

**Gender Sensitivity in Library and Information Science Management
for Effective Service Delivery in the 21st Century Librarianship
Practices: A Case Study of IAUE Library**

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ABSTRACT

The primary focus of this study was Gender Sensitivity in Librarianship and Information Management in the 21st century. To achieve this, two specific objectives, two research questions, and two hypotheses were formulated to guide the study. The study utilized a correlation research design and targeted a population of 32 staff members from the Ignatius Ajuru University of Education Library. Due to the small size of the population, the entire group was sampled. The research employed a structured questionnaire as the data collection instrument. Descriptive statistics, including frequency count, mean, and standard deviation, were used to analyze the collected data, while the T-test was employed to test the formulated hypotheses. The findings indicated a significant relationship between gender sensitization processes and 21st-century information management, as well as between gender sensitization strategies and 21st-century information management. As a result of these findings, it was concluded that gender sensitization processes and strategies should be adopted in both librarianship and 21st-century information management.

Keywords: Gender, Gender Sensitivity, Librarianship, Information Management, 21st Century Library

INTRODUCTION

The expanding body of literature on gender reflects a growing recognition that achieving meaningful development in a world with nearly equal representation of men and women necessitates identifying and leveraging the contributions of both genders. In Nigeria, however, patriarchal traditions are deeply ingrained, albeit with variations across societies and ethnic groups. Nigeria is widely acknowledged as predominantly patriarchal, a factor that impedes national progress (Onwumah, George, Olonade, & Adetunde, 2019).

Gender identities and associated roles and responsibilities are fluid and vary across cultures. Gendered power dynamics are pervasive in social institutions, shaping societal norms and expectations. These culturally ingrained gender identities often lead to differential treatment of men and women, with women frequently relegated to subordinate roles (Mboho & Ataire, 2018).

Gender is a framework for understanding social relations and disparities between men and women. While sex is rooted in biology, gender encompasses the social constructs of masculinity and femininity. Despite this distinction, the two terms are sometimes conflated. In this context, gender is defined as the social differences between men and women (Ude, 2019). According to the Encyclopedia Britannica, gender identity refers to an individual's self-conception as male or female, distinct from their biological sex. While gender is often used interchangeably with sex, in academic fields like cultural studies and gender studies, it typically denotes social rather than biological differences (Ude, 2019). Gender encompasses three dimensions: physical characteristics, sociocultural presentation, and conformity to gender roles (Mbambo-Thata et al., 2019).

Gender is a social construct learned through socialization, influencing a person's societal position and value. It encompasses the relationships between men and women, as well as those within each gender, and is constructed through social processes. Importantly, gender does not equate to being a woman. Traditionally, gender has organized societal affairs and influenced individuals' positions, occupations, salaries, and way of life, particularly in economic activities (Ozumba, 2005, cited in Ude, 2019).

Gender sensitivity refers to the awareness and appreciation of the need to maintain a reasonable level of differentiation between male and female genders. While women can perform many tasks traditionally associated with

men, it is argued that they should not disregard the roles traditionally associated with womanhood (Ozumba, 2005, cited in Ude, 2019). Gender sensitivity involves altering behavior to promote understanding of gender equity issues. This can be achieved through various sensitization strategies, training programs, and workshops, aiming to consider the emotions and perspectives of both genders (Akinde & Ogunsanwo, 2020).

On the other hand, modern librarianship is a multifaceted profession that demands extensive and detailed knowledge. The primary purpose of establishing a library is to provide services to its users. The 21st century has witnessed a significant and notable transformation in the field of librarianship worldwide. This transformation has not only impacted the resources available in libraries but has also revolutionized the methods of disseminating information. Additionally, it has greatly influenced the roles of library operators, aiming to enhance the overall effectiveness of library services (Odi-Owei, 2018).

Information management involves the collection and administration of information from various sources, as well as its distribution to specific audiences, including those with a vested interest in or right to the information. Management in this context refers to the organization and control of the structure, processes, and delivery of information (March & Simon, 2008, cited in Amaeshi, 2021). The research is carried out in the library of Dame Patience Good Luck Jonathan Automated Library of Ignatius Ajuru University of Education (IAUE) Rumuorlumeni, Port-Harcourt, Rivers State, Nigeria.

Ignatius Ajuru University of Education was established in 1971 as a response to the Rivers State Government's need for qualified educators for post-primary education. It transitioned into a full-fledged University of Education in 2009, adopting its current name. Today, the university offers both undergraduate and postgraduate programs spanning across six faculties. Situated in Port Harcourt, the capital of Rivers State, the university campus serves as a hub for academic pursuit.

The university comprises six faculties: management sciences, social sciences, humanities, natural and applied sciences, vocational and technical education, and education. Additionally, it houses a graduate school of business that collaborates with industries to produce graduates equipped with skills relevant to today's economy. Featuring faculties of business and

economics, as well as maritime studies, the university accommodates part-time students who can earn their qualifications within one to two years.

STATEMENT OF THE PROBLEM

Human resources constitute the workforce of the academic community, of which the library is an integral part. The library's pivotal role in information management cannot be overstated, as it provides essential services, facilities, and resources in various formats to support teaching and research within educational institutions. However, the researcher noted that certain challenges hinder the library's effectiveness. These include a lack of gender sensitization in library practice, low male participation in the field, male feelings of inferiority, inadequate education for males in librarianship, and a lack of socioeconomic roles for males in the profession. These issues are concerning and have prompted the researcher to conduct a thematic study to address these gaps and enhance understanding in this area.

OBJECTIVES OF THE STUDY

The purpose of the study is to examine gender sensitivity in librarianship and 21st century information management: A case study of IAUE library. The specific objectives are to:

- i. To determine the relationship between gender sensitization processes and 21st century information management in IAUE library.
- ii. Find out the relationship between gender sensitization strategies and 21st century information management in IAUE library.

RESEARCH QUESTIONS

The following research questions guided the study:

- i. What is the relationship between gender sensitization processes and information management in the 21st century?
- ii. What is the relationship between gender sensitization strategies and information management in the 21st century?

HYPOTHESES

The following null hypotheses were formulated and tested at 0.05 level of significance:

Ho1: There appears to be no statistically significant relationship between gender sensitization processes and 21st-century information management.

Ho2: There appears to be no statistically significant relationship between gender sensitization strategies and information management in the 21st century.

LITERATURE REVIEW

Gender encompasses the socially learned roles, behaviors, and attributes that a society considers suitable for individuals based on their perceived masculinity or femininity. This societal assignment of roles and tasks creates gender distinctions (DCAF, 2017). While the term is often used to differentiate between biological males and females, it goes beyond mere biological distinctions, emphasizing the importance of valuing and treating the interests, needs, and priorities of both genders equally (Mokhlis, cited in Simisaye et al., 2018).

Moreover, gender encompasses the social meanings associated with being male or female, including the construction of identities, expectations, behavior, and power dynamics resulting from social interactions. These gender identities, practices, and inequalities are reflected in the social roles of men and women, as well as in gender relations and hierarchies (Hondagneu-Sotelo, 1994; Scott, 1986, cited in Mboho & Ataire, 2018). Unlike biological sex, which refers to the innate attributes of individuals, gender is derived from social relations and is not fixed over time or space. Instead, it is subject to change and varies across regions, societies, and historical periods. Additionally, gender intersects with other socially constructed categories such as race, ethnicity, and class, influencing and being influenced by these intersecting factors (Mboho & Ataire, 2018).

Gender sensitivity refers to the capacity to identify issues and challenges related to how society perceives gender. It involves being attentive to matters that can advance gender equality, which is essential for achieving economic development. Gender sensitivity encompasses the awareness of how gender influences interactions and relationships in various aspects of life (USAID, cited in Akinde & Ogunsanwo, 2020).

Gender relations are present in all social structures, and gender sensitivity involves recognizing the privileges and discrimination associated with gender. In many societies, women are often viewed as disadvantaged.

Gender sensitivity education aims to enlighten individuals, often employees, to become more aware and considerate of gender dynamics in their personal lives or professional environments (USAID, cited in Akinde & Ogunsanwo, 2020).

The 21st century is characterized by an unprecedented explosion of information output and sources, earning it the title of the information millennium and marking the onset of the knowledge age. This era has witnessed the emergence of new work patterns and business practices, demanding new skills and types of work. Consequently, the definition of knowledge has evolved; it is no longer confined to the expertise of individuals or the content of books organized within disciplines. Instead, knowledge is perceived as a dynamic force, akin to energy, manifested through networks and flows, driving change rather than stability. In this knowledge age, adaptability, creativity, and innovation are essential traits for workers who must swiftly access, interpret, and convey new information, all while grasping the broader systemic implications (Basahuwa, 2017)

The study "Library and Information Services for Equal Gender Participation in Nigeria" by Fabunmi and Adepoju (2020) focused on gender equality, equal gender participation, the provision of library and information services, and the difficulties librarians and libraries face in encouraging gender participation. Despite being a position paper, the results showed that libraries and librarians faced several challenges in carrying out their duty. Internet access was noted as a major obstacle that can prevent libraries and other organizations that support equal gender participation from forming relationships. Since librarians are essential in delivering information services to realize this vision, the study stressed the need for knowledge, sensitization, and awareness among the female gender in addition to making recommendations to improve the quality of service delivery.

The gender sensitivity of Technical and Vocational Education and Training (TVET) for national development was the subject of a study by Akinde & Ogunsanwo (2020) titled "Gender Sensitivity in TVET for National Development." The study, which employed a survey research design, discovered a strong correlation between national development and gender sensitivity. The results showed that effective national development would be influenced by diversity and gender mainstreaming.

Gender sensitization involves theories that suggest altering the behavior of educators, parents, and others towards children can lead to greater gender

equality. It aims to change behavior and cultivate empathy toward both sexes, prompting individuals to critically examine their own attitudes and beliefs while challenging perceived norms (Barodia, 2015).

This process enhances awareness among people regarding women's issues, creating a cadre of responsive individuals across various levels, from policymaking to grassroots activism. These individuals recognize that gender bias hinders the establishment of a fair social and economic order, prioritizing gender-related concerns in their respective domains. Gender sensitization initially seeks to transform the perception of men and women toward each other, dispelling stereotypical notions and fostering a view of women as capable and equal partners in socio-economic development. Consequently, traditional gender roles and practices lose their grip on societal perceptions, empowering women to assert their equality and importance in decision-making processes at the household, community, and organizational levels (Barodia, 2015).

The practice of gender sensitization promotes women's participation in decision-making processes and helps people appreciate their knowledge. It highlights how crucial it is to treat women with respect and give them equal access to social and financial advantages. Women from a variety of socioeconomic situations start to see their problems in the larger framework of women's growth, appreciating the contributions of other women and the possible contribution of males to their socioeconomic advancement. This change in perspective denotes a palpable realignment in gender relations, improving women's social standing and increasing men's concern for their welfare (Izah, 2021).

The primary objective of gender sensitization programs is to instigate a definitive shift in individuals' attitudes, practices, and approaches toward gender issues. There are four stages to this process, especially for men: perception shift, recognition, accommodation, and action. These phases follow specific interventions, including programs for gender sensitization. The degree to which teachers are made aware of current gender issues can be used to gauge how effective these programs are. Gender sensitization is a process that happens gradually and takes time to fully grasp the problems and difficulties that are involved (Barodia, 2015).

Programs for gender sensitization are usually designed for groups of people with the express purpose of encouraging a permanent change in the way

people feel, act, and approach gender-related issues. Barodia (2015) has identified the following components that are included in this process:

i. Change in Perception - Gender sensitization is the first step in changing perceptions between men and women. It dispels the idea that women are weak, unequal beings and gives males a new perspective on women, one free from stereotypes. On the other hand, women are seen as equal and responsible players in socioeconomic progress. At this point, males start to see how damaging the pervasive prejudices against women are to families and communities. The widespread belief that women are restricted to traditional gender roles starts to fade. Additionally, women begin to see themselves as equal partners in decision-making in the home, community, and workplace, and as non-subordinate to men.

ii. Recognition - People who are exposed to gender sensitization also start acting differently. They begin to value the good aspects of women. Men start to recognize women's virtues and their importance in the home and in society at this point. A discernible rise has been observed in the candid and impromptu recognition of women's participation in diverse endeavors. Sensitization causes men who had previously shied away from recognizing the contributions of women to come forward and value their positions. As a result, the accomplishments of women are better acknowledged. Women's previously underappreciated skills and abilities are also beginning to get notice. Women themselves start to take pride in their contributions and abilities as they become more conscious of them.

iii. Accommodation - The barrier between men and women starts to break down, which causes their personal adjustment problems to gradually get resolved. Men begin to put their egos aside in gender relations and justify their actions. Men learn to be patient, practice self-control, and have a positive viewpoint instead of reacting negatively to or criticizing women's actions. Men provide a safe environment for women in the socioeconomic realm, which causes the gap between men and women to close. People who once opposed or discouraged women from engaging in socioeconomic activities are now in favor of women's empowerment. Women become more important in families since their ideas and proposals are recognized for the general upkeep and development of the family. Women are encouraged to assume management responsibilities at the community and organizational levels. It is also noted that women minimize issues with their counterparts and look for communication as a means of resolving conflicts.

iv. Action - People who have grown sensitive to gender issues become change agents in society, actively striving to elevate the standing of all genders and guarantee that none are overlooked or subjected to discrimination. They turn proactive and watchful, fighting for everyone's legitimate place in society. Greater flexibility and freedom are provided, and deliberate efforts are made to establish an environment that supports the growth and success of all genders. Furthermore, those who have been made more aware of gender issues are more likely to start taking positive action to improve gender situations and work toward a more balanced gender equation. Women organize together for collective action against many forms of bias and discrimination, and they also become champions for women's empowerment. They actively work to establish a respectable standing in the family and in the community.

Sociocultural and economic factors have a substantial impact on the types and degrees of gender bias. Therefore, it's crucial to create a well-thought-out gender sensitization plan that takes into account the current socio-cultural, economic, and psychological conditions of the target group in order to effect the desired change in people and society. There are three main parts to this strategy: the target audience selection, content selection, and technique selection. Prior to creating the sensitization program, the target group's unique demands are taken into account when determining the program's content and technique.

i. Participation

The learning process is shaped by the attitudes that both teachers and students bring to the classroom, as many feminist educators are aware of. Knowledge is not neutral. Participatory learning and teaching where subjectivity, feelings, and experiences are valued are key components of feminist pedagogy. But when participation just becomes a ritual, it loses its potency as a teaching instrument. Classroom involvement becomes meaningless when it is seen as a way to accomplish predefined goals and the teacher's opinions take center stage in debates. Rather, it is critical to recognize how crucial it is to begin with the experiences of both teachers and students.

ii. Recognizing difference

The idea of acknowledging diversity is implicit in any attempt to promote real engagement. Children realize and relate to the experiences of people who might not share their social reality as they discuss and reflect on their

own individual and communal experiences. It is imperative that this distinction be viewed as a celebration of diversity rather than a status symbol. In order to provide children with the opportunity to critically interact with the material taught in middle and upper grades in the future, pedagogies that foster an environment in which students can freely express themselves in the classroom without fear of judgment or stereotyping are essential.

iii. Reading against the grain

Giving children the tools to critically evaluate the information they are taught, regardless of whether it originates from slanted textbooks or other literary sources in their surroundings, is both feasible and essential. Being able to "read against the grain" is a crucial educational goal, particularly for advanced students. Methods that enable students to analyze, discuss, and draw conclusions from components found in their own surroundings must be included. For example, songs can be an excellent medium for discussion, criticism, and cultural study when employed by women educators, especially in oral cultures. As information is disseminated through a variety of media, including songs, television, ads, and paintings, it is critical to incorporate these forms into the educational process in order to promote active engagement among students. The nature of the relationship between teachers and students must change to accommodate such lateral learning processes.

iv. Acknowledging power

Gender-sensitive pedagogy places diverse individual and communal experiences within wider power structures in addition to identifying them. The exchanges between teachers and students are shaped by issues like whose expertise is more valued and who has the right to speak for whom. One teacher who completed a bachelor's degree in elementary education, for instance, said that her course on gender and education increased her awareness of these realities. She may not be able to alter everything, but she is dedicated to changing things when she can, especially in the classroom. This dedication results in the creation of various tactics for various students. For example, it can be vital to push certain kids to speak out in class, while it might be more necessary to focus on teaching others how to listen intently.

METHODOLOGY

Using a correlational methodology, the study looked at gender sensitivity in information management and librarianship in the twenty-first century. There were thirty-two (32) staff members present at the Ignatius Ajuru University of Education Main Library while it was performed. The researchers decided against using sampling and to employ the complete population as the sample size because of the manageable population size. The "Gender Sensitivity in Librarianship and 21st Information Management Questionnaire (GESILIMAQ)" was a structured questionnaire used for data collection. In order to prevent data loss, the researcher gave the questionnaire to the respondents in person and collected completed forms right away. The data were analyzed using descriptive statistics like frequency, mean, and standard deviation, and the generated hypotheses were tested using inferential statistics like the T-test.

RESULTS

Demographic Data of the Respondents

This section presents and analyzes the demographic variables of the respondents, including sex:

Table1: Sex Distribution of the Respondents

Sex	Frequency	Percentage
Male	8	25%
Female	24	75%
Total	32	100%

Source: Field Survey, 2022.

Table 1 illustrates the sex distribution of the respondents who completed and returned the questionnaire. The table indicates that out of the 32 respondents who completed and returned the questionnaire, 8 (25%) were male and 24 (75%) were female.

Question 1: What is the relationship between gender sensitization processes and information management in the 21st century?

Table 2: Responses on the Relationship Between Gender Sensitization Processes and 21st Century Information Management

S/N	Item	Respondents/Responses					
		Females			Males		
		Mean	SD	N	Mean	SD	N
		\bar{X}			\bar{X}		
1.	Change in perception	4.79	0.41	24	4.37	0.52	8
2.	Recognition	4.87	0.34	24	4.25	0.46	8
3.	Accommodation	4.79	0.41	24	4.37	0.52	8
4.	Action	4.79	0.41	24	4.37	0.52	8
5.	Mobilization	4.79	0.41	24	4.37	0.52	8
Grand Mean/SD		4.81	0.40	24	4.35	0.51	8

Source : Field Survey, 2022.

Table 2 presents the gender sensitization processes, which included five research statements in the questionnaire. The table displays the cumulative sums from the respondents, indicating the mean score (\bar{x}), standard deviation (SD), and the population (N) for each group. The first statement aimed to determine if a change in perception is considered a gender sensitization process in their organization.

The mean score (\bar{x}) was 4.59 with a standard deviation of 0.28 for females and 4.37 with a standard deviation of 0.52 for males, both indicating a positive affirmation.

The second statement aimed to establish if recognition is considered a gender sensitization process in their organization. The mean scores (\bar{x}) were 4.82 with a standard deviation of 0.34 for males and 4.25 with a standard deviation of 0.46 for females.

Similarly, the third statement aimed to establish if accommodation is considered a gender sensitization process, with mean scores (\bar{x}) of 4.83 and 4.25 for males and females, respectively, and standard deviations of 0.44 and 0.46, again indicating affirmative responses.

The fourth statement sought to ascertain if action is considered a gender sensitization process, with mean scores (\bar{x}) of 4.79 and 4.37 for males and females, respectively, and standard deviations of 0.41 and 0.46.

Finally, the fifth statement aimed to determine if mobilization is considered a gender sensitization process, with mean scores (\bar{x}) of 4.79 and 4.37 for males and females, respectively, and standard deviations of 0.41 and 0.52.

Table .2 indicates that the respondents agreed on all items of gender sensitization processes, with a mean score greater than 3.0, suggesting a substantial and adequate level of affirmation.

Question 2: What is the relationship between gender sensitization strategies and information management in the 21st century?

Table 3: Responses on the Relationship Between Gender Sensitization Strategies and 21st Century Information Management

S/N	Item	Respondents/Responses					
		Females			Males		
		Mean \bar{X}	SD	N	Mean \bar{X}	SD	N
1.	Participation	4.92	0.28	24	4.37	0.52	8
2.	Recognizing difference	4.87	0.34	24	4.25	0.46	8
3.	Reading against the grain	4.83	0.44	24	4.25	0.46	8
4.	Acknowledging power	4.79	0.41	24	4.37	0.52	8
5.	Education	4.79	0.41	24	4.37	0.52	8
Grand Mean/SD		4.84	0.38	24	4.32	0.50	8

Source: Field Survey, 2022

Table 3 presents the gender sensitization strategies, comprising five research statements from the questionnaire. It displays the cumulative sums from the respondents, indicating the mean score (\bar{x}), standard deviation (SD), and the population (N) for each group.

The first statement aimed to determine if participation is considered a gender sensitization strategy in their organization. It had a mean score (\bar{x}) of 4.92 with a standard deviation of 0.28 for females and 4.37 with a standard deviation of 0.52 for males, both indicating a positive affirmation.

The second statement sought to establish if recognizing differences is considered a gender sensitization strategy in their organization. The mean scores (\bar{x}) were 4.83 with a standard deviation of 0.44 for females and 4.25 with a standard deviation of 0.46 for males.

Similarly, the third statement aimed to ascertain if reading against the grain is considered a gender sensitization strategy, with mean scores (\bar{x}) of 4.83 and 4.25 for females and males, respectively, and standard deviations of 0.44 and 0.46, again indicating affirmative responses.

The fourth statement sought to find if acknowledging power is considered a gender sensitization strategy, with mean scores (\bar{x}) of 4.79 and 4.37 for females and males, respectively, and standard deviations of 0.41 and 0.52.

Finally, the fifth statement aimed to determine if education is considered a gender sensitization strategy, with mean scores (\bar{x}) of 4.79 and 4.37 for females and males, respectively, and standard deviations of 0.41 and 0.52.

Table 3 shows that the respondents agreed on all items of gender sensitization strategies, with a mean score greater than 3.0, indicating a substantial and adequate level of affirmation.

Hypothesis One: There appears to be no statistically significant relationship between gender sensitization processes and 21st-century information management.

Table 4: T-test Analysis of Responses on the Significant Relationship Between Gender Sensitization Processes and 21st Century Information Management.

Group	Mean \bar{X}	Std. Dev.	N	Df	Std. Error	A	T-cal. value	T-tab. value	Decision
Females	4.81	0.40	24						Ho
				30	0.20	0.05	2.30	1.96	Rejected
Males	4.35	0.51	8						

Field Survey, 2021.

Table 4 displayed a T-calculated value of 2.30, with a corresponding T-table value of 1.96, at an alpha level of significance of $P < 0.05$ and degrees of freedom of 30. As the T-calculated value exceeds the T-table value, the null hypothesis is rejected. This suggests a significant relationship between gender sensitization processes and 21st-century information management.

Hypothesis Two: There appears to be no statistically significant relationship between gender sensitization strategies and information management in the 21st century.

Table 5: T-test Analysis of Responses on the Significant Relationship Between Gender Sensitization Strategies and 21st Century Information Management.

Group	Mean \bar{X}	Std. Dev.	N	Df	Std. Error	A	T-cal. value	T-tab. value	Decision
Females	4.84	0.38	24						Ho
				30	0.19	0.05	2.74	1.96	Rejected
Males	4.32	0.50	8						

Field Survey, 2021

Table 5 indicates that the calculated T-value is 2.74, with a T-table value of 1.96 at an alpha level of significance of $P < 0.05$ and degrees of freedom of 30. As the calculated T-value exceeds the T-table value, the null hypothesis

is rejected. This suggests a significant relationship between gender sensitization strategies and 21st-century information management.

DISCUSSION OF FINDINGS

There is a clear relationship between gender sensitization processes and information management in this 21st century. The change in perception, recognition, accommodation, action and mobilization, all help to enhance information management in the 21st century which aligns with the opinion of Barodia (2015).

Again, the gender sensitization strategies such as participation, recognition, reading against the grain, acknowledging power, and education, increase the efficiency in the 21st century information management thus corroborating the opinion of Udeh (2019).

The first hypothesis examined the relationship between gender sensitization processes and 21st-century information management. The findings revealed a significant relationship between gender sensitization processes and 21st-century information management. This finding aligns with Barodia (2015), who identified gender sensitization processes such as change in perception, recognition, accommodation, action, and education.

The second hypothesis examined the relationship between gender sensitization strategies and 21st-century information management. The findings revealed a significant relationship between gender sensitization strategies and 21st-century information management. Once again, this finding is consistent with the views of Barodia (2015), who identified gender sensitization strategies such as participation, recognition, reading against the grain, acknowledging power, and education. According to Udeh (2019), gender sensitivity contributed to women's lower retention rates in the accounting field. The ways in which male and female accountants approach technology differently may have an impact on how well women integrate into the field, particularly in light of the growing significance of technology in accounting. Studies reveal a gender gap in technology education, with men more likely than girls to have taken a computer literacy course. Concerns regarding gender equality in the accounting profession are raised by the situation of female accountants with regard to technology utilization in the practice, given the male-dominated culture of computer science and technology.

CONCLUSION

This research provided valuable insights into gender sensitivity in librarianship and 21st-century information management. The results of the research provided evidence to support the hypotheses. The findings clearly demonstrated a relationship between gender sensitivity in librarianship and 21st-century information management. Therefore, based on these findings, the study concludes that gender sensitivity in librarianship positively and significantly predicts 21st-century information management.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

- I. It is recommended to adopt gender sensitization processes in librarianship and 21st-century information management.
- II. It is also recommended to adopt gender sensitization strategies in librarianship and 21st-century information management.

If these recommendations are implemented, Librarianship will become more inclusive and fair, thus promoting equal treatment, respect and opportunities.

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