

1. INTRODUCTION
2. **OVERVIEW** OF SCHOOL LIBRARY
3. **IMPERATIVES** OF SCHOOL LIBRARY MANAGEMENT
4. **INNOVATIONS** IN SCHOOL LIBRARY MANAGEMENT
5. **ROLES OF PARENT INSTITUTIONS** IN SCHOOL LIBRARY MANAGEMENT
6. **IMPLICATIONS OF INNOVATION** IN SCHOOL LIBRARIES MANAGEMENT
7. **TOOLS FOR INNOVATION** IN SCHOOL LIBRARY MANAGEMENT
8. **SKILLS FOR INNOVATION** IN SCHOOL LIBRARY MANAGEMENT
9. **FACTORS AFFECTING** PARENT INSTITUTIONS AND INNOVATION IN SCHOOL LIBRARY MANAGEMENT
10. CONCLUSION AND RECOMMENDATIONS

Review Article

Parent Institutions and Innovations in School Library Management: A Conceptual Review

ABSTRACT

School libraries have become vital resources of information that assist pupils, students, and staff in primary, secondary, and other non-tertiary institutions to appropriately respond to their varied information needs. They can be seen as indispensable facilities established with the objective of providing learning resources to enrich curriculum, supplement textbooks and classroom instruction and give users unlimited opportunities for learning. For any school library to remain relevant in this digital age and current climate, it has to be innovatively transformed. It has to be the concern of parent institutions, “owners” to adopt cutting-age strategies to instill innovation into the management of school libraries. It is obvious that when school libraries receive proper attention from parent institutions, the school library resources, services, facilities, and physical environment, etc will be adequately innovated for desired patronage.

This paper presents the conceptual description of **school library** and its **imperatives**. **Innovation elements** and **roles of parent institutions** in the school library management are highlighted. **Implications, tools, and skills for innovation** in school library management are extensively examined. The paper reveals factors affecting parent institutions and innovations in school library management. In conclusion, the paper establishes that for **school libraries take their pride of place as learning hub**, innovation must be embrace with all seriousness and sincerity by all stakeholders, especially the **parent institutions**.

Keywords: Innovation, Parent Institution, School Libraries, School Library Management, Innovative Tools

1. INTRODUCTION

School libraries are established in nursery, primary, secondary, and post-secondary schools but non-tertiary institutions such as Schools of Nursing and Midwifery, Theological Colleges, and the likes. These libraries are funded and administered by parent institutions otherwise known as **host institutions**. **The central role of these parent institutions is to determine the goals and perspectives of the school libraries towards the realization of the vision, mission, and objectives of the institutions.** In other words, school libraries are established to support the cardinal functions of the institutions. However, the survival of school libraries depends to a large extent on the overall decisions of the parent institutions in the areas of funding, staffing, infrastructural development, provision of facilities, and application of innovative tools and strategies in the day-to-day running of the school libraries.

Without doubt, school libraries are very essential organs for learning, teaching, and research. They remain the only structures within institutions that are officially recognized as reading and learning hubs or centres that allow users - pupils, students, teaching staff, non-teaching staff and often parents to have free and seamless access to a myriad of information resources in both print and electronic formats. School libraries select, acquire, preserve, and disseminate information resources in several subjects with emphasis to the subjects in the school curriculum. Such resources include textbooks, magazines, reference materials, newspapers, fiction, geographical resources, etc. School libraries also provide resources that support recreational/extra-curricular activities such as toys, films, and game materials. In addition to the resources, school libraries offer services in form of professional activities/engagements to help users access and make effective use of the information resources seamlessly.

The functions of school libraries are becoming more and more demanding due to the **technological advancements, proliferation of information, changes in information needs and searching behaviour of users**, the need to build users' confidence and be relevant in the information system, among others. These factors although not all inclusive, seem to be among the driving force for innovations in libraries which make it essential that school libraries embrace the innovations to be able to provide new and sustainable services to the clientele. **Innovation as a concept simply means the process of creating and implementing new ideas** that will enable school librarians to do things differently. Akwang [1] notes that innovations in school libraries involve creating new information products and services; creating new means of delivering the products and services; creating management techniques that support the generation and delivery of the products and services. It could be concluded that innovation is a *sine qua non* in school library management and thus should be recognized as a significant factors towards achieving the set goals and objectives of school libraries.

The school libraries need to be well-funded with emerging facilities, policies and work ethics be enshrined as well as procedures for service provision put in place as regulated by professionalism and the emerging trends. In Nigeria, it is commonly observed by Udoh & Akwang [2] that most **school libraries are practically obsolete, while in most cases, public schools do not even have libraries.** In a situation where school libraries actually exist, their development and functionality are entirely and heavily dependent on the parent institutions. The place of parent institutions in school libraries' management and implications on innovative services underscore the position of Jantz [3], as cited in Otike, Barat, & Kizil [4]

who argues that most school libraries are controlled administratively and financially by their parent institutions, thus, this limits their chances to innovate their functions and services. The author further clarifies that since **school libraries are considered as spenders, rather than fund generators, it becomes difficult to convince the parent institutions of the necessity for innovation in the school libraries.**

Thus, this places a lacuna on the issue of school library management in Nigeria. This paper seeks to address the place of parent institutions in school library management with emphasis on the adoption of innovative ideas. Specifically, this paper presents the overview of school library; imperatives of school library management; concept of innovation in school library management; roles of parent institutions in school library management; implications of innovation in school library management; tools for innovations in school library management; skills for innovation in school library management; and factors affecting parent institutions and innovations in school library management.

2. OVERVIEW OF SCHOOL LIBRARY

A school library, also known as school media centre, media resource centre, or educational resource centre, is a library established within nursery, primary, secondary, technical, and vocational schools environment (Librarians' Registration Council of Nigeria [LRCN] [5]). It provides opportunities for pupils, students, staff and sometimes, parents to develop literacy, numeracy, and communicative skills as well as gain new knowledge for academic achievement, lifelong learning and personal development. School library stores a variety of information resources in both print and electronic formats and offers information services on top of adopts information technology that will guarantee all members of the school community equal and free access to information resources within the reach of the library. School libraries are similar to public libraries in that they contain a range of resources like books, films, recorded sound, periodicals, realia, digital media, etc but they are distinct in the sense that school libraries serve as learner-oriented laboratories which support, extend, and individualize the school curriculum.

A school library is usually managed by a professional librarian with at least a bachelor degree in Library Science (LS), Library and Information Science (LIS), Library and Information Technology (LIT) or any other related programme from a recognized higher institution. Udofia [6] notes that the professional librarian often known as school librarian performs five major duties and responsibilities within the school – leader, instructional partner, information specialist, teacher, and programme administrator. Other personnel in school libraries include the para-professionals, and non-professional (support staff) such as clerical staff, cleaners, and security/porters.

The idea of employing a professional librarian to manage school libraries is very crucial, especially in this present age. It is assumed that professional librarians have acquired relevant skills, knowledge, and ideas needed to manage school libraries in line with the 21st century standards such as thus:

11. Location and space - learner-centred model NOT resource-centred model.
12. Organization of space - research spaces, reading areas, instructional areas, project work group space, administration space, library gardens, space for announcements and information sharing.
13. Physical and digital access – service hours, use of innovative furniture designs to maximize access, operation of research stations, operation of mobile devices, user orientations about library access.

14. Human resources for the library – number, structure, and qualification, job description of staff.
15. Library services and programmes - book collection related services and digital services, etc.

School libraries exist to provide a range of learning opportunities for both large and small groups as well as individuals. However, a school library is known for the following functions:

1. It provides an array of information resources with focus on the education, enjoyment, and entertainment of all members of the school community.
2. It serves as learning space for users to do independent work.
3. It is a central location for all of the information available in the institution.

It is a collaborative venture in which school librarians, teaching and non-teaching staff, and administrators, etc work together to provide opportunities for the social, cultural, and educational growth of the learners.

3. IMPERATIVES OF SCHOOL LIBRARY MANAGEMENT

Management plays a very crucial role in the overall function of school libraries. According to Usoro, Umoren, & Akwang [7]; Rakhmayanti & Karwanto [8], management is a social process entailing responsibility for the effective planning and regulation of the operations of an enterprise. It is also construed as a problem-solving process for the achievement of organizational objectives through efficient use of scarce resources in a changing environment (Kreitner, cited in Mayowa-Adebara, [9]). It involves planning, organizing, directing, coordinating, leading, staffing, controlling, motivating, implementing and evaluating or supervising in order to create and provide the required services for effective use of school libraries.

School library management is simply the application of management principles to the school library system conceived as the art of getting things done by people for the achievement of organizational goals and objectives. This underscores the assertion of Madu, Odenigbo, & Tongs [10] who posit that a well-managed school library serves as a fountain of knowledge that produces pupils and students, with skills and interest in book reading, and introduces them to the world of information retrieval and effective information manipulation for their various information needs. Similarly, Bafadal cited in Rakhmayanti and Karwanto [8] sees school library management as the business of coordinating all the activities relating to the implementation and development of school libraries.

School library management involves conscious, meticulous and well-planned efforts of all stakeholders towards effective utilization of the resources in the school library. Such efforts as concern infrastructure, spaces, staffing, materials, machines, systems, services, and budget should be in the activities of planning, organizing, implementing, and evaluating to make school libraries achieve their objectives. **School library management facilitates the attainment of educational aims and objectives of helping pupils, students and teachers to improve the quality of their knowledge, skills, values and attitudes for self-development and quality of life.** Effective school libraries' management also enable pupils and students to develop their cognitive, affective and psychomotor abilities through the use of well-organized information resources and services. It equally aids in developing reading habit, independent and lifelong learning. For teachers, effective school libraries' management enhances their teaching responsibilities by providing easy, convenient and timely access, retrieval and utilization of available library resources and services.

In summary, effective school libraries' management by parent institutions motivates the entire process of stimulating reading habit in pupils and students, developing the ability to read for information in children, helping pupils and students to improve upon their reading, speaking, and writing skills, training children to care for books while making intelligent and confident use of the libraries, enhancing communication skills in children as well as improving teaching by enabling the teachers to make reference to current information resources in preparing their lessons and in personal reading.

4. INNOVATIONS IN SCHOOL LIBRARY MANAGEMENT

Innovation is a force of change, and often a pushed phenomenon. The concept of innovation has been conceived differently in different contexts and disciplines. Innovation, according to Mensa, Udoh, & Osiebe [11], connote new, creative, inventive, and modern systems or techniques used in enhancing the quality, efficiency, and effectiveness of school library services to users. According to Vassilakaki & Moniarou-Papaconstantinou [12], organizations are forced to change and innovate once they experience the need to succeed and survive in a competitive environment. Innovation could be used interchangeably with the concepts of change and strategy, even though they do not mean the same thing. However, in an attempt to differentiate between change, strategy and innovation, Brown and Osborne cited in Vassilakaki & Moniarou-Papaconstantinou [12] explain that while change results to the development or offering of a new service; strategy enables information organizations to make important decisions on identifying, implementing and promoting innovation in all levels, whereas innovation facilitates the possibility of creating and offering added-value information services to users through the combination of change and effective implementation of strategies.

Corroborating the above position, the Centre for Educational Research and Innovation [OECD] [13] describes innovation as the implementation of a new or significantly improved products (goods or services) or processes, new marketing methods, or new organizational methods in business practices, workplace organization or external relations. The above definition of innovation considers four essential elements of innovation- product innovation, process innovation, marketing innovation, and organization innovation.

Product Innovation: This involves the introduction of goods or services that are new and innovative considering their characteristics such as significant improvements in technical specifications, components and materials, incorporated software, user friendliness and other operational characteristics. It implies that the products (**books, journals, magazines**, etc), and services meant for school libraries should be outdated and old rather they should be current and improved versions to give maximum benefits to users. This could results to user satisfaction and increased patronage; friendlier attitude of staff; high academic achievement; high recognition and standard; goals attainment. Product innovation provides more exciting offline and online resources that attract the attention of users.

Process Innovation: This involves the implementation of a new or significantly improved delivery method. It includes significant changes in techniques, hardware and/or software that could lead to enhanced services delivery. In the school libraries, process innovation could be in form of personalized services like information and digital literacy through which students and teachers can learn how to independently access, locate, retrieve and utilize school library resources and services. It also involves delivering **ICT-based services, such as Internet services, repository, Web-OPAC, audio-visual services, and other online and social media services.**

Marketing Innovation: This is the implementation of new strategies for marketing of products and services of school libraries. Marketing innovation is driven by the fact that school libraries need to make known what they have as collection and services for effective usage. The library has to deploy new ideas and tools to make public its contents to drive increased awareness, accessibility and usage. Akwang [14] considers marketing innovation as well-structured plan of actions capable of drawing attention of users to the offerings of school libraries. The author note that school librarians could use poster, newsletters, word-of-mouth, orientation exercise, quiz competition, library club, library day, aggressive advocacy to market library offerings. Effective library exhibition, reading and writing promotion, table of content services, and use of social communication tools are other ways of advertizing the library stock.

Organizational Innovation: This is the use of new organizational methods in the library practices, workplace organization, internal and external relations, among others to create smart and user-friendly school libraries. This could demand total overhauling or adjustment of school library activities such as library timetable, day-to-day activities, communication channels, staff responsibilities, space design, signages, shelve arrangement, training plans, aesthetics, etc. Organizational innovation aims at changing the library physical environment and policies to achieve the library objectives and leveraging on internal and external relations to build a strong image for the library.

In addition to the above broad analysis of innovation, Akwang [15]; Corral & Jolly [16] assert that innovation embeds technological or technical, managerial or administrative, collaborative or inter-organizational as well as other reforms that involve rethinking the instructional roles of librarians, collaborating with other professional colleagues to gain new ideas, and contributing to changes in the teaching and learning process. This could manifest in new processes, relationships and novelty in products, services, and programmes of the school libraries

5. ROLES OF PARENT INSTITUTIONS IN SCHOOL LIBRARY MANAGEMENT

Parent institutions are the owners of the environment where school libraries are situated. They are saddled with the responsibilities of establishing, funding and managing the school libraries to ensure their operational functionality, effective usage and sustainability. By categorization, parent institutions of school libraries include federal government, state government, religious groups, and private individuals or organizations. Parent institutions provide complete control over many crucial features to ensure fundamental school duties are carried out. Udofia [6] asserts that the effectiveness of parent institutions in school library management is directly proportional to the effectiveness of the services provided by the school libraries. The roles of parent institutions in school library management are discussed in consideration of the following elements:

School Library Buildings and Renovation: School library building is one of the principal tasks that parent institutions of school libraries are expected to show high sense of innovation. This should represent structural innovation reflecting the aesthetic and friendly ambience for effective use of the library by pupils, students, teachers and even other information users. Parent institutions should ensure that the school library building is well-located, well lit and ventilated, equipped and conducive for users' admiration and patronage. Parent institutions should focus more on a learner-centered library building than a resource-centered model. Attention should be given to accessibility and proximity to teaching areas and offices, while noise factor and adequate space for both users and staff, and excellent working conditions should be given a priority. There should also be appropriate design for

library users with special needs as well as flexibility for multiple activities and possible future changes for expansion.

School Library Funding: Another important role of parent institution in school library management in enhancing innovation is funding. Funding is commonly considered as the **lifeblood** of any organization including school libraries. Funds are required to meet the information needs of library users. Funds remain essential for building infrastructures, providing physical and remote services, acquiring physical and electronic resources, employing competent staff, and overhead cost, among others. The quantity of funds school libraries receive directly influences the quality of services provided. Therefore, parent institutions of school libraries are expected **to provide adequate funds in order to provide the right services and conditions** according to the needs and expectations of users. A responsible parent institution is also required to provide adequate funds to support the training and retraining of library staff especially on innovative school library strategies and skills.

School Library Staffing: Staffing is an indispensable component through which parent institutions of school libraries demonstrate innovation in school library management. The importance of qualified school librarians and library staff is underscored in **IFLA's [17]** assertion which points out that because the role of school libraries is to facilitate teaching and learning, the services and activities of school libraries need to be under the direction of a professional staff with the same or higher level of education and preparation as classroom teachers. It is further argued that where school librarians are expected to take a leadership role in the school, they need to have at least the same level of education and preparation as other leaders in the school including school administrators and learning specialists. This clearly implies that innovative school library management can be achieved where that operations and services of the school libraries are handled by trained librarians. Professional expertise of a school librarian is required for complex roles of instruction, reading and literacy development, school library management, collaboration with teaching staff, and engagement with the educational community in order to enhance quality services delivery to users

School Library Resources: Innovative school library system requires the provision of adequate, relevant, and useful library information resources in equitable mix, taking into account the school curriculum. The building of school library collection involves careful selection and acquisition of resources that meet the educational, developmental, psychological, social, cultural, and recreational needs of the users. Innovative school library has to make available varied, authoritative, and up-to-date resources in a variety of formats – print, non-print, and other media. The print resources include textbooks, fictions, reference sources, magazines, newspapers, picture books, etc. The non-print comprises radio, audio, and tape recordings, videos, films, slides, toys, puzzles, charts, etc. The electronic resources are computer games, internet programmes, instructional materials that can only be access with computer and sometimes internet connectivity. It is the responsibility of parent institution to ensure the resources are available and accessible to pupils, students, teachers and other members of the school community.

School Library Facilities: School library facilities constitute the hub for providing library resources and services to users. Facilities in school libraries include **power supply, computer systems, teaching and learning aids, internet connectivity, etc.** The school library also needs **storage facilities like bookshelves/stacks, troughs, chests/cupboards and filling cabinets.** Library use aid facilities like newspaper racks, reading carrels and chairs should be provided adequately. **Catalogue cabinet, circulation desk, book trolleys, safe-step stools, book ends, bulletin boards, and computer equipment** are service aid facilities which facilitate day-to-day

services in school libraries. The parent institution needs to consider the quality and quantity of these facilities for sustainability and effective usage. School library facilities enhance the possibility of providing innovative library services and effective management of the school libraries.

School Library Supervision: Another important responsibility of parent institutions for enhanced innovation in school libraries' management is supervision. Supervision ensures that library staff perform optimally within the rules, laws, regulations and ethical issues governing their functions. Effective supervision ensures effective school library management because it puts actions and inactions on check. Supervision library supervision serves to measure the extent to which benchmark expectations are met. It also helps to correct deviations from set standards. Equally, parent institutions should use school library supervision to assess or evaluate how facilities acquired and made available are being deployed by library staff in providing library resources and services to users.

School Library Staff Training and Development: Responsive parent institutions in school libraries leverage on staff training and development for innovative school library management. Simply put, school library staff training and development aim at equipping staff with latest skills, ideas and knowledge needed to handle innovative technologies for the provision of emerging services. As a matter of fact, implementing innovative ideas for effective school library management hinges on modern skills and competencies of the school library staff. Thus, responsive parent institutions of school libraries place emphasis on staff training and development to achieve the desired result.

School Library Legal and Ethical Issues: School libraries are governed by laws and regulated by ethical frameworks that are both within and outside the school library system. Thus, parent institutions of school libraries have the responsibilities to ensure that school libraries operate within the ambit of the laws and ethical frameworks. School library staff needs to be familiar with ethical conditions governing the library environment, collection development, information access, services delivery, copyright law, information creation right, funding arrangements, school library legislation and other policies and standards.

6. IMPLICATIONS OF INNOVATION IN SCHOOL LIBRARIES MANAGEMENT

According to IFLA school library guidelines [17], school libraries are established with the core mandate of working in service of making a difference in the lives of young people as well as improving teaching and learning for all. School libraries help children to discover for themselves by independent studies and learning how to ask questions as well as develop creative, imaginative and critical thinking abilities. This must align with the goal of developing information literate students who are responsible and ethical participants in society as competent self-directed learners who are aware of their information needs with active engagement in the world of ideas (IFLA, [17]). Considering this onerous task, innovation is a *sine qua non* to achieving quality services in school libraries. It is critical for school libraries to incorporate innovativeness into day-to-day activities of the school. Innovation has to do with introducing new ideas, skills, and strategies to create a needed change for efficiency and dexterity in services delivery (Akwang, [15]).

Innovation is essential in bringing about qualitative changes in the school library system. Innovation could serve as a bridge between what the library is offering as services and what is expected of them. With the emerging technologies, the services of school libraries have changed drastically in line with the needs and expectations of library users. Be that as it may, the advantages of innovating or changing the school library system cannot be

overemphasized. It increases efficiency, improves the quality of products and services, supports competitiveness in a globalized world and ensures equity of learning opportunities for pupils, students and staff. Parent institutions of the school libraries whether government or private institutions should develop smart innovative strategies for school library management. The best strategy to innovate school library, according to Udofia [6] is to create a user-friendly system by developing new ideas, skills, knowledge, and strategies in support of the following:

- Literacy and reading promotion
- Media and information literacy
- Inquiry-based learning such as problem-based learning and critical thinking
- Technology integration in the school library system
- Professional development for library staff
- Appreciation of literature and culture, etc.

7. TOOLS FOR INNOVATION IN SCHOOL LIBRARY MANAGEMENT

From our discussion so far, it could be succinctly deduced that innovation in school libraries represents the integration or application of new technologies and processes to produce new products and services which could be offered to new and existing users in a new or improved way. This implies that innovation in school libraries management is dependent on available tools that could be used for various innovative activities. Corral & Jolly [16] assert that a technologically-driven innovation involves the use of tools that are relevant in the delivery of impactful services. These tools allow students to take responsibility and control over their own learning. There are a variety of tools for actualizing innovation in school libraries which includes library space. Okeke & Chibueze [18] corroborate stating that library space is an innovative tool for creativity, learning and collaboration between librarians and patrons. Omeluzor, Ugochi, & Izuakolam [19] suggest the use of Skype reference, library wikis, customized browser toolbars, interactive FAQ knowledgebase and video reference kiosks. The authors emphasize that the integration of these innovative tools enhances instruction and services to library patrons. The use of innovative tools in school libraries permits students to conduct self-service orientation by themselves and for themselves, thereby allowing librarians additional time to handle other tasks in the school libraries.

Akwang [20]; Joe & Knight [21] identify other innovative tools for school library management. Most of them fall under Web 2.0 technologies including social media technologies such as Blogs, WhatsApp, Wikis, RSS feeds, audio and video podcasts, Facebook, MySpace, Twitter, Flickr, LinkedIn, YouTube, content syndication, social bookmarking, tagging, social networking, multimedia sharing, bibliographic reference managers, chat, messaging, emails, video conferencing and other interactivity tools. Other tools are frequently asked questions (FAQ), ask a librarian, library website, OPAC, etc.

Jibril [22] note that school libraries in this digital age serve the digital citizens, therefore need to use ICT in their operations. The author suggests that school libraries should adopt a library management system as a tool or platform for automation of all library functions. A library management system can be a standalone tool or be integrated into the school's central management software. The school management software, also known as school enterprise resource planning, simplifies and automates the day-to-day academic and administrative activities of a school. It is one of the best innovations for learning, administration, and management of all the activities in schools starting from admission to attendance and exams to results. However, there are specific software or platforms meant for libraries and suitable to drive in innovation into the management of school libraries for

example Koha, Millennium, Sierra, and L4U, etc. The advantages of using library management systems, according to Jibril [22] includes but not limited to the following:

- Dispense of information services that appeal to library users.
- Save the time of the user when searching for information.
- Improve library services
- Avoid repetitive and predictable processes and tasks involved in managing the library.
- Allow seamless access to the library catalogue.
- Enhance the lending process.
- Track the status of library materials.
- Track the overdue status of borrowed materials and generate fines for such.
- Provide statistics on library usage.
- Generate a report on user patterns, etc.

8. SKILLS FOR INNOVATION IN SCHOOL LIBRARY MANAGEMENT

Skills connote the special competencies, abilities, knowledge, and attitudes required to perform specified tasks with some level of satisfaction. Providing innovative school library services is practically a product of how skillful and knowledgeable the library staff are in handling the processes involved. OECD [13] harps on the needs to possess the right skills if innovation is to be created and implemented in school library management. Skills interact synergistically with other inputs to the innovation process, including financial commitment, infrastructural development, maintenance culture, organizational goals, staff alertness, and others. Possession of the right skills fuels innovation and structural change in school libraries. A school librarian is expected to exercise a unique set of skills at various level of work. Avvisati, Jacotin, & Vincent-Lancrin [23] note the major categories of skills that could be effectively applicable to support desired innovations in school library management to include thus:

Subject-based Skills: This set of skills represents knowledge and knowhow in a particular field. Subject-based skills include knowledge of cataloguing and classification, circulation management, reference information management, serials management, user relationship and ICT applications. These skills are fundamental when it comes to managing innovations in school libraries for optimal services delivery.

Critical Thinking and Creative Thinking: Critical thinking is the logical, sequential, and disciplined process of evaluating and interpreting information to make informed judgment or decisions. Creative thinking, otherwise known as creativity skill entails the ability to look at things differently and find new ways of solving problem. Both critical and creative thinking skills are complementary in the sense they are essential in the success of establishing innovations in school library management. Petrone [24] puts forward that to avoid becoming stale, school librarians need these skills.

Behaviour and Social Skills: This set of skills addresses the ability to create and maintain relationships, interact with others, respond to difficult situations, and manage emotions. These skills bring about self-confidence, leadership and management, collaboration and persuasion. **School librarians need these skills to be able to foster effective interpersonal relationship and communication among themselves and users for the purpose of providing satisfactory services.** It must also be noted that behaviour and social skills require having an understanding and respecting others viewpoints and perceptions about things.

In addition to the above, Uhegbu cited in Akwang [15] enumerates the following as necessary skills to drive innovations in school libraries.

- Ability to determine what to achieve in the library, how to achieve, and when to achieve them.
- Ability to coordinate library activities to improve the overall welfare of the library.
- Ability to come up with new ideas or solutions.
- Ability to question existing ideas to bring about desired changes.
- Ability to present ideas to audience in a convincing way.
- Ability to write meaningful reports or documents.
- Ability to take necessary actions and decisions based on predetermined standards.
- Ability to monitor and evaluate the entire school library system.
- Ability to identify opportunities for development of the library.
- Ability to manage time effectively and work under pressure, etc.

9. FACTORS AFFECTING PARENT INSTITUTIONS AND INNOVATION IN SCHOOL LIBRARY MANAGEMENT

The management of school libraries by parent institutions is not without hurdles. The integration of innovative measures and tools to enhance services delivery in school libraries is becoming challenging, especially in public school libraries in Nigeria. Jibril [23]; Shabi & Oyedapo [25] identify factors that pose challenging to the development of school libraries in Nigeria. The factors which also hinder the effort of parent institutions towards ensuring innovation in school library management include:

- Poor funding
- Inadequate facilities
- Lack of legislation
- Poor work motivation
- Shortage of qualified personnel
- Wrong perception on importance of school libraries
- Lack of support by stakeholders
- Bureaucracy, etc

10. CONCLUSION AND RECOMMENDATIONS

From the literature reviewed, it is evident that **school libraries are learning laboratories situated at mostly nursery, primary, and secondary schools as well as non-tertiary institutions like catering schools, theological schools, schools of nursing and midwifery.** They are established with the objective of providing learning resources to enrich curriculum, supplement textbooks and classroom instruction and give pupils and students unlimited opportunities for learning. To ensure that school libraries take their pride of place as learning hub, innovation must be embrace with all seriousness and sincerity by all stakeholders, especially the parent institutions. This paper presented an overview of school library and imperatives of school library management. Types of innovations and roles of parent institutions in school library management were also considered. The paper also considered implications, tools, and skills for innovation in school library management. Factors affecting parent institution and innovation in school library management were highlighted. However, the recommendations put forward are presented thus:

- Parent institutions of school libraries should pay attention to trends in school libraries, provide necessary innovative tools, and support other processes of managing school libraries for desired patronage.

- School librarians should continually be retooled for desired competence in managing school libraries of today.
- All stakeholders should think innovation at all times in every aspect of school libraries.

REFERENCES

- [1] Akwang, NE. Creativity and innovations in management: imperatives for academic librarians. *AKSU Journal of Management Sciences*. 2016;1(2):82-90.
- [2] Udoh, IU, Akwang, NE. The role of school libraries in curbing the decay in reading habits among secondary school students in Nigeria. *Library Philosophy and Practice (e-journal)*. 7810. 2023; <https://digitalcommons.unl.edu/libphilprac/7810>
- [3] Jantz, RC. Creating the innovative library culture: Escaping the iron cage through management innovation. *New Review of Academic Librarianship*, 2017;23(4):323-328. <https://www.doi:10.1080/13614533.2017.1388055>
- [4] Otiye, F, Barat, AH, Kizil, P. Innovation strategies in academic libraries using business entrepreneurial theories: Analysis of competing values framework and disruptive innovation theory. *The Journal of Academic Librarianship*. (2022;48). <https://doi.org/10.1016/j.acalib.2022.102537>
- [5] Librarians' Registration Council of Nigeria [LRCN]. The school library. In Victoria Okojie (Ed.) *School library manual*. Abuja: Pius S. Printgraphics; 2011.
- [6] Udofia, EP. The school library media centre: functions and evolution. In E. P. Udofia (Ed.) *Information services and the school library media centre*. Uyo: Inela Venture & Publishers; 2020.
- [7] Usoro, IP, Umoren, E, Akwang, N. Students' characteristics and information resources utilization in the University of Uyo library. *International Journal of Library and Information Science Studies*. 2018;4(3),40-51
- [8] Rakhmayanti, D, Karwanto, S. School library management in private junior high schools. *Advances in Social Science, Education and Humanities Research*. 2019;387:41-46. <https://download.atlantis-pess.com/article/125928731.pdf>
- [9] Mayowa-Adebara, O. Management of school libraries and media. National Open University of Nigeria Press. 2021. www.nou.edu.ng
- [10] Madu, UA, Odenigbo, P, Tongs, H. Relationship between school library management and students' choice of career in librarianship. *Information and Knowledge Management*. 2014;4(4). <http://www.iiste.org>
- [11] Mensa, CP, Udoh, IU, Osiebe, PO. Systematic analysis of adoption of innovative technologies in the provision of electronic information services in public university libraries in

Akwa Ibom State, Nigeria. *Library Philosophy and Practice* (e-journal). 8080. 2023; <https://digitalcommons.unl.edu/libphilprac/8080>.

[12] Vassilakaki, E, Moniarou-Papaconstantinou, V. Public libraries and innovation in Greece: An option or a necessity? *Innovation in Libraries and Information Services*. 2016;35. Emerald Group Publishing Limited. <https://doi.org/10.1108/S0732-06712016000035017>

[13] Centre for Educational Research and Innovation [OECD]. *Innovating education and educating for innovation: The power of digital technologies and skills*. OECD Publishing, Paris: 2016. <http://dx.doi.org/10.1787/9789264265097-en>

[14] Akwang, NE. Marketing strategies for ICT-based services in academic libraries: a conceptual description. *International Journal of Applied Technologies in Library & Information Management*. 2020;6(2), 11-23.

[15] Akwang, NE. Approaches to innovation and transformation in library and information science education in Nigeria. *International Journal of Library Science*. 2017;6(3):58-67.

[16] Corral, S, Jolly, L. Innovations in learning and teaching in academic libraries: Alignment, collaboration, and the social turn. *New Review of Academic Librarianship*. 2019;25(2-4),113-128. <https://www.tandfonline.com/doi/10.1080/13614533.2019.1697099>

[17] International Federation of Library Associations and Institutions [IFLA]. *IFLA school library guidelines*. 2015. <https://www.creativecommons.org/licenses/by/3.0>

[18] Okeke, I, Chibueze, MN. Innovative use of library space as a tool for effective reading and learning in academic libraries. 2020. <https://researchgate.net/publication/340547595>

[19] Omeluzor, SU, Ugochi, M, Izuakolam, VK. Assessing the use of innovative tools for library instruction and services in federal universities libraries in South-South, Nigeria. *Information Impact: Journal of Information and Knowledge Management*, 2020;11(4): 92-106. <https://dx.doi.org/10.4314/ijikm.v11i4.9>

[20] Akwang, NE. A study of librarians' perceptions and adoption of Web 2.0 technologies in academic libraries in Akwa Ibom State, Nigeria. *The Journal of Academic Librarianship*. 2021;47(2). <https://doi.org/10.1016/j.acalib.2020.102299>

[21] Joe, J, Knight, E. Social media for communication and instruction in academic libraries. 2019. <https://www.igi-global.com/book/social-media-communication-instruction-academic/214080>

[22] Jibril, L. Data-based library management: a case of Botswana secondary school libraries. 2019. <https://library.ifla.org/190-j...>

[23] Avvisati, F, Jacotin, G, Vincent-Lancrin, S. Educating higher education students for innovative economies: What international data tell us. *Tuning Journal for Higher Education*. 2013;1(1):223-240.

[24] Petrone, P. Why creativity is the most important skill in the world. 2019. <http://learning.linkedin.com>

[25] Shabi, IN, Oyedapo, RO. Development of school libraries in Nigeria: challenges and prospects. In E. P. Udofia (Ed.) *Information services and the school library media centre*. Uyo: Inela Venture & Publishers. 2020.

UNDER PEER REVIEW