Assessment of Undergraduate Degree Programmes in Library and Information Science of University Library Schools in Northern States of Nigeria

[1]Isyaku IBRAHEEM, [2]Baba S. ADUKU

[1]Institute of Education Library, Ahmadu Bello Univeristy, Zaria, Nigeria
[2]Department of Library and Information Science, Ahmadu Bello University, Zaria.

Corresponding Author: ibrahiisyaku@gmail.com

Abstract

The Study assessed Undergraduate Degree programme of library and information science of University Library Schools in Northern states of Nigeria. Survey research method was used and using simple random sampling technique, four (4) library schools were selected for this study; Documentary sources (BMAS) and questionnaire were the instruments used to collect data. 80 copies of questionnaire were administered to the academic staff and 67 copies were returned. Finding of the study revealed that, professional competencies pointed to the need for library schools to continue reviewing their curriculum to fit in the contemporary age expectations; administration and conduct of UTME and Post-UTME screening test should be entrusted to the care of men and women of proven integrity; Emphasis should also be put more on current Information Technology courses such as Communication Systems, Database Management, System Analysis and Information Science and more current and up to date facilities for teaching should be acquired

Keywords: Undergraduate Degree programmes, LIS Schools, University, Nigeria

Introduction

The Undergraduates degree of Library and Information Science training programme was started in Nigeria at Ahmadu Bello University (ABU) Zaria in 1968. According to Aguolu and Aguolu (2002) the programme arose out of the need to produce more trained Librarians to meet the growing needs of various sectors of economy in Nigeria than is possible with the traditional method of basic professional preparation based upon a first degree in another discipline. The formal professional education of library science programme leading to the award of first Degree and Diploma was part of Share's recommendations to the Ministry of Information of the then Northern Nigeria. (Lawal, 2003). Library science education and training programme in Nigeria is linked to the general social and political history of the country. The mode of library education and training in Nigeria during the colonial

period up to 1960 was conducted through short courses organized for the staff of local reading rooms and the Native Authority libraries. According to Otike, (2012) initially, the early libraries were manned by expatriate librarians educated in the west; therefore, something had to be done to train librarians locally. Situation was made worse with the departure of expatriate librarians immediately after independence.

Library and information science education is the study of organized collections of books and other non-book materials. Through this study, a person acquires approved skills, standard or level of attainment for maximum utilization of information resources in skills of which student must acquire before being considered as trained librarian (Igbeka, 2008). The National Universities Commission (NUC) is responsible for University Education in Nigeria; it has the powers to lay down Benchmark Minimum Academic Standards (BMAS) for Undergraduate Degree Programme for all the Universities in the Federation and to accredit their degrees and other academic awards. The Teachers Registration Council of Nigeria (2010) defined Standard as minimum set of knowledge, skills, values, attitude, conduct, right, privileges and obligation expected of a professional. The NUC guidelines for Library and Information Science (LIS) Undergraduate Degree programme for all Nigerian University library schools spelt out the ranges of courses considered as Core/compulsory; Cognate; Restricted and Unrestricted electives; as well as Pre-requisite courses spread across the programme.

Problem Statement

The primary responsibility of the Library Schools is to educate and train their students to enable them acquires relevant knowledge and practice for library and information services. For any library school to carry out this responsibility successfully their curriculum should be relevance to practice so that their products would acquire necessary education and other competencies expected of them by the employers of labour. Unfortunately, most of the newly graduates from the library schools find it difficult to work independently due to lacks of employable skills and poor communication. It's therefore against this background that this study has been undertaken across the university library schools to find out whether the inability of the product could be due to deficiency in the Admission requirement, Inadequacy of the Curriculum, and Building and Teaching Facilities.

Objectives

The study was based on the following:
1. To find out the requirements for admission into the Bachelor Degree of Library and Information Science in library schools in Northern states of Nigeria.
2. To examine the adequacy of the curriculum towards producing professional librarians in the library schools in Northern States of Nigeria.
3. To Find out the adequacy of teaching facilities in the library schools in Northern States of Nigeria

Literature Review

The Federal Government of Nigeria in 1976 established the Joint Admission and Matriculation Board (JAMB) to conduct Universities matriculation examination (UTME), for selection and placement of candidate into the available spaces in tertiary institutions as a response to the problems of multiple applications, multiple admissions as well as the absence of standardization and lack of uniformity in admission guidelines. (Asein and Lawal, 2007) JAMB is an annual Examination conducted across all States in Nigeria. It has two options which are UTME and Direct Entry (DE), The JAMB brochure of 2013 stipulated that, the applicant must write the UTME and attain an acceptable standard in the use of English (Compulsory) and three subjects relevant to the proposed course of study. In additions also a candidate must obtain one of the following qualifications: National Examination Council (NECO), General Certificate of Education (GCE), West African Examination Council (WAEC), Senior School Certificate (SSCE) or equivalents with credit passes in Five (5) subject relevant to the course and obtain at not more than two sitting; and Grade II Teacher's Certificate (TCII) with credit or merit in at least five (5) subjects. Candidate for D E is any one of the following: NCE, IJMB and Diploma.Esomonu, and Adirika, (2012), reported that, JAMB have been carrying out its mandate but has been accused at one time or the other of malpractice like favouring some candidates with scores and the validity of scores on which admissions are based had been questioned. Oche (2012), supported that, Post-UTME screening test, where by individual Universities conduct their exams for Candidates who passed JAMB examination (scored 200 and above) was introduce as a result of low validity of JAMB Examinations. Ojonemi, et. al (2013), identified Examination malpractice as the poor investment in human capital development in the country; one of the hurdles to the development of human capital in Nigeria today is the widespread of examination malpractice at all the levels of her educational system.

A curriculum is a fundamental part of any education or training programmes largely because it provides not only a list of courses or modules offered in a programme, but it also gives information on content, purpose, method, duration, trainers and location or situation of a programme or course all of which are essential in a successful dispensation of manpower training and education (Ocholla, 2002). Ajala (2002), observes that, no meaningful progress can be made in education if the Curriculum being used is inadequate or inappropriate. Ajibero (2008) posited that, to meet this challenges our library and information science curricula must be more open and dynamic than they are now. It is essential to ensure that our curricula blend theory and practice. Saleh (2011), reported that, the Goals and Objectives of a particular library school depend on the nature and needs of the peoples it is to serve. Similarly, in United States of America, recognition of Multiculturalism and Indigenous knowledge valuable to professionalism are necessary for generating culturally competent librarians and library staff are more vibrant following standards that were developed by the Association of College and Research Libraries (ACRL) based on the 2012 National Association of Social Workers Standards for Cultural Competence in Social Work Practice. Muhammed (2002), reported that, the Content of the Curriculum of study for the University Based Library

Schools in Nigeria shows that beside the traditional basic courses such as Reference and Information Service, Cataloguing and Classification, Collection/Information Resources Development and Library and Information Centre Management, there are variations in the Courses they teach. Karisiddappa (2004), reported that, many Library Schools have made a thorough revision and development of Course programmes and also introduced new Courses to meet the needs of employers in various sectors. According to, Edenbo (2011) Courses submitted should however; provide students with appropriate knowledge and skills to enable them enter the profession. Buarki, et, al. (2011), have noted that the LIS schools are making changes in their curricula in order to incorporate Information and Communication Technology (ICT), and the skills of using them, which are becoming essential for LIS graduates. Saleh (2012) believed that, despite with the differences in the programmes, library schools need to harmonize and revise their curricular and this will enhance the programmers' to reflect current trends in the information profession.

Facilities referred to materials resource use for teaching and learning in institutions, according to Umar (2007), facilities is a concept used interchangeable with such terms as instructional materials, teaching and learning aids, or curriculum materials as the sum total of all the resources needed to effectively implement a curriculum for a desired goal. Lack of Facilities for teaching and learning challenges has over the years led to a sharp decline in scholarship in the nation's ivory towers. According to the Federal Government Committee on Needs Assessment of Nigerian Public Universities reported that, apart from the steady decline in the quality of physical infrastructure such as lecture theatres, laboratories, hostel blocks and residential quarters for teaching and support staff, lecturer to student radio has also worsened. (Punch Newspaper, March 31st, 2014) According to Mohammed (2006), curriculum materials broadly cover human resources, physical facilities, time and fund. He further observes that the use of curriculum materials results in more effective learning of factual information and skills in less time than mere verbalization. Similarly, Ajayi (2007) reported that, effective teaching and learning process cannot be guaranteed with inadequate facilities for teaching and learning. Umar (2007), posited that students without access to standards facilities would seriously be handicapped to function effectively after graduation. The new teaching and learning technological facilities are tools for effective instructional delivery in tertiary institutions. Ifeakor (2010), classified them into two, those that are primarily used for communication between people (human to human interaction) otherwise known as communication technologies. This permits communication between teachers and students. Such as fax, radio, teleconferencing, videoconferencing and the internet. And those which are primarily used by individuals on their own (human to computer interaction) called learning resources technologies. These are used to convey subject contents such as print materials, videotapes, audio tapes, television, computer-based course wares or soft ware's and CD-ROM (Compact Disk – Read Only Memory). Ayeni and Adelabu, (2012) stated that, the quality of learning facilities available within an educational institution has positive relationship with the quality of teaching and learning activities which in turn lead to the attainment of goals set.

Methodology

Survey research method was used for the study. According to Osuala (2003) Survey method could be conveniently used in the study of both large and small population with minimal time and it is accurate. The population of the study comprises all the Universities recognized by National University Commission (NUC) that are currently running a minimum of degree in Library and Information Science (LIS) in Northern states of Nigeria. There were twelve (12) Universities running Undergraduate degree programme in library and information science in Northern states of Nigeria as at the time for this study (NUC, 2003). Simple random Sampling was used to select one (1) library school each from four (4) generations of Universities, they are included: Ahmadu Bello University Zaria, Bayero University Kano, Abubakar Tafawa Balewa University Bauchi and Benue State University Markudi. Each library school was given 20 questionnaires totaling 80 copies. Questionnaire and Documentary sources was the instrument used for data collection. The researcher personally administered the instrument with the assistances of one trained research assistant for three weeks, at the end of the administration of the questionnaires, 67 (83.8%) copies were retuned and they were found to be usable being properly and fully completed. Data obtained were processed; frequency tables and percentages were used for the interpretation of data collected.

Findings and Discussion

The finding of this research was based on the objectives stated; to find out the admission requirements into undergraduate degree of library and information science programme. The Benchmark Minimum Academic Standard (BMAS) of NUC 2007 stipulated that, admission should be in any of the following ways: It shows that, candidates should have at least four credit/merit level passes at one sitting or five at two sitting in WASCE/GCE O/L SSC/NECO/NTC/NBC/ Teachers Grade II Certificate which must include English Language and at least a pass in Mathematics; including one of the following ways:

UTME Entry Mode: In addition to acceptable passes in UTME / Post-UTME screening test.

Direct Entry Mode: Anyone of the following qualifications is admissible for the three (3) year Education degree programmes. For direct entry, candidates must have one of the following:

i) A pass at merit level in a relevant Diploma Programme

ii) Two (2) passes in relevant subject areas at Advanced level.

iii) Passes in two (2) major subjects in relevant areas in the NCE.

iv) Two (2) passes at the Interim Joint Matriculation Board (IJMB).

Adequacy of the curriculum of library and information science programme, a list of available core subjects was provided to examine the adequacy of the curriculum towards producing competent librarians, the respondents were requested to whether they agreed or otherwise; their responses were presented in table 1:

Table 1 Adequacy of the curriculum of library and information science programme,

Core/Compulsory Subjects	SA	A	D	SD
Libraries in its social and cultural setting	9(13%)	43(64%)	13(19%)	2(2.9%)
Introduction to Libraries and Information Resources	15(22%)	29(43%)	20(29.8%)	3(4%)
Bibliography	14(20.8%)	22(32.8%)	29(43%)	1(1%)
Organization of Knowledge I	23(34%)	37(55%)	5(7%)	2(2.9%)
Historical Development of Libraries in Nigeria	9(13%)	17(25%)	35(52%)	6(8.9%)
Organization of Knowledge II	25(37%)	33(49%)	8(11.9%)	1(1%)
Collection Development	3(4%)	34(50.7%)	17(25%)	13(19%)
Reference and Information Sources and services	14(20.8%)	29(43%)	20(29.8%)	4(5.9%)
Technical Services in Libraries	7(10%)	39(58%)	14(20.8%)	7(10%)
Introduction to Information Science	12(17.9%)	45(67%)	4(5.9%)	6(8.9%)
Management of Libraries and Information Centres	12(17.9%)	32(47.7%)	13(19%)	10(14.9%)
Library and Information Services to Rural Communities	2(2.9%)	27(40%)	31(46%)	8(11.9%)
Research and Statistical Methods	8(11.9%)	47(70%)	10(14.9%)	2(2.9%)
Research Project	11(16%)	51()	2(2.9%)	5(7%)
Field Experience (SIWES)	9(13%)	43(64%)	10()	2(2.9%)
Indexing and Abstracting	2(2.9%)	33(49%)	29(43%)	3(4%)
Automation in Library Services and Information Centres	17(25%)	41(61%)	2(2.9%)	7(10%)

N= 67

SOURCE:NUC, BMAS 2007

From the analysis in table 1, Field Experience (SIWES) with the 95%, and Organization of Knowledge I and II with 89% , 86% respectably, and followed by Introduction to Information Science with 84.9%, Automation in Library Services and Information Centres with 84% , also Research and Statistical Methods with 81.9% and Research Project with 77%, also Libraries in its social and cultural setting with 77%, Technical Services in Libraries with 68%, Management of Libraries and Information Centres with 64.9%, further more Introduction to Libraries and Information Resources with 64%, Reference and Information Sources and services have 63.8%, and Collection Development with 54%, Bibliography53.6%, in addition Indexing and Abstracting with 51.9%, Library and Information Services to Rural Communities with 42.9%, Historical Development of Libraries in Nigeria with 38%, the least is Libraries in its social and cultural setting with 21.9%. Therefore, the interpretation is that, seventeen core subjects of the curriculum for library schools are adequate to impart proper knowledge to produce competent librarians.

Respondent's perception of the availability of building facilities for teaching

Table 2a shows the data generated on the perception of the respondents on the availability of building facilities for the teaching of LIS.

Table 2 Availability of building facilities for teaching in library schools

Types of building facilities	SA	A	D	SD
Lecture theatre	15 (22%)	49(73%)	3 (4%)	0
Library science library,	21(31%)	38(56.7%)	6(8.9%)	2(2.9%)
Computer Laboratory,	6 (8.9%)	50(74.6%)	8 (11.9%)	3(4%)
Seminar Room,	2(2.9%)	23(34%)	41(61%)	11(16%)
Staff Offices	9 (13%)	30 (44.7%)	17 (25%)	11(16%)
ICT Laboratory	9 (13%)	50 (74.6%)	8(11.9%)	0
Multimedia Lecture rooms	22 (33%)	35 (52%)	7 (10%)	3(4%)

N=67

From the analysis in Table 2, respondents were asked to state whether they agreed that, the available building Facilities for teaching are adequate to impart appropriate knowledge of librarianship, majority of respondents stated that, Lecture theater with 95%, and Library science library (training library) with 87%, while Computer Laboratory with 83.5%, also Seminar Room has 36.9%, and Staff Offices with 57.7%, in addition ICT Laboratory with 87.6%, the least is Multimedia Lecture rooms with 85% agreed that are adequate to impart the necessary knowledge for librarianship.

Table 3: Availability of Teaching Facilities for Teaching in Library Schools

Types of teaching facilities	SA	A	D	SD
L C Scheme	9 (13%)	42 (62.6%)	14(20.8%)	2 (2.9%)
DDC Scheme	7(10%)	49(73%)	8 (11.9%)	3 (4%)
UDC Scheme	5(7%)	22 (32.8%)	31(46%)	9 (13%)
LC list of subject heading	7(10%)	30 (44.7%)	30(44.7%)	6 (8.9%)
Anglo American Cataloguing Rule	11(16%)	27 (40%)	20(29.8%)	9 (13%)
Library Application software	2(2.9%)	21 (31%)	41(61%)	3 (4%)
Sears list of subject heading (SLSH)	9(13%)	43 (64%)	13(19%)	2 (2.9%)
Dictionary and Encyclopedia	5(7%)	31 (46%)	29(%)	2 (2.9%)
Networking facilities	3(4%)	22 (32.8%)	32(47.7%)	13 (19%)
Microfilm Reader	9(13%)	20 (29.8%)	31(%)	7 (10%)
Film projector	3(4%)	17 (25%)	37(%)	10 (14.9%)
Books/Journals	4(5.9%)	19 (28%)	33(49%)	11 (16%)

N= 67

Respondents were also asked to state whether they agreed that, the available non-building facilities for teaching are adequate to impart appropriate knowledge of librarianship. Table 3 shows that, DDC Scheme with 83%, Sears list of subject heading (SLSH) with 77%, L C Scheme with 75%, Anglo American Cataloguing Rule with 56%, and LC list of subject heading with 54%, Dictionary and Encyclopedia with 53%, Microfilm Reader with 42.8%, UDC Scheme with 39%, Networking facilities with 36.8%, Library Application software and Books/Journals with 33.9% each, the least is Film projector with 29%.

Conclusion

Based on the finding of the study, it is concluded that professional competencies pointed to the need for library schools to continue reviewing their Curriculum to fit in the contemporary age of expectations. Mohammed (2002) rightfully noted that such issue of staff competence at work place, the library schools should evolve a viable mechanism for harmonizing, monitoring and revisiting their programmes, products and curricula of study periodically with the view to respond rapidly and effectively to the dynamics of the changing paradigms of the Nigeria society and the world at large.

Recommendations

Based on the findings of this study and the conclusion, the following recommendations are made.

i. Administration and conducting of UTME and Post-UTME screening test should be entrusted to the care of men and women of proven integrity in Universities. Invigilators should be in a ratio of about one to twenty students; this will help to curb the menace of examination malpractice.

ii. The curriculum content of undergraduate degree programme of library and information science should be reviewed from time to time to meet up with demands of time with a view to laying more emphasis on current Information Technology courses such as Communication Systems, Database Management, System Analysis, Information Science etc.

iii. Adequate relevant building and teaching facilities should be made available and accessible to ensure student's proper exposure and familiarity with the modern information facilities thereby making them readily competent, qualified and employable in the emerging information society and labour markets. On the other hand, the students without access to standards facilities would seriously be handicapped to function effectively after graduation.

References

ACRL Guidelines & Diversity Standards: Cultural Competency for Academic Libraries (2012).Retrieved on July3rd 2014 from: http://www.ala.org/acrl/standard/diversity

Agoulu C.C and Agoulu I.E (2002) Libraries and Information Management in Nigeria: Seminal Essay on Themes and Problems. Maiduguri: ED-LinformService

Ajala, J. A (2002) Designing content of the Curriculum: Aguide to practice: Ibadan MayBest Publications.

Ajayi I.A (2007). Issues in School Management, Lagos: Bolabay

Ajibero, M. I. (2008). The Education of Library and Information Professionals in Nigeria (Lecture note) Kogi State Polytechnic Lokoja. unpublished

Asein, J. E. and Lawal, Y. (2007). Admission into Tertiary Institutions in Nigeria: A paper presentation at the 33rd Annual Conference of the International Association for Educational Assessment (IAEA) Baku, Azaerbaijan.

Ayeni, A. J and Adelabu, M.A. (2012) Improving learning infrastructure and environment for sustainable quality assurance practice in secondary schools in Ondo State, South-West, Nigeria: *International Journal of Research Studies in Education, Volume 1 Number 1,*

Buarki, H., Hepworth, M., & Murray, I. (2011), ICT skills and employability needs at the LIS programme in Kuwait: a literature review, New Library World, 112.

Edebo, W.O (2011). Curriculum Development in Library and Information Science Education in Nigerian Universities: issues and Prospects, *Library Philosophy and Practice.* Retrieved on 2[nd]jjuly 2012 from: http://unllib.unl.edu/LPP/

Esomonu, N.P.M and Adirika, B.N (2012), Assessment of access to University education in Nigeria. Research Journal in Organizational Psychology & Educational Studies 1(5), Emerging Academy Resources Retrieved on 12th Dec. 2015 from: www.emergingresource.org

Ifeakor, Amaechi C. (2010), Appraisal of the Availability and Utilization of New

Technological Resources for Science Curriculum Delivery in Nigerian Universities: An International Multi-Disciplinary Journal, Ethiopia Vol. 4 (2).

Karisiddappa, C.R. (2004), Library and Information Science Curriculum for the Developing Countries World Library and Information Congress: 70th IFLA General
Conference and Council. Retrieved on 9th January 2015 from: http://www.ifla.org/IV/ifla70/prog04.htm.

Lawal, O.O (2003) Professional Education for Librarianship: International Perspectives, Spectrum books limited Ibadan.

Mohammed, A. Z. (2006) Developing Resources Materials for Effective Curriculum Implementation. In Muhammed, Z and Ibrahim, U. (eds) (2006). Procedures and Methods of Curriculum Design, Development and Implementation in Institution of Higher Learning, Zaria: Carnegie Cooperation and RCDU, ABU.

Mohammed, Z. (2002). Library and Information Science Education in Nigeria: a periscope Department of Library and Information Science Ahmadu Bello University, Zaria Nigeria

National Universities Commission Benchmark and Minimum Academic Standards (BMAS) for Undergraduate programmes in Nigerian Universities 2007/ 2014.

Nigerian universities lack enough lecturers, (Punch Newspaper, Match 31st 2014)

Oche, E.S (2012) Assessing the Impact of Examination Malpractices on the Measurement of Ability in Nigeria. *International Journal of Social Science & Education Vol. 2 (4)*

Ocholla, D.N. (2002), Review and revision of library and information science curriculum in South Africa University and usage of follow-up study and advancement scanning
methods. Retrieve 5th Dec. 2014 from: http://www.slib.ualberta.ca/cais/2000/ocholla.htm

Ojonemi;P. S, et.al. (2013) Examination Malpractice: Challenges to Human Resource Development in Nigeria: International Journal of Capacity Building in Education and Management (IJCBEM), Vol. 2, No 1, http://www.rcmss.com. Retrieved 9th Dec. 2014

Osuala, E.C. (2003). Introduction to Research Methodology Nimo, Rex Charles and Patrick.

Otike, J. (2012) Library and Information Science Education in Africa: past, present and future: A paper presented at the 12th Annual Conference of the Dept. of Information Studies, University of Zululand, South Africa.

Saleh, A.G (2011) Educators' Perspective on Library Education in Nigeria *Library Philosophy and Practice*. Retrieved on 9th January 2012from: http://unllib.unl.edu/LPP/

Saleh, A.G (2012) Employers' Perspective on Library Education in Nigeria Library Philosophy and Practice

Teachers Registration Council of Nigeria Professional Standards for Nigerian Teachers: Federal Ministry of Education 2010, p.2 Retrieve on 26th Dec. 2012 from: www.trcn.gov.ng

Umar, I. (2007) Standard and Specification of Instructional Facilities in Library and Information Science Programme in Nigeria. *Fombina Journal of Library and Information Science, vol. 1 (1)*

Undergraduate students hand book (2012). Department of Library and Information Science Ahmadu Bello University (ABU), Zaria: