



**Nigerian Association of  
Library and Information  
Science Educators (NALISE)**

**PROCEEDINGS OF  
THE ANNUAL NATIONAL  
CONFERENCE 2016  
IBADAN**

**Theme:**

**QUALITY ASSURANCE IN LIBRARY AND  
INFORMATION SCIENCE EDUCATION IN NIGERIA**

**Venue:**

**University of Ibadan  
Conference Centre**

**Date:**

**9 - 13 May, 2016**

# **Perceived Effects of Library School Proliferation on Quality Education for Librarianship in Nigerian Universities**

**Dr. A. O. Issa**

*Associate Professor,  
Department of Library and Information Science,  
University of Ilorin, Kwara State*

**Dr. A. O. Idowu**

*Associate Professor,  
Department of Library and Information Science,  
University of Ilorin, Kwara State*

**Dr. Y. I. Harande,**

*Associate Professor,  
Department of Library and Information Sciences,  
Bayero University, Kano, Kano State*

**K. N. Igwe**

*Lecturer,  
Department of Library and Information Science,  
Akanu Ibiam Federal Polytechnic,  
Unwana, Ebonyi State*

## **Abstract**

*Quality education is the bedrock on which tertiary institutions operate globally, dictating the nature and the type of knowledge acquired by prospective professionals. With this quest for quality library education in Nigeria, the issue of access to such education has always been of great importance. Recently, the escalating number of library schools in Nigerian colleges of education, polytechnics and universities has attracted concern among significant number of stakeholders in librarianship. A positive development though for librarianship education/ practice, this trend may imply negatively on quality library education. Therefore, this study sets to examine the effects of library school proliferation in Nigerian universities on quality education delivery. The objectives are to: (i) identify the number of library schools in Nigerian universities; (ii) examine the effects of library school proliferation on quality education; (iii) determine the effects of availability of physical facilities, instructional resources and staffing on quality education in these schools; (iii) assess the effects of their enrolment on quality education delivery; and (iv) identify the challenges faced in providing quality education. The study adopted the survey research method of the descriptive type, questionnaire for data gathering, and descriptive statistics of means and percentages for analysis. Total enumeration of the 20 university-based library schools revealed that the proliferation was perceived as contributing to the development of the profession, though with attendant challenges including inadequate provision of requisite facilities and resources, good staff number, and mix and high enrolment. These are not good indices for quality LIS education and should be checked through the appropriate provision of required facilities/resources and stakeholders' involvement in quality control exercises, prior to programme commencement.*

## Introduction

Library and Information Science (LIS) is an interdisciplinary domain concerned with creation, management, and use of information in all its forms. It is taught in colleges and universities at the undergraduate and graduate levels and is also a subject of research in both industry and academia. It brings together a variety of theoretical approaches, focusing on representations of information, the documentary evidence of civilization, as well as on the technologies and organizations through which information becomes accessible (Estabrook, 2010).

The history of library and by extension library school in Nigeria is intertwined with the history and development of higher education in Nigeria. The first institution of higher learning in Nigeria was Yaba Higher College, established in 1932. It was established to train middle level manpower by providing vocational and professional training for secondary school teachers, medical, agricultural, veterinary, forestry assistants, engineers at subordinate positions based on government manpower and private enterprise requirements. The college had a library and the total stock of this library was 20,000 volumes as at 1948. This was taken over by the University College Library, Ibadan, as part of its initial collection at its inception in 1948.

The Elliot Commission was set up in 1943 by the British Colonial Government to look into the problems of higher education in British West Africa. The report of the Commission submitted in 1945 was accepted by the Government, and this led to the founding of University College, Ibadan in January 1948, which became University of Ibadan in 1962. The Commission emphasised the importance of libraries in higher education in the colonies; hence, the Eastern Region Government established the University of Nigeria at Nsukka in 1960 while the University of Lagos came into being in 1962. The Zaria branch of the Nigerian College of Arts, Science and Technology was upgraded and named Ahmadu Bello University, also in 1962. The Western Region government followed suit by converting a site of the Ibadan Nigerian College of Arts, Science and Technology into University of Ife in 1962, and renamed as Obafemi Awolowo University in 1987. The University of Benin City was opened in 1971.

In 1975, seven other universities were set up by a decree, namely Bayero University, Kano and the Universities of Calabar, Ilorin, Jos, Maiduguri, Port Harcourt and Sokoto. Between 1980 and 1982, the Federal Government established seven Universities of Technology in Bauchi, Makurdi and Owerri (1980), Akure and Yola (1981) and Abeokuta and Minna (1982). Similarly, between 1980 and 1984, some state universities were created, namely Ogun State University, Ondo State University, Lagos State University, Imo State University, Anambra State University of Technology, Rivers State University of Technology and Oyo State University of Technology (1990), now known as Ladoke Akintola University of Technology (1996). With further fragmentation of the country into more states, the number of universities and other degree-awarding institutions increased from 13 to 43 by 1993 and 124 universities by 2012. These consist of federal, state and private universities. At present, the number stands at over 150 universities across the three categories.

The importance of a library to a university cannot be overemphasized; hence, the basis for the establishment of library schools for the purpose of training professional and para-professional librarians that will set the pace, in terms of library personnel, collection building, user education, technical services, automation, electronic libraries, administration, library architecture, among others. This is for the development of members of staff, students and the immediate community in which the institution is located, that must depend almost wholly on library provisions made by such institutions (Morka, 1992). However, prior to 1960, those who aspired to become librarians went to Britain to qualify for the Associate of the Library Association (ALA) certificate. This was in contrast with the Post-Independence, when the country accelerated the establishment of tertiary institutions at various levels; consequent upon which the first library school was established at the then University College, Ibadan in 1960.

The stage for the development of library profession in Nigeria was set up with the arrival of John Harris as the librarian of the University College, Ibadan, in 1948. "He was not only instrumental to the development of the University College Library, but also organized the Native Authority Libraries, the first organized Library Training course in 1950" (Dean, 1966 in Saleh, 2011). Similarly in 1952, Joan Allen organized a course for Reading Room Attendants under the Northern Regional Library Service while the Eastern Regional Library Board, created in 1935, introduced a training course for library assistants in 1956. The UNESCO Seminar on Public Library Development in Africa held in 1953 at Ibadan was another turning point in the history of librarianship in the country. Aguolu and Mohammed (1987) observed that the Seminar "laid the foundation of modern libraries in Nigeria and helped crystallize the concept of the library profession and librarianship itself."

Saleh (2011) gave further account that was based on Lancour (1958) and Sharr (1963) reports on library needs of West Africa and Northern Nigeria respectively and stated that two library schools were established in Nigeria. The first was the Institute of Librarianship which was opened in 1960 at the University College Ibadan and the second was the Ahmadu Bello University Zaria in 1968. These institutions were built on different philosophical and professional orientations. The Ibadan library school began with one year basic professional programme leading to the award of the postgraduate diploma in accordance with the main objective of the Institute, which was "to educate the leadership for the library profession". The Zaria library, school on the other hand, mounted an undergraduate programme leading to the award of the Bachelor of Library Science (BLS) degree based on the objective "to train professional librarians at all levels with well rounded education up to international standard while placing emphasis on the problems facing libraries in Africa."

It apparently became clear in the mid 1970s that the two existing library schools despite their parallel philosophical orientation could no longer meet the nation's library personnel needs. Thus, in 1977 and 1978, two additional library schools were established at Bayero University, Kano and University of Maiduguri respectively. At present, there are over fifty institutions including universities (federal, states and private), polytechnics and colleges across the country that offer library and information science programmes at certificate, ordinary, national and higher diploma, degree and higher degree levels.

The current trend in the training for librarianship today has called for a closer scrutiny of the basic constituents of quality library education. The constantly changing nature of the competitive world and the demands it places on new graduates had called for dynamic library school curricular, standard and adequate facilities and tools for practical training, as well as staffing in sufficient number and mix. Since the emphasis is always on quantity and quality, meeting some basic requirements are, therefore, desirable for starting LIS programme in institutions of higher learning. This was with a view to ensuring that quality LIS education is entrenched in all the existing and prospective library schools in Nigeria in the interest of the future of the profession.

## **Statement of the Problem**

On account of the escalating number of library schools being established in Nigerian universities in the recent times, Saleh (2011) may have been correct to conclude that the proliferation of library programmes in different types of institutions was a good omen for the future of the librarianship profession in this country. However, a closer assessment of the current situation in this regard may also give rise to the need for an appraisal of the diverse implications of the proliferation of the library schools on the quality of education being delivered, particularly when viewed against the backdrop of required facilities, resources, curriculum and personnel -- all of which make for a standard library school.

Studies with focus such as this, particularly those with local bias, are scanty, if they exist, since the trend is only an emerging one. Thus, this study sets to investigate the effects of library school proliferation on quality education for librarianship in Nigerian universities with a view to: examining LIS educators' perceived effects of library school proliferations on quality education for

LIS in Nigeria; ascertaining the level of availability of physical facilities, instructional resources, categories of staffing, enrolment in these schools; and identifying the challenges faced in providing quality education in these library schools.

### **Study Justification**

Investigating the effects of library school proliferation on quality education for librarianship in Nigerian universities will assist to provide an insight into the implications of the proliferation on the delivery quality, which can also indicate the future of the profession's leadership. By the exposition of the current interplay among the availability of physical facilities, instructional resources, categories of staffing, enrolment in these schools for quality librarianship education, findings from this study would serve to position the schools better for improved delivery. Not only would the findings be handy to library schools' authorities for better planning, intending ones can also begin to factor in some essential requirements prior to setting up such schools in the future. Furthermore, the LRCN would find the study's findings as useful guides to preparing its accreditation documents for the LIS programmes accreditation and re-accreditation exercises in these library schools.

### **Review of Related Literature**

#### ***Availability of Physical Facilities, Infrastructural Resources and Staffing Situations in Nigerian Library Schools***

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators. University education includes teaching, research, and social services activities at both the undergraduate and the graduate levels.

Marmolejo (2007) identified information technology, developing the laboratory and the classroom of the future, workforce issues and energy resource management among the ten critical higher education facility issues. Akuezilo (2007) in Udida, Bassey and Udofi (2009) noted that the root problems of performance and sustenance of higher education in the country could be related to environment. It has been observed that many academic staff members have been employed without the adequate designed facilities to cope with and perform their job. This condition, among others, has resulted in systems' poor performance and sustainability of the credible tempo of community service. Udida, Bassey and Udofi (2009) observed that most of the facilities available are dilapidated and below standard.

Udida et al. (2009) concluded that higher education system performance and sustainability requires good leadership, technological innovation, provision of adequate facilities, motivation of administrators and staff to ensure that their intellectual resources are well utilized for the development of higher education and the society. Saleh (2011), in emphasising the importance of personnel in any enterprise including academic institutions, opined that no matter how good the objectives, the curriculum and the physical facilities of an educational institution may be, its fundamental excellence will depend primarily upon quality of the faculty. Therefore, the survival of LIS education in Nigeria depends largely on the quality of faculty and students (Edegbo, 2011).

Similarly, the importance of information resources in the education of any discipline cannot be overemphasised. At this stage of the profession's development in Nigeria, the need to focus attention on the adequacy of information resources produced locally rather than foreign is imminent (Saleh, 2011). Commitment to the proper training of future generations of library professionals will, therefore, require that educators find and create the literature that will serve as effective learning tools, particularly with regards to relevance and uniqueness. A situation whereby majority of Nigeria's collection needs come from foreign countries is unhealthy for the present and the future of any

profession's growth. This has implications for both relevance and appropriateness, since, as expected, every environment presents its own peculiarities which call for unique appraisal of the individual situation.

### ***Trends and Issues of Enrolment Situation in the Library Schools***

Nwokocha (1996) traces the development of library schools in Nigeria since the Ibadan school began the training of librarians locally in 1960, and observes that the trend has been towards training at the undergraduate level for a Bachelor's degree. The author disagrees with the suggestion that librarians should only be trained at the postgraduate level and notes the confusion in the admission and duration of the MLS programmes. He then suggests that non-BLS graduates in Nigeria should spend more time on the MLS to learn more. Edegbo (2011) emphasised the provision of opportunities to meet the basic learning needs of information professionals as a first step towards preparing LIS schools in Nigeria for the emerging global society. The relevance and viability of LIS education in Nigeria requires looking at both the access to, and the quality in new ways to enhance the quality of their products, considering the fact that Nigeria, like other countries, recognises education as the major instrument for effecting national development.

Contents of educational programmes have been, in most professional fields, a conflicting area either from the point of view of the practitioner or as a result of certain educational philosophy. While accepting these differences, it is imperative to point out that there are some curricula elements, which because of certain purposes and functions common to all libraries, that can be said to be necessary components of the curriculum of all library schools. Since Danton (1949) through Aguolu (1985) to the present, some indispensable 'core' curricula which must be embraced by any library school have been identified to include cataloging and classification, reference and bibliography, collection development and library administration and organization.

The curriculum as well as the goals and the objectives of a particular library school must, in large measure, be dependent upon the nature and the needs of the libraries it is to serve. This accounted for the differences in curriculum, as well as stated aims and objectives of library schools. Despite this variation, Ochogwu (1990), in Saleh (2011), analysed the content of brochures of several library schools and reported that the goals and the objectives of library education, irrespective of the environment and level, can be summarized into four main perspectives. These are the production of graduates: matured enough to face the modern challenges of information delivery services; who will constitute middle level and high level manpower needed to carry out management of different types of libraries; with adequate theoretical knowledge to teach in one or more areas in the field of Library, Archives and Information Science, and matured enough to identify and conduct research into any problem area of the information profession.

The audit role and the supervisory functions of NUC have indeed contributed to the quality and sustainability of higher education in Nigeria. Through research, universities can provide information for the labour market and provide skilled workers on the areas of needs in the immediate and outside world. To this end, it has been stressed that the education and training of LIS professionals has to be such that empowers them to unleash their potential as they endeavour to offer relevant and efficient services within the current levels of technological sophistication. Curry (2002) observed that LIS academic departments have witnessed not only this increasing globalization of higher education but also that of the LIS workplace including the consequent extension of competition beyond traditional, institutional, national and regional boundaries.

This environment makes it important for LIS education and training to strive to improve their quality of programmes. It is to enable them participate in educational networks and develop innovative strategies in planning and administration of LIS education as well as to produce graduate where workplace spans the whole world. Consequently, LIS programmes should be designed to equip the students with knowledge and techniques to handle the immediate job requirements in an efficient manner; and to develop programmes, procedures and services on modern lines in future where the use

of various modern technique, computers, etc, could provide better, quicker and efficient services. This is because according to Edegbo (2011), LIS as a profession is concerned with the knowledge and skill by which the records of human communication are collected, organised and utilised. A librarian is a mediator between man and the graphic records that his previous generations have produced with the goal of maximising the social utility of these records for the benefit of humanity.

### **Implications of the Challenges Nigerian Library Schools Face on Quality Education**

Outside Nigeria, especially in the UK, quality has been a dominant theme in higher education for many years. Internal processes have been put in place so that institutions can be sure that their courses and research reach adequate standards (quality assurance), while external processes have been devised to check that they have adequate and effective internal processes (quality audit) and that there is an authoritative, national view on the quality of provision in each institution (quality assessment) (Brophy, 2005).

Igwe (2005) observed that new trends and development worldwide emerge posing great challenge for LIS education in Nigeria such as inadequate infrastructure, outdated/changing curricular, poor human and financial resources, lack of access to necessary information resources for learning and poor communication among key players in the library schools are some of the major issues library schools in Nigeria are contending with. Kolawole (2015) noted that lecturers are central to the achievement of all the objectives of higher institutions for the development of Nigeria and even globally. This is to the extent that they are employed to teach, carry out research, serve the community, provide leadership to students, set academic standards and ensure that students meet such standards through regular consultations, meetings, briefings, seminars, lectures, examinations and other sundry activities.

Udida, Bassey, and Udofi (2009) highlighted the problems of system performance and sustainability of higher education in Nigeria to include: leadership/management factor, work environment, inadequate funding, improper curriculum contents, over population in the university, inadequate infrastructures and funding of higher education by Nigerian government. Gleaning the challenges and their implications from the literature, there are five broad categorizations, namely passive instructors/quality of instructors; quantity of instructors; ICT challenges; inadequate facilities and instructional materials; and outdated instructional contents (curriculum).

### **Methodology**

This is a survey research method of the descriptive type. All the university-based library schools offering undergraduate LIS programmes constitute the study population adopting the total enumeration technique for all heads of university-based Nigerian library schools (including federal, state and private), owing to their relative small size (Table 1).

**Table 1: Study Population and Sample**

| S/No. | Library Schools                                | Ownership | Year Established |
|-------|------------------------------------------------|-----------|------------------|
| 1.    | Abia State University, Uturu                   | State     | 1981             |
| 2.    | Abubakar Tafawa Balewa University, Bauchi      | Federal   | 2005             |
| 3.    | Adeleke University, Ede                        | Private   | 2011             |
| 4.    | Ahmadu Bello University, Zaria                 | Federal   | 1968             |
| 5.    | Ambrose Ali University, Ekpoma                 | State     | 2004             |
| 6.    | *Babcock University, Illishan-Remo             | Private   | 2004             |
| 7.    | Bayero University, Kano                        | Federal   | 1977             |
| 8.    | Benue State University, Makurdi                | State     | 2007             |
| 9.    | Delta State University, Abraka                 | State     | 1999             |
| 10.   | Federal University of Technology, Minna        | Federal   | 2002             |
| 11.   | Federal University of Technology, Yola         | Federal   | 2008             |
| 12.   | Imo State University, Owerri                   | State     | 1992             |
| 13.   | Kogi State University, Ayingba                 | State     | 2012             |
| 14.   | Kwara State University, Ilorin                 | State     | 2009             |
| 15.   | Nnamdi Azikiwe University, Akwa                | Federal   | 1985             |
| 16.   | Tai Solarin University of Education, Ijebu-Ode | State     | 2006             |
| 17.   | Umaru Musa Ya'adua University, Katsina         | Federal   | 2006             |
| 18.   | University of Ibadan, Ibadan                   | Federal   | 1959             |
| 19.   | University of Ilorin, Ilorin                   | Federal   | 2008             |
| 20.   | University of Maiduguri, Maiduguri             | Federal   | 1978             |
| 21.   | University of Uyo, Uyo                         | Federal   | 1999             |
| 22.   | *University of Nigeria, Nsukka                 |           | 1983             |

*\* UNN and Babcock were excluded due to delayed/late response*

The questionnaire was employed for the data gathering exercise targeting the individual heads of library schools. It has six main sections running from A to F with varying number of items mostly in Likert scale. These are: Bio-Data (5 items), B-Perceived Effects of Library School Proliferation on Quality Library Education (8 items), C-Extent of Availability of Resources in Library Schools (9 items), D- Categories of Staff in the Library Schools (11 items), E-Students' Current Enrolment in Library Schools (4 items), and F-Challenges Affecting Quality LIS Education (16 items). Two senior academics at the University of Ilorin library school scrutinized the instrument for the face validity while some senior staff members of the Federal Polytechnic Offa library school served as the pilot study group. The split half method returned an Alpha Cronbach of  $r=.88$  as the reliability coefficient. Necessary corrections/amendments were incorporated into the final draft of the questionnaire.

To administer it, heads of library schools were contacted online through their e-mail addresses and telephones harvested from the database created by the LRCN during the Head of Library School Summit which took place in Lokoja in May, 2015, which led to near 100% return, all of which were found useable for the analysis. The period for the questionnaire administration was about three weeks. Data collected were analysed using the descriptive method of tabular presentation, mean, standard deviation and percentages.

In all, 22 library school heads were contacted for the purpose of administering the questionnaire for the data gathering exercise, out of which only two could not either make it back on time or be in a good form for the analysis. Twenty library schools responded to the questionnaire through their various heads of departments or representatives. The results of their responses were subjected to statistical analysis. Thus,  $1+2+3+4+5 = 15/3 = 3.0$ . So, statements on perceived effects of LIS School proliferations on quality education and extent of resources availability in LIS Schools

with mean scores of 3.0 and above were accepted, whereas those with mean scores below 3.0 were rejected.

### Results

**Research Question 1:** What are LIS educators’ perceived effects of library school proliferations on quality education for LIS in Nigerian universities?

**Table 2: Perceived Effects of Library School Proliferations on Quality Education**

| S/N | Establishment of many library schools in Nigeria:                                                | SD<br>(1) | D<br>(2) | U<br>(3) | A<br>(4) | SA<br>(5) | Mean | Decision |
|-----|--------------------------------------------------------------------------------------------------|-----------|----------|----------|----------|-----------|------|----------|
| 1   | contributes to the growth and development of the LIS profession                                  | ==        | 1        | ==       | 10       | 9         | 4.35 | Accepted |
| 2   | requires availability of requisite resources before commencement of academic programmes          | ==        | ==       | ==       | 5        | 15        | 4.75 | Accepted |
| 3   | requires that practising librarians also serve as educators in the library schools               | 1         | 4        | ==       | 11       | 4         | 3.65 | Accepted |
| 4   | affects adequate provision of requisite resources for quality LIS education                      | 1         | 6        | ==       | 3        | 10        | 3.75 | Accepted |
| 5   | hampers carefully developed and enriched curriculum for the continued relevance of LIS education | 3         | 5        | ==       | 6        | 7         | 3.60 | Accepted |
| 6   | should seek approval from NALISE to avoid compromising standards                                 | 1         | 5        | 1        | 4        | 8         | 3.50 | Accepted |
| 7   | should precede resource verification from NALISE, LRCN, and NLA before involving NUC             | 1         | 3        | ==       | 7        | 9         | 4.00 | Accepted |
| 8   | will be hampered without engaging the practicing librarians in the teaching                      | 6         | 5        | ==       | 8        | 1         | 2.45 | Rejected |

**Note:** SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strong Agree

Significant of the perceived effects of library school proliferation on quality education in Nigeria was the response with the highest mean score of 4.75 affirming that the establishment of many library schools in Nigeria requires availability of requisite resources prior commencement of academic programmes (Table 2). This was followed by the fact that respondents believed that the proliferation contributes to the growth and development of the LIS profession with a mean score of 4.35. Another group of response with 4.00 mean score indicated that the establishment of library schools should be preceded by “resource verification from NALISE, LRCN and NLA before involving NUC”. The least in the categories of responses, which attracted 2.45 mean score, indicated a rejection of the statement that the establishment of the library schools “will be hampered without engaging the practising librarians in the teaching.”

**Research Question 2:** What is the extent of availability of the following resources in your library school?

**Table 3: Extent of Availability of Resources in the Library Schools**

| S/N | Extent of Resources Available in LIS Schools in Nigerian Universities | NA (1) | AIR (2) | ASF (3) | ARR (4) | HARR (5) | Mean | Decision |
|-----|-----------------------------------------------------------------------|--------|---------|---------|---------|----------|------|----------|
| 1.  | Training Library with relevant materials                              | 2      | 4       | 3       | 11      | ==       | 3.15 | Accepted |
| 2.  | Training Library with current materials                               | 3      | 6       | 2       | 8       | 1        | 2.90 | Rejected |
| 3.  | Training Library with diverse materials                               | 6      | 6       | 2       | 5       | 1        | 2.45 | Rejected |
| 4.  | Cataloguing Tools for practical                                       | ==     | 6       | 3       | 8       | 3        | 3.40 | Accepted |
| 5.  | Classification Tools for practical                                    | ==     | 6       | 3       | 9       | 2        | 3.35 | Accepted |
| 6.  | Indexing Laboratory with requisite tools for practical                | 11     | 6       | 3       | ==      | ==       | 1.60 | Rejected |
| 7.  | Information Resource Centre                                           | 3      | 6       | 2       | 7       | 2        | 2.95 | Rejected |
| 8.  | ICT laboratory with functional systems                                | 2      | 7       | 5       | 4       | 2        | 2.85 | Rejected |
| 9.  | Internet Connectivity                                                 | 7      | 5       | 4       | ==      | 4        | 2.45 | Rejected |

**NA = Not Available (1)**

**AIR = Available with Inadequate Resources (2)**

**ASF = Available as a Shared Facility (3)**

**ARR = Available with Reasonable Resources (4)**

**HARR= Highly Available with Requisite Resources (5)**

Table 3 revealed the data on the extent of availability resources in the library schools with the highest mean score for the availability of Cataloguing tools (3.40), followed closely by Classification tools (3.35). Significantly for both, there was no response of non-availability of these tools from any of library schools, as indicated for some other requisite tools. The result also showed the availability of Training Library with relevant materials (3.15), as against those with Information Resource Centre (2.95) as well as Training Library with current materials (2.90). Indexing Laboratory with requisite tools for practical with 1.60 mean score is lacking in virtually all the library schools. The implications of this situation cannot be overemphasized, particularly as relating to qualitative education delivery.

**Research Question 3: What categories of staff do you have in your Library School?**

**Table 4: Categories of Staff in the Library Schools**

| S/N | Categories of Staff                     | Total Number |
|-----|-----------------------------------------|--------------|
| 1.  | Professor                               | 34           |
| 2.  | Associate Professor                     | 21           |
| 3.  | Senior Lecturer                         | 47           |
| 4.  | Lecturer I                              | 51           |
| 5.  | Lecturer II                             | 33           |
| 6.  | Assistant Lecturer                      | 30           |
| 7.  | Graduate Assistant                      | 25           |
| 8.  | Practising Librarian                    | 33           |
| 9.  | ICT Professional/Systems Analyst        | 18           |
| 10. | Library Assistants/Information Officers | 9            |
| 11. | ICT Technologist/Technician             | 7            |

Data presented on Table 4 showed a total of 308 staff members across all cadres in the library schools studied; from which the professorial cadre (Professor and Associate Professor) attracted an insignificant 17.86%. The Senior Lecturer cadre, which is the next most important to the professorial, only had 15.26%, thereby giving a cumulative total of 33.12% for the three cadres. The remaining

66.88% was shared among other lower cadres, including Practising Librarians (10.71%), ICT/System Analysts (5.84%), Library Assistants/Information Officers (2.92%) and ICT Technologists (2.28%). From these, it was obvious that the library schools have top-light, bottom-heavy staffing hierarchy, which no doubt, has a profound implication for the delivery of quality education in these schools.

**Research Question 4:** What is the state of students' enrolment in your LIS School?

**Table 5: Undergraduates' Current Enrolment**

| Level of Study | Below 50 |      | 51 – 70 |      | 71 – 100 |      | Above 100 |      | Total |       |
|----------------|----------|------|---------|------|----------|------|-----------|------|-------|-------|
|                | N        | %    | N       | %    | N        | %    | N         | %    | N     | %     |
| 100 Level      | 2        | 10.0 | 3       | 15.0 | 3        | 15.0 | 12        | 60.0 | 20    | 100.0 |
| 200 Level      | 3        | 15.0 | 2       | 10.0 | 5        | 25.0 | 9         | 45.0 | 20    | 100.0 |
| 300 Level      | 5        | 25.0 | 3       | 15.0 | 2        | 10.0 | 10        | 50.0 | 20    | 100.0 |
| 400 Level      | 6        | 30.0 | 2       | 10.0 | 4        | 20.0 | 8         | 40.0 | 20    | 100.0 |

On the current enrolment status of the library schools in Table 5, the figures across all the levels were on the high side of “Above 100” with 60%, 45%, 50% and 40% respectively. The next category of responses for the enrolment figures of between 71 and 100 per level, 100 to 400 levels, attracted 15%, 25%, 10% and 20% responses, respectively. Therefore, taken all together, the current enrolment status of these library schools is certainly on the high side, particularly that the “Above 100” in some schools amounted to between 150 and 300 in a level.

**RQ 5:** What are the challenges affecting quality LIS education in your university?

**Table 6: Challenges Affecting Quality LIS Education**

| S/N | Challenges                                                                                    | Least Challenge (1) |      | Lesser Challenge (2) |      | Very High Significant Challenge (3) |      | Total |     |
|-----|-----------------------------------------------------------------------------------------------|---------------------|------|----------------------|------|-------------------------------------|------|-------|-----|
|     |                                                                                               | N                   | %    | N                    | %    | N                                   | %    | N     | %   |
| 1.  | Overwhelming number of student population                                                     | 7                   | 35.0 | 3                    | 15.0 | 10                                  | 50.0 | 20    | 100 |
| 2.  | Lack of constant review of the curriculum                                                     | 9                   | 45.0 | 3                    | 15.0 | 8                                   | 40.0 | 20    | 100 |
| 3.  | Insufficient number of all cadres of staff                                                    | 5                   | 25.0 | 4                    | 20.0 | 11                                  | 55.0 | 20    | 100 |
| 4.  | Insufficient number of staff at the professorial levels                                       | 6                   | 30.0 | 5                    | 25.0 | 9                                   | 45.0 | 20    | 100 |
| 5.  | Involvement of practising librarians in the teaching LIS courses                              | 7                   | 35.0 | 4                    | 20.0 | 9                                   | 45.0 | 20    | 100 |
| 6.  | Lack of a Training Library                                                                    | 6                   | 30.0 | 4                    | 20.0 | 10                                  | 50.0 | 20    | 100 |
| 7.  | Training Library without relevant materials                                                   | 7                   | 35.0 | 5                    | 25.0 | 8                                   | 40.0 | 20    | 100 |
| 8.  | Training Library without current materials                                                    | 5                   | 25.0 | 7                    | 35.0 | 8                                   | 40.0 | 20    | 100 |
| 9.  | Training Library without diverse materials                                                    | 9                   | 45.0 | 6                    | 30.0 | 5                                   | 25.0 | 20    | 100 |
| 10. | Lack of Cataloguing and Classification Laboratory                                             | 7                   | 35.0 | 3                    | 15.0 | 10                                  | 50.0 | 20    | 100 |
| 11. | Cataloguing and Classification Laboratory without required cataloguing tools for practical    | 6                   | 30.0 | 5                    | 25.0 | 9                                   | 45.0 | 20    | 100 |
| 12. | Cataloguing and Classification Laboratory without required classification tools for practical | 8                   | 40.0 | 4                    | 20.0 | 8                                   | 40.0 | 20    | 100 |
| 13. | Indexing Laboratory without requisite tools for practical                                     | 10                  | 50.0 | 4                    | 20.0 | 6                                   | 30.0 | 20    | 100 |

|     |                                           |   |      |   |      |   |      |    |     |
|-----|-------------------------------------------|---|------|---|------|---|------|----|-----|
| 14. | ICT laboratory without functional systems | 9 | 45.0 | 4 | 20.0 | 7 | 35.0 | 20 | 100 |
| 15. | Lack of Internet connectivity             | 9 | 45.0 | 4 | 20.0 | 7 | 35.0 | 20 | 100 |

The challenges as revealed on Table 6 indicated overwhelming number of student populations (50%) and lack of cataloging and classification laboratory (50%) as of very high significance. Insufficient number of staff at the professorial levels; involvement of practising Librarians in the teaching of LIS courses as well as cataloguing and classification laboratories without required cataloguing tools for practical exercises were the next with 45% of responses. Similarly, the next category of 40% responses indicated challenges pertaining to lack of constant review of the curriculum, Training Library without relevant as well as current materials (Table 6).

## Discussion of the Findings

The results from the findings indicated that respondents were largely unanimous that the proliferation of library schools in Nigerian universities is a positive contribution to the growth and development of the LIS profession. However, they insisted that requisite resources, tools and staffing be provided before the commencement of the programme with the active involvement of such professional bodies as NALISE, LRCN and NLA preceding the NUC accreditation exercise.

On the extent of availability of requisite resources, basic to nearly all were Cataloguing and Classification tools for practical exercise. This result confirms that the teaching and learning of Cataloging and Classification remained a basic ideal or core in the training for librarianship. Critical aspects of these findings were that in many of the schools, existing Training Library are deficient in terms of relevant, current, and diverse stocks, just as others lack information Resource Centre, ICT Laboratory with functional systems and Internet connectively. Osarenren-Osaghae and Irabor (2012) reported in a study of ten Nigerian public universities that human and material resources for the teaching of skill-based courses in the universities are inadequate and, in most cases, unavailable.

The number, spread and mix of staff in these schools as found in this study was apparently lopsided in favour of the lower cadre of staff and at the expense of the professorial cadre. Thus, there has been no change in this regard since Saleh (2011) reported inadequacy of qualified staff and that the bulk of the library school staff were in the lower cadres. From a global perspective, Dasgupta (2009) also reported insufficient faculty strength in Indian library schools, just as Saleh (2011) found that numbers of qualified staff are inadequate. Given this staffing condition of the library schools, high student enrolment figure has the tendency to overstretch not only the resources and facilities required to deliver, but also, more importantly, on the inadequate teaching staff; a situation which can only guarantee "half-baked" or even "unbaked" products at the end of process.

Prominent among the challenges identified by the respondents as affecting quality LIS education were the overwhelming number of students' population and lack of Cataloging and Classification Laboratory with the requisite tools for practical exercises. These were followed closely by the challenge of insufficient number of staff, particularly at the professorial cadres with grave attendant implications for quality delivery.

## Conclusion and Recommendations

The proliferation of library schools in Nigeria has contributed to the growth and development of the LIS profession in the country. However, this has, in itself, thrown up a number of challenges bothering on the provision of requisite facilities and resources, adequate number and mix of staff for the programme as well as a reduced student enrolment number. All these have far-reaching implications for quality LIS education, which must not be compromised on the altar of quantity.

Therefore, it is recommended that:

1. Critical stakeholders like NALISE, LRCN and NLA should, henceforth, be part of the resource inspection and accreditation of LIS programmes in university library schools and they must insist on adequate provision of facilities and resources prior to NUC visitations.
2. Authorities of these library schools must ensure that not only are facilities and resources provided prior to the commencement of the programme, at least five full-time teaching staff members, with the doctorate degree should be on ground.
3. The idea of 'hiring' teaching staff for the purpose of achieving successful accreditation is inimical to real professional development and must be discouraged in the library schools.
4. The enrolment figures in the library schools must be checked continually, as overpopulation of students, particularly against inadequate staffing condition, as revealed by this study, will continue to jeopardize the desired quality education for the LIS profession in Nigeria.

## References

- Aina, L. O. (2007). Appropriate curriculum for library and information science schools in Nigeria: The role of the Nigerian Library Association Nigerian. Proceeding of the 45<sup>th</sup> National Conference and AGM held on 9<sup>th</sup>-14<sup>th</sup> September, 2007 in Uyo, Akwa Ibom.
- Brophy, P. (2005). The Academic Library. Facet Publishing, London, 2<sup>nd</sup> ed.
- Dasgupta, A. (2009). Preparing future librarians in India: A vision for LIS schools of India universities in the 21st Century. A paper presentation at the World Library and Information Congress: 75th IFLA General Conference and Council, 23<sup>rd</sup> -- 27th August, 2009 at Milan, Italy. Available at <http://www.ifla.org/annual-conference/ifla75/index.htm>
- Edegbo, W. O. (2011). Curriculum development in library and information science education in Nigerian universities: Issues and prospects. *Library Philosophy and Practice*. Available at <http://unllib.unl.edu/LPP/>
- Estabrook, L. S. (2010). Library and information science. *Encyclopedia of Library and Information Science*, Third Edition, ed. Bates M. J. & Maack M. N., CRC Press, Taylor and Francis Group, London.
- Federal Republic of Nigeria (2004). National Policy on Education. Lagos: NERDC Press.
- Igwe, U. O. (2005). Harnessing information technology for the 21st Century: Library education in Nigeria. *Library Philosophy and Practice*, 7(2). Available at <http://unllib.unl.edu/LPP/>
- Kolawole, C. O. (2015). The role of lecturers in the provision/maintenance of quality assurance in higher education. A paper presented at 2015 Academic Retreat on Promoting Quality Assurance Practices in Higher Education. Kwara State University, Malete, Ilorin.
- Marmolejo, J. (2007). Higher education facilities: Issues and trends. Organisation for Economic Co-operation and Development (OECD). Available at: <http://www.oecd.org/edu/innovation-education/38168377.pdf>
- Nwokocha, N. (1996). "Development of library schools in Nigeria: the place of the Bachelor's degree programmes". *Librarian Career Development*, 4(4), 26 -- 30
- Ojedokun, A. A. and Lumande, E. (2005). The integration of information literacy skills into a credit-earning programme at the University of Botswana. *African Journal of Library, Archives and Information Science*, 4 (1), 41 -- 48.
- Osarenren-Osaghae, R. I. and Irabor, O. O. (2012). Availability and adequacy of human and material resources for the teaching and learning of skill-based courses in Nigerian public universities. *Journal of Sociology and Anthropology*. 3(1), 15 -- 27.
- Saleh, A. G. (2011). Educators' perspective on library education in Nigeria. *Library Philosophy and Practice*. Available at <http://unllib.unl.edu/LPP/>. Retrieved on 15th Jan., 2016.
- Udida, L. A., Bassey, U. U. and Udofi, I. U. (2009). A paper presented at the 11<sup>th</sup> International Conference of Educational Management Association of South Africa (EMASA), 7<sup>th</sup> -- 9<sup>th</sup> August.
- United Nations General Assembly Resolution 2200, 16 December 1966.