

ASSESSMENT OF UNDERGRADUATE PROGRAMME OF LIBRARY AND INFORMATION
SCIENCE IN SELECTED LIBRARY SCHOOLS IN NORTHERN STATES OF NIGERIA

By

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DECLARATION

I hereby declare that this thesis entitle “Assessment of Undergraduate Programme of Library and Information Science in Selected Library Schools in Northern States of Nigeria” has been written by me and that it is the record of my research work and it has not been presented before in any previous publication for a higher degree. All citations have been duly acknowledged by means of references.

Isyaku Ibraheem

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CERTIFICATION

This thesis entitled “Assessment of Undergraduate Programme of Library and Information Science in Selected Library Schools in Northern States of Nigeria” by Isyaku Ibraheem has met the requirement governing the award of the degree of Master of Library and Information Science of Ahmadu Bello University, Zaria. Therefore, is hereby approved for its contribution to Knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late Parents, my wife Zainab Umar and my Children:

Maimuna, Adamu and Khadijah

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ABSTRACT

The study title “Assessment of Undergraduate degree Programmes of Library and Information Science available in the library schools in Northern states of Nigeria” was embarked upon in order to investigate Undergraduate degree programme of library and information science in selected University-base library schools in Northern states of Nigeria. Six research questions were formulated and answered. A survey research methodology was adopted .and documentary sources and semi-structured questionnaire were the instruments used to collect data. The responses from the sampled of the four library schools and their lecturers under study numbering 70 were studied and analyzed, using frequency tables and percentages and suggestions are made.

The study discovered the degree programmes of library and information science available are, Bachelor of Library and Information Science (B. LIS), B- Tech. Library and Information Science (LIS) and B-Tech. Library and Information Technology (LIT) The requirement for admission into Bachelor’s Degree programme are through UTME/post-UME and Direct-entry (DE). The finding showed that qualified lecturers and fund to acquire necessary and adequate facilities, such as internet connectivity, laboratory equipment for students are inadequate. The study therefore concluded that, differences in the programmes have no significant impact on the competency of librarians produced. In view of this numbers of recommendations were made with a view to improving the quality of the Library and Information Science Programmes in the library schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

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. In the late nineteenth and early twentieth century's Library Science Education in many of the former British Colonies derived its educational and professional structures from the United Kingdom (UK) standard. Carroll (2011) reported that, the British model for library science education included training in the workplace in an apprenticeship mode and eventually involved examinations in both general and specialist knowledge set by the local professional association or Library Association (LA) of U K.

However, the only method of becoming a librarian in Nigeria was by taking the Associate ship of the British Library Association (ALA), either by attending British library schools or by correspondence courses offered by the British Association of Assistant Librarians or by part-time study. This was the practice after the collapse of the regional library training institute established at Achimota Ganah in 1944, to help prepare the first

corps of librarians for Nigeria and other Anglophone countries of West Africa. (Ahmed 2012)

The ALA training was mostly foreign-oriented and the services in the existing libraries where the products worked were not customized towards meeting the increasing local demands for library services. As more libraries were established in Nigeria to provide information support to the users, the need was expressed for trained librarians to run the services. 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.

1.1.2 Concept of Library and Information Science

The concept of Library and Information Science (LIS) has been explained by various scholars. Singh (2008) defined LIS as a profession concerned with the knowledge and skill by which records of human communication are collected organized and utilized, the librarian is a mediator between man and the graphic records that his and previous generations have produced and the goal of librarian is to maximize the social utility of these records for the benefit of humanity. Similarly, Ozioko and Nwabueze (2010) further lamented that, LIS as a discipline concerned with the study of the principles and skills required for systematic collection, organization and use of society's information resources in libraries. Library science programmes focus intensively on the organizational structures that contain

information.

Library Science as an interdisciplinary or multidisciplinary devoted to applying theory and technology to the creation, selection, organization, management, preservation, dissemination, and utilization of collections of information in all formats. Partridge (2011) defined LIS education as entailing librarianship, information management, records management, archive practice, and teacher librarianship. However, there is no generally agreed-upon distinction between the terms library science, librarianship, and library and information science, and to a certain extent they are interchangeable, perhaps differing most significantly in connotation. It seems today that the term LIS is most often used where most librarians consider it as only a terminological variation, intended to emphasize the scientific and technical foundations of the subject and its relationship with information science. Library and information science can also be seen as an integration of the two fields, library science and information science which were separate at one point.

The aim of library and information science education are to produce qualified manpower to manage libraries. Anyanwu et. Al. (2013) posits that, Library and Information Science as a discipline is designed to produce information professionals that will competently serve different stakeholders for development. As noted by Combes et al (2011), new graduates are key stakeholders in Library and Information Science and Library and Information Management (LIM); this implies that the graduates-to-be should be adequately repositioned in theory and in practical knowledge.

1.1.3 The NUC Minimum Academic Standard for Library and Information Science Programme

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 Programme for all the Universities in the Federation and to accredit their degrees and other academic awards. The NUC Approved BMAS in Library and Information Science (LIS) for Undergraduate Degree programme for all Nigerian Universities of 2007, the guide line provides range of courses considered as Core/compulsory; Cognate; Restricted and Unrestricted electives; as well as Pre-requisite courses spread across the 4-5 years for those admitted through Unified Tertiary Matriculation Examination (UTME), and 3-4-years through Direct Entry (DE) Degree programme respectively. Nwosu, et.al (2013), reported that, it is mandatory for each University to comply totally with the compulsory courses in the BMAS approved by a regulatory body. The Standards allows each university a high degree of flexibility in fashioning its programme in the process of interpreting these guidelines. Details are presented in APPENDIX II.

1.2 Statement of the Problem

Information is a crucial factor in today's public and private sectors; management of libraries, records, archives, and information centers is an increasingly important preoccupation. There is a high value placed on information which is vital to the success of the organization's planning and decision making in the emerging global business and governance.

Information professionals need to have knowledge and skills to function effectively in a work place. Abubakar (2010) quoting Varalakshmi (2006) opined that, information professionals must possess skills in selection, content management, knowledge management, organization of information on intranets and Internet, research services, developing and

maintaining digital libraries, and bringing information resources to the desktop which requires educators to assess the skills needed so as to prepare the students for the challenges of employment. Thus, Library Schools are expected to impart relevant knowledge, techniques and skills for effective and efficient library and information services. Most of the fresh graduates from the library schools, in some instance, are unable to function effectively at the work place. Routine tasks such as reference work, cataloguing & classification and indexing are hardly performed by the newly graduates. Saleh (2012) reported that, from the field of practice based on the accounts and reports of library administrators and employers they have indicated the consistent short comings on the part of the newly graduates. Therefore, study of this nature is very significant in order to determine the extent of inability of the newly graduates to function effectively in a work place.

1.3 Research Questions

This Study sought to provides answers to the following research questions:

1. What Undergraduates Degree programmes of library and information science are available in library schools in Northern States of Nigeria?
2. What are the Requirements for Admission into the Undergraduate Degree in Library and Information Science in library schools in Northern states of Nigeria?
3. How Adequate are the Faculty Staff to impart appropriate knowledge to Students in library schools in Northern States of Nigeria?

4. What Facilities are provided and available for teaching and learning in the library schools in Northern states of Nigeria?

5. What are the Nature of library and information science Curriculum in the library schools in Northern States of Nigeria?

6. What is the impact of the Variations in the Curriculum of library and information science on competence of the librarians produced in library schools in Northern states of Nigeria?

1.4 Objectives of the Study

The Objectives of the study were:

1. To identified Undergraduate Degree Programmes of library and information science are available in library schools in Northern States of Nigeria

2. To find out the Requirements for Admission into the Bachelor Degree in Library and Information Science in library schools in Northern states of Nigeria

3. To find out how Adequate are the Faculty Staff to impart knowledge to Students in library schools in Northern States of Nigeria

4. To find out Facilities Available for teaching and learning in the library schools in Northern states of Nigeria

5. To examine the Nature of library and information science Curriculum in the library schools in Northern States of Nigeria

6. To determine the impact of the Variations in the Curriculum of library and information

science on competence of the librarians produced in library schools in Northern states of Nigeria

1.5 Significance of the Study

The Study would be significant in the following ways:

It would bridge the gap in knowledge of Undergraduate degree programmes of library and information science in an area of admission requirement, adequacy of faculty staff, facilities for teaching and learning, Nature of the curriculum and Variations in the Curriculum. This would improve the quality of the products from Nigerian Universities by producing competent librarians who are lifelong learners and continue to learn beyond school.

It is hoping that; it would help to reveal the extent of variations in the curriculum of library and information science programme in Northern states of Nigeria in particular and in Nigeria in general. Finally, the research would be of help to the will be researchers who might continue from where this research stops.

1.6 Scope and Limitation of the Study

This Study is an assessment of Undergraduate Degree programmes in University-base library schools in the Northern state of Nigeria. The Study was limited to Undergraduate Degree Programme of Library and Information Science because it is the minimum entry requirement into the library Profession as stipulated by the Librarians Registration Council of Nigeria (LRCN). Also, according to Nwokocho, (1996), the Undergraduate degree in Library and Information Science is the most common and consequently generally accepted in Nigeria as the first professional qualification. Specifically it centered in an area of available degree programmes in library science,

Requirement for admission, Adequacy of Faculty staff, Facilities available for teaching and learning, Nature and Variations in the Curriculum of library and information science programme. The Study was not cover other types of library schools such as polytechnic and Colleges of Education.

1.7 Operational Definition of Terms

Within the framework of this study, the following operational terms are defined to clarify their meanings.

Assessment: the determination of the worth and value of something. It is a systematic process of measuring and using the results obtained in taking relevant decision about a programme.

Curriculum: Unified series of courses and other educational experiences based on the programme's goals and objectives.

Faculty Staff: All academic staff in the department.

Library School: A Department in University awarding a minimum of Bachelor degree in library and information science.

Library and Information Science: Formal education and training programme of library and information science librarians.

Programme: A Coordinated variety of learning activities that is sequentially planned over a substantial time span and is directed toward definite objectives.

Undergraduate: Studying first degree programme

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature related to the areas of the study concerning the subject matter for this research; Library and information science programme in Nigerian University-base library schools. The review will help in determining what contributions this study could make to knowledge. The chapter is presented under the following sub-headings.

2.2 Undergraduates Degree Programmes of Library and Information Science

2.3 Admission into Undergraduates degree Programmes of Library and Information Science.

2.4 Faculty Staff Adequacy for Library Schools

2.5 Facilities for teaching /learning in Library Schools.

2.6 Nature of Curriculum content of Undergraduate Degree programme of Library and Information Science

2.7 Variations in the Curriculum of Undergraduate degree programmes of library and information science

2.8 Summary of the Review.

2.2 The Undergraduates Degree Programmes of Library and Information Science

The Undergraduates degree of Library and Information Science training programme was pioneered in Nigeria at Ahmadu Bello University (ABU) Zaria in 1968. According to Lawal (2003), the formal professional education of library science programme leading to the award of

first Degree and Diploma was part of Share's recommendations to ministry of information of the then Northern Nigeria. Aguolu and Aguolu (2002) reported that, 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 Undergraduate programme of library and information science was started with the award of Diploma (DLS) and Bachelor Degree of Library Science (BLS) level, their curricula were designed to provide basic general training for all libraries with a view of producing professionals who would organize and administer collections relevant for Nigerian majority. Such general operations and services as administration, collection development, technical services, bibliographic services, and community based services were rendered. The increased demand for library and information science (LIS) professionals to attend to the information needs of the increasing Nigerian population resulted in the establishment of more library schools; many schools were established in quick succession in Universities, Polytechnics and Colleges of Education. (Ajibero, 2008)

The earlier Library Schools changed their names and nomenclature of the Degree title to reflect the changing needs of information users informed by the adoption of Information and Communication Technology (ICT) as well as knowledge society. The Curriculum was reviewed to accommodate the information needs and courses with ICT component were introduced. (Anunobi, and Ukwoma, 2009)

On a study conducted in South Africa by Ocholla and Bothman (2007) reported that, Bachelor Degree programme in Library and Information Science (BLIS) is the most commonly used in South Africa and consists of three to four (3-4) years of study, during which topics from

the field of Library and Information Science are combined with a number of compulsory and elective courses from other disciplines.

Similarly in Uganda, the East African School of Librarianship Makerere University was changed to East African School of Library and Information Science (EASLIS). Since then, the changes have made significant impact on the LIS education, training, and awarding qualifications is also change to Bachelor of Library and Information Science. (BLIS) These changes have been especially due to the reorientation of higher education in the world and the need to stay relevant in the global competitive world. The school also designed a Bachelor's Degree in Records and Archives Management (BRAM), in an effort to address the growing needs of Records and Archives Management. (Okello-Obura and Kigongo-Bukenya 2011)

In another study in India by Singh (2008), the Bachelor Degree in Library and Information Science (BLIS) is a one-year degree course conducted by Universities after students graduate with a basic degree. However, in some colleges, Library Science is offered as an optional subject at the Bachelor of Arts level. For this, the students opt for Library Science as one of the optional paper, along with other optional papers in Social Sciences or the Humanities. Students passing with this option would be considered at equivalence with other degrees. Bachelor's degree prepares students for professional positions in college and University libraries or as a school librarian.

2.3 Admission and into Undergraduates Degree Programmes of Library and Information Science.

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) On the

other hand, 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- Unified Tertiary Matriculation Examination (Post-UTME) screening test, where by individual Universities conduct their exams for Candidates who passed JAMB examination (scored 200 and above) was introduced as a result of low validity of JAMB Examinations. Akinyanju (2012) reported that, the Post-UTME came on stream as a response to the loss of confidence due to the perceived inefficiency and corruption in the JAMB. However, JAMB itself was set up as a response to the inefficient and corruption of Universities conducting their individual admissions.

Similarly, Oche (2012) reported that, Examination malpractice accounts for the existence of several qualifying examinations in Nigeria such as Post University matriculation aptitude tests, Job placement aptitude test, among others to authenticate candidates' certificates. 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 in all the levels of her educational system.

The Federal government guideline on admission requirement into tertiary institutions in Nigeria, according to Asein, and Lawal (2007), was that, 45% of candidates should be selected base on merit; 35% on Catchment /locality which in most cases is the geographical or socio-cultural area contiguous to the institution and 20% reserved for candidates from educationally less developed states. However, there are some internal variations acceptable to the respective institutions in order to satisfy the philosophy establishing the programmes of study. Akubuilu and Okorie (2013) quoting Saint, et al (2003) found that, there is significant differences in the academic performance between students admitted on merit and those admitted on other criteria.

He also discovered that the drop-out and repetition rate for the latter group was three times higher than for the merit-based group.

There are two modes of entry into Undergraduates degree programmes of library and information science are UTME /Post-UTME and Direct Entry, The Brochure of Joint Admission and Matriculation Board (JAMB) of 2013 stipulated that, the applicant must write the Unified Tertiary Matriculation Examination (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.

For Entry by Direct Application (DE) 2/3/4/5-year's degree programme). Applicant with one of the following qualifications may be considered for admission by Direct Entry: A minimum of five subjects passed at not more than two sittings with two at Advanced level of the G.C.E and others, at credit level of the SSCE/GCE, NTC/NBC. Passes in two major subjects in the NCE with SSCE, NTC/NBC credits or equivalents in three (3) other subjects (mainly for Education Courses)

Two passes at the IJMB examination or Cambridge moderated Schools of Basic Studies terminal examination or International Baccalaureate from recognized institutions with SSCE/GCE, NTC/NBC credits or equivalent in three other subjects.

2.4 Faculty Staff Adequacy in Library Schools

Staffing can be defined as the entire workforce of an organization in the various categories from top management level to the lower level. It also referred to as Human resources

that constitute the workforce in an organization. Library Schools are usually departments within the University; their staffs are expected to have academic and professional qualifications comparable to those of other departments.

There is the need to have adequate and well qualified faculty staff to run the programmes. Mohammed (2013) posit that, no library schools can effectively educate and train the much needed products without competent and qualified teaching staff and their level of development is depend upon the quality of their teaching staff. Similarly, Abdulkareem et al (2011) they have the views that, teachers disseminate knowledge and skills through teaching and contribute to advancement in knowledge through research and community services. Their availability and utilization would determine the success or failure of the educational system.

The quality of education to a large extent depends on the quality of teachers. Akubuilu and Okorie (2013) quoting Oliver (2001), most universities today are struggle with issues associated with the skilling their staff to enable them to make efficient use of new technologies in their teaching. In today's technology driven world, high quality teachers with knowledge of information and communication technology should be maintained in order to produce quality graduates. According to Afolabi (2005), no matter how beautiful the programmes and assets of institutions are, without the qualified faculty staff, attainment of the institutional goals and objectives would prove abortive. Ajibero (2008) opine that, greater emphasis should be put on the recruitment of well qualified faculty members and the retraining of the existing ones for higher degrees and to upgrade their knowledge of Information Communication and Technology (ICT).

The Rising workloads associated with deteriorating staff/student ratios; as observed by Aluede, et, al. (2012) while quoting Federal Ministry of Education (2009), noted that, the total number of academic staff in the Nigerian university system as at 2006 is 27394, but about

50,000 (meaning a short fall of 19,548 academic staff) is required for effective course delivery across the disciplines. (Federal Ministry of Education, 2009) The implications of this obvious short fall in the number of academic staff may include: High academic staff/students ratio and severe stress on the academic staff on ground. This short fall in the number of academic staff could further lead to low productivity and decline in the quality of teaching in the Nigerian University System. According to National Universities Commission's standard of 2007, the Staff: Student ratio shall be 1:30 for all programmes.

Attainment of good quality in higher education requires teaching staff of adequate quantity and quality. Bamiro, (2012) attributed the problem of deintellectualization of the academia to low quality of staff of some institutions of higher learning in Nigeria. A number of universities have become increasingly dependent on visiting lecturers and inbred academic staff. Teaching staff distribution in the country, both by qualification and by rank, indicates that Nigeria's university system is in shortage of manpower. Instead of having 100 per cent academics having PhDs, only about 43 per cent do so. The remaining 57 per cent have no PhDs, instead of 75 per cent of the academics being between senior lecturers and professors, only about 44 per cent are within the bracket while the remaining 56 per cent are not. (Punch Newspaper, March 31st, 2014)

2.5 Facilities for Teaching and Learning in Library Schools

Facilities referred to materials resource use for teaching and learning in institutions, According to Umar (2007), facilities is 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 ratio has also worsened. (Punch Newspaper, March 31st, 2014)

Afolabi et al (2005) posit that, teaching and learning could not be effective without adequate and relevant facilities and instructional materials. Similarly Ajayi (2007) reported that, effective teaching and learning process cannot be guaranteed with inadequate facilities for teaching and learning.

Facilities for Teaching and Learning needed by library schools to effectively implement library science education Curriculum were identified by Umar (2007) and Mohammed (2013) that they are group under two broad categories: Building facilities and Teaching and learning facilities.

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. These permit 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) opine 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 leads to the attainment of goals set.

2.6 The Nature of Curriculum Content of Undergraduate Degree programme of Library and Information Science

Curriculum consists of a unified series of courses and other educational experience based on the programmes goals and objectives. According to Ocholla (2000), it is the fundamental part of any education or training programmes, it provides not only a list of courses or modules offered in a programme, but it also gives information on content, purpose, method, time/duration, trainers and location or situation of a programme or course of study. On the other hand, Mohammed (2008), posit that, the type of programme of study must be dictated by the content of the Curriculum. Ajala (2002) opines that, no meaningful progress can be made in education if the Curriculum being used is inadequate or inappropriate.

The Curriculum of Library and Information Science (LIS) Programmes should get the students to be acquainted with the necessary body of knowledge; skills and techniques to enable them discharge their responsibilities and dynamically perform their duties effectively and efficiently in their work place. According to, Edenbo (2011) in view of the wide range of skills and expertise now needed for the efficient provision of information and the effective management of

library and information services, the professional body does not seek to stipulate precise requirements for course content. Courses submitted should however; provide students with appropriate knowledge and skills to enable them to enter the profession. 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. Buarki, Hepworth and Murray (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.

Library Schools are said to have meet up to the expectation when their programme's Curricula and Courses of Study are reflective of the contemporary setting of the society. Saleh (2011) reported that, the Goals and Objectives of a particular library school depend on the nature and needs of the libraries 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 Association of College and Research Libraries (ACRL) based on the 2001 National Association of Social Workers Standards for Cultural Competence in Social Work Practice. (ACRL Guidelines & Standards 2012) Kigongo-Bukenya and Musoke, (2011), reported that, lack of LIS Curriculum Specialists and Consultants is also a major challenge facing integration of issues such as multiculturalism and indigenous knowledge in LIS curricula in Africa. This has forced LIS educators to rely on foreign based materials to teach the LIS curriculum.

The International Federation of Library Association and Institutions (IFLA) Standards for Library Schools specify fundamental core subjects which should be mastered first by all students as well as serve as prerequisites for the study of specialized subjects. These core subjects include:

- The information environment, information policy and ethics, the history of the field
- Information generation, communication and use
- Assessing information needs and designing responsive services
- The information transfer process
- Organization, retrieval, preservation and conservation of information
- Research analysis and interpretation of information
- Applications of Information and Communication Technologies to Library and Information products and services
- Information Resources Management and Knowledge Management
- Management of Information Agencies
- Quantitative and Qualitative evaluation of outcomes of Information and Library use. (IFLA, 2009)

Library and Information Science Programme in Nigeria is a semester base course; two semesters make one academic year and each semester should cover at least a minimum of 15 weeks of lectures and examination; so for one academic year there should be $15 \times 2 = 30$ weeks of contacts.

Core/Compulsory Course: A course which every student must compulsorily take and pass in any particular programme at a particular level of study

Required Course A course that you take at a level of study and must be passed before graduation.

Elective Course A course that students take within or outside the faculty. Students may graduate without passing the course provided the minimum credit unit for the course had been attained.

Optional Course A course which students can take based on interest and may count towards the minimum credit unit required for graduation.

Pre-requisite Course A course which student must take and pass before taking a particular course at a higher level.

Minimum Credit Load Per Semester The Minimum credit load per semester is 15 credit units.

Course Credit Unit System This is the quantitative system of organization of the curriculum in which subject areas are broken down into unit courses which are examinable and for which students earn credit(s) if passed. The courses are arranged in progressive order of difficulty or in levels of academic progress, e.g. Level or year 1 courses are 100, 101 etc. and Level II or Year II courses are 200, 202 etc. The second aspect of the system is that courses are assigned weights allied Credit Units (CU).

Grade Point Average (GPA) Performance in any semester is reported in Grade Point Average. This is the average of weighted grade points earned in the courses taken during the semester. The Grade Point Average is obtained by multiplying the Grade Point average in each course by the number of Credit Units assigned to that course, and then summing these up and dividing by the total number of Credit Units taken for the semester.

Cumulative Grade Point Average (CGPA) This is the up-to-date mean of the Grade Points earned by the student in a programme of study. It is an indication of the student's overall performance at any point in the training programme. To compute the Cumulative Grade Point

Average, the total of Grade Points multiplied by the respective Credit Units for all the semesters are added and then divided by the total number of Credit Units for all courses registered by the student.

However, at the end of each semester the CGPA of a student stand for the classification of their final Degree and all programmes of study are moderated, controlled, and approved by the senates of their respective operating universities. (ABU Dept. of library and information science Hand Book, 2012)

Table 2.1: Scoring and Grading System

CGPA	Letter Grade	Grade Points	Class of Degree
4.5 – 5.00	A	5	First Class
3.50 – 4.49	B	4	2 nd Class Upper Div.
2.40 – 3.49	C	3	2 nd Class Lower Div.
1.50 – 2.39	D	2	3 rd Class

Source: (NUC, BMAS 2007)

The Minimum Credit Units (CU) to be registered by Students in a semester are twelve (12) C U, while the Maximum is twenty-four (24). Courses are categorized as: Core - Courses 50 to 54 C U designated for students admitted at 200 level and 100 level respectively, Restricted Elective 12 C U in the department. Elective depending on the number of credit short of permissible minimum Credit registered. Requirement after deducting the total credit units of Core courses registered.

Credit units of the particular courses to registered, the Minimum of 20 and 44 Credit Units are allocated for Cognate and Electives Courses for students who were admitted at 100 and 200 level respectively.

In all cases what is required and necessary for all the library schools is to meet up with the respective regulatory and accreditation body's Minimum Academic Standard. Aina (2007) reported that, Universities have the academic freedom to design Curricula that their trainees would offer in any discipline including LIS, but a professional association has the responsibility of prescribing guidelines of courses that it considers important for trainees in its profession to offer, to enable them function effectively in the immediate environment and beyond. Nwosu (2013) supported that, Curriculum as practice cannot be changed substantially without adequate attention to professional changing trend. In 2007, the National Association of Library and Information Science Educators (NALISE), held a National conference. The concern of the conference was on harmonizing and standardizing of library and information science curricula for all library schools in Nigeria. Lawal (2009) concern was on how library educators were tackling the problems of local relevance in their programmes. He endorsed the National Universities Commission (NUC) Minimum Academic Standards for library and information science as a quality assurance tool capable of helping library schools prepare professionals who are adequately trained to be able to support the library's mission, goals, and objectives.

2.7 Variations in the Curriculum of library and information science Programme

The Undergraduate Degree Programmes of Library and Information Science (LIS) is being

rune in different structures and varieties of certification and this leads to the variations in Curriculum as well as stated Aims and Objectives of the Library Schools. 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 and more especially the differences in what each library school considers as Core Courses, Pre-requisite courses, Restricted and Non-Restricted Elective Courses. And this may tend to cause lack of uniformity and standardizations in the overall LIS education in which as a result each library school may likely to designed its own curriculum, follows its own practices and resulting in wide disparities in the programmes. Edegbo (2011) reported that, some library schools emphasize more on traditional Library Science base Courses, while others strife to strike a balance between Library Science and Information Science base Courses, this accounted for the differences in the course content of the programme with the variations in the curriculum content of various Library Schools. Saleh (2011) identified some certain courses which are common to every library schools in Nigeria, such as Cataloguing and Classification; Collection development, Reference Services, and Bibliography.

These Variations could be attributed to the differences in traditions as well as the general philosophical foundations upon which the library schools were set up. 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. Okojie, (2012) also acknowledge that, the Federal Government plans to commence a review of the LIS Curriculum in Nigerian Universities, this endeavor is to equip library science graduates with the competences required to function effectively in the information age, especially

in the management of all categories of libraries and information centres. Muhammed (2013), discovered that, the expectations are centered on the need to produce graduates that would served in the 21st century information age, at the same time provide services to satisfy the needs and desire of the traditional library settings.

2.8 Summary of the Review

The review emphasized that, formal education of Library Science Programme leading to the award of first Degree was part of F.A. Share's recommendations to the then Northern Regional Government. However, the changes in the names of schools, Course content and duration of the programme have become a common trend among the library schools. Courses with I CT component were introduced. The review also revealed that there are two modes of entry into Bachelor of Library and Information Science degree programmes; either through UTME/Post UTME (100 level) or by Direct entry (ED) (200 level). The review also gave a general overview of Faculty Staff in various categories; including non-academic. The review highlighted that, available and relevant facilities are needed for good education and if they are in short supply study and learning will be weaken. The literature reveled that, the variations in the Curriculum of Library and Information Science programme among the library schools in Northern States of Nigeria could be as a result of differences in professional orientation of the library schools.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research method adopted for carrying out the research. It explains the research method, population of the study, the sampled population and sampling procedure, the research instruments used for the study and the procedures for data collection and analysis.

3.2 Research Method Adopted for the Study

The aim of the study was to survey Undergraduate degree of library and information science programme of University-based library schools in Northern States of Nigeria. The study adopted the survey research method to conduct the research. 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. This is confirmed by Mohammed (2005) that, the benefits of survey method is clearly seen when it focuses on a given population where data is collected, analyzed and information gathered can be generalized in terms of characteristics, opinion and believes of the population being studied. Thus, it is against this fact that, the method was adopted.

3.3 Population of the Study

The population of the study comprises of all the Universities recognized by National University Commission (NUC) that are currently running a minimum of degree in library and information

science in Northern states of Nigeria. There are twelve (12) Universities in Northern states of Nigeria running Undergraduate degree programme in library and information science. The study was focused on faculty staffs that are involved in teaching library and information science programme. They are one hundred and ninety-two (192) faculty staff in Library Schools in Northern states of Nigeria.

Table 3.1 presents the population in a tabular form.

Table 3.1 Population of the Study

S/N	University	Year Established	Generation	Zone	Faculty members
1	University of Abuja, FCT	1988	3 rd	North Central	13
2	Kogi State University, Akingb	1999	4 th	North Central	14
3	Benue State University, Markudi	1992	4 th	North Central	15
4	University of Ilorin	1975	2 nd	North Central	18
5	FUT Minna	1982	3 rd	North Central	16
6	University of Maiduguri	1975	2 nd	North East	19
7	ATBU Bauchi	1988	4 th	North East	17
8	MAUT Yola	1981	4 th	North East	12
9	BUK Kano	1975	2 nd	North West	24
10	ABU Zaria	1962	1 st	North West	14
11	Umaru Musa Yar-Adu University	2006	4 th	North West	16
12	Usmanu Danfodio University Sokoto	1975	3 rd	North West	14
Total					192

3.4 Sample and sampling procedures

Sample is any number of persons, units or objects selected to represent the population according to some rule or plan. Kumbo and Tronp (2006), stated that sampling technique is a procedure used by a researcher in selecting a proportion representing a chosen population in the study elements and characteristics.

Purposive sampling enables an initial understanding of the situation, and to identify and differentiate the needs of one or more relevant groups; in which it provide the researchers with the justification to make generalizations from the sample that is being studied. (Garfield 2011), Based on this, purposive sampling was employed to choose the sample Schools. One Library School was selected from four (4) generations of the Universities affected, and their academic Staff members (70) were selected as Sample. More importantly, base on historical establishments of the library schools could conveniently be categorized according to: 1st, 2nd 3rd and 4th generation schools. Ideally, each of the 4 generation library schools should be selected so as to ensure equal representation and generalizations of the findings of the study. Table 3.2 below presents the sample of the study.

Table 3.2 Selected Library Schools in Universities in Northern States of Nigeria their Faculty

Staff and Generation

S/N	University	Year Established	Generation	Zone	Faculty members
1	ABU Zaria	1962	1 st	North West	14
2	Bayero University Kano	1975	2 nd	North West	24
3	ATBU Bauchi	1988	3 rd	North East	17
4	Benue State University, Markudi	1992	4 th	North Central	15
Total					70

3.5 Instruments for Data Collection

Two instruments were used in collecting data in this study. They are the Questionnaire and consultation of Documentary sources:

3.5.1 Questionnaire

The structured questionnaire was constructed base on research questions raised in the study. The questionnaires enable the researcher to obtain reliable information necessary for this study. According to Ali (2006) structured type questionnaire restricts the respondent to the range of possible answers, and it minimizes the analysis time for the data collected. The questionnaire was divided into two (2) parts: part one contains questions on aspects of personal data of the respondent, while part two asked questions pertaining to adequacy of faculty staff and facilities used for studies and learning in the Undergraduate degree in library and information science programme of library schools in

Northern state of Nigeria.

3.5.2 Documentary Sources

Documentary sources referred to as a collection of comments pertaining to a specific subject especially when used to substantiate point of fact in a research. It was used to gather data for this research and this included among others:

The National Universities Commission (NUC) Benchmark Minimum Academic Standard (BMAS) was used to assess the question pertaining to Bachelor degree programme available, Requirement for admission and Nature of Curriculum content as well as the Variations.

3.6 Validation of the Instruments

In order to ensure that the questionnaire was capable of eliciting the required data and information from the respondents, the instrument was subjected to face validation. This is a kind of validation in which the draft instrument was made available to experts to check and make necessary observations, corrections and amendments for the researcher to improve upon the instrument. Thus the two Thesis supervisors and two other academic staff of Ahmadu Bello University, Zaria did the face validation of the questionnaire, Kerlinger (1973) remarked that validation by others is an effective method of face validation of research instrument.

3.7 Reliability of the Instrument

In order to determine the reliability of the instrument for data collection, a pilot study was

conducted at Umaru Musa Yar-ada University (UMYU), Katsina to determine the reliability of the instrument. This is because UMYU is concerned with producing library and information science students at Degree level, the entire academic staff in the library school were used for the pilot study. The purpose of this study was to familiarize the researcher with the process and procedure involved in the administration, collection and analysis of data in the operation of the main research and to test the reliability co-efficient of the instrument.

The completed questionnaires from the focus group were carefully examined to determine if any changes or additions were necessary and if any difficulties were encountered. Although no formal statistical test was conducted owing to the small size nature of the sample.

3.8 Procedure for Data Collection

Before personal visit to each of the schools selected for this study, a letter of introduction was collected from the Department, Introducing the researcher as an MLS candidate conducting research on Assessment of Library and Information Science Programme in Selected Library Schools in Northern States of Nigeria. The questionnaire was administered with the help of the Head of each library school involved in this study. One week had been used to collect the filled questionnaires for analysis.

3.9 Procedure for Data Analysis

Research question 1, 2, 5 and 6 were analyzed using published sources to identify the available Undergraduate Degree in library and information science programmes, Admission requirements, Natures and Variations of the Curriculum. It was used to gather data for this

research and this will include among others: Documents from National Universities Commission (Benchmark and Minimum Academic Standard (BMAS) of 2007); this is because the four research questions warrant the use of documents in order to collect the relevant data that will help in achieving the objective of the study, while question 3 and 4 data's obtained from respondents were analyzed using frequency tables and percentages.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data collected for the study, findings were analyzed and discussed. The chapter is presented under the following sub-headings

4.2 Response Rate

4.3 Data Presentation

4.2 Response Rate

The researcher distributed a total of Seventy (70) Copies of questionnaires to the academic staff in four (4) selected Library schools in Northern state of Nigeria. The sums forty-three (43) copies of questionnaires were duly completed, returned, examined and found fit for analysis. This represent 61% response rate. Table 4.1 below summarized the response rate.

Table 4.1: Response Rate

S/N	Library Schools	No. of Questionnaires Distributed	No. of Questionnaires Returned	Percentage of Questionnaires Returned
1	AbubakarTafawaBalewa University Bauchi	17	9	52.9%
2	Ahmadu Bello University, Zaria	14	12	85.7%
3	Benue State University Markudi	15	7	46.6%
4	Bayero University Kano	24	15	62.5%
Total		70	43	61%

This high response rate was achieved because of the fact that the population was very small. And the researcher had to formally seek for permission from the Head of all the library schools, who instructed the staff of the school to give the researcher all the necessary support and cooperation in the data collection exercise.

Table 4.2: Distribution of Respondents by Rank

Schools	Prof.	Reader	Snr. Lect.	Lect. I	Lect. II	Ass. Lect.	Grad. Asst.	Total
ATBU	1	0	1	4	3	0	0	9
ABU	1	0	3	5	1	2	0	12
BSU	0	0	1	3	2	1	0	7
BUK	1	2	5	4	1	2	0	15
Total	3	2	10	16	7	5	0	43
%	6.97	4.65	23.26	37.21	13.95	11.63	0	100

Table 4.2 above revealed that the highest 16 (37.21%) response are Lecturers I; may be this is as a result of recruitment policy of the Universities. On the other hand, the low proportion 3(6.97%) of professor is not surprising because not many of the lecturers will reach this highest academic rank in the University before they retire.

4.3 Data Presentation and Analysis

The data collected for this study was discussed under six research questions raised in the study. To do this effectively, the presentation is done under two sub headings, descriptive analysis and statistical analysis.

4.3.1 Descriptive analysis

This section analyzes and discusses data collected for the purposes of answering the five research questions raised in the study. The findings under descriptive analysis are as follows:

4.3.2 Bachelor Degree programmes available in library schools in Northern state of Nigeria

The study discovered available Bachelor degree programmes of library and information science in library schools in Northern states of Nigeria are presented in table 4. 3 below:

Table 4.3 Degree Programmes Available in Selected Library Schools

S/N	Bachelor's Degree Programmes Available	Duration	Schools
1	Bachelor of library science (BLS).	3-4 yrs.	BSU
2	Bachelor of Library and Information Science (BLIS)	3-4 yrs	ABU
3	Bachelor of Technology, Library and Information Science (B-Tech, LIS)	4-5 yrs	ATBU
4	Bachelor of Science, Library and information Science (BS.c LIS)	3-4 yrs	BUK
5	Bachelor of Arts, Library Science (BA/LIS)	3-4 yrs	BUK
6	Bachelor of Education(B.Ed/LIS, BLIS(Ed)	3-4ys	BUK

Table 4.3 above has indicated the types of Bachelor's degree programme available in the library schools in Northern states of Nigeria, they all bare common certification, i.e. Bachelor's degree but different nomenclature. As rightly said by Mohammed (2013) these differences are truly seen as deliberate attempted to respond to the changing needs and aspirations of employers of labour in library and information services provision. Edegbo (2011) opine that, in assessing a course the professional body will be primarily concerned with its relevance to current and developing practice in librarianship and information science, rather than purely academic issues.

In view of the wide range of skills and expertise now needed for the efficient provision of information and the effective management of library and information services, the professional body does not seek to stipulate precise requirements for course content. Courses submitted should however; provide students with appropriate knowledge and skills to enable them to enter the profession.

The NUC Minimum academic standard appears to be the canopy from where other measures are derived, it clearly defines the profile of the institutions curriculum, human resources, structures, facilities and equipment required for effective operations of quality education delivery. Minimum Academic Standard of 2007 was adopted to assess the Undergraduate degree programme of library

and information science; the Standard allowed each University to decide the title of the degree awarded in its Faculty.

4.3.3 Admission Requirements into library schools in Northern state of Nigeria

The study discovered that, there are two modes of entry to the Bachelor of Library and Information Science Degree Programmes which include:

- UTME (4 – 5year degree programme). Credit passes in the Senior Secondary Certification Examination (SSCE) or its equivalent in five (5) subjects at not more than 2 sittings in addition to acceptable pass in the University Matriculation Examination (UTME).
- Direct Entry (3 – 4year degree programme): Any one of the following qualifications is admissible:

(a) Passes at least at Merit level in a relevant Diploma Programme (provided the University's English Language requirement has been satisfied).

(b) (i) Two (2) passes in relevant subject areas at Advanced Level with SSCE/GCE 'O' level credit passes in three other subjects in not more than two (2) sittings, or

(ii) Three (3) passes in relevant subject areas at Advanced Level with SSCE/GCE 'O' level Credit Passes in two other subjects in not more than two (2) sittings

(c) (i) At least Merit in two (2) major subjects in relevant areas in the NCE with SSCE/GCE 'O' Level Credit or its equivalent in three (3) other subjects.

(ii) Two (2) Passes at the IJMB (Interim Joint Matriculation Board) examination or of Basic Studies Terminal Examinations in International Baccalaureate) from a recognized institution with Senior Secondary School Certificate Credits or Equivalent in three other subjects (Subject to University requirements).

(iii) Three (3) Passes in C (ii) above with a Senior Secondary School Certificate Credit or

its equivalent in two other subjects.

Subject to any additional condition which each university may demand, the National Universities Commission (NUC) standard of 2007 prescribed the following admission requirements into any University library schools in the country. The U.T.M.E Applicants must possess five (5) Credit passes in the senior secondary school certificate or its equivalent in addition to acceptable pass in the University Matriculation Examination are the qualifications for admission into the five (5) year Education degree programmes of universities.

For Direct Entry Applicants: Any one of the following qualifications is admissible for the four (4) year Education degree programmes:

i) A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).

ii) Two (2) passes in relevant subjects areas at Advanced level with SC / GCE 'O' Level credit passes in five (5) subjects at not more than two (2) sittings or iii) Passes in two (2) major subjects in relevant areas in the NCE with GCE 'O' Level credit or its equivalent in five (5) subjects.

iv) Two (2) passes at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution with school certificate credits or equivalent in five (5) subjects (subject to university requirements).

iv) For B. Ed (Technology) Programme: holders of NCE, City and Guilds as well as OND and NBC/NTC Certificates, may be admitted provided they possess five (5) credits in relevant subjects at the Senior Secondary School Certificate Examination.

In all cases, whether by Direct Entry or UTME, the following shall apply: A credit in Mathematics and English Language at the Senior School Certificate/or its equivalent is required for all Students as stipulated by NUC standard.

4.3.4 Adequacy of Faculty staff in Selected Library Schools of Northern States of Nigeria

Respondents were asked to indicate whether the qualified faculty staffs available are adequate or not to impart the appropriate knowledge of librarianship to students and their response are presented in table 4.4&4.5

Table 4.4: Categories of Academic staff

Academic staff	Schools	A	FA	NA.	UD	.Response no. 43
Professor	ATBU	1	3	5	0	9
	ABU	2	6	4	0	12
	BSU	1	0	5	1	7
	BUK	3	7	6	0	15
	Total	7(16.3%)	16(37%)	20(46.5%)	1(2%)	
Reader	ATBU	0	0	7	2	9
	ABU	2	6	4	0	12
	BSU	3	3	1	0	7
	BUK	1	6	8	0	15
	Total	6(13.9%)	15(34.8%)	20(46.5%)	2(4.6%)	
Senior Lecturer.	ATBU	2	4	2	1	9
	ABU	6	5	1	0	12
	BSU	3	4	0	0	7
	BUK	9	5	1	0	15
	Total	20(46.5%)	18(41.8%)	4(9%)	1(2%)	
Lecturer I	ATBU	3	2	2	0	9
	ABU	7	4	1	0	12
	BSU	1	5	0	1	7
	BUK	10	3	0	2	15
	Total	21(48.8%)	14(32.5)	3(6.9%)	3(6.9%)	
Lecturer II	ATBU	5	2	0	0	9
	ABU	3	5	3	1	12
	BSU	4	2	1	0	7
	BUK	6	7	2	0	15
	Total	18(41.8%)	16(37%)	6(13.9%)	1(2%)	
Assistant Lecturer	ATBU	1	5	3	0	9
	ABU	0	3	7	2	12
	BSU	1	1	3	2	7
	BUK	2	8	5	0	15
	Total	4(9%)	17(39.5%)	18(41.8%)	4(9%)	
Graduate Assistant.	ATBU	0		9	0	9
	ABU	0	0	12	0	12
	BSU	0	0	5	2	7
	BUK	0	0	15	0	15
	Total	0	0	41(95%)	2(4.6%)	

Key: A= Adequate, FA= fairly adequate, NA= Not adequate and UD= Undecided

Table 4.4 above has shown that, Senior Lecturer. 20(46.5%), Lecturer I. 21(48.8%) and Lecturer II. 18(41.8%), are adequate while Professor 20(46.5%), Reader 20(46.5%), Graduate

Assistants 41(95%) and Assistant lecturer 18(41.8%) are not adequate.

The NUC standard for academic Staff Structure in Nigerian Universities stipulated that 20% should be in professorial grade, 35% in the Senior Lecturer grade and 45% in the Lecturer I grade and below.

Table 4.5: Categories of Non-academic staff

Non-academic staff	Schools.	A	FA	NA	UD	Response No. 43
Secretaries	ATBU	7	2	0	0	9
	ABU	10	2	0	0	12
	BSU	5	1	1	0	7
	BUK	9	5	1	0	15
	Total	31(72%)	10(23%)	2(4.6%)	0	
Lab. Attendants	ATBU	5	3	-	1	9
	ABU	4	6	2	-	12
	BSU	3	3	1	1	7
	BUK	8	6	-	1	15
	Total	23(53.48%)	18(41.8%)	3(6.9)	3(6.9%)	
Computer operators	ATBU	6	3	-	-	9
	ABU	8	4	-	-	12
	BSU	4	2	1	-	7
	BUK	7	5	3	-	15
	Total	35(81%)	14(32.5%)	4(9%)	-	
Technicians.	ATBU	5	3	1	-	9
	ABU	1	7	4	-	12
	BSU	-	2	5	-	7
	BUK	3	6	6	-	15
	Total	9(20.9%)	18(41.8%)	16(37.2%)	-	
Office Attendants	ATBU	6	3	-	-	9
	ABU	8	4	-	-	12
	BSU	4	2	1	-	7
	BUK	9	4	2	-	15
	Total	27(62.7%)	13(30.2%)	3(6.9%)	-	

Key: A= Adequate, FA= fairly adequate, NA= Not adequate and UD= Undecided.

Table 4.5 above indicates that, Secretaries 31(72%), Computer operators

23(53.48%), and Office Attendants 35(81%) are adequate. Technicians are fairly adequate.

The NUC standard for non-academic Staff, every library school should have at least the following:

- a. One Secretary (Computer literate)
- b. One Clerical Officer
- c. Two Office Attendants/Cleaners
- d. Two Typists
- e. One Laboratory attendant
- f. One Technician

The appointments and promotions of Senior Technical, Senior Administrative and Junior Staff should conform to those in other Faculties.

The availability of Faculty staff is the outcome for effective and efficient implementation of programmes; therefore, staff should be adequately provided as required. Any shortfall in quality and quantity of faculty staff, the existing staff would be overloaded resulting in graduating students without adequate exposure to theory and practice and this would generate sub-standard training as well as creating problem of unemployment (Punch Newspaper, November 13 2014).

4.3.5 Adequacy of Facilities Available for Teaching and Learning in Library Schools in Northern states of Nigeria.

The researcher tried to identify the available type of facilities and their adequacy for teaching and learning in the library schools. The respondents were requested to indicate their positions and their responses were presented in table 4.6&47 below:

Table 4.6 Types of Building Facilities Available

ITEMES	LIBRARY SCHOOLS											
	ATBU			ABU			BSU			BUK		
	A	FA	NA	A	FA	NA	A	FA	NA	A	FA	NA
lecture theater	2(4.6%)	7(16%)	0	12(100%)	0	0	2(4.6%)	5(11.6%)	0	6(13.9%)	9(20.9%)	0
Library science library,	1(2%)	3(6.9%)	3(6.9%)	12(100%)	0	0	0	4(9.3%)	3(6.9%)	4(9.3%)	10(23%)	1(2.3%)
Computer Laboratory,	8(18.6%)	1(2%)	-	12(100%)	0	0	2(4.6%)	3(6.9%)	2(4.6%)	6(13.9%)	9(20.9%)	0
Seminar Room,	2(4.6%)	3(6.9%)	4(9.3%)	12(100%)	0	0	0	5(11.6%)	2(4.6%)	5(11.6%)	10(23%)	0
Staff Offices	7(16%)	2(4.6%)	0	8(18.6%)	4(9.3%)	0	5(11.6%)	2(4.6%)	0	15(100%)	0	0
ICT Laboratory	3(6.9%)	6(13.9%)	0	5(11.6%)	7(16%)	0	0	7(100%)	0	6(13.9%)	7(16%)	2(4.6%)
Multimedia Lecture rooms	2(4.6%)	4(9.3%)	3(6.9%)	8(18.6%)	4(9.3%)	0	0	4(9.3%)	3(6.9%)	7(16%)	8(18.6%)	0

Key: A= Adequate, FA= fairly adequate, NA= Not adequate

Table 4.6 above shows the adequacy or inadequacy of Building Facilities in respect to each of the Library School in the study: In Abubakar Tafawa Balewa University (ATBU) library school has the following facilities such as Computer Laboratory, 8(18.6%), Staff Offices 7(16%), ICT Laboratory 6(13.9%) are adequate. And facilities like lecture theater 7(16%), Library science library 3(6.9%), Seminar Room, 3(6.9%), ICT Laboratory 6(13.9%), Multimedia

Lecture rooms 4(9.3%), are fairly adequate. While Library science library, 3(6.9%), Seminar Room, 4(9.3%) are not adequate.

The Ahmadu Bello University (ABU), library school, the Lecture Theater 12(100%), Library Science Library 12(100%), Computer Laboratory 12(100%), Seminar Room,12(100%), Staff Offices 8(18.6%), Multimedia Lecture Room 8(18.6%), (13%) are adequate and ICT Laboratory 7(16%), are fairly adequate.

Benue State University (BSU), library school. Staff Offices 7(100%), are adequate while Lecture Theater 5(11.6%), Library Science Library 4(9.3%), Computer Laboratory, 3(6.9%), Seminar Room, 5(11.6%), ICT Laboratory. 7(100%), Multimedia Lecture rooms 4(9.3%) are fairly adequate.

In Bayero University Kano (BUK) Seminar Room, 10(23%), Staff Offices 15(100%), are adequate. And Lecture theater 9(20.9%), Library science library, 10(23%), Computer Laboratory, 9(20.9%) ICT Laboratory 7(16%), Multimedia Lecture rooms 8(18.6%) are fairly adequate.

Table 4.7 Types of Teaching and learning Facilities Available

ITEMES	LIBRARY SCHOOLS											
	ATBU			ABU			BSU			BUK		
	A	FA	NA	A	FA	NA	A	FA	NA	A	FA	NA
LC Scheme	0	3(6.9%)	6(13.9%)	2(4.6%)	6(13.9%)	4(9.3%)	1(2.3%)	5(11.6%)	1(2.3%)	3(6.9%)	7(16.3%)	5(11.6%)
DDC Scheme	0	2(4.6%)	7(16.3%)	2(4.6%)	7(16.3%)	3(6.9%)	2(4.6%)	3(6.9%)	2(4.6%)	2(4.6%)	6(13.9%)	7(16.3%)
UDC Scheme	3(6.9%)	2(4.6%)	4(9.3%)	0	4(9.3%)	8(18.6%)	0	2(4.6%)	5(11.6%)	0	7(16.3%)	8(18.6%)
LC list of subject heading	1(2.3%)	3(6.9%)	5(11.6%)	0	5(11.6%)	7(16.3%)	0	2(4.6%)	5(11.6%)	5(11.6%)	7(16.3%)	3(6.9%)
Anglo American Cataloguing Rule	0	5(11.6%)	4(9.3%)	6(13.9%)	5(11.6%)	1(2.3%)	2(4.6%)	4(9.3%)	1(2.3%)	6(13.9%)	8(18.6%)	0
Library Application software	6(13.9%)	3(6.9%)	0	3(6.9%)	6(13.9%)	3(6.9%)	3(6.9%)	4(9.3%)	0	4(9.3%)	9(20.9%)	2(4.6%)
Sears list of subject heading (SLSH)	2(4.6%)	1(2.3%)	6(13.9%)	1(2.3%)	5(11.6%)	6(13.9%)	0	5(11.6%)	2(4.6%)	2(4.6%)	10(23%)	3(6.9%)
Dictionary and Encyclopaedia	4(9.3%)	3(6.9%)	2(4.6%)	4(9.3%)	5(11.6%)	3(6.9%)	4(9.3%)	3(6.9%)	0	6(13.9%)	9(20.9%)	0
Networking facilities	7(16.3%)	2(4.6%)	0	5(11.6%)	7(16.3%)	3(6.9%)	2(4.6%)	2(4.6%)	3(6.9%)	9(20.9%)	6(13.9%)	0

Microfilm Reader	4(9.3%)	5(11.6%)	0	4(9.3%)	8(18.6%)	0	4(9.3%)	3(6.9%)	0	4(9.3%)	8(18.6%)	3(6.9%)
Film projector	4(9.3%)	5(11.6%)	5(55%)	6(13%)	6(13%)	1(2%)	4(9.3%)	2(4.6%)	1(2%)	4(9.3%)	7(16%)	4(4.9%)
Books/Journals	2(4.6%)	7(16%)	-0	4(9.3%)	8(18.6%)	0	4(9.3%)	3(6.9%)	0	5(11.6%)	10(23%)	0

Key: A= Adequate, FA= fairly adequate, NA= Not adequate

Table 4.7 above shows the adequacy or inadequacy of Facilities for teaching and learning in respect to each of the Library School in the study:

Abubakar Tafawa Balewa University (ATBU) library school has the following facilities such as Library Application software 6(13.9%), Dictionary and Encyclopedia 4(9.3%) and Networking facilities 7(16%) are adequate. While facilities like Anglo American Cataloguing Rule 5(11.6%), Microfilm Reader 5(11.6%) Film projector 5(11.6%) and Books/Journals 7(16%) are fairly adequate and L C Scheme 6(13.9%), DDC Scheme 7(16%), UDC Scheme 4(9.3%), LC list of subject heading 5(11.6%), Sears list of subject heading (SLSH) 6(13.9%) are not adequate.

Ahmadu Bello University (ABU), library school. Facilities like Anglo American Cataloguing Rule 6(13%) and Film projector 6(13%) are adequate and facilities such as L C Scheme 6(13.9%), DDC Scheme 7(16%), Library Application Software 6(13.9%), Dictionary and Encyclopedia 5(11.6%), Networking facilities 7(16%), Film projector 6(13%) and Books/Journals 8(18.6%) are fairly adequate. The following facilities: UDC Scheme 8(18.6%), LC list of subject heading 7(16%) and Sears list of subject heading (SLSH) 6(13.9%) are not adequate.

Benue State University (BSU), library school. Dictionary and Encyclopedia 4(9.6%), Networking facilities 3(6.9%), Microfilm Reader 4(9.3%) Film projector 4(9.3%) and

Books/Journals 4(9.3%) are adequate. While those facilities like L C Scheme 5(11.6%), DDC Scheme 3(6.9%), UDC Scheme 5(11.6%), LC list of subject heading 5(11.6%), Anglo American Cataloguing Rule 4(9.6%), Library Application software 4(9.3%), Sears list of subject heading (SLSH) 5(11.6%) and Film Books/Journals are fairly adequate. And UDC Scheme 5(11.6%) and LC list of subject heading 5(11.6%) are not adequate.

Bayero University Kano (BUK), networking facilities 9(20.9%) is adequate. L C Scheme 7(16%), Anglo American Cataloguing Rule 8(18.6%), Library Application software 9(20.9%), Sears list of subject heading (SLSH) 10(23%), Dictionary and Encyclopedia 9(20.9%)

Microfilm Reader 8(18.6%), Film projector 7(16%) and Books/Journals 10(23%) are fairly adequate while DDC Scheme 7(16%) and UDC Scheme 8(18.6%) are not adequate.

The study discover that, competent librarians cannot be produced with merely theoretical exposition; as it was indicated by Mohammed (2013) that, many library schools in Nigeria rarely have dedicated computer laboratories; multimedia class/lecture rooms; workshops; and libraries in their respective schools for the use of their staff and students. The role of facilities can never be over-emphasized, access to the right facilities is a very critical component in the productivity of information workers, and consequently for self-employed knowledge worker and the productivity and good decision-making of the organizations employing them. This is in line with Singh (2003) who observed that, such product of the library schools, where all the essential facilities are not available or inadequate will be handicapped in modern information provision and this will make the employers of labour to become dissatisfied with the fresh graduates due to their inability to perform effectively in the field.

NUC standard of 2007 specified that, Facilities are of two categories Building facilities and facilities for teaching and learning. Building facilities to be included: Laboratories, Studios, Staff

Offices, Adequate classrooms, lecture theatres, auditoria, laboratories, studios, staff offices, Every Faculty of Education should have a Computer Laboratory, Internet Access and Resource Room, should be provided to ensure proper execution / implementation of programmes. While Teaching and learning facilities are:

- i) Adequate equipment should be provided for laboratories, workshops,
- ii) Relevant software materials and chemicals to be used along with the equipment should be supplied constantly;
- iii) Each Department and indeed senior academic staff should be equipped with computers which should be from time to time replenished with the latest software materials.
- iv) Equipments for language laboratories for language programmes, and special education centre for special education programmes, should be provided and replenished from time to time.
- v) A well equipped teaching support unit (educational technology department) should exist to provide media services for instruction and research for producing materials and organizing workshops for academic staff. Necessary facilities for using the equipment should be built into the classrooms. Library and Information Current basic texts, reference books, journals and other relevant textual and non-textual materials should be readily available in the library.

4.3.6 The Nature of Curriculum Content of Undergraduate Degree programme of Library and Information Science.

The study discovered that, the Curriculum of Library and Information Science (LIS) were structured into four groups spread across the 4-5year degree programme. Curriculum by Chu, (2006) is as mirrors of what is being offered to train librarians and information professional's knowledge and skills to become qualified personnel in the field.

In line with this, National Universities Commission (NUC) approved standard for library and information science programme of 2007, the standard would be used to serve as a parameter for assessing library and information science curriculum. The NUC Standard has six objectives; each of these objectives has prescribed learning experiences which are compared with the curriculum available in LIS schools in the universities in the study area. The standard provides a range of courses considered as:

- i. Core Courses are Central to the Degree programme in view and are normally offered by the department offering the degree and are being considered compulsory for students to register them.
- ii. Cognate Courses are prescribed Courses units from related field which are required for an understanding and appreciation of the student's Major Field.
- iii. Restricted Electives are optional courses taken from defined areas from which students are to choose specific courses normally offered by the departments within the same faculty.
- iv. Unrestricted Electives are courses which are opted for by the students in accordance with his or her own interest and normally offered from outside the Faculty.

The Core/compulsory courses, according to NUC standard of (2007) are central to the Degree programme in view and are normally offered by the Department offering it which is required for all students to take and pass before graduation:

NUC Standard for Core/Compulsory Courses	Units
i. Libraries in its social and cultural setting	3
ii. Introduction to Libraries and Information Resources	3
iii. Bibliography	2
iv. Organization of Knowledge I	3
v. Historical Development of Libraries in Nigeria	2
vi. Organization of Knowledge II	3
vii. Collection Development	2
viii. Reference and Information Sources and services	2
ix. Technical Services in Libraries	2
x. Introduction to Information Science	2
xi. Management of Libraries and Information Centres	2
xii. Indexing and Abstracting	2
xiii. Automation in Library Services and Information Centres	3
xiv. Library and Information Services to Rural Communities	2
xv. Research and Statistical Methods	3
xvi. Research Project	4
xvii. Field Experience (SIWES)	<u>6</u>
Total	<u>46</u>

The Cognate courses are prescribed courses from related fields which are required for an understanding and appreciation of the student's major field. Restricted electives are optional courses taken from defined areas from which students are to choose specific courses and the courses are normally offered by other departments within the same Faculty and Unrestricted

electives are courses which are opted for by a student in his own interest and are normally offered from outside the Faculty but has to be determined by the Faculty.

The NUC gave Universities opportunities to use its jurisdiction to define their own restricted, unrestricted and concurrent electives. The curriculum should as much as possible take into consideration the needs of the society and job opportunities; with the periodic review to ensure that it embraces the changes of the time. Similarly, Abubakar, and Hassan (2010) they posited that, there should be a fundamental shift in LIS training in Nigeria to be in line with the current global trends.

4.3.7 Variations in Curriculum of Undergraduate Degree of Library and formation Science

The study discovered that, Variations in the Bachelor's Degree programme of LIS could be attributed to the difference in the traditions and the general philosophical foundations upon which the library schools were set up. Therefore it could be said that the Curriculum of Bachelor's degree programmes of library and information science is capable of imparting knowledge to students as posited by Saleh (2011) that, despite with the variations in the content of the curriculum of library schools in Nigeria, it is found to be adequate to impart the appropriate knowledge of librarianship.

On the other hand, Mohammed (2008) argues that, these professional competencies point to the need for library schools to continue reviewing their Curriculum to fit in the contemporary age expectations. This should be in addition to the upgrading their teaching, learning and research resources/facilities to enhance the theoretical and practical competence of their products.

The 2007 NUC standard of LIS programmes exposes students to the training and learning in Library and Information Science, Resource Management, and their utilization at the class room level for the award of Bachelors Degree in Library and Information Science/Resource

Management. On the basis of the above articulation, education for Library and Information Science is expected:

(a) To produce Library and Information professionals for all types of libraries, information and documentation centers.

(b) To equip the products of the programme with relevant theoretical knowledge, practical skills and techniques to develop and enhance their job performance.

(c) To encourage the spirit of enquiry and creativity among the Library and Information professionals so that they are capable of understanding the emerging concepts on the role of information in a complex multi-cultural, multi-ethnic and largely non-literate society like Nigeria.

(d) To provide prospective Library and Information professionals with the intellectual and professional background adequate for their assignments and to make them adaptable to any changing situation.

(e) To provide an understanding of the role of the new communications technology (e.g. Internet) in the handling of information.

In view of the emerging network environment, the fundamental shift in the goals of the library, and the changes in information storage and delivery mechanisms, the educational programmes of LIS should cater to the needs of these changed settings by including in their course contents the knowledge and skills required to function effectively in such an environment. Even within the traditional library the nature of operations and activities will be significantly different from what they were.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides summaries of the study and findings from which conclusion and recommendations were made.

5.2 Summary of the Study

The purpose of the study was to assess the Undergraduate degree programmes of library and Information Science in Selected Library Schools in Northern states of Nigeria. These are: Abubakar Tafawa Balewa University (ATBU), Bauchi, Ahmadu Bello University (ABU), Zaria, Benue State University, Makurdi and Bayero University Kano. In order to achieve the objectives of the study, six research questions were formulated. Survey research method was adopted for this study. The population of the study comprises of all the 13 Universities library schools currently running a minimum of first Degree in library and information science in Northern states of Nigeria and one hundred and ninety-two (192) faculty staff that was involved in teaching library and information science programmes. The instruments used for collecting data for the study include questionnaire and documentary evidence; the researcher distributed 70 copies of questionnaire and 43 were properly filled and subjected to statistical analyses. Frequency tables and percentages were used to answer research questions.

5.3 Summary of the Major Findings

The summary of the major findings discussed below were derived from the analysis of the responses from the structured questionnaire and documentary sources.

- 1) The study discovered that, Bachelor's degree programmes available in Library Schools in Northern States of Nigeria, they are all bare common certification, i.e. Bachelor's degree but different nomenclature.
- 2) There were two modes of admission into the undergraduate degree programme, as follows:

- a) UTME admission: The requirements are credit pass in the senior Secondary Certification Examination (SSCE) or its equivalent in five (5) subjects at not more than two sittings in addition to acceptable pass in the Post-UTME.
 - b) Direct Entry (ED). At least a Merit pass in a relevant Diploma Programme, NCE, IJMB, and GCE-AL (provided the University's English Language requirement has been satisfied.)
- 3) The study discovered that, Senior Lecturers, Lecturer I. and Lecturer II are adequate while Professors, Readers, Graduate Assistants and Assistant lecturer are not adequate.
 - 4) Analysis of data shows that, Facilities available for teaching and learning such as Computer Laboratory, Staff Offices, ICT Laboratory, Library Application software Dictionary and Encyclopedia and Networking facilities, Lecture Theater, Library Science Library, Seminar Room, Multimedia Lecture Room, Anglo American Cataloguing Rule, and Film projector, Microfilm Reader and Books/Journals are adequate.
 - 5) Documentary source shows that, NUC approved Curriculum of library and information science programme provides a range of courses considered as core/compulsory; cognate; restricted and unrestricted electives; as well as pre-requisite courses spread across the 4-5year degree programme are capable of producing required librarians.
 - 6) The study revealed that, the Variations in the curriculum of Library and Information Science are as a result of differences in philosophical and professional orientations of the library schools.

5.4 Conclusion

From the summery of the major findings of the study, it could be concluded that, the provisions and availability of faculty staff and facilities for teaching and learning will assured the student's proper exposure and familiarity with the modern teaching and learning facilities

and equipment thereby make them readily competent, qualified and employable in the emerging information society and labour markets. Where inadequate of any of them would result to a major hindrance towards imparting the relevant and appropriate education for librarianship and this would lead to producing librarians handicapped in modern information provision. The Variations in curriculum of Library and Information Science by the library schools studied exist only due to the differences in operating environment, professional and philosophical foundation which the library schools were established; resulting in varying professional qualifications with different aim and objectives so as to suit institutional preferences. Therefore, there is no significant impact on the competence of the Librarians produced.

5.5 Recommendations

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

- . Bachelor degree programmes of library and information science should have uniformed nomenclature; the differences in the nomenclature of various undergraduate degree programme is not good for the profession; it may tend to cause lack of uniformity and standardizations in the overall library and information science education in which as a result each library schools may likely to designed its own curriculum, and follows its own practices and resulting in wide disparities in the programmes. Therefore, National Universities Commission (NUC), Nigeria Library Association (NLA) and the Librarian Registration Council of Nigeria (LRCN), should look into this matter and find a solution to it.
- 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.

- The library schools through collaborations with relevant department in their parent universities and outside should temporarily secure unavailable staff at least on visiting, contract, part-time or sabbatical leave and where it is possible they should be employed or transferred from other Universities. Also sponsorship opportunities should give to the existing lecturers to go for higher degrees both in and outside the country to enhance their teaching competences and experiences.
- Adequate and relevant Instructional facilities should be made available to the existing library schools base on Minimum Academic Standard for quality assurance and better use by staff and students.
- The Nature of NUC Curriculum content of Undergraduate degree programme of library and information science are adequate, though it should be reviewed from time to time to meet demands of time with a view to emphasizing more on current Information Technology courses such as Communication Systems, Database Management, System Analysis, Information Science etc.
- Even with the Differences in the curriculum of library and information science (LIS) education and training programmes, National Universities Commission, Nigerian Library Association and Librarian Registration Council of Nigeria should emphasized on the Uniqueness of library and information science programmes among the library schools. This is because LIS programmes has undergone major changes during the last couple of decades whereby changes in the names of schools, degree titles, and programmes offerings have become a common trend.

5.6 Suggestion for Further Research

Based on the findings and conclusions of the study, further study needs to be undertaking in an area of;

1. Assessment on Impact of Variations in Undergraduate programme of library and information science on competency of librarians produced.
2. Impact of facilities for teaching and learning in Undergraduate programme of library and information science.

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APPENDIX I

Department of Library and
Information Science
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Respondent,

This questionnaire intends to Assess Undergraduate programme of Library and Information Science in selected library schools in Northern states of Nigeria. The information requested here is purely for research purpose only. The identity of each respondent is not required; please help to respond to the questions. All information given will be treated confidentially.

Thank you.

Yours Faithfully

Isyaku Ibraheem
(MLS/EDUC/02321/2008-009)

SECTION A: BIO-DATA

INSTRUCTION: Please tick (✓) the appropriate response of your choice

1). Name of your library school:

a) Abubakar TafawaBalewa University Bauchi []

b) Ahmadu Bello University, Zaria []

c) Benue State University, Makurdi []

d) Bayero University, Kano []

2). Present Rank in the University.

Graduate Asst. [] Assistant Lecture [] Lecture II [] Lecture I [] Senior. Lecturer [] Reader []

Professor []

3). How long have you been lecturing in the programme?

1-5 [] 6-10 [] 11-15 [] 16-20 [] 21-25 [] 26-30 [] 31 and above []

4). Indicate your gender: Male [] Female []

Section B: Adequacy of Faculty Staff

5). Indicate the categories of faculty staff that are adequate in your library school

INSTRUCTION: Please tick (√) as appropriate against each items in section B and C

Faculty Staff	A	FA	NA.	UD
Professor				
Reader				
Senior Lecturer.				
Lecturer I				
Lecturer II				
Assistant Lecturer				
Graduate Assistant.				
Secretaries				
Lab. Attendants				
Computer operators				
Technicians.				
Office Attendants				

Key: A= Adequate, FA= fairly adequate, NA= Not adequate and UD= Undecided

6). Indicate the types of facilities available in your library school

Section C: Available facilities for teaching/learning

Facilities	A	FA	NA	UD
lecture theater				
Library science library,				
Computer Laboratory,				
Seminar Room,				
Staff Offices				
ICT Laboratory				
Multimedia Lecture rooms				
L C Scheme				
DDC Scheme				
UDC Scheme				
LC list of subject heading				
Anglo American Cataloguing Rule				
Library Application software				
Sears list of subject heading (SLSH)				
Dictionary and Encyclopedia				
Networking facilities				
Microfilm Reader				
Film projector				
Books/Journals				

Key: A= Adequate, FA= fairly adequate, NA= Not adequate and UD= Undecided

Appendix II

NATIONAL UNIVERSITIES COMMISSION BENCHMARK MINIMUM ACADEMIC STANDARDS IN EDUCATION FOR UNDERGRADUATE PROGRAMMES IN NIGERIAN UNIVERSITIES APRIL, 2007

GENERAL

1) Benchmark Minimum Academic Standards recognizes the autonomy of individual universities with regard to academic programmes but only seeks to ensure that minimum requirements for graduation are set and met.

2) Benchmark Minimum Academic Standards nevertheless allows each university a high degree of flexibility in fashioning its programme in the process of interpreting these guidelines.

1.4.1 **Degree Classification** Degrees in Education is classified into three levels as follows: 1st Class Honor Degree with cumulative grade point average of 4.5 – 5 points. 2nd Class Honor Degree; Upper with Cumulative grade point average of 3.50 – 4.49, then 2nd Lower with cumulative grade point average of 2.40 – 3.49. 3rd Class Degree with cumulative grade point average of 1.50 – 2.39. See table 1 below for details: 1.4.2 **Probation** A student whose cumulative Grade Point Average is below 1.50 at the point of a particular year of study earns a period of probation for one (1) year.

Withdrawal

Students whose cumulative grade point average is below 1.5 after probation year should be asked to withdraw from the programme. 1.4.4 **Course Credit Unit System** This is a system of organization of the curriculum in which courses are broken down into units and are examinable and for which students earn credit(s) if passed'. The courses are assigned weights allied Credit Units e.g. three credits units means three hours of lecture per week; which include practical.

Grade Point Average And Cumulative Grade Point Average Performance in any semester is reported in Grade Point Average. This is the average of weighted grade points earned in the courses

taken during the semester. The Grade Point Average is obtained by multiplying the Grade Point average in each course by the number of Credit Units assigned to that course, and then summing these up and dividing by the total number of Credit Units taken for the semester.

Programmes and Degrees in View Each university should be free to decide the title of the degree to be awarded in its Faculty of Education. The following variety of degrees and Academic teaching subjects

BACHELOR'S OF DEGREE IN EDUCATION AND LIBRARY INFORMATION
SCIENCE/RESOURCE MANAGEMENT (B.L.S./B.A. (L.S) B.Sc. LIBRARY SCIENCE, B.Sc.
Ed (LIS/RM)

In addition to general information for all education programmes, this programme exposes students to the training and learning in Library and Information Science, Resource Management, and their utilization at the class room level for the award of Bachelors Degree in Education and Library and Information Science/Resource Management. 2.6.1 **Philosophy and Objectives**

The philosophy of education for Library and Information Science is based on the national objectives, as contained in section1, paragraph 1 of the National Policy on Education:

- (a) A free and democratic society
- (b) A just and egalitarian society
- (c) A united, strong and self-reliant nation
- (d) A great and dynamic economy
- (e) A land of bright and full opportunities for all citizens.

To make the philosophy functional, the National Policy on Education (Sections 5 and 9) provides details of these goals under Higher Education. The provisions as contained in section 5, are as follows:

- (a) The acquisition, development and inculcation of proper value-orientation for the survival of the individual and society.

(b) The development of the intellectual capacities of the individual to enable him/her understands and appreciates his/her environment.

(c) The acquisition of both physical and intellectual skills which will enable the individual to develop into a useful member of the Community.

(d) The acquisition of an objective view of local and external environments.

Education for Library and Information Science is expected:

(a) To produce Library and Information professionals for all types of libraries, information and documentation centers.

(b) To equip the products of the programme with relevant theoretical knowledge, practical skills and techniques to develop and enhance their job performance.

(c) To encourage the spirit of enquiry and creativity among the Library and Information professionals so that they are capable of understanding the emerging concepts on the role of information in a complex multi-cultural, multi-ethnic and largely non-literate society like Nigeria.

(d) To provide prospective Library and Information professionals with the intellectual and professional background adequate for their assignments and to make them adaptable to any changing situation.

(e) To provide an understanding of the role of the new communications technology (e.g. Internet) in the handling of information.

Admission and Graduation Requirements

There are two modes of entry to the Bachelor of Library and Information Science Degree Programmes.

a) UME (5 – year degree programme).

Credit passes in the Senior Secondary Certification Examination (SSCE) or its equivalent in five (5) subjects at not more than 2 sittings in addition to acceptable pass in the University Matriculation Examination (UME).

b) Direct Entry (4 – year degree programme):

Any one of the following qualifications is admissible:

- (a) A pass at least at Merit level in a relevant Diploma Programme (provided the University's English Language requirement has been satisfied).
- (b) (i) Two (2) passes in relevant subject areas at Advanced Level with SSCE/GCE 'O' level credit passes in three other subjects in not more than two (2) sittings, or (ii) Three (3) passes in relevant subject areas at Advanced Level with SSCE/GCE 'O' level Credit Passes in two other subjects in not more than two (2) sittings
- (c) (i) At least Merit in two (2) major subjects in relevant areas in the NCE with SSCE/GCE 'O' Level Credit or its equivalent in three (3) other subjects.
(ii) Two (2) Passes at the IJMB (Interim Joint Matriculation Board) examination or of Basic Studies Terminal Examinations in International Baccalaureate) from a recognized institution with Senior Secondary School Certificate Credits or Equivalent in three other subjects (Subject to University requirements).
(iii) Three (3) Passes in C (ii) above with a Senior Secondary School Certificate Credit or its equivalent in two other subjects.

English Language and Mathematics Requirements

In all cases, whether by Direct Entry or UME, the following shall apply:

A Credit in English Language and Mathematics at the Senior Secondary School level or its equivalent is required of all students.

Course Requirements

Courses for the Bachelor's degree in Library and Information Science may be categorized into the following:

Core/Compulsory Courses

- (i) Core courses are central to the degree programme in view.

(ii) Core courses are normally offered by the Department offering the degree.

Cognate Courses

Cognate courses are prescribed course units from related fields which are required for an understanding and appreciation of the student's major field.

Restricted Electives

(i) Restricted electives are optional courses taken from defined areas from which students are to choose specific courses.

(ii) Restricted electives are normally offered by the departments within the same faculty.

Unrestricted Electives

(i) Unrestricted electives are courses which are opted for by the student in accordance with his or her own interest.

(ii) Unrestricted electives are normally offered from outside the Faculty.

(iii) The status of the unrestricted elective course taken by a student shall be determined by the Faculty.

Pre-requisite Course

A course is said to be pre-requisite to another if without passing it, the subsequent course may not be understood and therefore cannot be offered.

Each programme will define its own restricted and unrestricted electives.

Course Credit Unit

A credit unit is the equivalent of one lecture/tutorial hour per week per semester.

Existing Degree Programmes and Courses

The following variety of degree programmes being run by Department of Library and Information Science has been identified:

(i) Bachelor of Library and Information Science (B. LIS), in which Library and Information Science is taken along with some other academic subjects in the Humanities, Social Sciences or

the Sciences.

(ii) Bachelor of Arts (Library and Information Science) (B.A. LIS), Bachelor of Science (Library and Information Science) (B. Sc. LIS) in which Library and Information Science is taken along with other academic subjects in the Humanities, Social Sciences or the Sciences.

Core/Compulsory Courses

All students will be required to take the following core/compulsory courses.

	Units
i. Libraries in its social and cultural setting	3
ii. Introduction to Libraries and Information Resources	3
iii. Bibliography	2
iv. Organisation of Knowledge I	3
v. Historical Development of Libraries in Nigeria	2
vi. Organisation of Knowledge II	3
vii. Collection Development	2
viii. Reference and Information Sources and services	2
ix. Technical Services in Libraries	2
x. Introduction to Information Science	2
xi. Management of Libraries and Information Centres	2
xii. Indexing and Abstracting	2
xiii. Automation in Library Services and Information Centres	3
xiv. Library and Information Services to Rural Communities	2
xv. Research and Statistical Methods	3
xvi. Research Project	4
xvii. Field Experience (SIWES)	<u>6</u>
	<u>46</u>

Resource Requirements

a) Academic and Non-Academic Staff

As applicable to all education programmes. In addition staff and students must be computer literate.

b) Academic and Non-Academic Spaces

Applicable to all education programmes.

c) Academic and Administrative Equipment

As applicable to all education programmes.

d) Library and Information Resources.

As applicable to all education programmes.

Course Contents and Descriptions
Course contents

S/N	Core Courses	Unit
1	Libraries in its social and cultural setting	3
2	Introduction to Libraries and Information Resources	3
3	Bibliography	2
4	Organization of Knowledge I	3
5	Historical Development of Libraries in Nigeria	2
6	Organization of Knowledge II	3
7	Collection Development	2
8	Reference and Information Sources and services	2
9	Technical Services in Libraries	2
10	Indexing and Abstracting	2
11	Management of Libraries and Information Centres	2
12	Automation in Library Services and Information Centres	2
13	Library and Information Services to Rural Communities	2
14	Research and Statistical Methods	3
15	Research Project	4
16	Field Experience (SIWES)	6
TOTAL		64

S/N	General Courses Year 1		Units
1	GST 111	Communication in English I	2
2	GST 112	Philosophy and Logic and Human Existence	2
3	GST 122	Communication in English II	2
4	GST 113	Nigerian Peoples and Culture	2
5	GST121	Use of Library Study Skills and ICT	2
6	EDU111	Introduction to the Teaching Profession	2
7	EDU112	Foundation of Education	2
Restricted Elective			
8	LIS 1	Library and Information Centres Visits	2
9	Three - six credits in other academic disciplines (Arts, Social Science)		6
Elective Unrestricted			
10	Two Credits from an academic program in the University at the 100 level preferably in any one of the following Language Departments French/German/Hausa/Ibo/Yoruba/Arabic. Goal: to provide a reading knowledge.		2
11	Minimum Credit Load		32

S/N	General Courses Year II		Units
1	GST 211	History and Philosophy of Science	2
2	COMP211	Introduction to Computers	2
3	GST 222	Peace Studies and Conflict Resolution	2
4	GST 223	Entrepreneurial Studies	2
Education Core Courses			
1	EDU211	Educational Psychology	2
2	EDU212	Educational Administration	3
3	LIS 201	Bibliography	2
3	LIS 202	Organization of Knowledge I	3
4	LIS 203	Library and Information Services to the Rural Community	2
5	LIS 204	Management of Libraries and Information Centres	2
Electives (Restricted)			
1	LIS 205	Literature for Children and Adolescents	2
2	LIS 206	Serials Management	2
3	LIS 207	The Information User	2
4	LIS 208	Media Resources	2
5	LIS 209	Oral Tradition and Cultural Literature	2
	LIS 210	Computers and Data Library services to children and Adolescents	2
Minimum Credit Load			32

General Courses Year III			
S/N			
1	E S P 301	Entrepreneurial Studies II	2
Education Core Courses			
3	EDU311	Test and Measurement	2
4	EDU302	ICT in Education	2
5	EDU312	Special Methods	2
6	EDU 321	Curriculum and Instruction I	2
7	EDU313	Educational Technology	2
Specialization			
8	LIS 301	Organization of Knowledge II	3
9	LIS 302	Collection Development	2
10	LIS 303	Reference and Information Services	2
11	LIS 304	Technical Services in Libraries and Information Centres	2
12	LIS 305	Introduction to Information Science	2
13	LIS306	Research and Statistical Methods	3
Electives (Restricted)			
14	LIS 307	National and Public Libraries and Information Centres	2
15	LIS 308	School Libraries and Media Resources Centres	2
16	LIS 309	Academic and Special Libraries and Information Centres	2
17	LIS 310	Information Technologies	2
18	LIS 311	Preservation and Conservation of information sources Take at least any two (2 units) course	2
19	LIS 312	Internet and Electronic Libraries	2
(Minimum Credit Load)			24

General Courses Year IV			
20	EDU 401	Research Method and Statistics	2
21	EDU 411	Curriculum and Instruction I	2
22	EDU 412	Special Method	2
23	EDU 413	Guidance and Counseling	2
Core/Compulsory Course			
24	LIS 403	Indexing and Abstracting	2
25	LIS 404	Automation in Libraries and Information Centres	2
Electives (Restricted)			
26	LIS 405	Government Publications	2
27	LIS 406	Archives and Record Management	2
28	LIS 407	Publishing and Book Trade	2
29	LIS 408	Bibliography and Literature of the Social Science	2
30	LIS 409	Bibliography and Literature of Humanities	2
31	LIS 410	Bibliography and Literature of Science and Technology	2
32	LIS 411	Book Production and Publishing	2
33	LIS 412	Information Network	2
34	LIS 413	Entrepreneurship in information Service (Take at least any 5 unit Courses, i.e. 10 units)	2
(Minimum Work Load 30 Credits)			34
General Courses Year V			
35	EDU 500	Teaching Practice (One whole semester)	6
36	EDU 501	Special Method II (Post Teaching Practice)	2
37	EDU 502	Research Project	4
Specialization			
38	LIS 502	Field Experience (SIWES)	
Take any 6 courses in any restricted elective			6

Course Descriptions

LIS 101: Libraries and Society Factors determining the establishment and patterns of library services in society with particular reference to developing countries; library as medium of communication and its relationships with other information and communications systems; functions of different types of libraries; oral traditions, illiteracy and libraries; intellectual freedom and censorship; the profession and professional responsibility.

LIS 102: Introduction to Library and Information Resources Books; (References, textbooks, government publications, fiction and non-fiction, periodicals, newspapers, magazines etc.) Non-book; (AV software and hardware); cartographic materials (globes,

maps, atlases etc); electronic publication (CD-ROM, INTERNET) **LIS 103: History of Libraries and Information Centres (Emphasis Nigeria)** Outline history of Libraries of the Western World from antiquity to the present. Evolution of Nigerian Libraries from pre-colonial to post-Independence period; Islamic scholarship and growth of Arabic collections; forces in the emergence of modern libraries in Nigeria; development of Nigerian libraries by types, legislation; library associations; international organizations and other external agencies in Nigeria's Library development.

LIS 104: Library and Information Centre Visits Study visits to libraries, information centers, publishing houses, printing presses and allied organizations and institutions to acquaint students with the structure and management of information profession, Submission of written reports at the end of the visits.

LIS 201: Introduction to Bibliography History and concept of bibliography; types of bibliography and uses; compilation; criteria for evaluation; role of modern technology in bibliography.

LIS 202: Organisation of Knowledge I Standard techniques of identification and description of bibliographic units through descriptive cataloguing using ACCR 2; subject cataloguing and classification; using Sear's List of Subject headings and Dewey Decimal Classification; filling rules.

LIS 203: Library and Information Services to Rural Communities The Nigerian rural setting; occupation and recreation; needs assessment; library and information programmes and resources; identification of and cooperation with other change agents and local power elites.

LIS 204: Management of Library and Information Centres The concepts of management as applied to libraries with reference to the Librarian's roles, powers and responsibilities; delegation of authority; staff committee; Library Committee; evaluation; setting goals and

developing action plans; budgeting; reporting library activities; managing resources, time, people and money.

LIS 205: Literature and Library Service to Children and Adolescents Characteristics, needs and interests of children and adolescents, children's literature, selection and materials; types of programmes; school – public library relationships; role of the library and teacher in promoting reading habits of children and adolescents.

LIS 206: Serials Management Definitions; role of serials in information dissemination; selection, acquisition, organization and storage of serials in print and microforms; problems of bibliographic control; user access via indexing and abstracting services.

LIS 207: The Information Users Kind of information users and their work environment; a users' information seeking behaviour patterns; users of information; user studies; user education.

LIS 208: Audio Visual Resources A – V material as means of communication; educational functions and users of various types of non – print media (e.g. slide films, opaque, over head and motion picture projectors, audio recording photography; etc) selection and acquisition, organization, storage and evaluation of A – V materials, bibliographic control; maintenance of media centers.

LIS 209: Oral Tradition and Cultural Literature Definition of oral literature; oral knowledge of the history and culture of a people; oral literature as source materials for research; problems and prospects of preservation; storage and retrieval; role libraries in collection, transcription and documentation.

LIS 210: Computer and Data Processing Basic knowledge about how to operate a computer, input data, out-put data, conduct searches on databases (e.g. CDROM).

LIS 301: Organisation of Knowledge II Cataloguing of non-book materials LC, UDC and other special classification schemes, faceted classification; application of computers to

cataloguing with special emphasis on the MARC formats and on-line catalogues, LC subject cataloguing.

LIS 302: Collection Development Criteria and responsibility for the selection of library materials; book selection tools, the role of subject specialists; censorship; weeding and discarding stock revision and evaluation of collections problems of acquisition of Africana.

LIS 303: Reference and Information Services

Evolution, theory and objectives of reference services; reference questions; techniques of literature searching; abstracting and indexing services; current awareness; SDI and translation services; reference and information services in different types of libraries; organization and evaluation of reference services; status of reference and information services in Nigerian Libraries.

LIS 304: Technical Services in Libraries and Information Centres Emphasis on management aspects of Library acquisition; circulation; order routines; acquisition of foreign publications binding; storage and preservation of materials in tropical countries; cataloguing and processing; automation of technical operations; reprography.

LIS 305: Introduction to Information Science Scope of the field and definition of basic terminology, problems of growth of knowledge especially in scientific and technological fields; information needs and information gathering techniques; role of computers in information storage and retrieval; principles of designing information system.

LIS 306: Research Methodology Nature and purpose of research in Library and Information Science; types of research; survey, historical/documentary and experimental; steps in research; statement of problem; review of literature, data collection and analysis; conclusion and recommendation. Also introduction to basic statistical concepts and calculations of descriptive statistics, Application of quantitative techniques in Library and Information Management

LIS 307: National and Public Libraries and Information Centres Their concept, history, development, objectives and functions; administration, finance, staffing, clientele, collection and services, functions of some major National Libraries and the National Library of Nigeria, role of public library in mass library, adult education, National development; application of modern technology.

LIS 308: School Libraries And Media Resource Centres Structure and functions of Nigerian primary and secondary education, functions of school libraries, problem of their development in Nigeria; evolution of media resource centers; standards; personnel collection; services; development and problems of school libraries and media resource centers in Nigeria.

LIS 309: Academic and Special Libraries and Information Centres Nature, role and objectives of libraries in higher institutions and special organizations; their administration, collection; clientele and special services; personnel budgeting, building and equipment; development and problems of academic and special libraries in Nigeria; application of modern technology.

LIS 310: Information Technologies

Contemporary technologies in libraries and information centers, concept of multi-media information system; non-book communications technology; network and networking and use of technologies like the internet for E-Mail, electronic publishing etc.

LIS 311: Preservation and Conservation of Library Materials Everyday care of library resources and equipment; history of paper making; causes of and prevention of damage to paper; preservation processes and repairing of damage to paper and library resources; special storage facilities.

LIS 312: Internet and Electronic Libraries Characteristics of the internet and electronic libraries; search engines; access to internet and electronic libraries; cost implications of accessing internet.

LIS 401: Research Project A topic on any aspect of Library and Information Science selected by a student and written under the supervised direction of a staff member. Students should demonstrate their understanding of research and statistical/methods, through use of collection, analysis and interpretation techniques. An annotated bibliography or the construction of an index or thesaurus may also be accepted.

LIS 402: Field Experience (SIWES) At least twelve weeks of supervised field experience in any approved library and information centre in Nigeria, undertaken during the long vacation.

LIS 403: Indexing and Abstracting Concepts and methods of indexing and abstracting; design and updating of thesaurus; types of indexes and abstracts; indexing and abstracting services including electronic data bases; evaluation of indexes and abstracts; practice application.

LIS 404: Automation in Libraries and Information Centres Definition; planning; automation of library processes such as serial control acquisitions, circulation, cataloguing, reference services, national and international examples of successful automated bibliographic systems and library automation in developing countries; status of library automation in Nigeria. Hands-on application of appropriate software (e.g. CDS/ISIS)

LIS 405: Government Publications Definition, nature and uses of Government Documents; types of documents; bibliographic control of Government publications; international organizations (e.g. UN and UN bodies, AU, ECOWAS); their publication; acquisition; control and organization in libraries.

LIS 406: Archives Administration & Records Management Definition and development of archives; principles and techniques of organization of archival materials, creation of records and the needs for records management; the National Archives of Nigeria: origin, development and services.

LIS 407: Publishing and Book Trade Problems of books publishing in Africa (Nigeria);

books for various categories of readers, the multi-national publishers; indigenous publishing; government and individuals as publishers; bookshops and bookselling; problems of marketing and distribution.

LIS 408: Bibliography and Literature of the Social Sciences Nature and scope of the Social Sciences; characteristics and structure of social science literature; bibliographic organization and control; programmes and services of national and international institutions and organizations.

LIS 409: Bibliography and Literature of the Humanities Growth, characteristics and structure of the Humanistic literature; bibliographic organization and control; sources of National and International institutions and organizations.

LIS 410: Bibliography and Literature of Science and Technology Scope, growth, characteristics and structure of scientific and technical literature; bibliographic organization and control; electronic literature searching and information retrieval processes; International cooperation in the organization and dissemination of scientific information.

LIS 411: Book Production and Publishing A brief outline history of printing and publishing from the earliest times to the present day; Manuscript development and editing; author-publisher and publisher printer relationships; marketing and promotion techniques; intellectual property laws; use of new technologies in publishing; problems of publishing in Nigeria.

LIS 412: African Bibliography Definition and Scope of African studies; sources of African Studies, bibliographical organization, control services; legal deposit; international organizations concerned with documentation relating to Africa; UBC, UAP.

LIS 413 Entrepreneurship in Information Services Concepts of entrepreneurship and their application to the management of libraries and information services.