2.2. Provides for effective use of resources by researchers: It is not enough that books and other indigenous materials are cared for properly, are well arranged and are never lost (Rice-Livy & Racene, 2017). They need to be properly organized so as to ensure that every book is used by users or researchers. The third law of library science prescribes "Every book its reader". Books need to be arranged so that every book finds a reader. The probability of getting a reader or readers of each material in the indigenous would be very high if the indigenous resources are effectively organized.

2.3. Brings together different materials on the same subject: Organizing of indigenous resources is most useful for bringing together books on the same subject. This facilitates their use (books) and is useful for effective retrieval of information for research.

3. Methodology

Descriptive survey design was adopted for this study because of its appropriateness to studies of this kind while the population consists of all LIS lecturers in five selected institutions in Kwara State (the total number of LIS lecturers in Kwara State University were 9, University of Ilorin 16, Al-Hikimah University 7, Kwara state Polytechnics 11 and federal polytechnics Offa 14). Hence, the target population for this study is 57 lecturers in the department of Library and information science in Kwara State. Hence, total enumerative sampling technique was adopted due to size of the population. Questionnaire was used as data collection instrument and percentages and mean were used in analyzing data for ease and simplicity to understand. Data was cleaned, coded and entered into the Statistical Package for Social Sciences (SPSS) version 20.

4. Research Results and Discussion

The total of 57 copies of questionnaires was distributed to the LIS lecturers in five selected institutions in Kwara State mentioned above, out of which 50 questionnaires were fully completed and retrieved, resulting in a response rate of 87.7%.

4.1. Demographic Information

Table 1
Demography of the Respondents

Gender	Frequency	Percentage
Male	43	86.0
Female	7	14.0
Total	**50**	**100.0**
Age		
21-30years	2	4.0
31-40years	7	14.0
41-50years	28	56.0
> 51years	13	26.0
Total	**50**	**100.0**

Qualification		
Bachelor Degree (BSc/BLIS/BLIT)	11	22.0
Post Graduate Diploma in Education	4	8.0
Masters Degree(MSc/MLIS/M.Phil)	13	26.0
Doctor of Philosophy (PhD)	22	44.0
Total	**50**	**100.0**
Years of Experience		
>3yrs	15	30.0
4-6yrs	8	16.0
7-8yrs	8	16.0
9-12yrs	6	12.0
13yrs above	13	26.0
Total	**50**	**100.0**

Table 1 shows that larger ratio of the respondent were male 43(86.0%) while the remaining 7(14.0%) were female. The table also shows the distribution of the respondents by their age. A total of 2(4.0%) of the respondent were between the age range of 21-30years, 7(14.0%) are of the age range of 31-40years. Furthermore, 28(56.0%) of the respondents are of the age range of 41-50years while 13(26.0%) of the respondents are of the age range of 51 and above. The table also shows the distribution of the respondents by their qualification. A total of 11(22.0%) of the respondents have Bachelor Degree (BSc/BLIS/BLIT), 4(8.0%) of the respondents have Post Graduate Diploma in Education, while 13(26.0%) of the respondent have Masters Degree(MSc/MLIS/M.Phil), furthermore 22(44.0%) of the respondent have Doctor of Philosophy (PhD). essentially, the largest percentage of the respondents for this study have Doctor of Philosophy (PhD) followed by Masters Degree(MSc/MLIS/M.Phil) and most of them are of the age range of 41-50years and 51 and above.

4.2.   Analysis of the Data on Research Questions and Interpretation

Research question one: what are perceptions of LIS lecturers on the use of indigenous knowledge books on their research productivity?

Table 2
The Perception of LIS Lecturers on the Use of Indigenous Knowledge Books on Their Research Productivity

Items	Agree	Undecided	Disagree	$\bar{x}$	S.D
Indigenous book is important to improve research productivity	44(88.0%)	6(12.0%)	-	2.50	1.11
Indigenous book adds no value to research productivity	12(24.0%)	8(16.0%)	30(60.0%)	2.44	1.03
Research productivity do not required indigenous book	17(34.0%)	-	33(66.0%)	2.42	1.05
I do not have to use indigenous book for my research activities	48(96.0%)	-	2(4.0%)	2.50	1.11
Indigenous book is meant for creating note for students	41(82.0%)	9(18.0%)	-	2.50	1.11

Key: A = Agree, U = Undecided, D = Disagree

Table 2 show the perception of LIS lecturers on the use of indigenous books on their research productivity, the following results were obtained by using percentage scores   indicated on

Table: majority of the respondents 44(88.0%) indicated that Indigenous book is important to improve research productivity and 48(96.0%) indicated they do not have to use indigenous book for my research activities, followed by 41(82.0%) do not have to use indigenous book for my research activities. This finding authenticates the finding of Hadjinicola and Soteriou (2016) studied factors that promote research productivity of production and operations management (POM) groups of researchers in US business schools. The paper also investigated factors that affect research quality, as measured by the number of articles published per POM professor in journals, which have been recognized in the POM literature as an elite set. The results revealed that three factors increase both the research productivity and the quality of the articles published by professors of a POM group and Mahajan (2016) explored the perception of researchers on the effect of accessibility and use of indigenous resources on productivity at the Punjab University, Chandigarh, India, across three academic disciplines: science, social science, and the humanities. It was found that most scientists (99%) agreed on the positive effect of indigenous resources on research productivity, whereas about half the social scientists (50%) disagreed, while all responses from researchers in humanities (100%) were negative.

Research question two: What are the usefulness of indigenous knowledge books to LIS lecturers on their research productivity?

Table 4
Usefulness of Indigenous Knowledge Books to LIS Lecturers on Their Research Productivity

Items	Agree	Undecided	Disagree	$\bar{x}$	S.D
It allow the control of information explosion for research	47(94.0%)	-	3(6.0%)	2.61	1.08
It provides effective use of resources by researchers	46(92.0%)	2(4.0%)	2(4.0%)	2.51	1.11
It promotes users/researchers confidence in the indigenous and library image	50(100.0%)	-	-	2.44	1.03
It brings together different materials on the same subject	50(100.0%)	-	-	2.42	1.05
It enhances orderly arrangement of books on shelves	38(76.0%)	7(14.0%)	5(10.0%)	2.50	1.11
It shows the relationship between subjects	43(86.0%)	4(8.0%)	3(6.0%)	2.50	1.11

Key: A = Agree, U = Undecided, D = Disagree

Table 4 show the usefulness of indigenous books to LIS lecturers on their research productivity, the following results were obtained by using percentage scores indicated on Table,S majority of respondent 50(100%) indicated Promotes users/researchers confidence in the indigenous and library image and Brings together different materials on the same subject, followed by allows for the control of information explosion for research 47(94.0%),and Provides for effective use of resources by researchers 46(92.0%). This study is in line with Badu and Markwei (2015) claimed that indigenous resources are versatile tools for scholarly research in African universities. Their survey indicated that 64.2% of academics at the University of Ghana were in agreement that indigenous resources impact positively on research productivity. When respondents were asked in the survey to rank the usefulness of indigenous resources in research, 69.4% of the respondents said they are "useful".

Research question three: What are the challenges LIS lecturers encounters in using indigenous knowledge books for their research productivity?

Table 5
The challenges LIS lecturers encounter in using indigenous knowledge books for their research productivity

Items	Agree	Undecided	Disagree	$\bar{x}$	S.D
Non-involvement of lecturers in book selection	37(74.0%)	-	13(26.0%)	2.42	1.05
Inadequate library staff	39(78.0%)	2(4.0%)	9(18.0%)	2.61	1.08
Unavailability of air conditioners	3(6.0%)	7(14.0%)	40(80.0%)	2.50	1.11
Unavailability automatic generator	36(72.0%)	4(8.0%)	10(20.0%)	2.44	1.03
Users not informed of new arrivals	43(86.0%)	7(14.0%)	-	2.42	1.05
Poor library instruction	47(94.0%)	3(6.0%)	-	2.44	1.03
No up to date materials	48(96.0%)	2(4.0%)	-	2.42	1.05
Not many journals	15(30.0%)	15(30.0%)	20(40.0%)	2.04	1.02

Key: A = Agree, U = Undecided, D = Disagree

Table 5 shows the challenges LIS lecturers encounter in using indigenous knowledge books for their research productivity, majority of the respondents 48(96.0%) revealed No up to date materials, followed by 47(94.0%) who indicated Poor library instruction, while 43(86.0%) indicated Users not informed of new arrivals, more so 43(86.0%) indicated Inadequate library staff and 37(74.0%) indicated Non-involvement of lecturers in book selection while majority of 40(80.0%) disagree with Unavailability of air conditioners. The barriers mentioned above are of little or no different from those identified by Aguolu and Aguolu (2012) who catalogued problems of library use to include lack of funds, facilities, inadequate staff and lack of proactive librarians. This assertion is true because indigenous books involve funds, good condition of service for personnel as well as qualified staff.

5. Conclusion

Based on the findings of this study, the following conclusions were drawn from the outcomes of the study. The study focus on the perception and utilization of indigenous knowledge books on research productivity among LIS lecturers in Kwara State, the study indicated Indigenous knowledge books are important to improve research productivity while the study further identified that it promotes users/researchers confidence in the indigenous and library image and brings together different materials on the same subject, more so the study concluded that no up to date materials, Poor library instruction, Users not informed of new arrivals, Inadequate library staff, Non-involvement of lecturers in book selection were the major challenges LIS lecturers encounter in using indigenous books.

Recommendations

The following recommendations are suggested based on the findings of the study:

5.1. University management should ensure that necessary facilities that enhance high level of utilization of Indigenous knowledge books are adequately provided.
5.2. Well qualified, experienced and adequate professional and para-professional library staff should be employed by the university.
5.3. Lecturers should be regularly informed of newly acquired Indigenous knowledge books. This could be done by sending list of currently received publications to each head of department.
5.4. Lecturers should equally be involved in the selection policy of Indigenous knowledge books for the library.

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