



## Education and Training of Library and Information Science (Lis) Professionals for Improved Service Delivery to Students with and Without Disabilities In South-East Geo-Political Zone of Nigeria

### KEYWORDS

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**ABSTRACT** *The study is designed to investigate the quality of training that Library and Information Science professionals require that will give them the opportunity to know what knowledge strategies they can adopt to enhance their skills and competencies to deliver effective services in their respective institutions in the South East of Nigeria. The investigators also intended to throw more light on the need in training Library and Information Science professionals for better improvement in this information-rich age of the new millennium. Four institutions of higher learning in Imo and Anambra were selected for this study. The investigators were motivated to select these institution because they offer library and information science programme which they (the investigators) believe will enhance the investigation. The institutions were - Imo State University, Owerri, Federal Polytechnic, Nekede, Nnamdi Azikiwe University, Awka and Federal Polytechnics, Oko. Data were collected from questionnaire and structured interviews administered on professional colleagues especially heads of library schools as well as 400 (four hundred) students from Anambra and Imo States library schools. Data were also collected from documentary sources in library current curricular from library and information science programmes.*

### Introduction

Without doubt, the real development of any country is tied to many factors and one of such factors is the crucial role that library services play in its development. Fundamentally, the library has an active role in contributing to the community which include implementing ideas, opening up minds, firing the imagination, regeneration of knowledge, releasing the yoke of imagination, creating the opportunity for man to think critically and independently and reinforcing the dynamics of progress. That nation is stronger than others are because they have more and richer information. The emergence of the information age, especially internet dictated that libraries could no longer be managed in the traditional way but require a fundamental shift to more appropriate modern information management techniques. The needs of library customers are constantly changing as world dynamics continue to unfold themselves. People want information now, not tomorrow, next week or next month. The new trend in electronic environment demands that information be controlled, packaged and repackaged to fulfil the needs of the users' communities.

The objective of library and information science profession is to act as change agent by helping to convert data into knowledge and wisdom thereby contributing in no small measure in developing a more enlighten world. There is need therefore for library and information science professionals to benchmark their services in order to reposition their profession to overcome the challenges that face the profession in this information age. The library school curricular need to be reviewed constantly to meet the needs and facilitate the competencies of this noble profession. The Information and Communications Technology (ICT) facilities and services in Nigerian libraries should also be audited. Traditionally, information was located in site-specific libraries and could be only be accessed through the use of catalogue. It is obvious that community development in Nigeria has failed and needs aggressive strategies to match the new demand and new circumstances of mankind. The transition from traditional library to digital library has heightened the urgent need for the development of Library and Information Science professionals competences and skills. There is a popular saying that if you want to hide information from an African write it. This is sad and worrisome as this popular saying is still in

vogue in our library services. Rich and functional Library and Information Science professionals is a means towards high literacy population in the country and a holistic development of every individual. This century has witnessed the transformation of the human society from the industrial age to information age. The volume of information that circulates in an economy is now a measure of the level of development and advancement of any economy. Organizations enjoy relative advantages over their competitors if they have the monopoly of some classes of information. Effective use of Information has revolutionized the way we do business, study, work, and socialize and things like that. It will continue to touch and change our daily lives in profound and tremendous ways.

### Statement of the Problem

The world is becoming a global village hence it is desirable for professionals and student libraries to have adequate understanding of the characteristics and uses of information and knowledge in the digital era. This will enable them to create, use, disseminate and share information and knowledge which are heartbeat of societal development more meaningfully and effectively, thereby exploiting the technologies to promote the development of their countries and organizations. The increasing recognition of the importance of information in business and society has led to a heightened interest in information management such that it is becoming more difficult to identify a homogenous audience; hence aggressive training is required to upgrade the skills and competencies of library and Information Science professionals and students librarians. But there are still poor Information and Communication Technology (ICT) facilities in Nigerian libraries to face the existing challenges. Professionals are diverse student librarians need to be educated and trained adequately on their values in information dissemination because they seem to be ignorance of that. They saying goes that if you do not say here I am, nobody will ever say there you are. The library profession lacks the political base and will for itself in the comity of other professions. It has not been able to fully integrate itself into the socio-cultural and political processes of the Nigerian state. As a result of this, the value of libraries and information has not been appreciated by Nigerians. The concomitant effect of this is that libraries as social institutions cannot compete favourable with other agencies for the scare resources of the country. The agencies

in educational, medical, and legal fields are better appreciated and rewarded. Even though the world is experiencing the concept of information explosion or overload, the third world countries which Nigeria is one are experiencing information poverty. According to the Global Competitive Index, Nigeria is 114 out of 131 in information and communication penetration. (Daily Champion, Monday, May 12, 2008, p. 11). One of the factors that contributed to this is the failure of library and information science professionals to provide complete access to these information resources due to poor indexing, abstracting and bibliographic work on their part. More importantly, poor ICT awareness is another serious factor. Aguolu and Aguolu (2002 p. 16) stressed this problem many years ago when they observed that the availability of information does not necessarily mean its accessibility not to speak of the use. Libraries in developing countries which are yet battling with the cost-effectiveness of computerization should work extremely hard to justify their relevance in the new dispensation in order to retain their clientele.

### Objectives of the Study

The objectives of this study are:

- To establish the necessity of keeping Library and Information Science professional abreast with new technologies such as internet and e-mail.
- To determine whether the content of Library and Information Science curricular are set in rendering meaningful assistance in democratizing library services.
- To determine the quality of training that Library and Information Science professionals require that will give them the opportunity to know what knowledge strategies they can adopt to enhance their skills and competencies to deliver library services effectively.
- To examine the need to educate and deliver services to diverse learners with and without disabilities.
- To examine the need to educate Library and Information Science professionals on the importance of good public relations in library services in order to achieve the set objective.

### Significance of the Study

Although the paper aimed at improving service delivery of Library and Information Science professionals to the society, the paper will also prove useful to numerous information seekers. It is equally the researchers's intention to create awareness to the values of Library and Information Science professionals in their information management.

This paper will assist diverse learners with and without disabilities maximize their academic potentials via the use of ICT.

Finally, this paper will make Library and Information Science professionals set and seat up to claim their rightful position in the comity of other professions thereby compete favourably with other agencies for the scarce resources of the country because of society does not accord librarians the status they deserve.

### Research Questions

- To what extent do the undergraduate curricular or Library and Information Science in your school contain courses on Information and Communication Technology (ICT) studies?
- What is the status of each of the Information and Communication Technology (ICT) courses offered? (status in this study refers to whether a course is compulsory or elective)
- How many credit units are assigned to each of the ICT courses?
- Are the ICT courses in the curricular of LIS adequate to meet the needs of diverse learners with and without disabilities?
- Does your school offer courses that will impart skills and competencies in public relations?

### Review of Related Literature

Knowledge, no doubt is power, but the *raison d'être* of knowledge is information. A well informed nation is a developed nation. Karisiddappa (2004) stressed that the contemporary scenario predominated by information and knowledge perspective indicated the pressing need to educate and train the library and information manpower towards a sustainable professional competence. Alabi (2004) noted that if quality people are not put at the centre of the process of giving and receiving knowledge, the process is bound to fail. The right ICT professionals who are equally library orientations in library professionals experts should be concerned and involved in evolving the ICT orientation in library and information science programmes in library schools in Nigeria of this 21<sup>st</sup> century. In the same vein, Animalu (2002) observed that ICT technologies have the potentials to enhance the ability of even most disadvantaged countries and individuals of all levels of literacy to access and utilize information and knowledge for self-development so that they can benefit from the world's knowledge and also contribute to it. ICT offers a unique opportunity for a large percentage of the world's pool of knowledge to be available to all equitably. Onwubiko (2003) also observed that most of today's LIS graduates do not know the essence of modern day library as it affects the development of knowledge. Rowley (1996) noted that the increasing recognition of the importance of information management, such that it is becoming more difficult to identify a homogenous audience. For LIS professionals to function effectively and be able to provide information services in the current information order, it is necessary for them to be computer literate. This will enable them to understand the use of both computer hardware and software in information handling and expose them to searching strategies or techniques in computerized data retrieval files in various subject areas. This will result in tremendous information delivery services that include better response time due to greater speed of retrieval information, ease of updating of files, currency and comprehensiveness of data base. Uchedili (2008) noted that the computer literacy will expose the librarian to the modern techniques of designing information system for better retrieval and dissemination of information. Computer literacy will largely enable the librarian to understand how machine-aided handling systems can help identify access and obtain data, document, and literature needed for problem solving. Computer literacy also provides the LIS professionals with the knowledge of data-base, indexing and abstracting, networking, interview and search techniques required for adequate services. She went further to observe that librarians are trained to provide selfless services so that professional training will inculcate the necessary discipline required for the professional practice in librarianship. The professional training will also expose the librarian to the various reference sources and types of information each provides. The training will likewise enable the librarian to have basic awareness and familiarity with the methods of acquiring and organizing information sources from book materials to microforms and to computer(ised) data bases. This will assist him in providing the right information in right form to the right user at the right time and at the right place. To be able to provide users with adequate information services, the librarian needs to possess a good knowledge of the various types of sources capable of providing information, Uchedili (2008). The librarian also needs to possess good public relation that will assist him in disseminating information effectively and correctly. Black (1989) said that to achieve success, all public relations must be based on truth and full information and be carried out on a continuing basis. It can never be a substitute for performance and indeed it is likely to expose any intrinsic weakness. He further stressed that correct timing is very important and that the establishment of priorities is essential at any early stage of planning. Usherwood (1981) sees public relations as the process that seeks to promote mutual understanding and cooperation between the library and publics. Public relations are a management function which shows that public opinion on the image of any library counts. The public

image refers to the way the society sees the profession (librarianship). Public relations can also be seen as a deliberate and conscious effort by the LIS professionals to create understanding and communicate favourable impressions about the library in the minds of the learning/seeking public. The purpose of public relation practice is to establish two-way communication seeking common grounds or areas of mutual interest and to establish understanding bases or truth, knowledge and full information. The scale of activity to promote good public relations may vary considerably according to the size and nature of the interested parties, but the philosophy, the strategy and the methods will be very similar whether the public relations programme is designed to influence international understanding or improve relations between an organization and its customers, agents and employees. For LIS professionals to have good public relations with the information users therefore there must be empathy, must be patience enough, full of persistence, attentive and have interviewing skills and be approachable and flexible. According to Uchedili (2008) a good reference librarian should not be rigid and unfriendly but should be approachable.

**Methodology**

According to Ifidon Elizabeth (2008) South-East Zone has 6 (six) University based library schools and from the researcher's investigation, two (2) Polytechnics –based library schools also exist in the south-east making them 8 (eight) library schools in south-east of Nigeria. The schools are University of Nigeria, Nsukka, Abia State University, Uturu, Enugu State University of Science and Technology, Agbani, Nnamdi Azikiwe University, Awka, Madonna University, Okija, Imo State University, Owerri, Federal Polytechnic, Oko and Federal Polytechnic Nekede. The populations of this study comprised four out of the eight library schools in the South-East. One out of the selected LIS schools is state-owned while the remaining three are federal government owned.

The samples schools are Nnamdi Azikiwe University, Awka, Imo State University, Owerri Federal Polytechnic, Oko and Federal Nekede. The Imo state Univeristy Owerri was used as a check to ascertain whether what is obtainable in the Federal LIS schools is also applicable in the State LIS. The instrument for data collection were structured interviews administered on professionals colleagues especially heads of library schools and questionnaire which were administered on 400 (four hundred) student librarians. Data were also collected from documentary sources in library literature and current curricular for Library and Information Science programmes. Five research questions guided the study. Data collected were analyzed using percentages.

**Data Analysis and Interpretation**

Effective education and training of Library and Information Science (LIS) professionals in the South-East geo-political zone of Nigeria is the focus of this study.

**Table I:**

Name of school	Number of respondents	Percentage
Imo State University, Owerri	140	35%
Nnamdi Azikiwe University, Awka	50	12.5%
Federal Polytechnic, Nekede	150	37.5%
Federal Polytechnic Oko	60	15%
Total	400	100%

From the data on Table I, the total number of the respondents was 400 (four hundred) student librarians. Imo State University, Owerri contributed 140 (35%), Nnamdi Azikiwe University, Awka was 50 (12.5%), Federal Polytechnic Nekede contributed 150 (37.5%) Federal Polytechnic, Oko had 60 ( 15%).

The researcher administered and collected the questionnaire from the 400 (four hundred) respondents on the spot thereby

eliminated all the constraints at the stage of her investigation. The variation in the percentage samples from the library schools in the South-East Geo-political Zone of Nigeria was as a result of the fact that the Institutions differ in ownership structure and financial capabilities for the provision of facilities for the programme. For example, two institutions out of the four sampled are Polytechnics while the other two are the universities whose ownership and financial capabilities determine what is obtain in each institution. Besides, three out of the four library schools are Federal while the remaining one is State owned. This gave the researcher the impetus to vary the percentage for reliability. A total of four hundred student librarians completed and returned the questionnaire in good condition for analysis and interpretation. The results of the analysis were expected to provide answer to the research questions raised to this study.

**Research Question I**

To what extent does the undergraduate curricular of Library and Information Science in your school contain courses on Information and Communication Technology (ICT) studies?

**Table II**

Federal State University, Owerri			Federal Polytechnics, Nekede		
Option	No. of respondents	Percentage	Option	No. of respondents	Percentage
Very Convenient	-	-	Very Convenient	-	-
Convenient	10	7.14%	Convenient	5	3.03%
Slightly convenient	130	92.86%	Slightly convenient	145	96.6%
Total	140	100%	Total	150	100%

From the data on table II above, the total number of respondents was 140 and 150 respectively from Imo State University, Owerri and Federal Polytechnic, Nekede. In Imo State University, Owerri, 10 (7.14%) of the respondents agree that the number of ICT courses in LIS curricular is convenient while 130 (92.86%) said that it is slightly convenient. None of the respondents agreed that the number is very convenient. On the other hands, in Federal Polytechnic, Nekede, 145 (96.67%) of the respondents agree that the number of ICT courses in LIS curricular is slightly convenient while 5 (3.03%) agree that is convenient and none of the respondents agree that it is very convenient. From the analysis above greater number of the respondents agree that the number of ICT courses in LIS curricular is slightly convenient for LIS profession.

**Table III**

Nnamdi Azikiwe University, Awka			Federal Polytechnics, Oko		
Option	No. of respondents	Percentage	Option	No. of respondents	Percentage
Very Convenient	-	-	Very Convenient	-	-
Convenient	5	10%	Convenient	10	16.7%
Slightly convenient	45	90%	Slightly convenient	50	83.3%
Total	50	100%	Total	60	100%

From the data on Table III above, the total number of respondents from Nnamdi Azikiwe University, Awka and Federal Polytechnic, Oko was 50 and 60 respectively. In Nnamdi Azikiwe University, Awka 45 (90%) of the respondents agree

that the number of ICT courses in LIS curricular are slightly convenient while 5 (10%) said that it is convenient and none of the respondents agree that the number is very convenient. Fifty (83.3%) respondents from Federal Polytechnics, Oko agree that the number of ICT courses in LIS curricular are slightly convenient while 10 (16.7%) agree that they are convenient and none agree that they are very convenient. This shows that the greater percentage from Nnamdi Azikiwe University, Awka and Federal Polytechnic, Oko agree that the number of ICT courses in LIS are slightly convenient for our noble profession.

**Research Question 2**

What is the status of each of the Information and Communication Technology courses offered? (Status in this study refers to whether a course is compulsory or elective).

**Table IV**

Imo State University, Owerri			Federal Polytechnic, Nekede		
Option	No. of Respondents	Percentage	Option	No. of respondents	Percentage
Compulsory	140	100%	Compulsory	150	100%
Not compulsory	-	-	Not compulsory	-	-
Total	140	100%	Total	150	100%

From the data in Table IV, the total respondents from Imo State University, Owerri and Federal Polytechnic, Nekede were 140 and 150 respectively. In Imo State University, Owerri 140 (100%) of the respondents said that the ICT courses in LIS curricular are compulsory while none of the respondents responded that the courses are not compulsory. This shows that ICT courses in LIS curricular are compulsory. Also 150 (100%) respondents from Federal Polytechnic, Nekede responded that the ICT courses in LIS curricular are compulsory while none agree that they are not compulsory. This shows that the ICT courses in LIS curricular are compulsory for student librarians.

**Table V**

Imo State University, Owerri			Federal Polytechnic, Nekede		
Option	No. of Respondents	Percentage	Option	No. of respondents	Percentage
Compulsory	50	100%	Compulsory	60	100%
Not compulsory	-	-	Not compulsory	-	-
Total	50	100%	Total	60	100%

From the Table V above the data indicated that the total number of the respondents from Nnamdi Azikiwe University, Awka and Federal Polytechnic, Oko is 50 and 60 respectively. Fifty (100%) from Nnamdi Azikiwe University, Awka agree that the ICT courses in LIS curricular are compulsory while none of the respondents indicated that they are not compulsory. In Federal Polytechnic, Oko, 60 (100%) of the respondents agree that the ICT courses in LIS curricular are compulsory while none of the respondents agree that the courses are not compulsory. This shows that ICT courses in LIS curricular are compulsory for student librarians.

**Research Question 3**

How many credit units are assigned to each of the ICT courses?

**Table VI**

Imo State University, Owerri			Federal Polytechnic, Nekede		
Option	No. of Respondents	Percentage	Option	No. of respondents	Percentage
Two Credit Units	-	-	Two Credit Units	-	-
Three Credit Units	140	100%	Three Credit Units	150	100%
Four Credit Units	-	-	Four Credit Units	-	-
Total	140	100%	Total	150	100%

From the data on Table VI above, the total respondents from Imo State University, Owerri and Federal Polytechnic, Nekede are 140 and 150 respectively. In Imo State University Owerri, 140 (100%) of the respondents agree that three credit units are assigned to each of the ICT courses while none of the respondents indicated that either two credit units or four credit units are assigned to the ICT courses. Likewise in Federal Polytechnic, Nekede, 150 (100%) of the respondents agree that 3 credit units are assigned to ICT courses while none of the respondents indicated that two credit units and four credit units are assigned to ICT courses. This shows that 100% of the total respondents agree that credit units are assigned to ICT courses.

**Table VII**

Nnamdi Azikiwe University, Awka			Federal Polytechnic, Oko		
Option	No. of Respondents	Percentage	Option	No. of respondents	Percentage
Two Credit Units	-	-	Two Credit Units	-	-
Three Credit Units	50	100%	Three Credit Units	60	100%
Four Credit Units	-	-	Four Credit Units	-	-
Total	50	100%	Total	60	100%

From the data on Table VII above, the total respondents from Nnamdi Azikiwe University, Awka and Federal Polytechnic, Oko are 50 and 60 respectively. In Nnamdi Azikiwe University, Awka, 50 (100%) agree that three units are assigned to ICT courses while none of the respondents indicated that two credit units and four credit units are assigned to ICT courses in their schools. In Federal Polytechnic, Oko, 60 (100%) of the respondents agree that three units are assigned to ICT courses and none of the respondents indicated that either two or four credit units are assigned to ICT courses in their school. From the above analysis 100% of the total respondents agree that three credit units are assigned to ICT courses in their library schools.

**Research Question 4**

Are the ICT curricular of LIS programme adequate to meet the needs of information managers?

**Table VIII**

Imo State University, Owerri			Federal Polytechnic, Nekede		
Option	No. of Respondents	Percentage	Option	No. of respondents	Percentage
Ad-equate	10	7.14%	Ad-equate	5	3.33%
Not ad-equate	130	92.86%	Not ad-equate	145	96.67%
Total	140	100%	Total	150	100%

From the data Table VIII above, the total number of respondents is 140 and 150 respectively from Imo State University, Owerri and Federal Polytechnic, Nekede. In Imo State University, Owerri, 130 (92.86) agree that the number of ICT courses in the LIS curricular are not adequate while 10 (7.14%) of the respondents said that the courses are adequate. In Federal Polytechnic, Nekede, 145 (96.67%) of the respondents agree that the number of ICT courses are not adequate while only five (3.33%) said that the courses are adequate. From the above analysis greater number of the respondents is of the opinion that ICT courses in LIS curricular are not adequate for whoever is aspiring to be information manager.

Table IX

Nnamdi Azikiwe University, Awka			Federal Polytechnic, Oko		
Option	No. of Respondents	Percentage	Option	No. of respondents	Percentage
Adequate	5	10%	Adequate	-	-
Not adequate	45	90%	Not adequate	60	100%
Total	50	100%	Total	60	100%

From the data on table ix above, the total number of respondents from Nnamdi Azikiwe University, Awka and Federal Polytechnic, Oko is 50 and 60 respectively. 45 (90%) of the respondents from Nnamdi Azikiwe University, Awka agree that the number of ICT courses in the curricular of LIS are not adequate while only five (10%) believe that the courses are adequate. In Federal Polytechnic, Oko, 60 (100%) of the respondents agree that the ICT courses in LIS curricular are not adequate while none of the respondents indicated that the courses are adequate. This shows that the number of ICT courses in LIS is not adequate for information managers.

**Research Question 5**

Does your school offer courses that will impact skills and competencies in public relations?

Table X

Imo State University, Owerri			Federal Polytechnic, Nekede		
Option	No. of Respondents	Percentage	Option	No. of respondents	Percentage
Yes	25	17.14%	Yes	150	100%
No	115	82.86%	No	-	-
Total	140	100%	Total	150	100%

From table x above the data showed that the total respondents from Imo State University, Owerri and Federal Polytechnic, Nekede are 140 and 150 respectively. In Imo State University, Owerri, 115 (82.14%) of the respondents agree that their library school does not offer courses on Public Relations while 25 (17.86%) indicated they were doing it. Further investigation on the variance in the responses from Imo State University, Owerri showed that due to electric nature of the course – MAC 214 – Principles of Public Relations the number of the student librarians that offer the course was very insignificant when compared with what obtains in Federal Polytechnics, Nekede. In Federal Polytechnic, Nekede, 60 (100%) of the respondents agree that Public Relations course is offered in the library school. On close observation of the courses offered in Federal Polytechnic, Nekede, the researcher noticed that it is only one course in public relations that is offered to the student librarians in that library school titled LIS 315 – Public Relations – with three credit hours. Although there is existence of course in Public Relation in Nekede, the number of public relations courses is seriously inadequate to achieve the philosophy of library and information Science programme as it affects education and

training of LIS professionals for improved service delivery in the South-East Geo-political zone of the country.

Table XI

Nnamdi Azikiwe University, Awka			Federal Polytechnic, Oko		
Option	No. of Respondents	Percentage	Option	No. of respondents	Percentage
Yes	-	-	Yes	60	100%
No	50	100%	No	-	-
Total	50	100%	Total	60	100%

From the data on table ix above, the total number of respondents is 50 and 60 respectively. In Nnamdi Azikiwe University, Awka, 50 (100%) of the respondents agree that their library school does not offer courses on public relations. In Federal Polytechnic, Oko, 60 (100%) of the respondents agree that their school offer courses in Public Relations – LSC 315: Libraries and Society: Public Relations. From the above revelation the only one out of the four tertiary institutions offering Library and Information Science Programme has element of public relations in its curriculum.

This exposition indicates that in terms of public relations competencies one can generally state that the curriculum of Library and Information Science Programme is inadequate to impact the education and training of LIS professionals for improved service delivery in respect of identifying, preserving, organizing, disseminating and encouraging the use of myriads of records of human culture, past and present to broadly reflect and actively respond to the needs of society which public is a part. For any curriculum in Library school to be adequate and to achieve its mission of professional education generally, its goals must include education and training, research and public relations service to the community at large.

**Report of the Findings on the Interview Administered to Professional Colleagues Especially Heads of Library Schools.**

The researchers during their investigation was able to get at some professional colleagues especially heads of library schools from the sampled institutions for this study. She sought to know the problem which these professionals are experiencing in the education and training of student librarians. The interview was administered on twenty respondents which were spread evenly to the professional colleagues in the sampled library schools including heads of these library schools. Ninety-five per cent (95%) of the respondents agreed that the problems discussed in this report exist in their individual library schools. There are glaring existing problems in Library and Information Science (LIS) profession which if not properly checked will drastically affect effective education and training of LIS professionals for improved service delivery in the South-East Geo-Political zone of Nigeria in particular and the entire Nigeria in general. Here are the findings:

- Though the four library schools selected for the investigation offer some courses in ICT, these courses are not adequate for any professional aspiring to become information manager in the field of librarianship especially on their epileptic practical aspect of its now that information explosion is in vogue. The library school which offer practical training to student librarians rely mostly on private ICT business centres for their practical experience because they lack in depth knowledge in impacting the skills and the facilities in the campuses. The few ICT equipment that exist are not properly cared for and coupled with the fact that electricity power is non-existing and most often the facilities are idle. Besides, maintenance culture is the bane of our problem of lack of facilities in the ICT programme as there are no experts to maintain this ICT equipment any time they are malfunctioning.

tioning.

- The nature of ICT equipment dictates that this equipment should be in a conducive environment, that is, air conditioned apartment always in order to maintain their performance/efficacy. But because of epileptic power supply in this country one finds it extremely difficult to provide adequate environment for ICT facilities in our library schools as a result.
- Inadequate infrastructural facility and space in our Library Schools mar to large extent the installation and use of ICT equipment and the resultant effect is quick deterioration of such equipment and poor utilization of the installed ones.
- Another serious problem is that some of the professional colleagues who teach ICT courses to student librarians are not competent and skilful enough to handle the courses thereby creating confusion and lack of interest to these students hence they resort to ICT business centres whose pedagogical skills are better imagined than described.
- Further diverse students librarians are not interested in learning ICT operation as it affect LIS programme so as to improve themselves in library operations rather they are more interested to learn how to browse and interact with the internet for their personal motives.
- Again, because of lack of well-spaced standard laboratory for ICT practical training in the library schools as noted earlier students tend to get tired and fatigued due to uncomfortable environmental conditions they find themselves during practical training. As such they are force out of the training before the end as they preferred to mill around idly rather conditioned them for such education and training eventually in such unconducive learning environment.
- Finally, paucity of funds for acquisition, installation and training of personnel for ICT programme contributes immensely in the inadequate noticed towards effective education and training of LIS professionals for improved service delivery in the South-East Geo-Political zone of Nigeria.

### Recommendations

For education and training of LIS professionals to improve effectively for service delivery, the following recommendations are made:

- The number of ICT courses in library and information science schools should be increased so that student librarians will after graduation be competent enough to be all-rounder, self-inspiration and certain of what is required of them in the information management.
- The number of credit units should be expanded to four credit units for each ICT courses in order to provide adequate dose of learning experience to equip the student librarians in information management. The increase in credit units will equally widen their educational training horizon in the field of ICT programme and be able to deliver improved services in LIS profession.

- The controlling bodies of these Library Schools – National Board for Technical Education (NBTE) and National University Commission (NUC) should stem up their regulatory authority so as to mandate all the stakeholders in Library Schools to set up a well-structured and standard laboratory for ICT as a precondition for graduating students in this noble profession.
- The controlling authority should henceforth introduce courses in public relations compulsorily for every library school curriculum in respect of identifying, preserving, organizing, disseminating and encouraging the use of myriads of records of human culture, past and present, to broadly reflect and actively respond to the needs of society. This will enable the student librarians to understand and apply the theory and principles underlying library services, to be aware of the scope and nature of cultural records and to be capable of exercising professional judgement in the long run.
- There is serious need for the review and update of the library school curricular to incorporate current learning experience and new trends in librarianship to meet the needs of the individuals with and without disabilities and the society. For instance, the curriculum being used for Higher National Diploma (HND) in Polytechnics as revealed from investigation shows that it was made in 1991.
- The library schools should ensure that lecturers/educators whose functions are to impact and educate students librarians in ICT courses are well developed in their competencies in theory and practice.
- Finally, the Federal Government who is the sole authority in generation and distribution of electricity should help out in ensuring that the current epileptic power outage is stemmed up so as to ensure that ICT laboratory in library schools function steadily, efficiently and effectively too. This will reduce the costs involved in installation and running of generators, provide conducive learning environment, motivate and create interest for student librarians whose stock-in-trade is milling around while programme of instruction is going on.

### Conclusion

There is a serious need to give effective education and training to LIS professionals for improved service delivery to diverse learners with and without disabilities in our society. This is because the library and information services will ever remain relevant as far as knowledge and information continue to affect positively to mankind hence lack of access to knowledge and information deprive man the real essence of life.

### REFERENCE

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