A STUDY OF HUMAN AND MATERIAL RESOURCES FOR THE EDUCATION OF ARCHIVISTS IN NIGERIAN UNIVERSITIES

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FACULTY OF EDUCATION
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ZARIA

DECEMBER, 2001

DECLARATION

I Ikeagwuani Victoria Njideka, declare that this thesis titled" **A study of Human and Material resources for the Education of Archivists in Nigerian Universities**, submitted for the award of Master degree is a record of my own research work. It has not been presented in any previous application for the award of any degree. All citations and sources of information were specifically acknowledged by means of references.

.....
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Dec 31 2007
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Date

CERTIFICATION

This Thesis entitled **A study of Human and Material Resources for the Education of Archivists in Nigerian Universities,** By Ikeagwuani, Victoria Njideka meets the regulations governing the award of degree of Master of Library Science, of Ahmadu Bello University and approved for its contribution to knowledge and literary presentation.

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DEDICATION

TO GOD

BE THE GLORY

ACKNOWLEDGEMENT

For having arrived at the stage of the thesis Production, it is worthy that honour and appreciation should be given to whom they are due

In the first case, I am honouring and given special praise to the Almighty God for keeping me alive today to see the completion of this study.

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TABLE OF CONTENTS

Title Page i

Declaration ii

Certification iii

Dedication iv

Acknowledgment v

Table of Content viii

List of Table xi

Abstract xii

CHAPTER ONE: INTRODUCTION

1.1 Background To Study 1

1.2 Statement of the Problem 4

1.3 Research Question 6

1.4 Objectives of the Study 7

1.5 Significance of the Study 7

1.6 Scope and Limitation of the Study 8

1.7 Definitions of Terms 9

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction 11

2.2 Archives, Archivists and their Function 11

2.3 Type of Archival Personnel 14

2.4 Education: Aims, Objectives and Functions....14
2.5 Growth of Archival education in Africa....16
2.6 Human Resources and Development....18
2.7 Problems of Archival Education of Archivist in Universities....22
2.8 Human Resources For the Education of Archivist in Universities....24
2.9 Material Resources for the Education of Archivist in Universities....25
2.10 Summary of the Literature Review....30
Reference....31

CHAPTER THREE: METHODOLOGY

3.1 Introduction....33
3.2 Research Method Adopted....33
3.3 Population of the Study....34
3.4 Sample Size....34
3.5 Instruments for Data Collection....35
3.6 Pilot Study....36
3.7 Procedure for Collecting Data....37
3.8 Procedure for Data Analysis....38
Reference....39

CHAPTER FOUR: ANALYSIS OF DATA AND INTERPRETATION OF FINDINGS

4.1 Introduction 40

4.2 Numbers of Lecturers involved 40

4.3 Available Material resources 44

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary of the Finding 52

5.2 Conclusion 56

5.3 Recommendations 58

Bibliography 61

Appendix I 64

Appendix II 68

LIST OF TABLES

TABLE		PAGE
1	Guglielimino Hierarchy of Management Skill	19
2	Distribution of Lecturers involved in the Education of the Archivists by Qualification	41
3	Distribution of Lecturers Teaching Archival Courses by Area of Specialization	41
4	Distribution of Lecturers Teaching by Universities	42
5	Distribution of Lecturers Teaching Archives by Year of Experience	43
6	Lecturers Ranking of the Materials Necessary for the Education of the Archivists	45
7	Lecturers Ranking of the Archival Courses being Taught in their Departments	48
8	Lectures Responses on the Level of Archivists to Educate in Nigeria University	49
9	Lecturers Responses on the difficulties they encounters in the Teaching of Archival Courses in Nigerian Universities	50
10	Lecturers Responses on the Remedies to the difficulties they encounter in the Teaching of Archive Courses in Nigerian Universities	51

ABSTRACT

In this research work, the human and material resources for the education of the archivists in Nigerian Universities were studied, using Ahmadu Bello University, Zaria, Bayero University Kano, University of Ibadan and Nnamdi Azikiwe University, Awka, as the reference points.

The research design adopted was the survey methods. Personal on the spot observations, oral interview and questionnaires were employed as instruments for data collection. The research data were analysed using descriptive statistical method.

The results showed that out of a total of six lecturers teaching archives courses in the four Universities reviewed only four of them were fully qualified, as archivist lecturers. With the exception of the University of Ibadan which has a well developed archives unit , the material resources in other three Universities were found to be inadequate for educating archivists. Recommendations were made for remedying the situations.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

1.1.1 The History of Archive

The idea and techniques of keeping archives were inherited from the Roman Catholic Church and perfected in the evolving national state of Western and Central Europe (New Encyclopedia Britannica, 1997). For instance, in 1543, the central archives of Simancas, Spain was established, while the archives of the dynasty and court was set up in Vienna, Austria in 1749.

Again, France was the first nation to conceive and execute the idea of concentrating the care of government archives in the hand of service agency. During the French Revolution the National archives of Paris became the depository for the records of the central government, while the subordinate archival agencies in the provinces were made responsible for the records of the intermediate levels of government and charged with the supervision over the archive of Municipal and other local authorities (New Encyclopedia Britannica, 1997).

Most nations of Western and Central Europe and of Latin America followed the French examples and established networks of archival agencies, geared to the administrative structure of the country. After the 1st world war, Russia and other countries of Eastern Europe made

remarkable progress in establishing Nation wide archival systems (Fowler and Fowler, 1995).

1.1.2 The State of Nigerian Records Keeping, Preservation and Effects

Unlike Library and information science which now exist in diploma, undergraduate and post graduate levels of training in African countries, the education of archivists has been very slow to develop (Afolabi 1985).

From the colonial era to the present day Nigeria, a lot of records, in the Form of documents and publications had been produced from government, business, in various academic and research institutes, in the private business sectors and in the family circle. On close observation, one could easily notice that these records are usually dumped in unkept rooms and corners in such a way that the records consultation and utiliztion are usually difficult and sometimes impossible. Many a times some useful records are lost through carelessness, theft or fire outbreak. A good example is the burning of the records in the Federal defence ministry in 1992.

Considering the valuable records so far lost through fire outbreak and other means, as well as carefree attitude of handling records in Nigeria one begins to wonder whether archivist are trained in Nigeria and if they are being trained, are they well equipped to undertake their rightful position and task in the national development. It is also unknown if the

Universities have adequate material resources to undertake the training of the archivists so that they will have enough practical knowledge.

The history of European countries shows that the effective keeping and careful preservation of records in the public, private and government sectors is relevant to social political, historical economical technological and education development of the nation. This means that any nation that paid little or no attention to keeping and security of her records will continue to suffer catastrophes and will take a longer time to develop. This is true when it is remembered that some business organizations in Nigeria have folded up because they had lost all their valuable records through fire or other agents and some individuals have been so frustrated because they had failed to find their birth certificates, graduation certificates tax receipts etc, as was the case of Nigeria Biafra war.

Again, the catastrophes of the fire out break in Nigerian Defence Headquarters of 1992 and the burning of NITEL and cocoa house Ibadan are still fresh in our minds. In these incidence, all the valuable records are burnt down to ashes. The lost of records in the Nigerian Defence Headquarters caused untold hardship to the individuals and organizations dealing with Nigerian government. This is a big set back to Nigerian technological and historical development.

Again, on 14th September, 2000, one of Nigerian Dailies reported that it would be very difficult to re- integrate the Easterners who were in Nigerian Army before the Biafra war because the records bearing their

names were burnt at Nigerian Defence Headquarters in 1992. This is the result of records insecurity and it is now a set back to national, social and political development.

Furthermore, observations have shown that many arms of Nigerian government still go on with manual filling systems without paying any attention to records keeping and preservation. In some offices the irregular nature of filling makes it very difficult to retrieve any needed document after a lot of time had been wasted. Sometimes, these documents deteriorate due to wrong preservation method. Even where computers are used the diskette and printed materials deteriorate due to poor preservation.

The above short comings delays decision making, waste valuable time, lead to frustration and slow down the overall national development. The above situations keeps one wondering whether there are archivists in Nigeria to take care of the nations valuable records. If the archivists exist, one goes on to wonder whether the training they had received is up to the recommended standard. So far, information is scarce on the education of archivists in Nigerian universities.

1.2 STATEMENT OF THE PROBLEM

The human and material resources are very important in the education of the archivist. At present, there are acute shortage of competent staff to teach archival course in English-speaking West African

countries and in Europe (Enwere, 1989). In some institutions where the lectures exist, many of them don't possess master of Archival studies and record management or Doctor of Philosophy in archival studies with specialization in the area of either archival administration and records management or preservation and conservation or Records management (Cook, 1982).

The extent to which these problems affect the education of archivist in Nigerian Universities is neither known nor documented.

The lecturers that will educate the archivists must also have wide experience in the Field of archives. (Cook 1980). Observations have shown that archivists trained by inexperience lectures find it difficult to practice their profession and may a times take to other professions later.

Furthermore, Obi (1974) and Cook (1982) reported that the material resources for the education of archivists include useful textbooks, journals, audio-visual, auditorium, laboratory, archives, lecturers offices, classroom and departmental offices.

According to Alegbeleye (1980) one of the problems that hinders the effective teaching and leaving of archives studies is lack of suitable material resources like textbooks and journals for lecturers and students in the field of archives. This problem hinders the effective education of the archivists and keeps the lecturers and students out of touch with the current idea and practices.

Alegbleye (1980) also maintained that in many countries that educate students on archives, their poor economic circumstances and the cultural traditions prevent them from acquiring the useful current material resources.

So far it is not certain if there are useful material resources in the Nigerian Universities to meet the teaching and practical needs of the archivist, as well as qualified and experienced lecturers who will impact the necessary knowledge to students.

It is in search of answers to the above unknown that this research work was undertaken to determine and assess the human and material resources for the education of archivists in Nigerian Universities.

1.3 RESEARCH QUESTIONS:

1. How many lecturers are involved in the education of archivists in Nigerian universities?.
2. What are the available material resources for the education of the archivists in Nigerian universities?.
3. Which archival courses are being taught in the Nigerian universities?.
4. What difficulties are encountered by the lecturers in teaching archival courses in Nigerian universities?.

5. What are the remedies to the difficulties encountered by the lecturers in the teaching of archival courses in Nigerian universities?.

1.4 OBJECTIVES OF THE STUDY:

This study is being undertaken to achieve the following objectives:

1. To identify the number of lecturers involved in the education of archivist in Nigerian universities.
2. To determine the available material resources for the education of the archivists in Nigerian universities.
3. To determine the archival courses being taught in Nigerian universities.
4. To identify the difficulties being encountered by lecturers in the teaching of archival courses in Nigerian universities.
5. To determine the likely solutions to the difficulties encountered by the lecturers in the teaching of archival courses in Nigerian Universities.

1.5 SIGNIFICANCE OF THE STUDY.

This study is significant for the following reasons:

Firstly, the identification of the existing human and material resources for educating archivists in Nigerian universities will give a good insight into the ability of the university to educate the archivists who will

carry out their duties in various sectors or undertake research investigations that will benefit the society at large. This information will likely lead to co- operation among the universities in areas of publication exchange, collaborative research, use of library resources and lease of lecturers, if need be.

Secondly, the knowledge of the difficulties encountered by the lecturers in the teaching of archival courses in universities will enable lecturers and management of the institutions to find lasting solutions to the problems if they will adopt some of the recommendations made here. Solving of the problems will help to progress the course of archivists and develop the nation faster.

Thirdly, the realization of the contributions of archivists in Nigerian development will encourage the archivists, especially those in training, to be very proud of their profession and work hard to justify the confidence reposed on them. This attitude will equally provide enough archivists that may decide to go into private practice, as is the case in developed nations.

Finally, the results of this work will be a useful contribution to the scanty literature on the education of archivists in Nigerian universities.

1.6 SCOPE AND LIMITATION OF THE STUDY:

This study survey the human and material resources for the education of archivists in the Ahmadu Bello University-Zaria, University of Ibadan, Bayero university-Kano and Nnamdi Azikiwe University- Awka.

The study was limited to the human and material resources available as of the year 2000 when it was conducted.

1.7 OPERATIONAL DEFINITION OF TERMS

Below are the definition of key terms as used within the context of this study.

Human Resources - Lecturers teaching archive courses in Nigerian Universities

Material Resources - Information sources for teaching such as books, journals, conference papers, non-book materials archives and laboratory equipment for teaching, learning and research in archives, plus such equipments as are used for teaching archives courses.

Education - The process of transmitting knowledge, skills, habits, values or attributes.

Archivist - A person who is in charge and maintenance of archives

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION:

The purpose of this chapter is to review the literature related to this subject of study. This chapter is presented under the following headings: Introduction, Archives, Archivists and their functions, Types of Archival personnel, Education: Aims, Objectives and Functions, Growth of Archival Education in Africa, Human Resources and Archivists Education, Human Resource Development, Problems of Archival Education, Human Resources for the Education of Archivists in Universities, Material Resources for the Education of Archivists in universities and Summary.

2.2 ARCHIVES, ARCHIVISTS AND THEIR FUNCTIONS:

The word Archive is derive from the Greek word ARCHEION, meaning "Office Building" According to New Encyclopedia Britannica (1997) an archive is a repository for an organized body of records of interest, produced or received by a public, semi- public, institutions, government, a firm, family or business entity in the transaction of its affairs.

Archival materials may be written or printed papers, as well as pictures, photographs, films, books, maps, record sound and other documentary materials being preserved due to their enduring value.

Categorically, we have public archives (for keeping government records), institutions archives, business archives, family and personal archives. From the 20th century upwards, photographic records, motion pictures, sound recordings, computers kept records and microscopy or microfiles became part of archival materials (Britannica, 1997).

Archives equally care for the documents of incorporation, certificate of ownership, deeds, major contracts, property, plans, reports of stock holders, minutes of meetings, original court evidence, financial statement and business records.

Records are preserved so that they can be reproduced into more copies, secured against warfare, protected from deterioration or damage, for international exchange programmes and easy consultation.

Archives perpetuate the memory of the activities and the rights of their creator and equally help him to maintain these rights and planning his future actions. They also provide information on the political, economical and cultural developments of the past to the modern schools.

Just as the name implies, an Archivists is a person who maintains and is responsible for the Archives. (Fowler & Fowler, 1995). The main function of the archivists is to identify the materials that can be of reference, administrative and historical value for preservation and use. The process of determining the significance of records and manuscripts is termed APPRAISAL. This is the most critical process in the management of archival records because the usefulness of any record to user depends

on its significance (Cook, 1986). When appraising records for retention or rejection, the archivists acts as an agent for future generations. The wisdom, intelligence and impartiality he applies in retaining the useful records or in rejecting the less useful ones measures his professionalism. In appraising the large quantity of records, the archivist considers their age, volume and form, as well as the functional evidential research and informational values of the records.

According to Afolabi (1991), before appraising any record for archives, the archivist must:

i. Understand the past, the present and develop a perspective for the future and analyze the documents relating to an organization or to an individual which will be of reference, research and historical value deserved to be preserved.

ii. Understand the entire organization he serves, members of the organization or institute, how he organization relates to other organizations.

iii. Know the collections that relate to the activities, characteristics and attributes of the records being handled. He should equally have a knowledge of segregation and selection of records and should be able to consider the reference, administrative, research and historical values of the materials being handled.

2.3 TYPES OF ARCHIVAL PERSONNEL:

The first category of the archival personnel are the specialized archivists, who are further grouped into professional and sub- professional archivists. The later archivists carry out routine or supportive duties.

The second group is the technical archivists, who are responsible for the conservation, restoration and photographic reproduction. They usually combine technical ability in their field with specific knowledge of the archival field.

The third group is the administrative archivists who carry out the administrative and financial management of the archival agency. Since the professional archivists should have the knowledge of the rudiments of administrative and budgeting, the above archival groupings are not mutually exclusive.

2.4 EDUCATION: AIMS, OBJECTIVES AND FUNCTIONS:

Education is the process by which individuals acquire knowledge, skills, habits, values or attributes (world Encyclopedia, 1974). It can also be defined as a conscious and planned transmission of experience from one generation to another (Chamber's Encyclopedia, 1968). The anthropologists believed that since man first appeared in Africa, education started in Africa.

The aim of education is to produce intelligent, responsible, and well informed citizens who can take active interest in the world around them

and live a more satisfying life. (World Encyclopedia, 1974). In addition, education helps to grant an individual the freedom to conduct his life activities in his own way and make the best out of life (Nunn, 1920). It equally helps man to maintain sound life and perpetuate himself.

According to world Book Encyclopedia, 1974, the educational objectives are:

1. To help an individual to develop the locomotive muscles, so that he can speak, write, etc.
2. To increase ones knowledge and intellectual skills and ability, so that one can think and reason effectively.
3. To help one to develop the effective faculties which deals with feelings, values and appreciation and
4. It helps an individual to develop moral and spiritual values, healthy attitudes and emotions.

   Among the functions of education are:

   a. It helps an individual to acquire necessary skills for carrying out daily activities that will make life more enjoyable and interesting.
   b. It encourages one to specialize for a specific job career e.g. archivist.
   c. It increases one's knowledge and understanding of the world outlook.

d. It helps one to adjust easily to the changes being encountered in everyday living.

2.5 GROWTH OF ARCHIVAL EDUCATION IN AFRICA:

Unlike Library and Information Science, which now exist in diploma, undergraduate and post graduate levels of training in Africa countries, the education of archivists has been very slow to develop even in those countries where it exist, it is a programme of few courses taught as an integral part of a Library and Information Science programme. In Africa, all the archival courses are taught in the department of Library and Information Science, unlike in the United Kingdom where all archival courses are based on History Department.

The Kenyan Polytechnics and the Tanzanian school of Library, Archival and Documentation studies, conduct archival education at Diploma level. Again, in Kenya and Tanzania, students combine courses in archives with those in Library and Information Science Technology.

In Kenya, Diploma programme provides support services to professional archivists in Kenya National Archives and serve other institutions and organizations that need trained archivists. Furthermore, in Kenya polytechnics, the faculty of information science students graduate with a specialization in archives and records management in three years of study.

In Africa, archival education developed through two phases. Before this development, West African archivists were trained in Europe and North America. The course contents for this training did not suit the West African archivists. This led to the decline in the number of candidates interested in archival education.

In an attempt to overcome this problem, the regional training centers were established in Senegal in 1971 and later in Ghana in 1975. This marked the first archival developmental phase.

Under the second phase, archives administrative courses were introduced in the Department of library studies of the university of Ibadan in 1976. The objective was to train students with the knowledge of archives so that they can establish archives in institutions and libraries.

In October, 1995 the University of Ibadan started the Master degree programme in Archives studies and Records Management (MAS) in the Department of Library, Archival and Information Studies. The objective of this study is to train senior personnel in the Field of Archival administration. According to the University of Ibadan, Department of Library Archival and Information studies prospectus (1995) the (MAS) program is designed to graduate who wish to enter archival administration and records management at the full professional level and also prepare themselves for research in archival studies. It also accommodates the graduates who already posses a recognized professional qualification in

any of the information professions and wish to widen their interest in the area of archival studies or records management and conservation.

Currently, the M.A.S programme last a minimum of three and a maximum of six semesters of fulltime study and a minimum of six semester and not more than twelve semesters of part-time study.

Among the archival courses being offered are Oral-archives (ASE 702), use of archives (ASE 721) management of special types of Archives (ASE 723) Conservation of Information Materials (ASE 724) Legislative and Administrative archives (ASE 725) etc.

The Department of Library Archival and Information Studies Ibadan, has pioneered the teaching of conservation and preservation of Library, archival and information materials in Nigeria. This new programme is to consolidate its hold and to produce trained professionals for work in government ministries and parastatals, the private sector and other institutions and organization where the services of records managers and archivists are required.

2.6 HUMAN RESOURCES AND ARCHIVISTS EDUCATION:

2.6.1. Human Resource Development.

In all aspects of national development, human resources development is vital since the wealth of every country is based upon its power to develop and effectively utilize the innate capacities of its people (Haribision and Myers, 1965). Thus, the economic development is

ultimately the result of skilled human efforts. It is this skilled human agent like the archivists that can discover and exploit natural resources to mobilize capital to develop technology. In the management of information system, human resources development is very important because they are responsible for the design and evaluation of the effectiveness of an information system and services and selection of appropriate information scientists (Ojiambo, 1992).

The effective management of information requires some degree of human skills conceptual skills, and technical skills that will help the archivists to achieve the desired goals. According to Guglielimino (1992) investigation archivist – management required 42% human skill, 31% conceptual skill and 27% technical skills.

Table 1: GUGLIELIMINO HIERACHY OF MANAGEMENT SKILL

TYPES OF SKILL NEEDED

Conceptual	Human	Technical
47	35	18
81	42	27
18	34	47

Going further, Guglielimino listed the human skills, conceptual skills and technical skills as shown.

HUMAN SKILLS:

1. Writing and speaking effectively.
2. Handling grievances and disturbances.
3. Leading and motivating others.
4. Negotiating.
5. Controlling change.
6. Analysing ones attitudes, values and needs.
7. Learning in a self directed way.

CONCEPTUAL SKILLS:

1. Making decisions under certain conditions.
2. Identifying opportunities and innovating for the good of the whole organization.
3. Understanding and Monitoring the business environment in legal, political, economic and competitive aspects.
4. Structuring the organization.
5. Thinking of an entrepreneur.

TECHNICAL SKILLS:

1. Writing a computer programme.
2. Searching for information.
3. Preparing a cost – benefit analysis.
4. Understanding a balance sheet.

5. Using zero – based budget.

6. Planning a career for oneself, managing ones time.

In adding to the above skills, Simpson (1990) maintained that the archivist must also posses a good knowledge of administration which will keep him to apply the acquired knowledge to the management and administration of the records of any organization that employs him. Administrative principles will also help the archivist to rationalize the records keeping practice of his establishment or institution and get the management to be interested in the principles and practices of archive administration.

In his own contribution, Martin (1991) stated that in every archive, the number of archivists to be employed must depend on the volume of the records to be managed, available modern technologies not withstanding. He maintained that unduly marching of record volume with archivists number reduces productivity on the value of the archivists.

Commenting on the value of "ON THE JOB TRAINING" Gustin (1992) revealed that the employment of competent archivists and training of those with low out put had resulted in increased efficiency, productivity, profit and better archivists/ archive users relationship. Penny, (1990) also stated that when the archivists are trained to do their work well, and quickly, they are motivated because the satisfaction they derive in doing their job well is rewarding and brings a sense of realization and actualization.

The method used for the training and re-training of archivists is important and it helps the establishment to achieve her objectives. The study of Barbarah (1992), Ira and Grail (1992) and Scott (1992) dealt extensively on the best methods of training currently in use. While Barbarah (1992) suggested the use of "job instruction training" for newly employed staff, Scott (1992) advocated the use of video types for training instead of using seminars and handouts.

Re- training or continuing education helps the professional archivists to learn new technology and development. It also helps the technical archivists to offer better services to researchers.

2.7 PROBLEMS OF ARCHIVAL EDUCATION:

Thurston (1994) observed that lack of adequate education has placed archivists throughout many parts of Africa in a difficult, if not impossible situation. Many a times records management is seen as a component of Archive Administration which is taught in order to enable the archivists to select records that will be of value to historians for permanent preservations

Thurston (1994) maintained that this approach does not help the archivists to understand the real value of records management to their government or how the records can be created. Again, the fact that records management is taught alongside subjects units on Archive Administration makes it very difficult for archivists to see the relationship

between the procedures and practices required to maintain, control records when they are in current use, semi- current. Thurston maintained that the teaching in records management is so theoretical that archivists do not gain real skill or practical experience in the creation of effective records keeping structure or in the appraisal of the retention value of records.

Again, Enwere (1989) observed that there were acute shortage of competent staff to teach archival courses in English – speaking West African countries. He however, added that even in Europe where some archivists have second degrees, it is extremely difficult to get archivists to learn their jobs and take to teaching.

In Thurston's opinion, this situation makes government to see archives as having no practical relevance of their operations and as a result, the archives are under funded. Thus, those national archives which contribute meaningfully to records management in the creating agencies tend to have a highest profile in government. Thurston maintained that where national archive staff do not have adequate records management skills, the archives can easily become a forgotten corner of the administrative structure of the government, even if professionals do begin to gain the skills required to make a greater contribution, the poor level of resourcing makes it difficult for them to demonstrate their contribution to government operations.

In conclusion, Enwere (1989) stated that the internal problems which confront archival institutions every where are that archives in most English – speaking West Africa are yet to win the battle of acceptance by a predominantly illiterate society.

He claims that the battle is likely to be a prolonged one but the signs that it will eventually be won are clear.

2.8 HUMAN RESOURCES FOR THE EDUCATION OF ARCHIVISTS IN UNIVERSITIES.

The basic Human Resources required for the education of archivists in universities according to Cook (1982) "An international standard for the training of archivists and records managers" says

Teachers of archives must have one of the following qualifications which requires them to teach archive. They are:

1. Graduate of Master of Archival studies and Records management (M.A.S).
2. Master of Philosophy in Archive studies (M.PHU)
3. Doctor of Philosophy in Archival studies.

Also lecturers concern must specialize in any of these Areas:

1. Archival Administration and Records management
2. Preservation and Conservation
3. Records management.

Moreso, such teachers should ideally have both a good academic training and a wide experience of the practice of archival services. The experts in their discussion, laid great emphasis on the value of continuing education. Further more, they suggested that the experience and practicing technical archivist should be utilize to undertake part- time teaching either in the training institute itself or by taking trainees on attachment courses. This method should continue as a means of tapping local teaching ability or disseminating good practices.

Again Prof. Alegbeleye of university of Ibadan strongly believed that the technical archivists are required in the education of the archivists. These archivists should posses at least diploma in archives and records management or in preservation and conservation of archives to enable them help the lecturers in the practical aspect of the training.

2.9 MATERIAL RESOURCES FOR THE EDUCATION OF ARCHIVISTS IN UNIVERSITIES.

The recommended basic materials required for the education of the archivists are:

The useful textbooks, journals, audio-visual, auditorium, laboratory, lecturers offices, Archives, classrooms, store rooms and toilets, Departmental offices (Obi, 1974, and Cook, 1982).

The textbooks and journals for the archivists should be relevant and current. Useful journals includes

1. African journal of library, Archives and information science.

2. The Nigerian Archivists.
3. Unesco journal of information science, librarianship and Archives Administration.
4. Nigerian library and information science Review.
5. American Archivists.

The international standard laboratory equipment required for the education of the archivists (Cook, 1982) are:

1. Fumigating machine: This machine is used to blow off insects and fungi on material's surface.
2. Micro- film machine: This machine, micro- films records in order to reproduce a missing record.
3. Polar- MDHR machine: This machine is used for trimming books.
4. Drilling machine: It drills holes in paper
5. Film Reader/ Printer machine: This is for reading microfilms and printing copies from the film.
6. Backing machine: For creating groove for the board to fall in.
7. INFRA – Quick DRIER: For melting stubborn adhesives at the spine of a book.
8. Nipping press: For pressing book together and for rounding air bubbles from the paper.

Other facilities required in the archive laboratory are (Cook, 1982)

1. Drawing board and Tee- squares.
2. Cutting board.

3. Small power drilling machine.
4. Saw.
5. Knife.
6. Guillotine for cards.
7. Scissors.
8. Spilt duplicators.
9. Photocopying machines.
10. Microfiche reviewers.
11. Scanning machine.
12. Lettering machine.
13. Mimeograph machine (mimeoscope).
14. Files.
15. Newsprint.
16. Masking tape.
17. Indian ink.
18. White ink.
19. Poster paints
20. Coloured ink for writing on acetate film
21. Laminating film.
22. Dry transfer lettering.
23. Adhesive
24. Sellotape
25. Acetate film roll.

26. Splicing tape.

27. Stapler.

28. Composing stick.

29. Cardboard.

30. Spirit ink removal.

31. Distilled water – for dissolving salts.

32. pH meter – To dictate the alkalinit or the acidity of a paper

33. Binding cloth – for rapping book.

34. Punch machine – for making holes in the books.

35. Light table- for repairing books torn turn pieces.

36. Wheat flour paste – reversibly white glue for sticking.

37. Thread – For stitching.

38. Timble – to protect fingers from injury.

39. Pencils – for lettering.

40. Sowing frames – for sowing paper into volumes.

41. Dressing null – for dressing the spine of the book.

42. Gold foil – Shining letters on the titles.

43. Rounding – flat headed hammer for rounding.

44. Bone folder – for folding and removing air bubble

45. Methyl silicate – insect repellant.

In the audio –visual auditorium, the following items are used to train the archivists:

1. Slide mount.
2. Assorted coloured felt pens.
3. Film strips.
4. Audio tapes lessons.
5. Transparency mount frame.
6. 8mm loop films.
7. Diazo transparency films.
8. Video taped lessons.
9. Record/ Disc.
10. Slide collection/ packages.
11. Programmed materials.
12. Audio – slide learning packages.
13. Overhead transparency sets.
14. Flat pictures.
15. Maps.
16. Charts.
17. Radio/ Television (video recorder)
18. Digital information technology (Computer).
19. Overhead projectors.

There must also be an archive whose materials must be protected from deterioration with air conditions to remove excess heat, the

humidifiers to protect documents from decay, fluorescent lights with alta-violent rays protector.

2.10 SUMMARY OF LITERATURE REVIEW

The archivists maintain the archives where they take care of printed and other materials. Education helps the archivists to acquire the necessary skills for practicing for effective management of information. The archivist must acquire 42% human skill, 31% conceptual skill and 27% technical skills.

Again, in Africa, the education of the archivists grew from the award of diploma certificates to the award of Master of Archives studies and records management (M.A.S) by the University of Ibadan. However lack of qualified trained archivists and insufficient teaching materials are the major constraints in the education of the archivists in Nigerian Universities.

Finally, Cook (1982) and Obi (1974) had outlined the required standards for the education of the archivists in Nigerian Universities.

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CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to describe the methodology that was adopted in conducting the research, instruments for collecting data, procedure for data collection and procedure for analyzing data.

This chapter is organized according to the following headings:

Research method adopted,

Population of the study.

Sample size.

Instrument for gathering data.

Pilot study.

Procedure for data collection

Procedure for analyzing data.

Summary.

3.2 RESEARCH METHOD ADOPTED:

The research method adopted for this study was survey method. This method involved a survey of human and material resources for the education of archivists in Nigerian universities.

According to Busha and Harter (1980) "The method of survey research allow investigator to gather information about target populations without undertaking a complete enumeration". These authors maintained

that within librarianship, survey research methods are the most suitable techniques presently available with which to discern.

3.3 POPULATION OF THE STUDY

The population of this study comprises all schools offering Archival programme in Nigerian Universities: The schools are: Ahmadu Bello University, Zaria, Bayero University, Kano, Nnamdi Azikiwe University, Awka, University of Ibadan and University of Maiduguri. All the lecturers teaching archival courses in Nigerian Universities were considered to be the second category of the population of the study.

3.4 SAMPLE SIZE AND SAMPLING PROCEDURE

The sample for this study was made up of four Universities, selected from five universities teaching archives courses in Nigerian Universities. The Universities selected are: Ahmadu Bello University, Zaria, Bayero University, Kano, University of Ibadan and Nnamdi Azikiwe University, Awka. These Universities were chosen to reduce the traveling cost, ensure adequate supervision of interviewers and conduct the survey within a reasonable time period, since the Universities are widely located from each other.

3.5 INSTRUMENTS FOR DATA COLLECTION

The research instruments used for collecting data were questionnaires, interviews, observation and documentary sources. These instruments were used due to their advantages as documented by Ijeoma (1992), Akuezuilo (1993) and Hyllegard et al (1996) that Questionnaires, as research instruments used in descriptive or survey research are more economical in terms of time, effort and money and their ability to provide a uniform, manners of responses from all respondents. The interview was used to further clarify and probe for additional and authentic information. The interview also allowed for more in-debt probing into the respondents answers than the questionnaire alone was capable of doing. Observations procedure was used to see the collection on the shelves. Lastly, documentary sources were used to confirm some of the information about the quantity of resources and facilities (equipment) brought to the library .

The questionnaire that was meant for the lecturers in the selected Universities offering archives courses are in two sections. The first section, sought to obtain information on the personal data of the lecturers, qualification, area of specialization and their years of teaching experience.

Section B part of the questionnaire for the same lecturers teaching archive courses sought to obtain information on the human and material resources for the education of archivists in Nigerian Universities.

The second instrument used was interview. The researcher interviewed all staff teaching archives in the selected Nigerian

KASHIM IBRAHIM

Universities. The essence of the interview was to clarify issues arising from the responses provided in the questionnaires. The interview schedule used for the lecturers is in the Appendix

The third instrument used in data collection was observation. The researcher observed the equipment for teaching the course in all universities selected. The researcher also observed the library collections in order to collect data on available materials resources.

Documentary evidence. Relevant documents relating to the teaching of the course were examined. Thus, documents in academic departments, departmental, faculty and main university libraries were examined for information useful to the study.

3.6 PILOT STUDY

Since survey research covered four universities namely: Ahmadu Bello University, Zaria; Bayero University, Kano; University of Ibadan and Nnamdi Azikiwe University Awka, a pilot study was first conducted on a small scale to test the reliability of the instrument used. Hence, Abia state university, Uturu was used because. It did not fall within the selected universities. In a research work like this pilot study is important because it focuses mainly on the effectiveness and reliability of the instrument for collecting data. It equally provides researchers with approaches to use in editing the questionnaire to delete or re-write questions and verify that all response options have been provided (Dominik and Wimmers, 1987).

The findings of the pilot study carried out in Abia state University Uturu revealed that much attention was not given to archives instead attention was concentrated fully on Library Science. There was lack of material resources for the education of the archivist. The only lecturer teaching archives does that when there are students who are interested in archive courses otherwise students have option on what course to choose and most of them take library science courses. This is as a result of lack of specialized lecturers that will teach the course and at the same time lack of necessary material resources to support the education of Archivists.

The purpose of choosing Abia State University Uturu was because of the small number of archives schools in the country and at same time the researchers wants to test the reliability of her questionnaire.

Finally, after the pilot study had been carried out the instrument was modified for reliable information.

3.7 PROCEDURE FOR COLLECTING DATA:

Questionnaires designed in this research work were distributed to lecturers in the four universities being studied namely; Ahmadu Bello University, Zaria; Bayero University Kano; University of Ibadan and Nnamdi Azikiwe University, Awka. The questionnaire seek information on available human and material resources in the teaching of archives in the four universities.

After collecting the completed questionnaires, the researcher went back to the four selected universities to observe the equipment for teaching the archival courses, the library resources and to examine the useful documents that provides information related to the study. During the visit, the lecturers teaching archival courses were interviewed for their assessment of the available resources and their views on the subject of the study. The data gathered from questionnaire, interview, observation and documentary evidence were comprehensive enough to give the reliable information on this study.

3.8 PROCEDURE FOR DATA ANALYSIS:

The data gathered were analysed using descriptive statistical method. This method was used to analyse the research questions. Furthermore, the data collected from questionnaires were anlysed. The frequency distribution and the percentage statistical method were used. Some data were analysed with ranking method to find out the order for discussion.

The result obtained were discussed in the next chapter.

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CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

In this chapter, the responses obtained from the lecturers in the four Universities were analysed using the instrument already described in chapter three. On the whole, there were six lecturers teaching archival courses in the Universities under review. The results obtained were represented below, under the research questions.

Research Question I : How many lecturers are involved in the education of archivists in Nigerian Universities ?

4.2 NUMBER OF LECTURERS INVOLVED:

The number of lecturers involved in the education of the archivists in the Nigerian universities are six in number. The result of the investigation showed that 33.3% of the lecturers had Doctor of Philosophy in Archive studies, 16.7% had Doctorate Degree in Library Science, 16.7% had Master of library Science and 33.3% had Master of Archival Studies and records management. This means that 33.3% of the lecturers qualified in library science while 66.7% qualified in Archival studies. It is clear from this investigation that only 6 lecturers teach archival courses in the four Universities surveyed.

This is grossly inadequate for the education of the archivists in universities. It is also below the recommended standard for the effective

education of the archivists. Again, the number of qualified lecturers did not include any part-time lecturer, as was recommended in the standard for the education of the archivists.

Table 2: Distribution of Lecturers involved in the Education of the Archivist by Qualification.

Qualification	No. of Lecturer	%
Master of Archival Studies and Records Management (MAS)	2	33.3
Master of Library Science (MLS)	1	16.7
Doctor of philosophy in Archive Studies	2	33.3
Doctorate Degree in Library Science (Ph.D)	1	16.7
Total	6	100.0

Looking at the percentage of the lecturers that qualified in archive studies is very low for effective teaching.

Table 3: Distribution of Lecturers Teaching Archival Courses by Areas of Specialization.

Qualification	No. of Lecturer	%
Library Science	2	33.3
Preservation and Conservation	2	33.3
Archives and records Management	2	33.3
Total	6	100.0

Table 3 shows that 33% of the lecturers teaching archival courses specialized in Library Science, 33.3% specialized in preservation and

conservation, and archives and Records management. The overall result shows that 2 out of the 6 lecturers teaching archival courses are specialists in Library Science.

This result does not measure up with the recommended qualification of the lecturers that teaches archival courses. It is likely that these unspecialized lecturers can't be given the students of archive the required information.

During interview, the specialized lecturers of archives said that they develop themselves by Joining the association of National and international archivists. This gives them the opportunities to attend conferences seminars and workshops, so as to develop themselves and increase their knowledge.

Table 4: Distribution of Lecturers Teaching Archives by Universities

Universities	No. of Lecturer	%
Ahmadu Bello University, Zaria	1	16.7
Bayero University, Kano	1	16.7
University of Ibadan	3	50
Nnamdi Azikiwe University, Awka	1	16.7
Total	7	100.0

Table 4 shows the distribution of lecturers in the Universities under review. University of Ibadan had the highest number of lecturers when compared with other Universities. The response result showed that one of

the three lecturers is a professor of preservation and Conservation of Archives, while the other lecturer had just defended his Doctorate Degree in Archives and records management the third lecturer had Master of Archival studies (M.A.S).

Ahmadu Bello University, Zaria had one lecturer teaching archive. He had master of library science (MLS) while Bayero University. Kano had one lecturer teaching archives courses. He had his Masters in Archives Management The only lecturer that teaches archive in Nnamdi Azikiwe University, Awka had Doctorate Degree in Library Science.

The available number of lectures that are teaching archives at present is not adequate for the effective education of the archivist in Nigerian Universities. They are also far below the recommended standard for the education of the archivists.

Table 5: Distribution of Lecturers Teaching Archives by Year of Experience

Year of Experience	Ahmadu Bello University	University of Ibadan	Bayero University Kano	Nnamdi Azikiwe University
1-5	-	1	-	1
6-10	1	1	1	-
11-15	-	-	-	-
16-20	-	1	-	-
Total	1	3	1	1

Table 5 shows the teaching experiences of the Lecturers teaching archive courses in Nigerian Universities under review. Out of the six lecturers involved, two had less than six years teaching experience, while one lecturer had less than Twenty years teaching experience. This result revealed that 60% of the lecturers teaching archives courses in Nigerian universities, especially university of Ibadan, Ahmadu Bello University and Bayero University Kano are highly experienced. It is also seen from the Table 5 that they are only 6 lecturers teaching archives courses in the four universities reviewed. This is too small and below the required standard.

4.3 AVAILABLE MATERIAL RESOURCES

Research Question 2: What are the available Material Resources for the education of archivists in Nigeria University ?

Effective and successful education of the archivist, like any other profession, requires some material resources. These resources help the lecturers and the students to make the learning take place. For the education of the archivists in Nigerian Universities, textbooks, Journals, Archives, Laboratory and audio-visuals constitute the major material resources.

Table 6: Lecturers Ranking of the Materials Necessary for the Education of the Archivists.

	Teaching Materials	Ranking
a.	Textbook	1
b.	Journals	2
c.	Archives	3
d.	Audio-Visual	4
e.	Laboratory	5

As shown on table 6, textbooks ranked first among the materials needed for the education of the archivists. This is followed by Journals, archives, Audio-visual and laboratory. The availability of these teaching materials in the four Universities under review differ.

Observation of the library collection by the researcher revealed that the University of Ibadan library had the largest collection of textbooks and journals on archives. Among the journals available in library are American Archivist, Nigerian Library and Information Science review; and the Nigerian archivists. These journals are useful in the Education of the archivists. The National Archives in Ibadan contained many useful Journals and textbooks. Equally, there are useful archival textbooks and Journals in the department of Library Archival and Information studies, where the Master of Archives studies programme was mounted. It has to be noted that the (MIS) thesis on archives in the library, as well as

lecturer's personal collection add to the available material resources. At Ahmadu Bello University, Kashim Ibrahim library there were collections of few textbooks and journals, which were considered by this researcher to be grossly inadequate to support the education of the archivists at any level. The library lacked many important journals like UNESCO journal of Information Science, librarianship and Archives Administration, and the Nigerian Archivist. However, the Faculty of Education Library and Samaru Public Library have few books. Also contained in the Faculty of Education Library, were the undergraduate projects and some copies of Master of Library Science (MIS) thesis on archives. In general, the materials resources available in libraries of Ahmadu Bello University are not adequate for the education of the archivists.

In Bayero University, Kano the material resources were contained in the main library. These collections were only few books. These were few Journals on archives, and also personal copies of some textebooks which belong to the lecturer. In the opinion of this researcher the materials resources are inadequate for the education of the archivists, that can carry out serious research on archives.

Three out of four universities under review had no audio-visual materials on Archives. This situation contradicts Cook's (1992) recommendation that, effective education of the archivists requires professional literatures and non-book materials like audio-visual. University of Ibadan has Computer laboratory which houses their audio-

visual materials e.g Electronic Information technologies, (Computer), Television and Radio etc. These are for the education of archivists. The material resources available in Nnamdi Azikwe university, Awka, were not adequate to support learning.

Among the material resources, the lecturers considers journals, current textbooks, archives, laboratory facilities and audio-visual as the most important materials for the education of the archivists. This opinion is agreement with the recommendations of Obi (1974) and Cook (1980).

Observation and interview with lecturers in the 3 Universities reviewed showed that there were lapses in the practical training of the archivist, due to lack of equipped archives. It was only in the university of Ibadan that students were being sent to the National Archives, Ibadan for practical training. The three other Universities did not send their students any where for practical training. Instead they participate in the practical training in Libraries.

In general the material resources for the education of archivists in the reviewed universities are far below the standard recommended by Obi (1974) and Cook (1982). This short fall is a very big set back to the education of archivists in Nigerian situation. It is highly discouraging that the Federal Government has no intention of improving the situation now.

Research Question 3: Which archival courses are being taught in Nigerian universities ?

The usefulness of any profession depends on the relevance of the courses studied. This is why many courses are borrowed from different departments so as to make up a professional entity.

Table 7: Lecturers Ranking of the Archival Courses Being taught in their Departments .

	Courses	Ranking
a.	Archives Management and Administration	1
b.	Management of different types of archives	2
c.	Uses of archives	3
d.	Preservation and conservation of Archive materials	4
e.	History of Archives	5
f.	Records and Information management	6
g.	Problems of acquisition maintenance and use of Archives collections	7
h.	Legislation and Administrative Archives	8
i.	Oral Archive	9

Table 7 showed that archives management and administration is the most important course for the archivists. It is being taught in the four Universities. This course helps the archivists to manage and administer libraries, especially archives. Again, 86% of the lecturers agreed that the management of different types of archives, uses of archives, preservation

and conservation of archives materials were useful in the education of archivists in universities and were being taught in their departments.

Furthermore, 71% of the lecturers indicated that their department taught the history of archives, Records and information management, and problems of acquisition, maintenance and use of archives collections to the students. Again, while 57% of the lecturers taught legislation and administrative archives to their students. Only 14% of the lecturers taught oral archives to their students.

Table 8: Lecturers Responses on the level of Archivists, to educate in Nigerian Universities.

Level of Archivists	Number	Percentage
Professional	6	100
Sub-professional	0	0
Technical Archivist	0	0
Total	6	100

Table 8 shows that all the lecturers agreed that only the professional archivists should be educated in the Universities. Their Opinions were in agreement with the government decision that all technicians should be trained in Polytechnics. It has to be pointed out that some Universities still disobey by offering certificate courses in Archives.

To meet up the required standard qualification of the education of the archivists, the polytechnic should improve on the admission of students for archive courses.

Research Question 4: What difficulties are encountered by the lecturers in the teaching of archival courses in Nigerian Universities ?

Table 9: Lecturers Responses on the difficulties they encounter in the teaching of archival courses in Nigerian Universities.

Difficulties	Frequency	Percentage
Few number of textbooks and Journals	6	100
Lack of locally published books	6	100
Lack of audio-visual facilities	5	83.33
Inadequate Practical facilities	5	83.33
Lack of Laboratory	5	83.33

As shown in table 9, major difficulties encountered in the teaching of archive courses centred on materials resources. Nearly all the material resources listed above were implicated in research Questions 2. It can be inferred from the responses above that the education of the archivist can only flow smoothly if the Universities should address the difficulties.

Research Question 5: What are the remedies to the difficulties encountered by the lecturers in the teaching of archival courses in Nigerian Universities ?

Table 10: Lecturers Responses on the Remedies to the difficulties encountered by the lecturers in the teaching of archival courses in Nigerian Universities?.

Remedies	Frequency	Percentage
Encourage local Publishers	6	100
Importation of archives books and journals	6	100
Use of National Archives Facilities	5	83.33
Provision of adequate training programmes for the management of Records and Archives	1	14
Government provision of Archival materials	0	0

It is the opinions of the lecturers that if local publishers are encouraged, archives books and journals imported and National archive facilities made available, the education of the archivists in Nigerian Universities will be a success. However, the encouragement of local publishers means giving grants to the writers so that they can publish. For the importation of material resources, government should provide funds to Universities to enable them overcome high cost of books and Journals.

Furthermore, there is need for continuing Education as was recommended by the standard.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY OF THE FINDINGS:

The findings of this study are discussed below;

The results of this work showed that there are seven lecturers teaching archival courses in the four universities under review. This number is very low and cannot support the effective education of the archivists. It means that in any university that intends to educate the archivists will have some of the courses untaught due to lack of qualified lecturers.

Again, among the seven lecturers involved in this study, four (57%) of them did not have the basic standard qualifications to teach archive courses. The three lecturers that had the required qualifications were from university of Ibadan. The other three universities' lecturers were holders of library science Degrees, without any additional qualification in the field of archive.

Further more, among the three lecturers that teach archival courses in the university of Ibadan one of them is a Professor in preservation and conservation while one of the remaining two had just defended his Doctorate Degree in Archives and Records management, and he other had master of Archival studies (M.A.S.)

It may be rightly concluded that lack of enough qualified lecturers for the education of the archivists is responsible for the lack of archivists in

Nigeria, a situation that has made the national records uncared for. It may also be the major and reason why the federal and state governments are not willing to establish archives as essential tools for national development. In general, the lecturers teaching the archivists were well experienced, with a lecturer in university of Ibadan being the most highly experienced. This is a big advantage if these lecturers can write and publish book on archives.

It can also be inferred that the existence of few qualified archival lecturers is responsible for non – availability of reading materials in the field of archive in Nigeria.

MATERIAL RESOURCES:

The researchers observation of the libraries and interview with lecturers teaching archive courses showed that in Ahmadu Bello University, Zaria, Bayero University, Kano, Nnamdi Azikiwe university, Awka, and to some extent in the university of Ibadan, the existing material resources were not good enough for the effective education of the archivists.

With the exception of the university of Ibadan and the Ahmadu Bello university, Zaria, libraries, the other two universities had few out – dated textbooks. They had no journal on archives. This type of situation cannot produce useful archivists that will contribute to national development. Further more, journals are indispensable in the education of

archivists since they usually contain current findings, up to data guiding rules and regulations that will keep the archivists well informed. The scarcity of useful journals in universities seemed to indicate that no emphasis was made in the past- years to boast the education of the archivists.

Again, only the university of Ibadan had audio –visual auditorium and laboratory with a good number of required facilities for archivists practical learning. This means that the other three universities teach only the theoretical aspect of archive courses. This may explain why we don't have archivists that are ready to settle down to practice life in the society.

The findings of this work also showed that the reviewed universities with the exception of university of Ibadan, did not have well equipped archives for practical trainings which means that they can't train a balanced archivists.

In general, the Bayero university, Kano, the Ahmadu Bello university, Zaria and Nnamdi Azikiwe university, Awka, lacked the required material resources for the education of the archivists. However, material resources and overcome some existing lapses to be in line with the stipulated standard.

Among the archival courses being taught in the departments of the universities, Archives management and Administration ranked first and it was followed closely by management of different types of Archives, uses of Archives and preservation and conservation of archival materials. 71%

of the lecturers indicated that their departments taught history of archives, records and information management, and problems of acquisition, maintenance and use of archives collections to the students. With the exception of one lecturer, other lecturers objected to the teaching of oral archives to students of archives.

On the level of archivists to be educated in the universities, all the lecturers wanted the universities to concentrate on the education of professional archivists. Considering the short fall in the number of lecturers teaching archive courses. If universities go – on training the professionals, Nigeria will soon have many archivists and this situation will help the nation to move forward.

The responses of the lecturers showed that the education of the archivists can't flow smoothly unless more textbooks, journals, audio-visual facilities, laboratory practical facilities, archives and enough classrooms are provided. The absence of these materials made it very difficult for lecturers to teach and for the students (archivists) to learn. There is every evidence to show that the provision of these materials will make the lecturers and the students to work hard to make archival profession an enviable

As regards the solutions to the difficulties encountered by lecturers in the teaching of archival courses, the lecturers were of the opinion that local publishers should be encouraged, government should provide funds for the importation of archive textbooks and journals, National Archives

of the lecturers indicated that their departments taught history of archives, records and information management, and problems of acquisition, maintenance and use of archives collections to the students. With the exception of one lecturer, other lecturers objected to the teaching of oral archives to students of archives.

On the level of archivists to be educated in the universities, all the lecturers wanted the universities to concentrate on the education of professional archivists. Considering the short fall in the number of lecturers teaching archive courses. If universities go – on training the professionals, Nigeria will soon have many archivists and this situation will help the nation to move forward.

The responses of the lecturers showed that the education of the archivists can't flow smoothly unless more textbooks, journals, audio-visual facilities, laboratory practical facilities, archives and enough classrooms are provided. The absence of these materials made it very difficult for lecturers to teach and for the students (archivists) to learn. There is every evidence to show that the provision of these materials will make the lecturers and the students to work hard to make archival profession an enviable

As regards the solutions to the difficulties encountered by lecturers in the teaching of archival courses, the lecturers were of the opinion that local publishers should be encouraged, government should provide funds for the importation of archive textbooks and journals, National Archives

facilities should be made available to the archivists and adequate training programmes for the management of records and archives should be provided to enable the lecturers and students grow. The earlier these solutions are provided, the better for Nigerian development.

I strongly believe that when the problem of the education of the archivists in Nigerian universities are solved, the professional archivists would be provided. They will help to preserve the government documents, developmental information, personal affairs information, business activities and manage national archives. This desire is in agreement with lecturers responses. It is my hope that when Nigeria will have enough archivists, the issue of burning government and business documents and other items will be over. This is because archivists will preserve these valuable documents in such a way that they cannot be lost easily again through fire.

5.2 CONCLUSION

The findings of this study had given a good insight into the availability of human and material resources for the education of the activists in Nigerian universities. It was clear from the overall findings of this work that the human and material resources available in the universities were inadequate for the education of the archivists.

Although some of the lecturers teaching archive courses are qualified, they are few in number. This is a serious problem to the archivists in training and the lecturers themselves. Some lecturers had few

years teaching experience and only four of them specialized in archives. The rest had their degrees in library and information science.

In general, the number of lecturers teaching archive courses and the qualification of some of them are below the required standard for the education of archivists.

Again, the available material resources in the universities reviewed were inadequate for the education of the archivists. Useful textbooks, journals, archives audio-visual, laboratory and practical facilities were lacked in the universities, especially Nnamdi Azikiwe University, Awka and Bayero University, Kano. The absence of useful material resources will retard the education of the archivists and those that may graduate with the available materials will not have much practical knowledge and practicing skill. The problem of the scarcity of useful textbooks can be solved by encouraging the lecturers to publish.

It can be seen from the above discussions that nearly all the four universities are yet to attain the required standard in human and material resources for the education of the archivists in Nigerian universities.

Considering the shortfall in the number of lecturers teaching archive courses, the universities should emphasize the education of professional archivists and allow the polytechnics to train the technical archivists.

Finally, since the archivists have a role to play in national development, their education in universities should be encouraged by

eliminating the lapses implicated in this study. This should be done if the recommendations made in the next section are adopted and implemented.

5.3 RECOMMENDATIONS:

Based on the findings of his study, the following recommendations have been made.

For effective teaching and understanding, the number of experienced and competent lecturers teaching archive courses should be increased. Also the service of professional archivists already working in archival agencies should be engage on part- time basis, as well as stipulated by Unesco experts. In addition, the universities should initiate staff exchange programme with some of the overseas countries with well developed archival institutions.

Considering the shortage of professional lecturers in archive, I recommend that the universities should employ their first degree graduates in archives and encourage them to go for higher degrees. If this measure is adopted for five years, the universities will have enough and experienced lecturers to educate the archivists.

Again, since some lecturers especially those of Ahmadu Bello university, Zaria, Bayero university, Kano, and Nnamdi Azikiwe university, Awka are not specialists in archive, but in library and information science, I recommend that government should encourage these lecturers to undertake specialist courses in archives, in oversea countries or in

Nigeria. This knowledge will equip these lecturers for effective teaching of archive courses.

Furthermore, the lecturers teaching archive courses should be given grants to carry out research to gain more knowledge. They should also be encouraged to attend national and international conferences, workshop and seminars. All these activities will help the lecturers to up date their teaching experience and knowledge.

Since material resources especially journals and current textbooks are useful tools in the hands of the lecturers and archivists, the universities that are educating the archivists especially Bayero university, Kano, Nnamdi Azikiwe university, Awka, and Ahmadu Bello university, Zaria who lacked these necessary material in teaching archive courses should place emphasis on the acquisition of valuable local and international journals and textbooks.

Equally, lecturers teaching archive courses should be encouraged to write textbooks and publish their research findings in the local and international journals. These measures will help to make reading materials available to the archivists.

I recommend that journals like Nigerian library and information science review, the Nigerian Archives journal, The Unesco journal of information science, librarianship and Archives Administration etc, should be subscribed for.

Archives audio – visual and laboratories should be provided in the universities of Bayero university, Kano, Ahmadu Bello university, Zaria and Nnamdi Azikiwe university, Awka, for effective practice.

I strongly recommend that the university librarians should request for 1980s and 1990s back issues of selected journals relevant to archivists, from oversea libraries. This will help our archivists to know the progress so far made in their profession.

Furthermore, I recommend that the government should grant enough fund to the universities so that they can provide the needed human material resources and thus make the education of the archivists a reality and a huge success. All of us stand to benefit from archivists.

Finally, I strongly believed and hope that if the findings of this work are critically studied and the recommendations made here judiciously implemented, the Nigerian universities will start to train qualified archivists who will ensure that a lot of important governmental and other institutional records and documents being painted now with dust in various nooks and corners in Nigeria, will find enviable positions in our archives where generations yet unborn will find them very useful.

5.3.1 Recommendation For Further Research

I am recommending that another researcher could carry out a further research on this area especially with regard to the development of curricula for archives education in Nigerian universities.

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APPENDIX I

Department of Library and Information Science
Faculty of Education
Ahmadu Bello University, Zaria,
Kaduna State.

Dear Respondents,

A STUDY OF HUMAN AND MATERIAL RESOURCES FOR THE EDUCATION OF ARCHIVISTS IN NIGERIAN UNIVERSITIES.

The researcher is a student on a master of library science programme who plans to carryout a survey research on human and material resources for the Education of Archivists in Nigerian Universities.

Your assistance is therefore being solicited in providing information, by completing this questionnaires attached here with. All responses will be treated with utmost confidence.

Yours faithfully,

IKEAGWUANI VICTORIA, N.
THE RESEARCHER.

SECTION A:

Please fill in the appropriate answers

A. SEX: Male ( ) Female ( )

a. INSTITUTION: .....

b. QUALIFICATION:.....

c. State area of specialization that prepare you to teach archives courses.....

d. How long have you been teaching archival courses?.

a. 1 to 5 years ( ) b. 6 to 10 years ( ) c. 11 to 15 years ( )

d. 16 to 20 years ( ).

SECTION B

1. Which material resources do you consider necessary in the education of Archivists

a.	Textbooks ( )	b.	Journals ( )
c.	Archives ( )	d.	Audio-visual ( )
e.	Class rooms ( )	f.	Lecturers offices ( )
g.	Laboratory Facilities ( )	h.	Any other specify ( )

2. Which of these sources of information do you consider useful in teaching of archival courses?

a. Local literature ( )

b. Foreign literatures ( )

c. Local and Foreign literatures ( )

3. Which of these archival courses are being offered in your department?

Tick the appropriate answers

a. Record and information management ( )

b. Management of different types of archives ( )

c. Presentation and conservation of library ( )

d. Oral archives ( )

e. Archives management ( )

f. Problems of Acquisition Maintenance and *use of Archive collections* ( )

g. Use of archives ( )

h. History of archives ( )

i. Legislation and Administrative archives ( )

4. How many lecturers have you that teaches Archive courses in your university? (pls. Specify).....

5. Do you consider the number of lecturers teaching archives courses enough in your university?.

a. YES ( ) b. NO ( )

6. Which level of archivists should Nigerian universities emphasis in the education of archivists?.

a. Professions,( ) b. Sub- professionals ( ) c. Technical Archives ( ).

7. Which department do you think the archives programme should belong in your university?

a. Department of Library and Information Science ( )

b. History Department ( )

c. Archives and Records Management department ( )

8. What difficulties are encountered by the lecturers on archives courses in the education of Archivists in Nigerian universities?

   a. Few number of archival books and journals ( )

   b. Lack of locally published archives book ( )

   c. Lack of Audio visual facilities ( )

   d. Inadequate classrooms ( )

   e. Inadequate practical facilities ( )

   f. Others (pls. Specify) .....

9. Which of the followings will you advocate as a good remedy to the difficulties encountered by the lecturers on archives courses in the Education of Archivists in Nigerian Universities?.

   a. Encouragement of local publishers ( )

   b. Government Provision of Archival materials ( )

   c. Use of National Archives facilities ( )

   d. Importation of Archives books and journal ( )

   e. Others (pls. Specify) .....

   .....

APPENDIX II

GUIDE QUESTIONS FOR ON THE SPOT INTERVIEW

1) Name of the institution
2) Lecturers' highest qualification
3) Area of specialization in archive and date
4) What archival courses do you teach?
5) What are the number of students in your class?
6) What are the difficulties that hinder your effective teaching of archival courses
7) What material resources do you consider most useful in the teaching of archival courses?
8) Suggest how the number of archival lecturers can be increased
9) How do you build up your lecture materials?