



Value Added Education in Librarianship: Context for Sustainable Development

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Abstract:

This study examines value-added education in a librarianship context to enhance good health for sustainable development in Africa. The study sample consisted of 294 professional librarians who were present at the annual NLA 2021 Conference (Osun State Chapter). Through a survey method, a questionnaire was used to gather data from the respondents. The data collected was analysed using percentages, frequency count and pearson product moment correlation to determine relationship between attitude and perceived academic performance in research methodology course. The results revealed that value-added education in a librarianship context has a significant positive impact on enhancing good health for sustainable development. Findings also revealed that provision to access valued-added education in a librarianship context was essential in order to achieve these sustainable development goals, such as good health. The findings further showed that the librarians agreed that value of creativity, innovation, needed skills, competencies, passion, entrepreneurship, knowledge and character/attitude are features of value-added education to enhance good health and well-being for sustainable development. The authors recommend the need for the following principle that can increase the awareness of all educators who are interested in the use of creativity, innovation, and entrepreneurial competencies to drive and provoke value-added education: Professional librarians have: (a) vision, mission, and values for learning, teaching, and research quality. (b) Confidence: They exude a high self-concept; they are completely positive about teaching, they are enthusiastic, and they are self-starters. (c) Creativity: They always generate many ideas about teaching, especially in terms of initiative and collaborative strategies. (d) Innovation: They are very adept at exploring new ideas and turning them into fantastic teaching strategies; they communicate new ideas and add value to teaching by generating quality learning. (e) Entrepreneurship: They are capable of utilising creativity and innovation to generate the best teaching and research outcomes.

Keywords

*Creativity, Good Health,
Innovation, Librarianship,
Sustainable Development Goals,
Valued-added Education*

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Introduction

In this present global information age, a country cannot develop without adequate access to good health. An individual's health status is essential in a society; therefore, there is a need for health information for a sustainable life. The health sector is calling for more attention. Similarly, the required information needed to enhance good health for sustainable

learning, and research. Their health or well-being cannot be accessed without adding value to their education. To achieve this as one of the goals of sustainable development, good health is provided, created, selected, analysed, represented, organised, stored, disseminated, communicated, and utilised by intended users.

However, a nation's global health is paramount for sustainable development. Access to good health by individuals has a significant influence on their well-being (Lin, Schillinger, & Irby, 2014). In view of this, proper alternation is needed to be put in place to achieve this goal. This is one of the formidable duties performed by a professional librarian. Generally, the roles of professional librarians involve regenerating, collected selection processing, analysis, organising, presentation storage retrieval, dissemination, and communicating it to the users.

As noted by Harris (2011), adding value to information makes it accessible to end users. Users need information to perform various tasks, such as teaching, learning, and research. It is necessary to add value to education generally in order to achieve these activities. Therefore, good health and well-being are essential for all citizens to

development is created, collected, analysed, interpreted, presented, stored, retrieved, disseminated, and utilised globally. These daunting tasks are performed by professional librarians. In this context, librarianship is a profession that caters to academic activities and supports education goals and objectives, including teaching,

sustain, and the only channel to enhance one's status of good health for this is through the provision of adequate information concerning health issues (Lin et al., 2014). This enhances making good decisions about health issues in order to prolong life.

The research reports revealed that making decisions plays an essential role in the development of a healthy nation. Therefore, it is imperative for a country that seeks to achieve its goals and objectives for good health and sustainable development to add value to education. In this regard, the role of professional librarians cannot be taken lightly. Librarianship is a profession that is full of people passionate about making positive changes in the world, and they tend to be widely happy about what they do. (Tella, Abdulrahman, & Okojie 2018).

Objectives of the Study

The general objective of the study is to examine the value added education in librarianship context for sustainable development in Africa. The specific objectives are to:

1. Investigate the features of value added education by librarians to enhance good health for sustainable development.

2. Ascertain the relevance of good health for sustainable development.
3. Determine the benefits of value added education to enhance good health for sustainable development.
4. Identify the method for adding value to education in librarianship.

Research Questions

1. What are the features of value added education?
2. What is the relevance of good health for sustainable development?
3. What are the benefits of value added education?
4. What are the methods for adding value to education?

Research Hypothesis

There is no significant relationship between the futures of value added education and benefits of good health for sustainable development.

Literature Review

Some research findings reported that adding value to education through information created is a great technique to solve health issues (Lin, Schillinger, & Irby, 2014). Information professionals are adding quality to education (information) for users to enhance their health and well-being. Health education, as defined by Kumar (2003), is the act of persuading people, with the help of the educational process, to adopt such practices.

Health Education

World Health Organization (WHO, 2010) defined health in terms of well-being as simply "the absence of disease". Recently, WHO modified

the definition of health as "a dynamic state physical, mental, social, spiritual well-being and not merely absence of disease or infirmity". There are 3 components of health, they are interacted and interdependent (Lucey, 2013). This implies that a sound body is necessary for sound minds. Health education is the art of persuading people, with the help of the educational process, to adopt such practices as are good for their health, and give up those that are harmful (Bodenheimer, 2010). It attempts to transform knowledge about disease-prevention and health promotion into conduct routinely practiced by the common people. Communication, information and education are the tools used to bring about such transformation. The three-fold objectives of health education are the following:

- To ensure people adopt healthy life styles and persist with them.
- To help then utilize the available health services wisely.
- To assist them take decisions individually and collectively for achieving positive health.

Significance: Health education is the means of prevention in the case of diseases like accidents, AIDS, dental caries and periodontal disease.

In the case of diseases for which preventive measures (The immunizations, protective clothing, etc.) are available, health education plays the role of a catalyst: it drives the persons to accept them and promotes their acceptance by the people. The availability of health services free of cost may or not lead to their acceptance: but if such

services are combined with health education the chances of people accepting them are greatly enhanced. Where a person has to take drugs or use contraceptives for prolonged periods, health education ensures he or she persists with the drug or contraceptive for the prescribed duration. In a community project for the control of hookworm infestation in a rural area, each and every house was provided with a sanitary latrine.

When a survey was done a year later, it was found that there was no decrease at all in the magnitude of the disease. The reason for this was that no one had made use of the latrine; the villagers persisted with attending to the call of nature in the open fields. They did not make use of the latrines, because they were never told about the need and importance of doing so.

Types of Health Education

There are two kinds of health education: informal and formal.

Informal Education: Informal variety is the education of the children by their parents in such matters as washing of hands, urinating or defecating only in the toilet, eating at regular hours, covering mouth while coughing, etc., These health (and other) habits become ingrained into the child's mind and persist for life-long.

Formal education: Formal health education is carried out fewer than three different situations:

- a. *Education of patients by their physicians* as part of management, for example education about salt restriction given by the doctor to a patient suffering from high blood pressure. This kind

of education is known as '*bed-side education*.'

- b. *Education of high-risk individuals* (the so-called 'high-risk strategy'). Examples are the education of the smokers to give up the habit, of the obese to reduce their weight.
- c. *Education of the community at large*, for example, education of the mothers about nutrition in pregnancy, education of school children about the dangers of smoking, alcoholism and drugs, and the education of the community about the small family norm.

Valued-Added Education in Nigeria

Value-added education attempts to inject the value of creativity, innovation, entrepreneurship, emotions, character, needed skills, competencies, knowledge, attitudes and heart (Akinboye, 2002, 2003, 2005) as priorities in the education of our children. The present educational programs are deficient in these ingredients of success at work and life, thereby producing paradoxical lifestyles in the products of education. For instance, in spite of the tenacity of purpose based on I.Q system of education, the paradox of our age is ever present

The paradoxes could be increased. Education needs to be re-invented as a key means to contribute to the development of Nigeria, so that we become a country that is known for good of Nigeria, so that we become a country that is known for good character, creativity, innovation and entrepreneurship as basis for tapping the inherent gains in our cultural diversity. The principal task of our education should be the

development and production of men and women of powerful strengths of character (Constin, 2017).

We need to add value to education to remove the paradoxical behaviors' outcomes of the present educational practices. We need educational products that have positive emotional behaviors and are able to design new things and create the land of our dreams. Adding these values should be the basis of national transformation (Goldstein, Huiqi, Rath, & Hill, 2002).

Value-added education should include job creation tactics from the primary to tertiary levels. Such education should introduce new approaches that can produce wholesome lifestyles in graduates, help such graduates prevent wastefulness, mobilize support for public and private initiatives, develop new ecological visions and nurture a sense of global solidarity (Fryer, 2011).

Success skills acquisition should be an important value to be taught and practiced in the work content by learners. Opportunities should be offered to students throughout their school lives; they should be exposed to new ways of thinking for themselves and new learning.

Value added education should emphasize that learning is about making meaning, producing people who are sensitively aware that the greatest skill to be acquired in education is the power to think creatively, innovatively and in an entrepreneurial fashion. Value-added education should create powerful learners with productive strategies. Emphasis should be on depth of knowledge, skills and competencies rather than general superficial coverage (Papay, 2011).

Value-added education required a new crop of teachers, educators, curriculum, methodology, technology, supportive resources and management. New curriculum programme on creativity, innovation, entrepreneurship, emotions, stress management, and teaching styles must be developed and holistically implemented at all strata of the educational hierarchy. High achievers in industry must be scheduled to address teachers and students from time-to-time.

Value-added education must develop educational paradigms that emphasize the development of quality teachers who should be able to add value to learning and generate educational standards from within the school's systems rather than allow baseless reforms from outside the system. Roland observation which insisted that (Amrein, 2008, 2012, 2014, 2015, 2016) areas to be value-added in education should include:

- Educational leadership- Innovative leadership is the sure value in education.
- The school curriculum
- Positive emotions and emotional intelligence
- Course design
- Lesson design
- Teaching methodology
- Educational assessment
- Creative thinking- the main reason why we go to school is to learn how to think
- Innovation thinking to produce new products, process, services and jobs.
- Entrepreneurial thinking as basis for the development of entrepreneurial skills.
- Research and lateral thinking.

The greatest value from the knowledge acquired from education is to create something that is

salable and then finding consumers to pay you for it. That is being your own manager.

Research Methods

This study adopted survey design, because it is an efficient way of gathering data to help address research question and discovering why certain events, situation or phenomena occur. Survey was adopted because; it is believed that if a sample is carefully selected, findings obtained from the sample can be used to generalize the population. The survey design was considered appropriate in this study as it allows the use of various data collections techniques such as questionnaire, interview and observations. The target population and the sample size of this study was the 294 professional librarians present at the National Library Association conference (NLA), Osun State Chapter Held at Redeemer University Ede, Osun State, during 2021 Annual General Meeting (AGM). The instrument used for data collection in this study was questionnaire. This is because questionnaire usually helps in gathering in depth information

desired from the respondents. The respondents are expected to tick the appropriate option that represents their opinion. To ensure the validity of the instrument the questionnaire was given to two experts whose research interest is in the area of research methodology. The experts gave useful suggestions that resulted to changes and modifications in the questionnaire before final administration to the respondents. This exercise ensured both the face and contents validity of the questionnaire.

The reliability of the instrument using test-re-test method of two weeks interval was adopted to determine the reliability of the instrument. The responses obtained were subjected to Cronbach alpha and the correlation co-efficient returned an $r = 0.78$ which confirmed that the questionnaire was reliable for use in the study. The data collected was analysed using percentages, frequency count and Pearson product moment correlation to determine relationship between attitude and perceived academic performance in research methodology course

Results

Table 1: Demographic distribution of Respondents

Demographic Percentage %	Frequency	
Gender		
Male	41.8	123
Female	58.2	171
Total	294	100
Age		
20-30 year	107	36.4
31-40 years	109	37.1
41-50 years	66	22.4
Above 50 years	4.1	12
Total	294	100
Academic qualification		
HND	50	17.1
BLIS	96	32.7
MLIS	133	49.2
PhD	15	5.1
Total	294	100
Academic experience		
5-10 years	28	9.5
11-15 years	56	19.1
16-20 years	67	22.8
21-30 years	78	26.5
31-35 years	65	22.1
Total	294	100
Ranks/Designation		
Assistant Librarian	56	19.1
Librarian II	34	11.6
Librarian I	42	14.3
Senior Librarian	70	23.8
Principal Librarian	64	21.8
Deputy Librarian	23	7.8
University Librarian	1.7	5
Total	294	100

Source: Field Study, 2021

Table 1 shows the bio-data of the respondents as follows; the gender distribution shows that majority of the respondents were females (58.2%) while (41.8%) were male. The age distribution shows that the majority of the respondents (36.4%) was 20 years and above, followed by respondents who were between

31-40 years (37.1%), and the respondents within the age of 41-50 years (22.4%) and respondents above 50 (4.1%). As discussed under the sampling and population section, respondents in this study were distributed among librarians across academic qualification. The table shows that 50(17.1%) were

HND holder; 96 (32.7%) were BLIS holder; 133(49.2%) were MLIS holder; 15(5.1%) were PhD. holder. The respondent who were with the academic experience between 5-10 years (9.5%), 11-15 years (19.1%), 16-20 years (22.8%), 21-30 years(26.5%), 31-35 years (22.1%). The table also shows the ranks and designation of the respondents; Assistant Librarian 56(19.1%),

Librarian II 34(11.6%), Librarian I 42(14.3%), Senior Librarian 70 (23.8%), Principal Librarian 64(21.8%), Deputy Librarian 23(7.8%), University Librarian 5(1.7%).

Results

Research Question 1: What are the features of value-added education?

Table 2: Feature of Value-Added Education to enhance good health and well-being for sustainable development in Africa

Items	SA	A	NS	D	SD	Total
Values of Creativity	180 (61.2%)	81 (27.6%)	21 (7.1%)	12 (4.1%)	0 (0%)	294 (100%)
Innovation	177 (60.2%)	96 (32.7%)	6 (2%)	12 (4.1%)	3 (1%)	294 (100%)
Needed Skills	147 (50%)	132 (44.9%)	9 (3.1%)	6 (2%)	0 (0%)	294 (100%)
Competencies	123 (41.8%)	66 (22.5%)	57 (19.4%)	36 (12.2%)	12 (4.1%)	294 (100%)
Emotions	81 (27.6%)	36 (12.2%)	51 (17.3%)	81 (27.6%)	45 (15.3%)	294 (100%)
Passion	102 (34.7%)	63 (21.4%)	72 (24.5%)	48 (16.3%)	9 (3.1%)	294 (100%)
Modesty	92 (31.3%)	90 (30.6%)	54 (18.3%)	51 (17.3%)	7 (2.3%)	294 (100%)
Entrepreneurship	51 (17.3%)	90 (31%)	54 (18.6%)	84 (28.9%)	15 (5.2%)	294 (100%)
Knowledge	129 (43.9%)	54 (18.4%)	33 (11.2%)	66 (22.4%)	12 (4.1%)	294 (100%)
Character/ attitude	90 (30.7%)	48 (16.3%)	63 (21.4%)	63 (21.4%)	30 (10.2%)	294 (100%)

Source: Field Survey, 2021

Table 2 presents Value-Added Education to enhance good health and well -being for sustainable development in Africa. The results reveal that 180(61.2%) and 81(27.6%) of the respondents strongly agreed and agreed that they enjoy values of creativity, 21(7.1%) are not sure, 12(4.1%)

disagreed and none of the respondents strongly disagree. The table also shows the level of students' innovation where majority of the respondents 177(60.2%) strongly agreed they were interested innovation, 96(32.3%) agreed, 12(4.1%) and 3(1%) disagreed and strongly disagree.

Regarding needed skill, 147(50%) strongly agree to have needed skill, 132 (44.9%) of the respondents agree to have needed skills, 9(3.1%) not sure 6(2%) disagreed.

The statement on the fourth items, competencies, was strongly agreed by 123(41.8%) of the respondents, 66(22.4%) of the respondents agreed on competencies, 57(19.4%) of the respondents were not sure while 36(12.2 %) of the respondents disagreed and 4(4.1%) strongly disagreed on the competencies use of value-added education. In addition, 81(27.6%) of the respondents strongly agree of their emotions in value-added education, 36(12.2%) of the respondents agree of their emotions in value-added education, 51(17.3%) of the respondents were unsure of their ability to perform well in the course, 81(27.6%) disagree, 45(15.3%) strongly disagree.

Most of the respondents 63(21.4%) strongly agreed to passion, 102(34.7%) agreed to passion, 72(24.5%) respondents are not sure,

48(16.3%) disagreed and 9(3.1%) strongly disagreed. 92(31.3%) strongly agree that modesty in value-added education, 90 (30.6%) respondents agree with the statement, 7(2.3 %) respondents strongly disagreed, 54(18.3%) not sure. Entrepreneurship in value-added education was strongly agreed to by 51 (17.3%) of the respondent, 138(46.9%) disagreed with the statement, 60(20.4%) not sure.

Furthermore, 129 (43.9%) of the respondents strongly agreed to Knowledge value-added education, 54(18.4%) agrees, and 12(4.1%) strongly disagreed. Finally, Character/ attitude was strongly agreed to by 90(30.7%), 63(21.4%) are not sure, 63(21.4%) disagreed, 48(16.3%) of the respondents agreed that research is stressful to learn, and 30(10.2%) strongly disagreed.

Research Question 2: What is the relevance of good health for sustainable development?

Table 3: Relevance of good health for sustainable development

Items	SA	A	NS	D	SD	Total
To promote emotional stability	30 (10.2%)	78 (26.5%)	51 (17.2%)	114 (39%)	21 (7.1%)	294 (100%)
To promote physical wellbeing	90 (30.6%)	48 (16.3%)	60 (20.4%)	87 (29.6%)	39 (13.3%)	294 (100%)
To improve social and economic stability	99 (33.7%)	72 (24.5%)	69 (23.4%)	69 (23.4%)	15 (5.1%)	294 (100%)
Prevention against environmental hazard	111 (37.8%)	45 (15.3%)	36 (12.2%)	78 (26.5%)	24 (8.2%)	294 (100%)
To cope with stress(resilience)	75 (25.5%)	36 (12.2%)	45 (15.3%)	96 (32.7%)	42 (14.3%)	294 (100%)

Source: Field Survey, 2021

The table 3 identifies the relevance of good health for sustainable development. Professional librarians derive relevance to their emotional

stability. The results show that 114(39%) respondents disagreed, 78(26.5%) strongly agree, 51(17.2%) not strongly agree,

30(10.2%) agree and 21(7.1%) strongly disagree. Physical wellbeing promotion was agreed by 90(30.6%) respondents, 87(29.6%) disagreed, 60(20.4%) not strongly agree, 48(16.3%) strongly agreed, and 39(13.1%) strongly disagreed with the promotion of physical wellbeing.

Improvement of social and economic stability was agreed by 99(33.7%) respondents, 72(24.5%) strongly agreed, 69(13.3%) not strongly agree, 69 (23.4%) disagree, 15(5.1%) strongly agree. Prevention

against environment was agreed to by 111(37.8%), 78(26.5%) disagree, 45(15.3%) strongly agree 36(12.2%) not strongly agree, and 24(8.2%) strongly disagree. In addition, 36(12.2%) of the respondents strongly agreed to cope with stress (resilience), 75(25.5%) agree, 96(32.7%) disagreed 45(15.3%) not strongly agree, and 42(14.3%) strongly disagreed.

Research Question 3: What are the benefits of value added education?

Table 4: Benefits of value added education to enhance good health for sustainable development

Items	SA	A	NS	D	SD	Total
It helps to equip younger librarians for more challenging tasks ahead.	117 (39.8%)	147 (49.9%)	9 (3.1%)	9 (3.1%)	12 (4.1%)	294 (100%)
It helps to equip young Librarians for Leadership skills	117 (39.8%)	153 (52%)	15 (5.1%)	6 (2.1%)	3 (1%)	294 (100%)
Younger Librarians learn how to organize both human and material resources to libraries	111 (37.8%)	156 (53%)	12 (4.1%)	15 (5.1%)	0	294 (100%)
Younger Librarians learn how quality research are conducted	132 (44.7%)	135 (45.8%)	12 (4.1%)	9 (3.2%)	6 (2.1%)	294 (100%)
Younger librarians meet every senior colleague at high level meetings.	111 (37.8%)	144 (49%)	21 (7.1%)	15 (5.1%)	3 (1%)	294 (100%)
It builds confidence to younger people	144 (49%)	117 (39.8%)	12 (4.1%)	12 (4.1%)	9 (3.1%)	294 (100%)
It provide for succession planning	138 (46.9%)	111 (37.8%)	27 (9.2%)	15 (5.1%)	3 (1%)	294 (100%)
It enhances collaborations between Senior and Junior librarians.	117 (39.8%)	132 (44.9%)	33 (11.3%)	6 (2.%)	6 (2%)	294 (100%)
It generally strengthens younger librarian's knowledge.	129 (43.9%)	123 (41.8%)	27 (9.2%)	9 (3.1%)	6 (2%)	294 (100%)
It equally enhances younger librarians disposition.	132 (44.9%)	108 (36.7%)	36 (12.3%)	15 (5.1%)	3 (1%)	294 (100%)

Source: Field Survey, 2021

Table 4 presents the benefits of value-added education to Medical students. The table shows that 147(49.9%) of the respondents strongly agreed that it helps to equip younger librarians for more challenging tasks ahead, 117(39.8%) agreed, 12(4.1%) strongly disagreed 9(3.1%) not sure, while 9(3.1%) disagreed. More than average 153(52%) of the respondents strongly agreed that it helps to equip young Librarians for Leadership skills, 117(39.8%) agreed, 15(5.1 %) not sure, 6(2%) disagreed and 1 (1%) strongly disagreed. Respondents perceived the usefulness of younger Librarians learn how to organize both human and material resources to libraries,

156(53.1%) of the respondents agreed to the statement, 111(37.8%) strongly agreed, 12(4.1%) not sure and 15(5.1%) disagrees.

Younger librarians meet every senior colleague to learn on how quality research are conducted; was agreed to by 135(45.9%), 132 (44.9%) of the respondents strongly agreed, 12(4.1%) are not sure, 9(3.1%) disagree and 6(2%) strongly disagree. 144 respondents (49%) agreed that it builds confidence to younger people, 111(37.8%) of the respondents strongly agreed, 21 (7.1%) are not sure, 15(5.1%) disagreed and 3(1%) strongly disagreed. It provide for succession

planning was strongly agreed by the majority of the respondents 138 (46.9%), 111(37.8%) agreed, 27(9.2 %) not sure, 15(5.1%) disagreed while 3(1%) strongly disagreed. It enhances collaborations between Senior and junior librarians was agreed by 132(44.9%), 117(39.8%) of the respondent strongly agreed, 33(11.2%) not sure 6(2%) disagreed and lastly 6(2%) strongly disagreed. It generally strengthens younger librarian's knowledge was strongly agreed by 129(43.9%) of the

respondents, 123(41.8%) agreed, 27(9.2%) not sure, 9(3.1%) disagreed and 6(2%) strongly disagreed. The results indicate that 144(48.9%) of the respondents strongly agreed It equally enhances younger Librarians disposition 117(39.8%) agreed, 12(4.1%) not sure, 12(4.1%) disagreed and 9(3.1%) strongly disagreed.

Research Question 4: What are the methods for adding value to education?

Table 5: Value-Added Education methods/programmes to enhance good health and well -being for sustainable development in Africa

Items	SA	A	NS	D	SD	Total
Role models/ mentoring	150 (51.0%)	120 (40.8%)	12 (4.08%)	12 (4.08%)	- (-%)	294 (100%)
Training	129 (43.9%)	123 (41.8%)	33 (11.2%)	9 (3.1%)	- (-%)	294 (100%)
Sponsorship to Conferences, Seminars and workshops	132 (44.9%)	108 (36.7%)	45 (15.3%)	9 (3.2%)	- (-%)	294 (100%)
Through participation in professional Association like NLA, NALISE etc.	117 (39.8%)	132 (44.9%)	45 (15.3%)	- (-%)	- (-%)	294 (100%)
On the job training/ learning/Staff Development	129 (55.8%)	144 (49%)	21 (7.1%)	- (-%)	- (-%)	294 (100%)
Individual participation/ Internship	144 (49%)	126 (42.9%)	24 (8.2%)	- (-%)	- (-%)	294 (100%)
Systematic reasoning	138 (46.9%)	111 (37.8%)	27 (9.2%)	15 (5.1%)	3 (1%)	294 (100%)
Orientation/Individual programmes	178 (60.5%)	80 (27.2%)	36 (12.3%)	- (-)	- (-)	- (-)
Support for publication	111 (37.8%)	156 (53%)	12 (4.1%)	15 (5.1%)	0 (-%)	294 (100%)
Skill development models /In-service training	132 (44.7%)	135 (45.8%)	12 (4.1%)	9 (3.2%)	6 (2.1%)	294 (100%)

Table 5 shows the methods and program to enhance good health and well being and sustainable development. The table shows that 150(51.0%) of respondent were strongly agree that role

model/mentoring is a method in enhancing good health, 120(40.8%) agree, 12(4.08%) not strongly agree, 12(4.08%) disagree, 0(0%) strongly disagree, more than average respondent of 123 (41.8%)

of respondent strongly agree that training is a method that enhance good health 129(43.9%) agree, 33(11.2%) not strongly agree, 9(3.1%) disagree, 0(0%) strongly disagree; Sponsorship to agree 132 (44.9%),117 (39.8%) agree, 45(15.3%) not strongly agree, 0(0%) strongly disagree, 0(0%) disagree; On the job training/ learning/Staff Development of respondent strongly agree144 (49%),129(55.8%) agree, 21(7.1%)not strongly agree, 0(0%) strongly disagree, (0%) disagree; Individual participation/ Internship of respondent was strongly agree 126 (42.9%),144 (49%) agree, 24(8.2%) not strongly Conferences, Seminars and workshops of respondent was strongly agree 108 (36.7%), 132(44.9%) agree, 45(15.3%) not strongly agree, 9(3.2%)

disagree, 0(0%) strongly disagree; Through participation in professional Association of respondent was strongly agree, 0(0%) strongly disagree, 0(0%) disagree; Systematic reasoning strongly agree 111 (37.8%), 138 (46.9%) agree, 27(9.2%) not strongly agree, 15(5.1%) disagree, 3 (1%) strongly disagree; Orientation/Individual programmes of respondent was strongly agree 80(27.2%), 178(60.5%) agree, 36(12.3%) not strongly agree, 0(0%) strongly disagree, 0(0%) disagree; Support for publication of respondent was strongly agree 111 (53%),111(37.8%) agree, 12 (4.1%) not strongly agree, 15(5.1%) strongly disagree, 0(0%) disagree; Skill development models /In-service training of respondent 132(44.7%) strongly agree, 135(45.8%), 12 (4.1%) not agree, 9 (3.2%) strongly disagree, 6(2.1%) disagree.

and benefits of good health for sustainable development.

Research Hypothesis: There is no significant relationship between the futures of value added education

Table 6: Relationship between the futures of value added education and benefits of good health for sustainable development

Variable	Mean	Standard deviation	N	Df	R-cal	P-value	Remark
Value added education	28.5045	4.60	98	96	.715	.000**	Significant
Good health for sustainable development	25.1033	6.95					

Source: Field Study, 2021

** Correlation is significant at .001 levels (2-tailed).

The results in table 6 show that there is a significant relationship between them value-added education and good health for sustainable development. This is shown with $r\text{-cal} = 0.715$; $df = 96$ and $P = 0.000$ which is less than the level of significant (0.05). This implies that there is a significant relationship between value-added education and good health for sustainable development. Therefore, the null hypothesis is rejected. Hence, there is a relationship between value-added education and good health for sustainable development.

Discussion of Findings

The findings in the study show that librarians disagreed that emotions and modesty are features of value-added education to enhance good health and well-being for sustainable development. This finding is contradictory to that of Merriam (2016), who says there is a need for educational products to have positive emotional behaviours and be able to design new things and create the land of our dreams.

The research findings show that librarians disagree that value-added education provides emotional stability and that it helps to cope with stress. However, they believed it would promote physical well-being, improve social and economic

stability, and prevent environmental hazards.

The findings revealed that value-added education is important to younger librarians in various ways, such as equipping them for more challenging tasks and leadership skills, learning how to organise both human and material resources in libraries and how quality research is conducted, building confidence and enhancing collaborations between senior and junior librarians, and generally strengthening younger librarians' knowledge. This is in agreement with the findings of Goldstein, et al., (2002).

Lastly, the results also revealed that value-added education could be improved through role modeling or mentoring, training, sponsorship of conferences, seminars, and workshops, participation in professional associations, systematic reasoning, and skill development. This study aligns with the findings of Papay (2011), who stated that depth of knowledge, skills, and competencies rather than general superficial coverage should be emphasized.

Conclusion

The results revealed that value-added education in a librarianship context has a positive impact on enhancing good health for sustainable development. Findings

also revealed that provision to access value-added education in a librarianship context was essential in order to achieve these sustainable development goals, such as good health. In addition, professional librarians have shown some features of value-added education to enhance good health, which include improving social and economic stability and also promoting the physical well-being of a nation. Other findings revealed that value-added education has positive contributions to make in achieving sustainable development goals.

In this regard, health science and medical librarians have driven and provoked value-added education in the librarianship profession in order to be relevant in this present-day health information age. The reason is that they have altruism, vision, and values for research quality. Therefore, value-added education is an indispensable instrument to enhance good health for sustainable development in Africa.

Recommendations

Based on the findings of the study, the following recommendations were made:

- Professional librarians should be enhanced with health-related resources, offer health workshops, and collaborate with other health experts to enrich the depth and accuracy of health information.
- Relevant stakeholders should allocate funding and resources to support the development of health-focused programmes, engage in collaboration to co-create health education initiatives, and advocate for good policy support.
- The government should recognise libraries as valuable community assets for promoting health education, allocate a portion of healthcare and education budgets to support library programmes, and encourage collaboration between libraries, healthcare providers, educational institutions, and relevant ministries.

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