LIBRARY AND EDUCATION: ANY RELATIONSHIP IN THE INTERNET AGE?

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ABSTRACT
A library is as important to learners as education itself; and as such library has been an important aspect of any educational institution. However, the advent of Information and Communication Technologies (ICTs) has revolutionised every aspect of human endeavour including education. Notwithstanding, the paper establishes that the existing symbiotic relationship between library and education has not been obliterated by The Internet. This paper discusses the concept of education and library, levels of education and type of library. The paper reveals that Internet has not and will not obliterate the inseparable relationship between library and education; rather ICTs have enabled the libraries to automate, digitize; and place their resources on The Internet for global access by both the students, researchers, faculty and the teachers. The services of school library for primary and secondary education have been further enhanced by the Internet through remote locations of library resources and access any time, any place and anywhere by using any keyword searches. The academic libraries have also been reposition by the ICTs to support teaching, learning and research of the tertiary education by the provision of e-book e-journals and other online and databases. Public library is closely knit with the informal education, and it is able to serve this form of education better in the Internet Age. Poor funding of ICT infrastructures, frequent change of software and hardware, erratic power supply and insufficient bandwidth among others are the constraints faced by libraries in supporting education in the Internet Age. The paper recommends among others that library automation is a necessity and not an option, digitalization of library printed information resources is indispensable, adherence to international acceptance standard during automation and digitization to prevent problems of interoperability; adequate funding, and wide consultation before choosing software and hardware.

Keyword: Library, education, relationship, Internet Age

INTRODUCTION

Library and education are intertwined, and the inseparable relation has come a long way. According to InfoScience Today (2017), the inseparable relationship between the libraries and education started way back in the Byzantium or Constantinople (the ancient city of Thrace in modern Turkey's Istanbul that, the Greeks founded in the Seventh Century). Monks wrote

incessantly in scriptoriums (Rooms in monasteries earmarked for manuscript writing), to preserve and accumulate the results of their Hellenistic thoughts on what became large libraries that were solely devoted to the monks' education in spiritual advancement. It stated further that throughout the Europe's dark ages, most of the Greco-Roman classics were preserved by these monastery scriptoriums, reviving in its wake, the tradition of orthodox libraries and education models that, in turn, were instrumental in the progressive development of libraries and intellectual culture and learning that were inevitable with the vast resources at hand.

The 18th Century history, educational materials and Buddhist scriptures, stored in "Pitakataik" a library that founded by King Mindon Min during the pre-colonial era was one of the eight structures that were established in honour of naming Mandalay as his capital), further reinforced the destinies of libraries with education. Library and education thus became symbiotically and inexorably dependent on one another. Over the years, it has been observed that the library; education, literacy and national development always went hand in hand; and have influenced learner from the primary school level to the highest levels of education, beside the informal medium of adult literacy. Undoubtedly, libraries have been and will continue to be the centre of the academic excellence of all educational institutions because they provide all the relevant information resources necessary for sustaining teaching, learning, community service and research activity of these institutions. The academic health, intellectual vitality and effectiveness of educational institutions depend solely on libraries to the extent that if the libraries die, educational institutions will also perish(InfoScience Today, 2017).

According to Info Science Today (2017), the library represents a structure that houses a collection of services and resources and sometimes alludes to an alternative meaning of an aggregation of useful material, published, unpublished, or audiovisual content that serves common use, be it in the field of biology, mathematics statistics or computer science. They must have certified staff for interpretation of data and explain it to those who are researching on educational inputs, information or even recreational information. In other words, they are tools in learning at all levels and an agency for selection, collection of knowledge, preserving and disseminating it to those aspiring for it.

Education, on the other hand, represents a congregation of processes that enhances the positive values of a society, by imbibing knowledge, abilities and attitudes in a controlled environment like a school, leading to individual development and social competence arising from an amassing of experiences and observations. The interesting fact that comes out in this analogy is that, while the library plays the enviable part of the knowledge source and its dissemination and protects knowledge and its storage, education cannot exist on its own without a library support, and a library is redundant if it cannot pass on education(InfoScience Today, 2017).The emergence of information and communication technology has brought unprecedented changes and transformation to libraries and information services now being provided and not a threat to the inseparable relation between the library and the education.

In the olden days, libraries were considered as mere storehouse of knowledge, but these days

Information and Communication Technology(ICT) has helped to reshape the functions and services of libraries. The activities which had been hitherto carried out manually are being carried out most effectively and smoothly with the adoption and application of ICT. Thus, ICT rather than been a threat, has actually enabled the libraries to perform their core services like acquisition, technical processing, periodical subscription, and circulation activities, consortia building etc. in a way that library readers can get desired information and services effectively in shortest time and with less man power involvement. Traditional libraries are changing their roles and functions in accordance with the new trends in the society, and as such libraries arenow providing information through the computers and the Internet.

The modern libraries certainly cannot afford to be passive repository for books and other information carriers but must acquire and subscribe to large array of recorded knowledge in diverse formats and maintain such for easyexchange of knowledge and information for users at all levels of education beyond their geographical boundaries by using state- of -art technologies. Therefore, libraries are now upgrading their services by digitalising their resources for online use made possible by the adoption and application of ICT. These services are accessible to anyone, regardless of time or location, through digital communication devices. Libraries are playing significant role in providing a good education and knowledge of high quality because learners anywhere they may be in the world can access whatever knowledge and information they need by visiting libraries via the instrumentality of the Internet. As a result of remote access point made possible by the ICT, many students and researchers think that they are no longer using the library, this is an illusion. The mere fact that library resources could be accessed at home, hotel, lecture theater and any other places globally without visiting the physical library by the users does not imply that such information retrieved are not library resources. It is in light of this, that this paper justifies the relevance of library to education in the Internet Age.

Concepts

Library: A library is a system even in its traditional state, and as such it is made up of component units. The component units include among others the acquisition, cataloguing and classification, serial and circulation. The component units interact harmoniously toward the production of demandable goods and services. The systematic nature of the traditional library makes it relatively easy for software creator to wholesomely adopt the core units and name them modules. Thus, standard library software will have acquisition module, cataloguing module circulation module and other core units as modules that facilitate library automation and digitalisation. The digital library also called electronic library could graduate to virtual library by up-loading its e-resources to the Internet.

In the modern times, library is a gate way to online and internet resources with librarians and other trained personnel that guide the users on how to explore and exploit the wealth of information resources available within and beyond the four wall of the library. The modern libraries certainly cannot be passive repository for books and other printed materials. The opposite requirements of storing increasing collection in various forms and of maintaining easy

access to most part of it can only be balanced by deploying information and communication technologies. Libraries should upgrade their services by digitizing their resources for online use. These services should be accessible to anyone, regardless of time or location, through digital communication devices (Singh and Nazim, 2008)

Education: Education is a wide range of experiences, thoughts; laws etc. and as such its definition vary from person to person to reflect the multi-dimensional nature of the concept. Horn (2017) posited that education is a perennial process of adjustment is higher for the creatures that have evolved physically, mentally free and conscious of God as manifested in the environment, intellectual, emotional and willingness of humans. It is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy (Wikipedia contributors, 2017). It further stated that a right to education has been recognised by some governments, including at the global level: Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognise a universal right to education. In most regions, education is compulsory up to a certain age. Education can be classified broadly into two-formal and informal.

Formal education refers to a systematic, organised education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It is characterized by a contiguous education process named, as Sarramonaremarks, "presential education", which necessarily involves the teacher, the students and the institution (Dib, 1989). It corresponds to the education process normally adopted by primary and secondary schools, technical and vocational institutions, colleges of education, polytechnics and universities. Formal education institutions are administratively, physically and curricularly organised and require from students a minimum classroom attendance. There is a programme that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage.

Formal education is a hierarchically structured, chronologically graded education system, running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training (Nicol, 2016). Formal education also takes place in a structured environment whose explicit purpose is teaching students. Thus, formal education takes place in a school environment with classrooms of multiple students learning together with a trained,and certified teacher of the subject. Most school systems are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, organisational models, design of the physical learning spaces, student-teacher interactions, and methods of assessment, class size, educational activities, and others not stated.

Informal education is the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment – from family and neighbours, from work and play, from the market place, the library and the mass media. Informal education also called informal learning occurs in a variety of places, such as at home, work, and through daily interactions and shared relationships among members of society. For many learners, this includes language acquisition, cultural norms, and manners. Informal learning for young people is an ongoing process that also occurs in a variety of places, such as out of school time, in youth programmes at community centres and media labs.Informal learning usually takes place outside educational establishments, does not follow a specified curriculum and may originate accidentally, sporadically, in association with certain occasions, from changing practical requirements. It is not necessarily planned to be pedagogically conscious, systematic and according to subjects, but rather unconsciously incidental, holistically problem-related, and related to situation management and fitness for life. It is experienced directly in its natural function of everyday life and is often spontaneous.

The levels of formal education have a compatible marriage with the types of library while the informal education is not left out in the intimate relation. Consequently, types of library and levels of education are treated together one after the other under the relationship between library and education

Relationship between library and education

The library established to cater for primary and secondary school education is called a school library. School libraries are as important for children and youth as education itself. School libraries have been found to be tools for all round development of the pupils and students, be it intellectual, moral and social lives. The school libraries play a critical role in the educational institutions of primary and secondary schools because it is the hub of the teaching, and learning activities where students and teachers can explore the vast resources for their educational, personal and social development. It represents the unified programme involving the use of audio-visual, printed resources and tools necessary to satisfy the educational needs and recreational interests of pupils, students and their teachers.   According to Wikipedia contributors (2017), school libraries are distinct from public libraries because they serve as learner-oriented laboratories which support, extend, and individualized the school's curriculum. A school library serves as the centre and coordinating agency for all material used in the school. United Nation Educational Scientific and Cultural Organisation (2000) stated that the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school libraries are pivotal to developing 21st Century learners. They are places for learning and thinking, and play a key role in supporting and developing enjoyment of reading and multiple literacies(National Library of New Zealand, 2016). The importance of the school libraries cannot be overemphasized because it is a fundamental resource for supporting students' learning, and a key support for teaching staff. School library reflects and encourages collaborative learning and sharing of ideas. The libraries

provide access to materials in all formats. It helps increase students' interest in reading, viewing, and using information and ideas. School libraries help prepare students to live and learn in a world of information. School libraries are also vital because they help to develop information literate students who are responsible and ethical participants in society.

Information literate students are competent self-directed learners who are aware of their information needs and actively engage in the word of ideas. In addition, school libraries assist learners to display confidence in their ability to solve problems and know how to manage technology tools to access information and to communicate what they have learned (International Federation of Library Association, 2016). Moreover, it is described as a learned institution equipped with treasures of knowledge maintained, organised, and managed by trained personnel to educate the children, men and women continuously and assist in their self-improvement through an effective and prompt dissemination of information embodied in the resources. Obviously, all round development and holistic education of pupils and students of primary and secondary school would be practically impossible without a school library.

Primary education, also called elementary education, is for children in kindergarten through sixth grade. Primary education provides students with a basic understanding of various subjects as well as the skills they will use throughout their lives (Learn.org, 2017).It stated further that primary education institutions provide children with some of their first opportunities to meet people from different religions, races and socioeconomic statuses, as well as people with different disabilities. Therefore, elementary school teachers have a unique chance to teach children about tolerance and respect. Students are taught basic lifetime skills like reading, writing, spelling, interpersonal communication and concentration, according to the Tredyffrin/Easttown School District in Wayne, Pennsylvania. Primary education also refers to as elementary education is typically the first stage of compulsory education, coming between early childhood education and secondary education. According to Hollowell, (2017) posited that primary school education is most often referred to as elementary school or grade school and is usually composed of grades one through six. The main purpose of primary education is to give children a strong foundation in the basics of a general curriculum, with emphasis on reading and mathematics.

Secondary education typically takes place after six years of primary education and is followed by higher education, vocational education or employment. Secondary education covers two phases on the ISCED scale. Level 2 or junior secondary education is considered the second and final phase of basic education, and level 3 (Upper) secondary education is the stage before tertiary education. Every country aims to provide basic education, but the systems and terminology remain unique to them. In most countries it is compulsory for students between the ages 11 and 16. Compulsory education sometimes extends to age 19 (Wikipedia contributors, 2017). Secondary education is in most countries, the phase in the education continuum responsible for the development of the young during their adolescence, the most rapid phase of their physical, mental and emotional growth. It is at this very education level, particularly in its first cycle, where values and attitudes formed at primary school are more firmly ingrained alongside the acquisition of knowledge and skills. In Nigeria and many other countries, ssecondary school students must take certain core curriculum courses for a prescribed number of years or terms, as

determined by government. These generally include English Language, Mathematics and others not stated.

The library established to cater for tertiary institutions is called academic library. Adio (2012) postulated that library influenced students from primary school to the tertiary level not leaving out the informal education such as adult literacy. Academic libraries as those libraries that are mainly found in tertiary institutions, they are established to support learning, teaching and research processes. Academic libraries, according to Info Science Today (2017) cater specifically to the educational needs of a school, college or university where it is located, for the convenience of the students and teachers. However, in the case of a university, they will have more focus also on information related to research and projects. The academic library's trump card is that, notwithstanding the situation, it supports a powerful educational system, and this facet of its identity is often relegated to the realms of the ignored or the forgotten. The academic library has the utmost potential to develop into the best learner-centered facility among all campuses. The view is growing stronger that those who inherit the control of academic libraries must appreciate that, though the educational fabric of these institutions are inextricably tied to their parent institution, they are indeed self-contained educational establishments that can shape the educational destiny of students and even others who come into contact with them. In terms of educational benefits, the academic libraries are fully and comprehensively equipped to meet the varying demands of the students for their references and research on all subjects that form part of their curriculum.

As part of the education, it is the librarian and his assistants that disseminate the compilation of such knowledge after revitalizing it, to the young men and women who will be the leaders of tomorrow in diverse fields like, research. Academic library is an undisputed link and an aid in the learning curve which cannot be challenged; and instead, becomes the focal point that triggers forays into the multifarious areas of engineering, know-how and skill. The academic library stands as a permanent resolute pillar in promoting the process of culture and education in the tertiary institutions.

Makori and Mauti (2016) citingMakori, (2012)& Imo & Igbo, (2011) who observed that information and knowledge management systems and digital sources such as e-books, e-journals and social media have rapidly gained prominence in university libraries. Thehallmarks of great libraries include globalization of information, knowledge management systems, massive digitization, adoption of technological solutions, applications of emerging technologies and mobile computers devices. According to them modern learning resource centers in the universities provide conducive teaching and learning environments to the academic community – scholars, faculty, information professionals and students through appropriate informational sources and technological tools. They further stated that Kenyan university libraries are increasingly adopting and using digital technologies including Radio Frequency Identification (RFI) technology and electronic resource planning systems so as to provide one-stop access to information, knowledge, big data and e-content. In Nigeria, there is no tertiary institution that can pass accreditation for any of its department if it fails the section for the library. Undoubtedly, academic libraries are playing critical roles in the tertiary education.

Tertiary education**,** also referred to as third stage, third level**,** and post-secondary education**,** is the educational level following the completion of a school providing a secondary education. According to Wikipedia contributors (2017), theWorld Bank, for example, defines tertiary education as including universities as well as institutions that teach specific capacities of higher learning such as colleges, technical training institutes, community colleges, nursing schools, research laboratories, centers of excellence, and distance learning centers.

Learn.org (2017) posited that tertiary education, more commonly referred to as post-secondary education, refers to academic pursuit undertaken after high school. Undergraduate programmes include any post-secondary education that takes up to four years to complete, including certificates, diplomas, and associates and bachelor's degrees. Graduate programmes typically require prior completion of an undergraduate degree and include diploma, certificate, masters and doctoral degree programmes. Tertiary education programmes can also be found at vocational schools, community colleges, technical schools, professional schools, colleges and universities. According to Wikipedia contributors, (2017) vocational education and training beyond secondary education is known as further education in the United Kingdom, or continuing education in the States. Tertiary education generally culminates in the receipt of certificates, diplomas, or academic degrees.

The library that caters for the informal education is the public library. The public library also sometimes called a "people's university," plays the role of a nodal point in assimilating informal or formal information of local learning content and co-relating it to knowledge and information from global resources. Essentially, public library facilitates informal self-education of all people in the community.Public libraries, therefore, will wear the mantle of an important constituent in the future of the lifelong continuous learning process and education by donning their contemporary thinking cap on how to improve evolving tasks, demands and working environments(InfoScience Today, 2017).

Furthermore, it stated that public libraries now certainly play a more strategic part in establishing lifelong learning tools in a meaningful effort to become dynamic collaborators in the systems of education, particularly informal education. Several factors contribute to the library's efforts in this regard, including assimilation of information and the study of the best practices in bringing about change of networking, library design and the interaction on matters of mutual educational interests on both furthering especially, the work- related education. Their focus on using communication technology and networking in their efforts to reach out to the educational institutions is another feather in promoting a lifelong learning process

Library and the internet

Information and Communication Technology has allowed the integration of library activities and increases efficiency that enables users not only to have remote access to information but also to have around the clock access to support education at all levels. New technologies provide unlimited information from different sources and facilitate reformatting data from different sources. Libraries are shifting their roles from being the custodian of information resources to the provider of service oriented digital information resources. Thus, widespread use of computers, increased reliance on computer networks, and other library online databases have led to rapid

growth and explosion in the quality and quantity of information available on The Internet. Library consortia like Online Computer Library Center (OCLC) in Ohio United States of American and other digital and virtual libraries made their resources available on the internet for access globally. OCLC (2017) stated that OCLC is a nonprofit global library cooperative providing shared technology services, original research and community programmes so that libraries can better fuel learning, research and innovation. Through OCLC, member libraries cooperatively produce and maintain World Cat, the most comprehensive global network of data about library collections and services that is sufficient to promote education at all levels. Libraries gain efficiencies through OCLC's World-Share, a complete set of library management applications and services built on an open, cloud-based platform. Apart from the WorldCat there is many other databases- disciplineor multidiscipline of which only the institution like a library is at advantage to subscribe to them. For instance, there are Education Resource Information Center (ERIC), African Journals Online (AJOL), GENESIS, Global Health, IEEEXplore and PsycINFO among other online databases that support education which an individual may not be able to subscribe because of the huge cost of subscription.

Constraints to ICTs' adoption, application and use

In spite of the desirability of libraries to adopt and applyInformation and Communication Technologies (ICTs) to perform their services because of enormous advantages inherent in using them, there are constraints confronting the libraries. The constraints to successful adoption and application of ICTs for library operations, resources, and services to enhance education at all levels are suitability of software and hardware, bibliographic standard (interoperability) and insufficient training. Other challenges according to Khan (2016) in using ICT in libraries are:

- Poor funding of ICT infrastructures;

- Constant change of software and hardware;

- Erratic power supply;

- Insufficient bandwidth;

- Lack of technical IT knowledge by library staff;and

- Copyright and intellectual property rights management.

CONCLUSION

Internet has not and will not obliterate the inseparable relationship between library and education, rather ICTs have enabled the libraries to automate, digitize; and place their resources on the internet for global access by both the students, researchers, faculty and the teachers. The services of school library for primary and secondary education have been further enhanced by

the internet through remote locations of library resources and access at any time, any place and anywhere by using any keyword and other search methods. The academic libraries that support the tertiary education have been reposition by the ICTs to support teaching, learning and research by the provision of e-book e-journals and other online databases. Public library is also closely knit with the informal education, and it is able to serve this level of education better in the Internet Age. Students, teachers, researchers and faculty using the Internet are in fact using the libraries because libraries have their shares in the wealth of information resources on The Internet.

RECOMMENDATIONS

The following recommendations are premised on the fact that traditional library resources (printed) and service delivery was grossly inadequate, inaccurate and inappropriate to sustain the inseparable relationship between library and education in the Internet Age.

1. Library automation is a necessity and not an option.
2. Digitalisation of library printed information resources is indispensable.
3. Adherence to international acceptance standard during automation and digitization to prevent problems of interoperability. Interoperability is ability of digital components and services to be functionally and logically interchangeable by virtue of their having been implemented in accordance with a set of well-defined publicly known interfaces.
4. Up-loading of digital resources into The Internet for global access is a must as well as subscription to online databases.
5. Adequate funding must be a priority by the parent institutions. Library automation and digitalisation as well as online subscriptions are capital intensive.
6. Wide bandwidth to forestall network problems and alternative power supply to ensure uninterrupted power supply are critical to full utilisation of The Internet.
7. Training and retraining are necessary for librarians and other library personnel to catch up with evolving and new technologies and to prevent technology obsolescence.

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