Cloud Publications
International Journal of Advanced Library and Information Science
2017, Volume 5, Issue 1, pp. 393-405
ISSN 2348–5167, Crossref: 10.23953/cloud.ijalis.214

Research Article | Open Access

Library Services for the Physically Challenged in South-East, Nigeria: Origin and Challenges

Pauline C. Iroeze[1], Gertrude C. Umunnakwe[2], and Jacintha U. Eze[3]

[1]Department of Library and Information Science, Federal University of Technology, Owerri, Nigeria
[2]Principal Librarian, University Library, Federal University of Technology, Owerri, Nigeria
[3]Enugu State University of Science and Technology, Nigeria

Publication Date: 4 January 2017

DOI: https://doi.org/10.23953/cloud.ijalis.214

Copyright © 2017 Pauline C. Iroeze, Gertrude C. Umunnakwe, and Jacintha U. Eze. This is an open access article distributed under the **Creative Commons Attribution License**, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Abstract The study delved into the establishment of library services for the physically challenged in south-East Nigeria in November 1989 and examined the forces which have been posing challenges, interview and observation for data collection. Challenges towards their sustainability were investigated using 2 available public libraries for physically challenged in Imo State library Board, Owerri, and Abia State library Board, Umuahia. The study found among others, that there were only 2 libraries for the physically challenged in the South-East, that Braille books, large print, books talking book, twin vision books, sign language books are the most accessible information resources in those libraries. The study concluded that number of available libraries for the physically challenged in the South-East is inadequate, resources and services are inadequate and mostly outdated, also mainly traditional library services are provided inside poor architecturally designed buildings. Recommendations were made to improve library and information services to this group.
Keywords *Library Services; Library Resources; Physically Challenged People; People with Disabilities; South-east Nigeria*

1. Introduction

The future begins with the present. Put in its simplest sense, history is an account or record of the past (Clement, 1968 as cited in Okiy, 2014). A lot of people may wonder what use there is in knowing the past. Experience has shown that the past helps people to understand things better and widen their knowledge about how things develop from early times to modern times. Reading about such experience can really be interesting and fascinating. One is able to know about the struggles and efforts of the missionaries in times past, in their efforts to improve the lives of others, especially the physically challenged. Knowing about the past according to Okiy, (2014) enables people realize fully the value of things around them and perhaps be inspired to try improve upon them in later years.

The need for a study of the development and growth of libraries for the physically challenged in the South-Eastern Nigeria from the earlier time to the present day cannot be overemphasized. The study of the origin of libraries for the physically challenged is important in the sense that it would enable us

to know and be familiar with the history and various categories of physically challenged in the South Eastern states of Nigeria. This will enable us to assess the level of improvement in the establishment of physically challenged libraries and the provision of information resources and services for various categories of such groups.

There are persons with physical challenges/disabilities in all parts of the world and at all levels in every society (Anjiode, 2010). The physically challenged has a substantial long-term adverse effect on one's ability to carry out normal day to day activities. In Nigeria according to Adamu (2009), there are more than 19 million physically challenged persons. Between 75 and 90 percent of them live below poverty line due to years of neglect by the society, especially their lack of access to paid employment.

Many misconceptions of the physically challenged were expressed by Alamu (1991), when he stated that Nigerian society often regards physically challenged persons as unwell, unable to work or read, in need of help, and as people that deserve pity. Research by Okoli (2005) corroborated this and in his findings, he revealed that disabled people in Nigeria are living in an environment that is hostile to their yearnings and aspirations. However, through the use of library, they can be rehabilitated, thereby cease to be liability to the society.

Libraries as centre of knowledge, whose basic role is to educate the population cannot leave out the physically challenged. The physically challenged needs special library services to limit their obvious inhibitions in the use and exploitation of the information contents of the library. This could be the reasons why library for the handicapped was established, to provide information support services to the less privileged in the society. These disabled persons by all means need to satisfy their special information needs in their special ways.

The need for library services for persons with special needs cannot be over emphasized, Obasi (2004) defined handicapped library services as activities or programmes undertaken in order to satisfy the information needs of the handicapped. Library services for the handicapped is therefore defined as collection of information resources and services consisting of alternative formats organized for use by the handicapped, (Lawal-Solarin, 2012). According to Momodu, (2013) physically challenged is the term used to describe those individuals with various forms of disabilities like, blindness, deafness, loss or weakness of limbs and mentally retardation etc. However, within the context of libraries, the handicapped are defined as those whose health problems interfere with learning to such an extent that special services, training equipment, materials or facilities are required. The term currently in use to denote such people is physically challenged. On the other hand, Hornby, (1974) define origin as the point, or place where something is beginning or created, as the beginning of libraries for the physically challenged in South-Eastern Nigeria. According to universal dictionary of the English language, challenge is a hindrance, obstacle, to stand in the way of impediment, an obstruction in the management of libraries for the physically challenged in South-Eastern Nigeria.

Consequently, for libraries for the physically challenged in South-East, Nigeria to cope with challenges of meeting users information need, this paper tends to describe the events that leads to establishment of libraries for the physically challenged in the South-Eastern geographical zone of Nigeria, and examine the challenges that have threatened its sustainability.

1.1. Origin of Library Services for the Physically Challenged in South-East, Nigeria

The study of Anaba (1991) provided an insight into the development of handicapped library in South-East Nigeria. Library for the physically challenged started in the early 1900's. There is no doubt that there was a governmental element as the proclamation informed the populace that the physically

challenged was the right and responsibility of the close and immediate families and missionaries. This was seen from the fact that the missionaries from 1952, established schools for the blind in Gindri, Jos, School for the blind and the deaf/vocational centre, Oji River established in 1958 and later the school for the blind Lagos. Later on, four training centres for the adult disabled were established in Ogbomosho, Ikeja, Oshodi and Kaduna. The Gindri school posses hundreds of various tracts in Braille. Anaba, (1991) emphasized that the Pacelli and Oji River School had libraries dedicated mostly to teaching grades 1 and 2 (Primary school level). The teaching books were in Ghanaian and South African languages. In the mid 1960's, the Pacelli school library was significantly upgraded. Gifts from the Israeli, Canadians, and American government introduced blind children to David Copperfield, A. A. Miline, history and geography of North Africa and Europe. In many respect, many former students of Pacelli School relied on the Pacelli school library up to their university years.

Anaba (1991) further stated that Gindri School started a pilot Braille project, a move that was later copied in Ogbomosho (Yoruba Braille) and Kaduna (Hausa Braille). Also in the **1960's,** according to him Inlacks foundation established at that time the most advanced library for the blind in South East. It had a recording studio, Braille production facilities and audio reading rooms, as well as shelves for about three thousand books but its patronage was small because of its location.

Giving the vast information about the origin of library for the handicapped in South East, Anaba (1991) stated that the Federal Government established in **1963,** the National Library for the Blind in Lagos, its first collection was made up of novels and manuals produced in Braille. By Late **1970's** its stock had been enhanced by the addition of many American printed religious works, which the library management had never had. The Victoria Braille Press ordered in **1968,** when delivered in **1979** was obsolete and parochialism reared its ugly head. When in **1983** the Federal Government ordered from Germany the computer Aided Braille Press into the country, the machine ordered could only be used by one Nigerian who was already due for retirement.

Furthermore, the Imo State recognized the fact that despite the handicapped condition of the disabled, these individuals with deformity have a right to information as stated by the United Nations General Assembly in **1975** and as reflected by the Federal Government of Nigeria National policy on education. It was in conformity with this situation that in **1975,** the Imo State Government established a special school at Orlu to train the hearing impaired, the visually impaired and mentally retarded. In **1981,** the special school for the blind was opened at Umuahia and the blind children at Orlu special school were transferred to that place (Amadi, 2014). The year **1984** saw the establishment of the Imo State secondary school for the deaf at Ofekata, Orodo (Ugochukwu 2014). Special education primary/secondary school centre, for the blind Opefia Iboko, Ebonyi State established in **1998** (Amadi, 2013). Also established in **2009,** special education primary schools centre for the blind and deaf Isulo, Anambra State, (Obueze, 2013).

According to Uchime (1998), there are also such institutions established by non-governmental organizations such as, the Orlu Chetia Home, established in **1970** by the Cheshar Foundation London. Another according to him is the Akpodim Rehabilitation centre, established in **1978** by Christopher Blinden Mission Benshekim, Germany and the Anglican Diocese of Owerri, located at Aboh Mbaise, Imo state. Another according to Ogbonna (1991) is Hopeville Rehabilitation centre, Uturu, established by Marist Brothers Christian organization, a move by the need to rehabilitate the disabled war victims. It has been observed that not all of these institutions have libraries. The existing ones are not functional to help impact knowledge to these less fortunate citizens.

1.2. Library Service for the Physically Challenged in the South-East

Writers on the establishment of library services for the physically challenged in the South-East generally regard the year **1989** as the beginning of modern libraries for the handicapped, not because they are unaware of the existence of libraries before that historic date but because it was with establishment of library for the handicapped in the public library board Owerri South-East acquired a public library for the physically challenged in the fullest sense, equipped for reference and research, permanently established, professionally directed, and staff, and provided with an assured budget and an appropriate building. Ogunsheye (1979) opines that every well-established library must possess these qualities.

1.3. Imo State Library for the Physically Challenged Owerri

The genesis of public library for persons with disabilities in the South-East according to Anaba (2013) started in Owerri, Imo State by Mrs. Anyahie, an American married to a Nigerian who worked in Imo State library board, Owerri. Realizing that one basic role of any library is to educate the population and given that this population consists of different groups of people including the handicapped, made Imo state library board to conceive the idea of building a library dedicated to the special needs of the handicapped. She ordered from United States, India and United Nations, Braille books, large prints and disc publications. Though Mrs. Anyahie left Nigeria in 1987, her dreams were translated by Dr. E.M.O Adimorah into a customized building located in the premises of Imo State library board, Owerri which was aimed at enhancing the reading needs of persons living with disabilities.

The realization of this laudable objective by Imo State library board made the library very unique as a public library. On 21st November, 1989 the library for the handicapped in Imo State library board, Owerri was born to fulfill that basic role of the library- ‘’to satisfy all groups of people in the society” (Adimorah, 1989). The library seats about 50 readers at full capacity and has a total of seven (7) sections. The sections are administration, public services, lending/security, reference, research, statistics, technical services and audio/equipment section. The collections at Imo State library for the physically challenged (ISLPC) stands at 160687 volumes of largely outdated books (ISLPC, 2013).

1.4. Abia State Library for the Physically Challenged, Umuahia

It was refreshing to have documentary evidence from Nwosu (2013) which had it that library services for the handicapped in Abia state was a direct off shoot of the Imo State Library. With the creation of Abia State in (1991), Imo State Library Board was split and Abia State library for the handicapped inherited about one hundred titles in all formats, Parkins Braille Writer, multi-formal recording machines, tactile large print books amongst others. The library is located in the building of the Abia State library Board Umuahia, Abia State.

Establishment of library services for the physically challenged (LPC) was triggered by two events. Firstly, the recognition of the handicapped basic rights to education as stated by the United Nations General Assembly in (1975) and reflected by the Federal Government of Nigeria policy on education. The second pivotal event was the awareness of the handicapped right to and need for information. Libraries have key roles to play in building an ‘’inclusive society’’- serving all kinds of users in line with the specifications of the UNESCO Public Library Manifesto (1994). These libraries are entrusted with the following responsibilities as itemized by Ogba (1993):

(i) Providing a wide range of information resources and services - both books and non-book resources that serves the various categories of physically challenged example, Braille books, large print books, audio tapes, moon type books, twin-vision books, tactile, sign language books, Braille machines, adaptive technology, assistive device for mobility etc.

(ii) Providing translational services and copying of text into Braille.
(iii) Offering advising services to the physically challenged on subject areas or professions.
(iv) Organizing seminars, lecture, symposia and exhibitions to broaden the mind and knowledge of the physically challenged in the use of library and
(v) Supplying suitable resources which may uplift and sooth the mind of the physically challenge.

2. Objectives of the Study

The study generally intends to look into the origin of libraries for the physically challenged libraries in South-east Nigeria, their challenges/problems and prospects. The study specifically intends to

1) Find out the categories of physically challenged users of these libraries
2) Investigate the information resources available in these libraries for these special users
3) Find out the information services provided for these physically challenged
4) Look into the challenges faced by these libraries and ways of improving their services.

3. Benefits

The goal of the library for the physically challenged is to enhance the resources and improve the services to its clientele. Libraries for the handicapped or physically challenged strive to undertake beneficial activities of defined rights of this group. The basic premise of library services is that through the establishment of library services for the handicapped, they can achieve more which they ordinarily would not have achieved. This is reflected in IFLA (1967), that library is the centre of knowledge whose basic role is to educate the population.

Several reasons back up the establishment and maintenance of libraries for the physically challenged in South-East. In the view of Bosimo (2011), amongst the reasons is the exponential growth of information, increasing demands by the physically challenged library users who require the same accessibility to information as their non-handicapped colloquies. Above all, the pervasive growth of the internet and the world wide web has created opportunities for a wide variety of electronic resources and services which are fast becoming the dominant medium of scholarly communication which the physically challenged as an integral part of the population can benefit from, as they are packaged in alternative formats to satisfy their special information needs.

The benefits of library services for the physically challenged are remarkable. It is one sure way of effective integration of the persons with special needs into the larger society for their meaningful development and contribution in the society where they belong (Iroeze, 2004). It serves as a practical conviction to the society on the acceptability of the handicapped. They don't limit their scope to just reading, rather, this library for the handicapped empowers persons living with disabilities to come to form organizations to trash out community problems, like in jobs, schools and in placements. They also try to be an ear for the deaf, an eye for the blind and advocate for the weak, amongst others.

4. Challenges in Managing Libraries for the Physically Challenged

Though library services for the physically challenged can be traced to the early 1900's, it was in November, 1989 that the public library for the handicapped was established (Adimorah, 1989). Library for the physically challenged started with financial crises and has always battled with this ever since even though the Library Board according to Nnadozie and Anyanwu (2008) received legal backing through the edict no 12 of 1977. Federal Government of Nigeria on National Policy on Education (1975) mandated public libraries, (the library for the handicapped parent body) to seek other sources of fund. However, sources of finance have been mainly donations by government, non-governmental

organization (NGO'S) and individuals. The edict entrusted the public library board amongst others, the responsibilities to develop library services to the generality of the inhabitants and visitors to the State including the physically challenged.

The above citation indicates that state-established public libraries have an expansive job specification. Such public libraries in the south-east have not been playing their statutory assigned roles effectively for various reasons. Olanlokun (2001) identified some of these reason as: economic problems, lack of support from the populace, lack of interest by government and neglects by policy-makers who put handicapped library services at the lowest priority due to ignorance of the roles they play in the country's development. In a bid to obtain immediate funding for such library services, Adegbite (2007) adds that there should be allocation of financial resources to enable them continue to exist.

With the present information explosion, the progressive impoverishment of developing countries, the high unemployment rate, the massive failure of students in university entrance exams, there is greater likelihood that there may be paucity of physically challenged library personnel qualified to provide the expected library services to meet the information demands of the physically challenged in the nearest future.

Another problem which the physically challenged libraries have had in sustaining the library services concerns the culture or social lag of the government. According to Ogbun (1965), there is always a time interval between the initiation of change in one spore of human activity and adjustment to solve a particular problem and how long it takes the recipient to accept the change. These issues are necessary factors in social lag. Adequate provision of information resources and services in libraries for the physically challenged in the south-eastern Nigeria is another problem. The existence of this problem has been long and the government seems to keep mute to it. Moreover, when the government begins to do something, how fast can the change be accepted by the recipients is another thing. Although government had previously accepted the logic of enhancing access to information through provision of information resources and services, funds etc, only lip service was paid to the reality of implementation.

Also, from interaction with the personnel in charge of libraries for the physically challenged, they elucidated some of the problems which restrict success in library for the physically challenged as: bulky nature of Braille resources, the expensive cost of these resources, spaces occupied amongst others.

Another challenge faced by these libraries comes from the kind of relationship that exists between some of them and their management. Some managerial bodies do not see any need for libraries to subscribe for information resources especially the internet and digital resources packaged in an attractive format for persons with special needs. They appear to be preoccupied with the task of paying staff salaries from the subventions they receive from government and fail to appreciate that these e-resources are major tools for learning in the modern age. On the other hand, it is conceivable that many personnel of this library for special people are unable to articulate clearly, continuously and convincingly the role and importance of these adaptive internet and digital resources which enhance personal communication techniques of the physically challenged.

In addition, the architectural design of South-Eastern Libraries for the physically challenged does not meet the various demands of individuals who need these library services. Of particular interest, is the fact that individuals with disabilities encounter physical access limitations as indicated by Viney (2006) cited in Lawal-Solarin (2012) and (Okoli, 2010). Also corroborating this, earlier research by Knezevich (1975) as cited in Momodu (2013) emphasized that physical academic needs are met through

provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate terminal environment, and sufficient shelter space, while emotional academic needs are met by creating pleasant surroundings, a friendly atmosphere and an inspiring environment. In a nutshell, absence of customized architectural design affects patronage.

Inadequate fund is the greatest amongst all the challenges facing library services for the physically challenged in the south-east Nigeria. Finance as we all know is the life wire of every organization and libraries for the physically challenged are no exception. Almost all the problems enumerated above cannot be solved without adequate finance. Finance allocated to physically challenged libraries from their funding agencies is very small to cater for the various activities in the library. Therefore, there should be allocation of financial resources and provision of wider variety of funds to these libraries, to enable them continue to exist, plan, implement, monitor and evaluate their services.

Another challenge that LPC is facing is, poor accessibility and utilization of library resources and services especially digital resources. In line with this Okpe and Unegbu (2012) affirms that accessibility of internet and digital resources has been recognized as a barrier for those who access information using adaptive technology. Reasons for non-usage/inadequate utilization could be, non-use of library services in general, dissatisfaction with the range of resources available, lack of awareness, and the preference for other formats such as traditional use of Braille. To bridge this communication gap, reading materials are provided in alternative formats; large prints, tactile, formats, electronic texts, sign language, Braille etc. for the listening and viewing pleasure of the physically challenged.

The non-availability of resources has been a challenge and cause of concern to LPC, collections at ISLPC and ASLPC presently stands at 160687 and 600 volumes respectively, and of largely outdated books coupled with infrequent acquisition activities and paucity of ICTs and other working tools. The development of these libraries has however witnessed steady decline in terms of information resources since its inception owing largely to paucity of fund, occasioned by diminished budgetary allocation for capital projects. (Ofoegbu, 2013) (Anaba, 2014).

5. Methodology

This study was carried out using the two public libraries for the physically challenged in South-Eastern Nigeria, and they are: Imo library for the physically challenged Imo state Library Board, Owerri and Library for the Physically Challenged, Abia state Library Board, Umuahia. These are the existing libraries for physically challenged in south-east Nigeria. Official documents and oral interview was used to elicit information from the heads of the libraries, other librarians and support staff of the libraries as well as the physical challenged users of the libraries. On-the-spot observation was made to confirm the information obtained in the cause of the interview. Data from observation schedule was analyzed quantitatively in line with the objectives of the study while details of the interview data was presented and discussed logically.

Table 1: *Categories of physically challenged Library users in the PLPC*

Categories	ISLPC Established 1989	ASLPC established 1991
The blind	√	√
The visually impaired	√	√
The deaf	√	√
The hard of hearing	√	√
Those using assistive devices for mobility (wheelchair, crutches, brace etc.)	√	√
Students	√	√

Researchers	√	√
Workers	√	√
Parents	√	√
The mentally retarded	√	√

Table 1 revealed that the blind, visually impaired, the deaf, the hearing impaired, those using assistive devices or mobility such as wheelchair, crutches, brace etc, students, researchers, workers, parents, and the mentally retarded, were the patrons of Imo state library for the physically challenged (IS) and Abia State Library for the Physically challenged (ASLPC).

The patronage of these libraries by these groups of people as indicated in the table shows they have different groups of physically challenged as their clients.

Table 2: *Information Resources Available in the Public Libraries for the Physically Challenged*

Information resources available	**ISLPC**		**ASLPC**	
	Provided	**Not Provided**	**Provided**	**Not Provided**
Braille books	√	X	√	X
Large Prints	√	X	√	X
Talking books	√	X	√	X
Moon books	√	X	√	X
Twin Vision books	√	X	√	X
Tactile	√	X	√	X
Sign Language books	√	X	√	X
Text books	√	X	√	X
Theses/Dissertation	√	X	x	√
Thermphom machine	√	X	√	X
Braille writing machine	√	X	√	X
Braille Slates	√	X	√	X
Cassette recorder	√	X	√	X
Radio	√	X	√	X
Internet and Digital Resources	√	X	√	X
Computers	x	√	x	√
General Scanner with software CCTV Magnifying aid unit	x	√	x	√
Kuzwell reader (a text to speech reading machine with synthesized speech output)	x	√	x	√
Sub-titled DVD and Video (for the deaf)	x	√	x	√
Audio descriptive videos	x	√	x	√
Telatouch	x	√	x	√
Assistive devices				
For mobility (wheel chair, crutches and Braces)	x	√	x	√
Walking stick	x	√	√	X

From the Table 2 it can be seen that Braille books, large prints, talking books, twin vision books, moon books, tactile, sign language books, text books, theses/Dissertations, Thermophom machines, Braille writing machine, Braille slates. Cassette recorder, radio etc. were provided by the 2 libraries. Internet and digital resources, computers, general scanner with software CCTV magnifying aid unit, Kuzwell reader, sub-titled DVD and Video (for the deaf) audio descriptive videos, telatouch, assistive devices for mobility etc. were not provided by these libraries.

The non-availability of these electronic information resources can be attributed to the backward state of these libraries in the technological age. They have not adopted electronic library resources and

services which are supposed to enhance lots of improvements on the traditional library resources, services, information access and utilization.

Table 3: *Information services available in the Libraries for the Physically Challenged*

Information services	**ISPLC**		**ASPLPC**	
Library Services	Provided	Not provided	Provided	Not provided
Sign Language	x	√	X	√
Advisory services	√	X	√	x
Consultancy services	x	√	√	x
Reference services	√	X	√	x
Use of Braille	√	X	√	x
ICT Services	x	√	X	√
Library Literacy skill services	x	√	√	x
Organizing seminars, lectures symposia, exhibitions	X	√	√	x
Adjustable furniture	X	√	X	√
Training on the use of Braille	X	√	X	√

Table 3 revealed that ISPC provides advisory services, reference and use of Braille services, while ASLPC provides advisory services, consultancy, reference, use of Braille, use of library literacy skills and organizing services, lectures, symposia, and exhibitions services.

Table 4: *Physical Access to Buildings*

Physical Access Available	**ISPLC**		**ASPLPC**	
	Provided	**Not provided**	**Provided**	**Not provided**
Entrance with suitable clear opening doors	√	x	√	X
Ramps	x	√	X	√
Barrier-free hallways	x	√	X	√
Adjustable table/ideal shelves of about 750-2000mm from floor level	x	√	X	√
Level				
Public service desks	√	x	X	√
Accessible Public areas such as toilets	√	x	X	√

From Table 4 it can be seen that entrance with suitable opening doors, public service desk and accessible public areas such as toilets were provided by ISPLC, while only entrance with suitable clear opening doors is provided by ASLPC

6. Discussion of Findings

The obvious general observation is the rather poor establishment of libraries for the physically challenged in various States in South-East, Nigeria. In terms of users, almost all forms of physically challenged users make use of the available libraries. The usage of these libraries by all categories of physically challenged in Imo and Abia state libraries as indicated in the table clearly show the need for the well establishment of these libraries for the handicapped.

Braille books, large prints, talking books, moon books, twin vision books, tactile, sign language text books, thermophom machine, Braille writing machine, Braille state and styles, available walking sticks, cassette recorder and radio were available at both Imo and Abia state library for the physically challenged. The availability of most of the physically challenged resources in these libraries can be

attributed to the fact that they cater for the needs of almost all the physically challenged as indicated in the table.

From Table 11, it can been seen that the case of general scanner, with software, CCTV magnifying aid unit, Kuzweil reader, sub-titled DVD and video (for the deaf) audio descriptive videos Telatouch, Adjustable wheelchair crutches braces, ICT services, were not provided in any way of these libraries. This may not be unconnected with the lack of accessibility of internet and digital resources which has been recognized as a barrier for those who access information using Adaptive Technology.

The Library staff response indicated that ISLPC provided readers services, advisory services, consultancy, reference, use of Braille, while ASLPC provides readers services, advisory, consultancy, reference, use of Braille, library literacy, seminars, lectures, symposia and exhibition services in Table 3.

The provision of entrance with suitable clear opening doors, ramps, barner-free hallways, public service desk and accessible public areas such as toilets by ISLPC as indicated in the table, might be connected with the high caliber of professional and specialized library staff of the library. The table indicates that only public service desk and access to public areas are provided by ASLPC, this could be as a result of or total neglect by the managed.

It is particularly worrying that only two (20) public libraries for the physically challenged could be traced in the history of the public library for the physically challenged in the South-East. Though there are services provided but the information resources are less than expected as they are out dated, dating 1950's and 1960's. According to the table, ISLPC has more information resources, services and physical accessibility to the libraries. It is not surprising therefore that amongst the public libraries in South-East, it is the first to establish a library for the physically challenged (Adimorah, 1989).

From the interaction with the crippled library users, it could appear that the wheelchairs, crutches broles which are not found in the library were much preferred by those who use assistive devices for mobility.

Amongst the information resources and services provided by these libraries, for the different forms of physically challenged, information resources for the blind were more because in considering their handicapped conditions in which many people unfortunately find themselves, blindness is more dreaden.

In an effort to boast the sustainability of the existing libraries, the libraries holds a service of informative workshop aimed at alleviating some of the perceived problem with handicapped. Though these libraries for persons living with disabilities come to form organization and trash out community problems, they tried to be an ear to the deaf, an eye to the blind and advocate for the weak.

7. Conclusion and Recommendations

This study investigated the beginning of the libraries for the physically challenged in South-East Nigeria. The study showed that there are only two (2) of such libraries in the South-Eastern Nigeria. It was also concluded that the information resources and services available for the physically challenged in Imo and Abia state Libraries for the physically challenged were inadequate and out-dated. This stemmed from series of challenges faced by these libraries amongst which lack of fund took the lead. The researchers therefore recommend as ways forward that;

- There is an urgent need for establishment of more libraries for these persons with special needs.
- Imo and Abia state libraries should be provided with book scanners with software, general scanner, Kuzwell reader, CCTV magnifying aid unit and other related facilities.
- The use of ICT's should be introduced to the libraries for the physically challenged.
- There should be provision of adequate required information resources and services in the libraries to enable maximum satisfaction of the various categories of the physically challenged patrons.
- There should be provision of physical accessibility to library buildings like entrance with suitable clear opening doors, rooms, barrier-free hallways, adjustable tables/ideal shelves of about 750-200mm from floor level etc in these libraries for the physically challenged.
- Since funding is the most important factor threatening the existence and sustenance of these libraries, the government and the board of directors for these libraries must devise strategies for improving budgetary allocations to these libraries. This is to enhance adequate provision of current information resources and services, and possibly, facilitate the establishment of more libraries for these peculiar groups of people. Improved funding wider of the existing libraries will enable them to continue to exist, plan, implement, monitor and evaluate their services.
- There should be training and retraining of library staff that can effectively man these libraries to enable them have professional touch.
- The public needs awareness of such facilities so that their services should be extended to many that are physically handicapped or challenged

References

Adamu S. New life for the Physically Challenged, In: Anjiode, K.J. (2010). Information resources and services to physically challenged in Plateau state special Educational Institutions. *Samaru Journal of Information Studies*. 2009. 10 (102) 1-11.

Adimorah, E.N.A., 1989: Address of welcome on the commissioning of the library for the handicapped. Imo State Library Board, Owerri.

Amadi, J.E., 2014: Interview held with Mr. J.E. Amadi (teacher/ staff in charge of the library) Special Education Primary School for the blind/Braile Centre on the 17th May, 2014 at the Abia state special Education for the blind, Afara Umuahia.

Anaba, G.C., 1991: The Use of Library by the Handicapped: a lecture note. Imo State Library Board Owerri.

Anaba, G.C., 2014: Interview held with Mr. G.C. Anaba (Head, Library for persons with special needs, Abia state Library Board) Umuahia in July, 2014.

Anjiode, K.J. Information Resources and Services to Physically Challenged in Plateau State Special Education Institute. *Samaru Journal of Information Studies*. 2010. 10 (1&2) 1-11.

Bosimo, D.O. The Nigeria University Libraries Consortium: It origins, its challenges. *Nigeria Libraries*. 2011. 44 (2) 2.

Clement, H.A., 1968: The Story of the ancient world. London: George Harrap. In: Okiy, R.B (2014) History of Libraries, Ambik Press.

Federal Government of Nigeria, 1977: National Policy on Education. Lagos: Federal Ministry of Information.

Hornby, A.S., 1974: Oxford Advanced Learner's Dictionary of Current English: The English Language Book Society and Oxford University Press.

Ilayaraja, M., and Monoharan, A. An empirical study on Library and Information Services to (PCS) physically challenged students in the University Library. *Asian Journal of Marketing & Management Research*. 2012. 1 (3-4).

International Federation of Library Association (IFLA) (2005) Public Library Services. IFLA/UNESCO Guidelines for Development. Retrieved from www.ifla.org.com.

Iroeze, P.C., 2004: A study of special library services to the visually impaired library users: a case study of Imo state Library Board, Owerri: (Unpublished project work, department of Library and Information Science, Faculty of Education, University of Calabar, Calabar. 55-66.

Knezerich, S.I. Administration of Public Education In: Momodu, O.M. (2013) The physically challenged and the dearth of relevant facilities in Nigeria Libraries. *International Journal of Basic, Applied and Innovative Research.* 1975. 2 (2) 15-19.

Lawal-Solarin, E.O., 2012: A survey of library and information services to physically challenged student in academic libraries in Ogun state, Nigeria. Retrieved from http://unllib.unl.edu/LPP/

Momodu, O.M. The Physically Challenged and the Dearth of Relevant Facilities in Nigerian Libraries. *International Journal of Basic, Applied and Innovative Research*. 2013. 2 (2) 15-19.

Nnadozie, C.O., and Anyanwu, E.U. Public Private Partnership (PPP) Initiatives among Public Libraries: The case study of Imo state Library Board, Owerri. *Nigerian Library and Information Science Trends*. 2008. 5 (1&2) 38-46.

Nwosu, J., 2013: Interview held with Mrs. Jow Nwosu (secretary to the Director of Library Services, Abia state Library Board) on 22nd October, 2013 at Abia state Library Board, Umuahia.

Obasi, C.O., 2004: Categories of disabilities in Higher Education: a seminar paper.

Obueze, H.N., 2013: Interview held with Mr. Henry Obueze (Administration Officer/Secretary) Special Education/Vocational Centre, Oji River) on 12th March, 2013 at the Enugu state Special Education Centre for the blind and deaf.

Ofoegbu, N., 2013: Interview held with Mrs. Nkechi Ofoegbu Liberian in charge of library for the handicapped, Imo state Library Board) at the ISLB, Owerri in May, 2013.

Ogba, U. Library services to the handicapped. *The Light*. 1993. 3 (1) 17.

Ogburn, W., 1965: Problems in Education: a comparative approach. Concepts of Social Lag. 83-85.

Ogunsheye, F.A., 1979: Planning for National Building. In: Agucalu, C.C. and Aguolu, I.E. (2002) Libraries and Information Management in Nigeria, Maiduguri. Edlinform Services.

Okiy, R.B., 2014: History of Libraries. Benin City, Ambik press.

Okoli, C.I.B., 2010: The plight of Disabled Nigerians the Need for Mass Enlightenment. Mobility Aid and Appliances Research and Development Centres (MAARD), http:www.maardesnet/

Okpe, J.I., and Unegbu, V.E. Provision of Information resources for the visually impaired by Libraries in Ogun state. *Delta Library Journal*. 2012. 6 (1&2) 35-42.

Ugochukwu, P.C., 2013: Interview Held with Mr. P.C. Ugochukwu/staff in charge of the library, special Education Secondary School for the Deaf, Ofekata Orodo on 14th October, 2014 at the Imo state special Education Secondary School for the deaf, Ofekata.

Cloud Publications
International Journal of Advanced Library and Information Science
2017, Volume 5, Issue 1, pp. 406-419
ISSN 2348–5167, Crossref: 10.23953/cloud.ijalis.275

Research Article

The Perspectives of Practitioner Cataloguers' Interest in Information Organization

Bello, M.A.[1] and Mansour, Y.[2]

[1]University Library Abubakar Tafawa Balewa University, Bauchi, Nigeria
[2]Department of Library and Information Science, Kalliyah of Information and Communication Technology, International Islamic University, Gombak, Kuala Lumpur, Malaysia

Publication Date: 10 June 2017

DOI: https://doi.org/10.23953/cloud.ijalis.275

Copyright © 2017 Bello, M.A. and Mansour, Y. This is an open access article distributed under the **Creative Commons Attribution License**, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Abstract Enquiring into perspective of today practitioner Cataloguers is imperative. Such an understanding of motivations and inspirations could provide the cataloguing profession a glimpse of the future. This could help to improve the profession especially in the light of Information Technology application and adoption to librarianship. To appraise opinions of cataloguers on the job, structured survey questionnaire, was used to collect data that answer questions on attitude and interest of Cataloguers towards their profession, examine the relationship between demographic variables, attitude and interest of Cataloguers towards the profession. Copies of the instrument were administered to 279 practicing Cataloguers in 48 Nigerian public University Libraries. SPSS was used for correlation analysis. The results showed enthusiasm towards the profession, analysis however indicated varied correlational relationships between the demographic variables, interest and attitude variables.

Keywords *Cataloguing; Cataloguers' Job-Assessment; Academic Libraries (Nigeria) Cataloguer Demography; Cataloguers Nigeria*

1. Introduction

Quality control of resources in the Library has been the responsibility of Cataloguers who provide bibliographic direction for the Library users. This responsibility in turn depends on the skills, knowledge, expertise and tools as well as the zeal and interest of the Cataloguer. Catalogue librarians, short of passion for details of bibliographic descriptions, could mess up the resource organisation of the Library and indeed the required services needed to meet the institutional objectives. Much has been written on cataloguing education, practise, skills, knowledge, tools and even attitude of trainee to cataloguing profession. However there are limited researches on the interest and attitude of practising professional Cataloguers to the cataloguing profession from developing countries. Yet this class of Librarians have been acknowledged as indispensable to library services provision.

Cataloguers may be described as the Architecture librarians with the craft of resources organisation and retrieval in Libraries. This study is discerned to survey opinion of practising Cataloguers in Nigerian public University Libraries. The study seeks to explore the interest and altitude of practitioner Cataloguers to the profession as well influence of demographic variable on their interest in the

cataloguing industry. (i.e. relationships between their demographics and interest/attitude). Three research questions posits are: 1. what is the attitude of Cataloguers towards cataloguing profession? 2. What is the interest of Cataloguers towards cataloguing profession? 3. Is there any relationship between demographic variables and interest in cataloguing profession? (i.e. relationship between age, gender, cataloguing experience as well as academic qualification and interest in cataloguing profession?). It is hoped that information gathered from experienced practitioners in the industry would enrich the literature of cataloguing profession. Besides, it is anticipated that the findings could be explore in furthering Cataloguers' training.

2. Methodology

An anonymous designed structured questionnaire was pilot-tested on a small group of Cataloguers in a few selected Universities before the main study. From the feedback provided, appropriate changes were made. The questionnaire was administered to practicing Cataloguers in 48 Nigerian public University Libraries. Majority of questions employed interval levels of measurement of Likert response scale. Some questions were dichotomous, while others were multiple choices and a few open ended. Some of the questions in the instrument were adopted with slight modification from Leysen & Boydston (2009). The instrument consisted of four sections. Section I; was on the respondents, demographics. Section II; was general questions about interest and attitude to cataloguing profession. This paper presents main results from the sections on interest and demographic factor relationships of the participants. The totals of 279 practising Cataloguers from 48 public Nigerian university libraries, distributed in the six (6) geopolitical zones were surveyed. A total of 258 (92.5%) participants filled and returned the questionnaire. However only 228 (81.7%) were found useable for data analysis. The balance of 30 respondents was unusable, as large portions on the instruments were left unfilled.

3. Literature Review

Some five centuries ago Gutenberg printed first pages of a book similar to what is obtained today. More texts are now printed in seconds than could have been published in the life time only a few years ago due to the advance technology in the publishing industry (Stangor, 2004). Which suggest that the Librarian in the modern day and the library profession would continue to witness ubiquitous of information in variety of formats and at rate beyond which the profession can cope with while Uma and Suseela (2015) remarked that it is the responsibility of librarians in academic environment to make the users understand the resources/services as well as assist "them to achieve competency in tapping the resources whether print or online". Schelin (2004) for instance observed that with the coming of Information Technology, computers and its accessories are being use to manipulate volumes of information. However, despite technological changes taking place, humanity remained challenged by enormous problems that even great as ever and this necessitated continuous research to increase our understanding of behaviour as well as the methods for improving the quality of life (Stangor, 2004).

Besides, the usefulness of organised collection of the literature in libraries lies in the ability to facilitate the retrieval of individual items quickly and conveniently for use by the reader, thereby fulfilling part of the law of librarianship. Therefore, everyone involved in the library business should be well acquainted with the philosophy behind library provision and the methods to achieve the aims of librarianship (Brunt, 2007). In accord with this opinion, this study seeks to explore the attitude/interest of Cataloguers to their profession.

Literatures revealed that many librarians are drawn to the profession by the intrinsic attributes to help others find the needed information and to accomplish this feat by whatever means necessary (Nelson, 2008). Besides, the practising Cataloguer's interest in their profession had not been thoroughly

researched. For instance, Hill, J.S. a prominent Cataloguer reflecting on her experience, described herself as “an accidental librarian”, who took to library profession as her spouse went on State assignment (Camden et al., 2007, p.25). Similarly, Reynolds also a famous Cataloguer note that her professional career started when “I tried to arrange the books in a small technical library by Library of Congress Number” (p.26). Their experiences and contributing to development of cataloguing profession finds support in the opinion of Garrison that having “chosen librarianship to be your career, you have a responsibility to give something back to the profession” (Camden, et al., 2007, p.28)

Meanwhile, Brunt observed that cataloguing and classification ought to be integrated in the core subjects of any course leading to the award of a professional library qualification, it is however strange that employing librarians felt less convinced of the value of cataloguing and indexing studies. A fact partially attributed to increasing centralised computer-based cataloguing services and the decline in newly qualified librarians taking jobs in cataloguing departments (Brunt, 2007). Furthermore, findings revealed that the very essence of libraries/librarianship of providing facilities for the retrieval of the items conveniently by users, point to the fact that the principles of cataloguing and indexing pervade all aspects of librarianship.

Cerbo (2011) emphasised that requirement for Cataloguers appeared to grow more than ever, despite the use of computers to manipulate huge volumes of information. This is because getting exactly what you want when you want it requires more than putting in a keyword and praying you comes up with the right answer (Schelein, 2004). Meanwhile, Cerebo (2011) observed that it is doubtful whether librarians were still willing to take on the task of cataloguing and indexing of information resources. This means that the development in new information age may be fruitless as those that need the information may not be able to access it. Besides, researches have shown that the need for Cataloguers’ grows now more than ever, but it is also being questioned whether librarians are willing to take on this rewarding task?

Demographic factors had been demonstrated to have significant influence in the library profession, evidently in the cataloguing industry. Wilder’s (2002, 2009) study on the influence of demographics on cataloguing industry, indicated that Cataloguers aged faster relative to other colleagues and this depletes their population without commensurable replacement. He conjectured that libraries may not be able to replace their exiting Cataloguers, even given a reduced level of need. Furthermore, he noted that reduced hiring for cataloguing in recent years affected library education, leading to a de-emphasis of cataloguing in the curriculum, and reduced numbers of students taking up the discipline (Wilder, 2002). Corroborating this few, Xiao et al. (2008) also stated that students, in searching for jobs on qualification, “often say that they will avoid appointments in cataloguing departments”. “A sentiment that indicate lack of understanding that all librarians’ jobs, from children’s services to reference work, require expertise in the use of basic bibliographic tools”. Besides, Whitmell, (2009) studies indicated that the skills and competencies needed of those working in libraries, now and in the future, revealed that knowledge, skills, attitudes and work-related behaviours must be demonstrated by librarian in order to perform optimally.

Mugridge (2008) in a study of newly graduated Cataloguers found that the majority of respondents, indicated that what interested them most were; the cataloguing duty, variety of materials catalogued/tasks performed and autonomy of their positions. On the other hand she found that 14% of her respondents disliked amongst other things training and copy cataloguing activities associated with the profession. Specifically, research for publication, committee work and ad-hoc responsibilities were reported as reasons for dislike in cataloguing (p.69). Mugridge thus, concluded that what the Cataloguers disliked were more of the organisational environment and what they liked about the profession “seem to reflect the nature of the work itself” (p.72). Respondents with negative perceptions prior to practice were reported often proven wrong during their career practice. Thus,

overwhelming majority of new cataloguing librarians would recommend cataloguing as career to others (p.76).

4. Results and Discussions

4.1. Respondents Age and Gender

The age of the respondents ranged between 30 to 51 years and above (mean = 44.23). The analysis showed that 16.6%, of the Cataloguers are less than 36 years of age while about half of the respondents (41.9%) are between 36 – 45 years of age. Thus, 42% (83) of the respondents are of mid-age 36 to 45years (Table 1). On the other hand about a quarter (24%) of the respondents are over 51years of age. Meanwhile, the gender distribution indicates that more than half of the respondents were male (53.6%) compared to the females (46.4%).

4.2. Respondents' Professional Qualification and Date of Certification

The majority of the participants (59.5%) have master's degree, while 21.1% of them have first degree in LIS and only 8.0% have a PhD degree. The result also indicated that 51.4% 0f the respondents had their degree in the year 2000s while 4.6% obtained their degree in the 1970s. Suggesting that greater percentage 51.4% of the respondents qualified for practice during the year 2000.

Table 1: *Descriptive statistics of Demographic Variables/Background information (N=228)*

Demographic variables		***N***	***%***
Age (in years)	> 30yrs	7	3.5%
	31 - 35yrs	26	13.1%
	36 - 40yrs	41	20.7%
	41- 45yrs	42	21.2%
	46 -50yrs	35	17.7%
	51yrs <	47	23.7%
	***Total**	**198**	**100.0%**
		Mean = 44.23	**SD =8.94**
Gender			
	Male	120	53.6%
	Female	104	46.4%
	***Total**	**224**	**100.0%**
Academic Qualification			
	Diploma	20	8.8%
	First degree	48	21.1%
	Master's degree	135	59.5%
	PhD	18	7.9%
	Others	6	2.6%
	***Total**	**227**	**100.0%**
Year of Professional qualification			
	1970s	10	4.6%
	1980s	28	13.0%
	1990s	67	31.0%
	2000s	111	51.4%
	***Total**	**216**	**100.0%**

*Total do not equal 228, as some questions were unanswered on the research instrument

4.3. Respondents' Professional Cadre, Position and Experience

The majority of the respondents (33.8%) are assistant Cataloguers, 26% are senior Cataloguers and 10.5% of the respondents were principal Cataloguers. Meanwhile, more than half of the respondents (63.5%) have being in current position for five years while about one third (27.5%) have been in position for about ten years. Thus, majority had being in current position for about five years (Table 2).

Table 2: *Cataloguers distribution by professional/Experiences variables (N = 228)*

Variables	N	%
Professional status		
Assistant Cataloguer	71	33.8
Senior Cataloguer	55	26.2
Principal Cataloguer	22	10.5
Head Cataloguer	52	24.8
others	10	4.8
*Total	210	100.0
Years in current position		
> 5 years	134	63.5
5 – 10 years	58	27.5
11 – 15 years	11	5.2
16 – 20 years	4	1.9
21 – 25 years	2	.9
26 years & above	2	.9
*Total	211	100.0
	Mean = 1.52	SD = 0.88
Years of Cataloguing Experience		
> 5 years	83	37.4
5 – 10 years	87	39.2
11 – 15 years	22	9.9
16 – 20 years	11	5.0
21 – 25 years	3	1.4
26 years & above	16	7.2
*Total	222	100.0
	Mean = 2.15	SD = 1.40

*Totals do not equal 228 as some questions are left unanswered.

4.4. Cataloguing Experience

The participants indicated their cataloguing work experiences, which ranged between 5 to 26 years plus. The result shows that a little over one third of the Cataloguers (37.4%) have 5 years cataloguing experience. The majority about 40% of the respondents (39.2%) have 5 to 10 years of cataloguing experience while 7.2% of the Cataloguers had 26 years or more cataloguing experience. Thus, more than half (62.6%) of the Cataloguers had 5 years or more cataloguing experience.

4.5. Interest in Cataloguing

The participants rated their opinion on the extent to which they agreed with statements assessing their career interest in cataloguing profession on a five points Likert scale SD (1) to SA (5). (Strongly Disagree 1, Disagree 2, Incline to Agree 3, Agree 4 and Strongly Agree 5).

Table 3: *Respondent Opinions on being a Career Cataloguer*

Statements	SD	D	IA	A	SA
I feel positive about working in library.	4 (1.8%)	2 (0.9%)	4 (1.8%)	78 (34.4%)	139 (61.2%)
Requirements for tenure and/or advancement are reasonable.	8 (3.7%)	11 (5.1%)	20 (8.8%)	123 (53.9%)	54 (25.0%)
As Cataloguer, I feel that I have marketable skills.	1 (1.3%)	6 (2.6%)	11 (4.8%)	89 (39.2%)	118 (51.8%)
I am comfortable with the profession challenging roles/ responsibilities of my job (as Cataloguer)	4 (1.8%)	9 (4.0%)	7 (3.1%)	112 (49.3%)	95 (41.9%)
I derive joy in making cataloguing my career profession	1 (0.4%)	8 (3.6%)	15 (6.7%)	95 (41.7%)	106 (47.2%)
If I know what I know now about cataloguing profession, I would make same choice to become Cataloguer	5 (2.2%)	7 (3.1%)	20 (8.9%)	104 (46.2%)	89 (39.6%)
Overall, I feel unsatisfied with my cataloguing job	106 (48.6%)	54 (24.8%)	10 (4.6%)	31 (14.2%)	17 (7.8%)
I would recommend new graduates to pursue a career in cataloguing	3 (1.4%)	9 (4.1%)	16 (7.2%)	94 (42.3%)	100 (45.0%)

The appraisal of the participants' opinions on their interest in career cataloguing shows that greater majority of the Cataloguers (95.6%) felt positive about working in the Library. Ninety percent (90%) felt they have marketable skills and 91.2% are comfortable with the professions' challenges and responsibilities. Besides, more than three quarter of the respondents (88.9%) derived joy in making cataloguing their career profession, while 85.7% agreed that if they had known what they know now about the cataloguing profession, they would still make same choice and become Cataloguers. Nevertheless, 22% of the respondents felt dissatisfied with their cataloguing job.

4.6. Leaving the Cataloguing Profession

Respondents rated their opinions on the likely reasons that might influence their leaving the cataloguing industry (Table 4). Fifty- seven percent of the respondents (57.5%) indicated retirement as the likely reason for leaving the cataloguing industry and 59.2% of the participants indicated promotion to managerial position as likely reason for moving out of cataloguing profession. On the other hand 20.3% of the Cataloguers felt that the lack of opportunity for continued education within the field is the likely reason for quitting the profession. Meanwhile 32.6% of the Cataloguers agreed that boredom of cataloguing activities was likely reason for leaving the profession.

Table 4*: Respondent Opinion for leaving cataloguing profession*

Statements	SD	D	IA	A	SA
My likely reason (s) for leaving cataloguing profession are:					
Retirement.	35 (16.4%)	38 (17.8%)	18 (8.4%)	55 (25.7%)	68 (31.8%)
Boredom of cataloguing activities.	86 (40.6%)	61 (28.8%)	17 (8.0%)	35 (16.5%)	13 (6.1%)

Promotion to managerial position.	36 (17.3%)	32 (15.4%)	17 (8.2%)	75 (36.1%)	48 (23.1%)
Lack of opportunity for Continued education within the field.	65 (31.3%)	63 (30.3%)	17 (8.2%)	38 (18.3%)	25 (12.0%)
Inadequate compensation/ attractiveness of salary in other areas	46 (21.8%)	64 (30.5%)	22 (10.5%)	48 (22.9%)	30 (14.3%)
Cataloguing duties too demanding.	52 (24.8%)	49 (23.3%)	13 (6.2%)	60 (28.6%)	36 (17.1%)
Switch to another profession/ Career.	59 (29.5%)	52 (26.0%)	26 (13.0%)	46 (23.0%)	17 (8.5%)
Not doing much (idle) due to inadequate working facilities.	75 (36.1%)	46 (22.1%)	17 (8.2%)	46 (22.1%)	24 (11.5%)
Lack of promotion within the field.	54 (25.7%)	59 (28.1%)	22 (10.5%)	45 (21.4%)	30 (14.3%)
A better offer.	28 (13.2%)	19 (9.0%)	16 (7.5%)	66 (31.1%)	83 (39.2%)

An independent-sample t-test to compare whether there was difference in gender scores for interest in the profession was performed. There was no significance difference in the score for the males (M=25.64, SD=3.0) and females (M=26.13, SD=2.88) the magnitude of the difference in means (mean difference = .49, 95% CI:-1.31 to .33) was very small (eta square = .007) (Table 5).

Table 5: *In dependent t-test: Respondent interests in cataloguing mean score for males and females*

	Gender			
	Males	Females	T	Df
Interest in cataloguing	25.64 (3.00)	26.13 (2.88)	- 1.17	199
Leaving cataloguing (attitude	29.01 (8.07)	28.05 (8.29)	.79	176

P< .05

4.7. Relationships: Demographic Variables and Interest in Cataloguing Profession

The subsequent segment of the study explored whether there are any relationships between four demographic variables and interest in cataloguing profession? i.e.:- Is there any relationship between Age, Gender, Experience, Qualification and Interest in cataloguing profession?

In order to examine the interest of the Cataloguers in the cataloguing profession, the respondent's perceptions on "interest in cataloguing and quitting the profession" remained the computed 'interest variable". Pearson product-moment correlation coefficient was used to assess the relationship between the four demographic variables and interest in the profession at 0.05 level of significance (Table 6). There were positive weak correlations between all the demographic variables with interest in cataloguing profession. [Gender (r=.08. n=201, p<0.05), Age (r=.12, n=178, p<0.05), Cataloguing experience (r=.16*, n=201, p<0.05) and levels of Academic qualifications (r=.06, n=204, p<0.05)]. Meanwhile the correlation between the cataloguing experience and interest in the profession was significant*. Hence, it could be deduced that there was relationships between the demographic variables and interest in the profession. However all the relationships were weak and not significant except for the cataloguing experience.

Likewise, there were negative correlations between all the demographic factors with leaving the profession except for the level of academic qualification factor. [Gender (r= - .06, n=178, p<0.050), Age (r= -.12, n=157, p<0.05), Cataloguing experience (r= -.01, n=178, p<0.05) and level of Academic qualification (r= -.18*, n=180, p<0.05)]. The level of education was weak but significantly correlated with leaving the profession, while the other three variables, age gender and cataloguing experiences correlated insignificantly. Overall, there were weak relationships between all the demographic variables and interest in cataloguing profession. Suggesting that whereas the respondents show weak interest in the cataloguing profession, they did not equally show desire to leave the profession (Table 6).

Table 6: *Pearson's moment-product correlation for Demographic Variables and Interest in Cataloguing Profession*

Variables		Gender	Age	Cataloguing experience	Academic qualifications
Interest in cataloguing professional	R	.083	.124	.164*	.060
	P	.243	.100	.020	.397
	N	201	178	201	204
Leaving the cataloguing Profession	R	-.059	-.121	-.095	-.180*
	P	.432	.132	.207	.015
	N	178	157	178	180

* Correlation significant at 0.05 level (2 tailed)

4.8. Relationship Respondents' Age and Interest in Cataloguing Profession

To eliminate influence of data aggregation, further analysis on the inter group correlation analysis was conducted.

The Pearson product-moment correlation analysis of the relationship between age and interest in cataloguing profession was weak and insignificant for the three age groups. [Young adult (r = -0.16; n =55; p<0.24), mid-age (r= -0.09, n= 60 P<0.24) and elderly age (r =0.19, n =34, p<0.24)]. The young adult and the middle age correlated negatively with interest in the profession, while the elderly age group also correlated weak but positively with interest in the profession. Thus, there was no significant relationship between the age of the respondents and their interest in cataloguing profession. Suggesting that the younger age group tend to show decreased interest in the profession compared to the elderly age groups (Table 7).

4.9. Relationship: Gender and Interest in Cataloguing Profession

On the assessment of the relationship between gender of Cataloguers and rating of interest in the profession, there was weak correlation between gender and interest in cataloguing profession. [Male (r=0.06, n=87, p<0.02), female (r= -.15, n=81, p<0.02)]. Whereas the male gender correlated positively with interest in cataloguing profession (r= .06), the female gender on the other hand correlated negatively with interest in cataloguing profession (r= - .15). Overall, there was weak relationship between gender and interest in cataloguing industry (Table 7).

Table 7: *Pearson's moment-product correlation for Age, Gender, and Academic Qualifications cataloguing experience with interest in cataloguing profession*

Respondents' demographic factors		Interest in cataloguing profession		
		N	R	P
Age	Young adult	55	-.162	.236
	Mid-Age	60	-.094	.474
	Elderly	34	.193	.273
Gender	Male	87	.057	.597
	Female	81	-.147	.189
Cataloguing Experience (Yrs.)	< = 5yrs	61	-.056	.667
	6- 10yrs	68	-.075	.545
	11yrs +	39	.031	.854
Academic qualifications	First degree	34	.075	.671
	Masters' degree	101	.057	.572
	PhD	13	.198	.517

4.10. Relationship: Experience and Interest in Cataloguing Profession

The Pearson product-moment correlation coefficient analysis of relationship between cataloguing experience and interest in their profession showed weak and non-significant correlations between the cataloguing experience and interest in the profession. Respondents with less than five years cataloguing experience [(r= -0.056, n=61, p<0.05), 6 to 10 years cataloguing experience (r= -0.075, n=68, p<0.05) and 11years or more cataloguing experience (r= 0.031, n=39, p<0.05)] correlated weak and negatively with interest in cataloguing profession. While respondents with over 11 years cataloguing experience correlated positively with interest in the profession (r=.03).Thus, there was weak relationship between cataloguing experience and interest in cataloguing profession. Whereas respondents with less years of cataloguing experience have decreasing interest in the industry relative to the respondents with more years of cataloguing experience.

4.11. Relationship: Academic Qualification and Interest in Cataloguing Profession

The assessment of the relationship between the Cataloguers' level of academic qualification and their rating of interest in the cataloguing profession (Table 7) showed a weak and non-significant correlation between academic qualifications and interest in cataloguing profession. [First degree holders (r = - 0.08, n= 34, p<0.05), Masters' degree(r = - 0.06, n = 101, p<0.05) and PhD holders (r= 0.2, n==13, p< 0.05)]. Whereas first(r =-.08) and masters'(r =-.06) degree holders negatively correlated with interest in cataloguing profession, PhD(r=.20) holders positively correlated with interest in the profession. Overall, there was weak correlation between respondents' level of education and their interest in the profession.

5. Discussions

5.1. Demographic and Background Information: Respondents Age and Gender

The Cataloguers' age ranged between 30 to 51years and above. Half of the respondents (50%) were of mid-age of 36 to 45years. However the mean age of the respondents was 44years indicating that majority of the Cataloguers in Nigerian public University Libraries are of mid-age. The age in this study maybe said to be satisfactory compared to Wilder finding from study of ARL. Wilder (2002) study of ARL reported that 16% of the Cataloguers were 60 years and above, while 32% were over 55 years. Age has being of concern in the cataloguing profession. Researches had shown concern at the rate which Cataloguers aged and retired without commensurable replacement. The studies by Hill &

Intner (2007), Glasser, (2007) and Roberts, (1986) indicated that Cataloguers were older relative to other Librarian colleagues. Moreover, Davies (2008) Observed that Cataloguers that retired due to aging were replaced with difficulty. The respondents' age appears not to posit immediate threat to the profession. Moreover Cataloguer in Nigerian University Libraries like their faculty colleagues retires at 65years of age. Thus, suggesting that the Cataloguers have more years of service to contribute to the industry.

With regards to gender, the findings showed that there were more male Cataloguers (54%) compared to their female colleagues (46%). The finding agreed with what was reported in most demographic study of Nigeria labour force. According to David (2008) Nigerian workforce was typified by a prevalence of males. Corroborating this fact Yusuf and Nkiko (2010) study on involvement of non-professional in cataloguing in selected Nigerian academic Libraries also show that 52% of their respondents were male relative to 48% females. The findings are contrary to what is obtained in the developed world where librarianship is more of male relative to female gender. Combe et al., (2011) survey on training librarians in Australia, reported that the participants were overwhelmingly female (84.5%). Similarly Leysen & Boydston reported 65% for female gender.

5.2. Respondents' Professional Qualification

The findings revealed that majority (60%) of the Cataloguers had a masters' degree, while 51% of the respondents got their degree in the years 2000s. The findings are similar to the studies of Iwe, (2005), Anunobil, et al. (2009) and Yusuf and Nkiko, (2010). Iwe reported that 35% of his respondents had masters' degree, while Yusuf and Nkiko reported that 92% of their respondents possessed Masters in Library Science (MLS). The quest for high qualification may be attributed to the trend in Nigerian Universities. Librarians like their faculty colleagues require graduate degree for tenure and promotion. Recent development indicated that without the graduate degree or PhD they may not get promoted beyond senior lecturer statues or equivalent.

5.3. Professional Cadre

The status profiles revealed that majority of the respondents were assistant Cataloguers. The group may be considered as potential pool that could sustain the future of the profession. Besides, the group could provide replacement for the aged and retiring members of the workforce. This could be of benefit to the industry because Cataloguers have been described as aging profession.

The managerial cadre too was well staffed with 35% of the respondents being either Principal Librarian or head Cataloguer. Considering that it takes minimum of 9 working years to attain the Principal Librarian position in Nigerian University Libraries. Suggesting that with proper staff planning, the cataloguing department may not experience difficulty in succession plan to sustain the department.

5.4. The Professional Experience

The majority of the respondents had 5 to 10 years cataloguing experience, while less than half of the respondents had 5 years cataloguing experience. The more experienced Cataloguers with 11years or more were limited (15%). This is in contrast to Leysen & Boydston (2009) findings that indicated fifty-five percent of the Cataloguers in their study had 10 years or less experience and 45% had more than 10 years' experience. The need for experience cannot be overstressed. The practical experience is a critical factor in how well Cataloguers prepared for employment (Doluck, 2011) and shared experience had been proved saved cost and time (Dellit, 2008).

5.5. Interest in Cataloguing Profession

Interest motivates performances on the duties. Works devoid of sustained interest barely get done with satisfaction. Therefore, it could be said that the interest in cataloguing profession energies Cataloguers in their career. Findings showed that the majority of the respondents demonstrated interest in cataloguing profession. Almost all the respondents felt positive working in the Library and indicated that they were satisfied with the tenure requirement and advancement. Moreover majority of the Cataloguers expressed satisfaction with the career challenges, responsibilities and derived joy in making career of cataloguing. More importantly the respondents felt they had marketable skills and given other options, they would still make same choice of the profession. The findings concurred with the Leysen & Boydston (2009) that 63% of the ARL Cataloguers' surveyed on-job satisfaction, agreed with the statement "I feel positive about working in the library"

5.6. Leaving the Profession

The interest in the profession was further explored by" why and whether the respondents" would consider leaving the cataloguing profession. The overwhelming responses support the interest in cataloguing rather than quitting the profession. Majority of the Cataloguers would leave the profession due to either retirement or promotion to managerial or higher levels only. Similarly, majority of the respondents rejected the ideal of leaving the profession due to the tasking nature of cataloguing duties or even consider career change for remuneration. Findings showed that Cataloguers in Nigerian Universities Libraries had enthusiasm for the profession and delighted with the career. Thus, corroborating Leysen & Boydston (2009) that reported majority of ARL Cataloguers surveyed in US expressed strong desire for the profession.

5.7. Interest in Cataloguing Profession

On the research question, "What is the attitude and interest of Cataloguers towards cataloguing profession?" Findings showed that majority of the Cataloguers were delighted with their chosen career, besides, the aggregate composite score of the respondents on each of the eight items that measured interest in profession was over 70% while the composite mean for all items was 3.99 on the five Points Likert-scales. The result showed overwhelming majority of the Cataloguers had unsurpassed interest in the profession. From the ten items questions used to sample reasons on "why or whether respondents" would leave cataloguing, the result (Table 4) indicated that majority of the respondents rejected leaving profession. Furthermore, result of independent t-test on difference in the means score of the gender population showed no significant difference. Therefore, we could deduce that the respondents had positive attitude towards the profession and delighted with their choice of career. This study corroborate earlier findings that Cataloguer Librarians in the academic Libraries felt satisfied with their jobs, and most planned to remained employed in their positions (Leysen & Boydston, 2009, p.23).

5.8. Interest in Cataloguing Profession and Demographic Variables

On the research question, "Is there any relationship between demographic variables with interest in cataloguing profession?" The relationship between all the four demographic variables and interest in cataloguing profession was examined with use Pearson product-moment correlation test.

Finding showed there were weak associations between all the variables. All the respondents' demographic factors had weak relationships with interest in cataloguing profession except cataloguing experience. Hence, there was diminutive interest in cataloguing profession. Furthermore, findings also indicated weak and negative relationship with leaving cataloguing profession except for level of

education. The findings suggested that the respondents had shown weak interest for the profession, but equally the respondents had no desire to quit the profession.

Finding on age groups similarly showed weak relationship with insignificant strength of relationship. Young-adult and mid-age respondents showed negative relationships suggesting that the lower the age the less interest in the profession.

The Gender variable showed weak relationship, although the male respondents had positive outlook for the profession compared to the female respondents. Similarly Cataloguers with lesser years of cataloguing experience showed negative relationship. Perhaps this is an indication that they might quit the profession. In comparison, the respondents with greater cataloguing experience had more positive attitude. Meanwhile findings on level of education relationship indicated that whereas Bachelors and Masters' degree holders showed lack of interest in the profession the PhD holders showed more positive interest.

6. Conclusion

In conclusion, younger respondents, and those with less experience and qualification had displayed less interest in the profession compared to the elderly with more experience and higher qualification. The result appeared to suggest that respondents with years of career practice had mastered the profession and garnered survival tactics compared to the relatively less experience Cataloguers. In supporting the above, Hallam on study of Australian Librarians remarked that "being highly skilled required extensive training and on-the-job experience". However, she remarked that "younger employees change jobs more frequently, and were unlikely to stay in a job for long periods" (Hallam 2007). Thus, cataloguing is at risk especially at the time when new resource discovery bibliographic tool are emerging.

References

Anunobil, C.V., Okoye, I.B. and James, N.C. 2009. Library and Information Science Professionals" use of published research. *International Journal of Library and Information Science*, 5, pp.62-68.

Brunt, Rodney. 2007. Information Storage and Retrieval in the Professional curriculum. *Library Review*, 56(7), pp.552-556.

Camden, B.P., Intner, S.S., Hill, J.S., Reynolds, R.R. and Garison, W.A. 2011. Reflecting on Cataloging Leadership. *LRTS*, 52(2), pp.23-28.

Cerbo II, M.A. 2011. Is There a Future for Library Catalogers? *Cataloging & Classification Quarterly*, 49, pp.323-327.

Combe, B., Harris, J.D., Carroll, M. and Hughes. 2011. Student Voices: Re-conceptualising and Repositioning of Australian Library and Information Science Education for the Twenty First Century. *The International Information & Library Review,* 43, pp.137-143.

David, E. 2008. Effects of Protégé-Mentor Gender Mix on Organisational Commitment. *Journal of International Women's Studies,* 9(3), 1-12.

Dellit, A. Collecting the Best Data: Improving Cataloguing Systems. (July, 9, 2010). *https://webcache.googleusercontent.com/search?q=cache:IUGfPO2VcZsJ:https://www.vala.org.au/direct-download/vala2008-proceedings/187-vala2008-session-12-dellit-paper/file+&cd=1&hl=en&ct=clnk&gl=ng*

Dulock, M. 2010. New Cataloger Preparedness: Interviews with New Professionals in Academic Libraries. *Cataloging and Classification Quarterly*, 49, pp.65-96.

Glasser, S. 2007. The changing face of Cataloging positions at academic institutions: what skill set is needed and how can students prepare? *The Serials Librarian*, 51(3/4), pp.39-49.

Hill, J.S. and Intner, S.S. Preparing for a cataloging career: from cataloging to knowledge management. Paper presented at 1st ALA congress-preparing for cataloging career. Congress on professional education: Focus on education for the first professional degree, August 10, 2009.

Hallam, G. The Future Starts Now: An Analysis of the Current Library Workforce in Victoria to help us Plan for the next Decade, March 13, 2010. *http://www.libraries.vic.gov.au/downloads/The_Future_Starts_Now_An_analysis_of_the_current_library_workforce_in_Victoria/slv2007_hallamg_futurestartsnow.pdf*

Iwe, J.I. 2005. The Relevance of Cataloguing in a Library Science Curriculum in Cross River State of Nigeria in This Technological Age. *Cataloging & Classification Quarterly,* 41(2), pp.27-51

Leysen, J.M. and Boydston, J.M.K. 2009. Jobs Satisfaction among Academic Cataloger Librarian. *College & Research Libraries,* 70(3), pp.273-297.

Mugridge, R.L. 2008. Experiences of Newly-graduated Cataloging librarians. *Cataloguing & Classification Quarterly,* 45(3), pp.61-79.

Nelson, E. 2008. Knowledge management for libraries. *Library Administration,* 222(3), pp.135-137.

Roberts, D.L. 1986. Mentoring in the Academic Library. *College and research Library News,* 47(2), pp.117-119.

Schelin, A.M. 2004. *Find It Online: The Complete Online Research*, 4th ed. Arizona: Facts on Demand Press.

Stangor, C. 2004. *Research Methods for Behavioural sciences,* 2nd ed. Boston: Houghton.

Uma, V. and Suseela, V.J. 2015. UCD Approach for the Management of User Services in University Libraries*. International Journal of Advanced Library and Information Science,* 3 (Special Issue), pp.274-290. doi:10.23953/cloud.ijalis.255

Whitmell, V. Facing the Challenges of an Aging Population: Succession Planning Strategies for Libraries and Information Organisation. (Retrieved April 2009) http://www.whitmell.com/profiles/succession_planning.pdf

Wilder, S.J. 2002. New Hires in Research Libraries: Demographic Trends and Hiring Priorities. *ARL Bimonthly Report, 221*, pp.5-8.

Xiao, X., Zhang, X., Zhang, X., Song, L. and Peng, M. 2008. Competencies in Demand for library Service in China: a National Survey of Recent Graduates. *Journal of Education for Library and Information science*, 49(4), pp.227-298.

Yusuf, F. and Nkiko, C. 2010. Involvement of Non-Professionals in Cataloguing: a Survey of Practices in Three Academic Libraries in Nigeria. *Malaysian Journal of Library & Information Science,* 15(1), pp.83-90.

Cloud Publications
International Journal of Advanced Library and Information Science
2017, Volume 5, Issue 1, pp. 420-427
ISSN 2348–5167, Crossref: 10.23953/cloud.ijalis.317

Research Article

Freelance Librarianship: A Source of Income for Unemployed Library and Information Science Graduates

Henry C. John[1], Jonathan C. Nwosu[2], Olakunle Ahmed Simisaye[3]

[1]Independent Researcher, Tai Solarin University of Education, Ijagun, Ogun, Nigeria
[2]Associate Professor, Department of Education, Babcock University, Ogun, Nigeria
[3]Senior Lecturer, Department of Library and Information Science, Tai Solarin University of Education, Ijagun, Ogun, Nigeria

Publication Date: 14 October 2017

DOI: https://doi.org/10.23953/cloud.ijalis.317

Copyright © 2017. Henry C. John, Jonathan C. Nwosu, Olakunle Ahmed Simisaye. This is an open access article distributed under the **Creative Commons Attribution License**, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Abstract There is no doubt that information brokering is an emerging profession in Nigeria and other African countries. There is a need for LIS students to develop various ways to become job creators, rather than job seekers, which can be achieved via entrepreneurship. This study discovers how libraries and library and information science graduates can become entrepreneurs in through its service delivery and will also suggest possible recommendations that will help Libraries and information science graduates become entrepreneurs in through its service delivery by revealing the statistical trend of unemployment from 2006-2016, and gives a light on how library and information science can be linked to entrepreneurship. The study also buttresses some opportunities for library and information science graduates in the area of business and entrepreneurship in Nigeria. Conclusively, the study provides prerequisites needed by librarians before freelancing. Recommendations based on universities and librarian's variables were made on how to create employment for graduates in Nigeria. The study also identified some limitations that can be worked upon in the future.

Keywords *Entrepreneurship; Freelance librarianship; Graduates; Income generation and Unemployment*

1. Introduction

The issue of unemployment, insurgent and social vices among graduates and youths in Nigeria and other countries in the world are no longer news. It has done more harm than good in our society. Most students in tertiary institutions are not versatile, and some with a straight-jacketed mindset that the only places they will work in are offices that is garnished with air-conditions.

Others have a fixed mentality that no matter how long it takes to hook a job; the places they will ever work in must be related to their areas of study. With Nigerian universities, polytechnics and colleges of education graduating over fifteen (15) thousand graduates yearly, without guaranteed employment opportunities thereby adding to the current and increasing employed youths in the country, despite various unsuccessful efforts made by the government to help reduce unemployment in the country. Several job vacancy adverts are being posted online in some reputable jobsites (Indeed job alert, Career247, Job.naij, Jobberman etc.) on daily basis. Most of their requirements are obtainable but the

process, cost of application and document delivery to the hiring organization is expensive, strenuous and with a slim chance of actually getting the job.

There is a need for LIS students to develop various ways to become job creators, rather than job seekers, which can be achieved via entrepreneurship. This study will be of significance in the view of adding to existing and future literature on the how libraries and library and information science graduates can become entrepreneurs in through its service delivery and will also suggest possible recommendations that will help libraries and information science graduates become entrepreneurs in through its service delivery.

2. Unemployment in Nigeria

Previously, the former President of Nigeria, His Excellency Goodluck Ebele Jonathan, in collaboration with the Ministry of Finance, the Ministry of Communication Technology (CT), and the Ministry of Youth Development, launched an annual Business Plan Competition (BPC) for aspiring young entrepreneurs in Nigeria in line with the Federal Government's drive to create more jobs for Nigerians. The program was implemented in partnership with Nigeria's private sector, which was requested to provide funding support. Some of the program objectives is to; attract ideas and innovations from young entrepreneurial aspirants from Universities, Polytechnics, Technical colleges, and other post-Secondary institutions in Nigeria, provide a onetime Equity grant for 1,200 selected aspiring entrepreneurs to start or expand their business concepts and mitigate start up risks, generate 80,000 to 110,000 new jobs for currently unemployed Nigerian youth over the three years during which the three cycles will be implemented, provide business training for up to 6,000 aspiring youth entrepreneurs spread across all geo-political zones in Nigeria, encourage expansion, specialization and spin-offs of existing businesses in Nigeria, and to enable young entrepreneurs to access a wide business professional network and improve their visibility. This programme, according to Oyeronke (2012) has failed to achieve its objective, which is as a result of corruptions.

This situation seems to have worsened as the aborted Nigerian Immigration Service (NIS) job test held in the first quarter of 2014 revealed that over 125,000 job applicants, mostly young Nigerians, showed up in Abuja and Lagos for the advertised 4,000 positions in the NIS. On Saturday, April 9, 2016, the Nigerian Navy Recruitment initially scheduled to hold nationwide on that day was postponed in order for the Nigerian Navy to figure out how it would guarantee a well-planned and hitch-free recruitment exercise. This was because 300,000 young Nigerians had applied for 3,000 naval jobs (Omonobi, 2016).

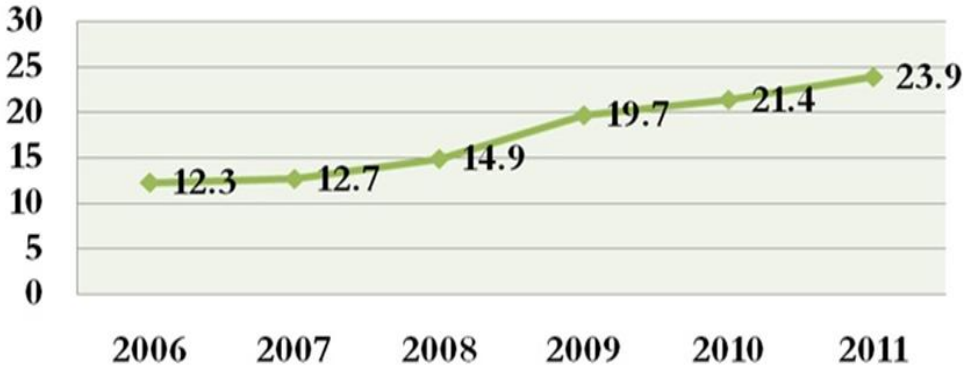
In the same 2016, the police recruitment exercise which was designed to absorb 10,000 qualified Nigerian youths into its workforce attracted about 796,152 applications before the end of the deadline for applications (Premium Times, 2016). This implies that roughly 80 Nigerian youths were jostling for a job opening.

As this was not enough, on June 14, 2016, a report had it that within 36 hours after the launch of the Federal Government Job portal calling for applications from qualified Nigerian youth graduates for employment opportunities consisting of 500,000 openings, about 403,528 persons successfully applied for the advertised federal government jobs (Adetayo, 2016).

Thus, the number of young people who are not in employment, education or training in Nigeria is ballooning with dangerous portents as this class of Nigerians are forced onto the fringes of society without any form of social or economic safety net to cushion their precarity (Imhonopi et al., 2016).

According to Sahara Reporters (2016) a total of 41,032 (45.72 percent) of the 89,755 people who responded to the survey on jobberman.com indicated that they were unemployed graduates.

It was revealed that about 23 per cent of adults and 60 per cent of youths in Nigeria are unemployed, based on an increase from 12.3 per cent in 2006 to 23.9 per cent in 2011 as a result from inconsistent policies, misappropriation of funds for empowerment schemes and increasing de-industrialization and collapse of small businesses due to poor power supply (Kale, 2013).



Source: Y. Kale (2013) Unemployment, Poverty and Prevalence of Insecurity in Nigeria.

Figure 1: *Unemployment trend in Nigeria (2006-2011)*

More recently, the National Bureau of Statistics (2017) reported the alarming increasing rate of employed Nigerians via the Figure 2 below.

Source: www.tradingeconomics.com, National Bureau of Statistics, Nigeria

Figure 2: *Unemployment trend in Nigeria (2014-2016)*

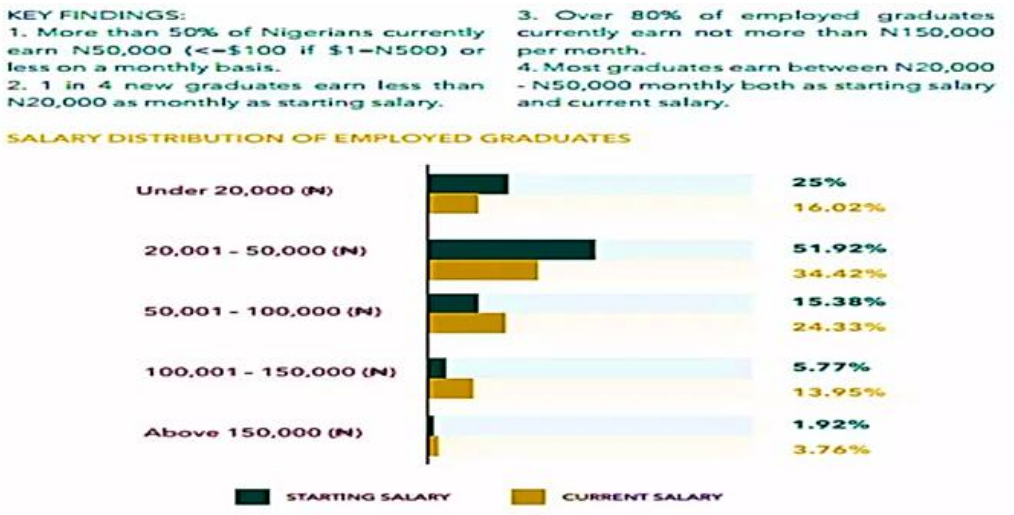
Stutern, a Lagos-based online platform has published the salary distribution of employed graduates in Nigeria. Stutern carries out studies on employment in Nigeria and Nigerian universities and this year (2017), they created something called the Nigerian Graduate report. According to the report released based on the data between 2010-2016 revealed in the Figure 3.

3. Library and Business

The type of business idea within librarianship is about selling information. Branson (2011) says that it is not only about having an idea but also making sure that it sells or works. With the business of

information brokering, it is necessary to identify which areas of librarianship should be commercialized or turned around for entrepreneurship.

Aguolu and Aguolu (2000) categorically stated the six fundamental roles of libraries: knowledge conservation, information, education, research, culture and entertainment. Put together, these form the bedrock of duties and functions of library and information professionals. In other words, these are the basis of information professionalism. Today, there are academic librarianship, school librarianship, media librarianship, law librarianship, and corporate librarianship.



Source: Ikeke, 2017.

Figure 3: *Salary distribution of employed graduates in Nigeria*

The front runners in this type of business in Nigeria are not many and where they exist they are still referred to as librarians. The British Council in Nigeria sells information in its domain to the public in Nigeria, which is membership oriented. Photocopies of materials are charged and paid for Referrals are the only free takeaway materials. According to a study carried out by Ocholla (2009), “the analysis of data and the subsequent results revealed that, while Botswana has information consultants and brokers, there is a need for their services in management mainly but also in information technology, information systems and informal training”. There is no doubt that information brokering is an emerging profession in Nigeria and other African countries. Where library and information services are free, most especially within academic, public and national domains, library users are not patronizing them as expected, apart from paying for registration or ISSN /ISBN numbers obtained from the National Library. Students go to library just to read. The apathy from clients is due to a number of factors. The question of introducing an entrepreneurial approach may be discouraging.

Another angle to it is that many people do not mind paying for those services if good services or products are offered them (Ojo, 2012).

3.1. Entrepreneurial Opportunities for Library and Information Science Graduates

Issa et al. (2014) stated that “today, no discipline or field of study in the nation’s institutions of higher learning is insulated from this unfortunate trend of graduate unemployment” - Library and information science graduates are inclusive.

According to Oghenetega and Ugeh (2014) the concept of entrepreneurship has been defined by different authorities in field of studies, but it seems as if there is no universally acceptable definition of the term yet, especially this moved of digital age were everyone (youths and graduates) want to use all means to get rich.

Nwosu (2014) sees entrepreneurship as a process of actions of an entrepreneur who is a person always in search of something new and exploits such ideas into gainful opportunities by accepting the risk and uncertainty with the enterprise.

Entrepreneurship is the process of using initiative to transform business concept to new venture, diversify existing venture or enterprise to high growing venture potentials (United Nations industrial development Organization, 1998).

From the foregoing definitions the researchers simply refer to entrepreneurship as processes of seeking for information or means of discover ways to change your social and economic living with tangible income from individual establishment. Another definition is risk-taking businessperson or somebody who initiates or finances new commercial enterprises Therefore, anybody that can provide services or sell goods which bring money to his/her way is an entrepreneur.

A Freelance Librarian is a trained library and information scientist who is self-employed, acting as an independent contractor that markets, sells and provide information services using available resources with a motive of profit making. Freelancers often work from home, rather than a commercial address. It started in Paris, France (1930) and later in New York, USA (1960). They are also known as Information brokers, Consultants, and Information Retailers, etc.

Graduates of library and information science (LIS) from higher institutions in Nigeria, has been trained and possess skills based on the LIS and Entrepreneurial courses taught during their course of study and serves as a springboard in the right direction towards ending the scourge of joblessness.

Adomi (2009) opined that career opportunities for librarians are endless. Nearly every human endeavor uses information and librarians are masters of information. The tasks for a librarian who wants to work in a setting other than a traditional library is to identity an area and then convince somebody that they (their organization) need a librarian- an information professional. Today libraries are shifting their role from the custodian of traditional information resources and services to digital.

These have affect careers and skills needed from newly library and information science LIS graduates in Nigeria (Lucky & Ifeka, 2014). Entrepreneurial opportunity exists where there is a need, want, problem or challenges in librarianship that can be addressed, solved and or satisfied in an innovative way it is about recognition or discovery of new ways of provision of library and information services and allied or information related services (Oghenetega & Ugeh, 2014). They went further for comprehensive list of entrepreneurial opportunities available for LIS graduates as follows - Library equipment business, publishing and printing business, information brokerage business, courier services business, library consultancy business, rural information provision business, stationary business, reprographic business, art gallery business, vendor business freelance information business etc. Other entrepreneurial opportunities for LIS graduates include:

- Database Management
- Cataloguing and Classification Services
- Abstracting and indexing services to publishers
- Records management for Banks and Hospitals etc.
- Writing articles in area of LIS and other disciplines.

- Website designing
- Library Application Software developer
- Online Content management
- Data Miner and Analyst
- Digitalization of library materials
- Book reviewing etc.
- Online marketing
- School Media Resource Centre configuration

Each of the entrepreneurial opportunities required LIS graduates to develop professional's knowledge and skills to provide the above services to people effectively and efficiently in the society. They should also have a large scope of the aforementioned areas of entrepreneurship.

3.2. Prerequisites for Freelance Librarianship

- Be computer literate
- Select your key area of interest and develop it
- Read widely
- Be a solution provider
- Be creative and innovative
- Improve your communication skills
- Belong to the liberal school of thought
- Negotiation power
- Confidentiality
- Partnership in cases of capitals for start-up
- Look out for your clients and discuss your business ideas and how they can benefit from it

4. Conclusion

This study has attempted a connexion between Library and Information Science graduates and entrepreneurship. The findings deduced from this study include the following:

The issue of unemployment is still on the rampage despite efforts made by the past and present Government of Nigeria.

The study depicts that the salary range of Nigerian undergraduates is low due to the current economic situation in the country.

It was also revealed that entrepreneurship seems to be the only way out for Library and Information Science graduates though freelance librarianship to help them generate income and means for survival in Nigeria.

Conclusively, for an LIS to be able to venture into freelance librarianship; they are basic prerequisites needed to consider so as being able to be a successful entrepreneur in the labour market.

Recommendations

Nigerian tertiary institutions should teach our undergraduate students entrepreneurial skills that will help them become job creators, rather than job seekers. Therefore, entrepreneurial education business must be taught to undergraduate students.

In Nigeria and the whole world at large entrepreneurship is being seen as a key to economic and developmental process. When people are exposed to entrepreneurship, it is evident that they would be opened to opportunities that will enable them to become creative and productive. This will enhance job creation and improve the standard of living of an individual in the society.

Limitations of the Study

It should be noted that the study presented here is a discussion paper and further study can be made empirically to survey perceptions and entrepreneurship skills of graduates in Nigeria.

References

Adetayo, O. 2016. 403,528 applied for teachers' job in 36 hours - Presidency. The Presidency Punch. Available from: *http://punchng.com/403528-applied-teachers-job-36-hours-presidency/.*

Adomi, E.E. 2009. Library and information resources. *Ethiope Publishing Corporation*, Benin City.

Aguolu and Aguolu. 2000. Libraries and information management in Nigeria: seminal essays on themes and problems. *ED-Linform Services*, Maiduguri. p.34.

Branson, R. 2011. Getting good idea to start a business. *Sunday Punch*, p.60. Availbale from: http://www.dhifo.org.

Imhonopi, D., Urim, U. M., Waribo, Y., Kasumu, T. and Igbadumhe, F. 2016. The politics of change, precariatised youth unemployment and labour market policies in Nigeria. *The International Sociological Association Conference*, University of Vienna, Austria.

Issa, A.C., Uzuegbu C.P. and Nwuso, M.C. 2014. Entrepreneurship students and practices in library and information science. *Zeh communications*, Lagos.

Kale, Y. 2013. Unemployment, poverty and prevalence of insecurity in Nigeria. *Roundtable on Review of Governance Index and Security in Nigeria*, National Defence College, Abuja, p.10.

Lucky, U.O. and Ifeka, E.O. 2014. Role of librarians on information skills in the electronic age. *Madonna Journal of Research in Library & Information Science*, 3(1), pp.1-15.

Nigeria Bureau of Statistics. 2017. 2016 *Unemployment/Under-employment Report Q3*. Available from: *file:///C:/Users/Gian/Downloads/Unemployment%20Report%20Q3%202016%20v2%20(1).pdf*

Nwosu, M. C. 2014. Introduction to entrepreneurship in education. In: Issa, A.C, Uzuegbu C. P & Nwuso, M.C (Eds.) *Entrepreneurship students and practices in Library and Information Science*. Lagos: Zeh Communications.

Ocholla, N.D. 2009. Information consultancy and brokerage in Botswana. *Journal of Information Science*, 24(2), pp.83-95.

Ojo, J.O. 2012. Information brokerage: an entrepreneurial approach to information services in Nigeria. *Global Journal of Management and Business Research*, 12(20), pp.75-83.

Omonobi, K. 2016. *300,000 jostle for 3,000 naval jobs, as agency shift recruitment*. *The Vanguard*. Available from: *http://www.vanguardngr.com/2016/04/300000-jostle-3000-naval-jobs-agency-shifts-recruitment/.*

Oyeronke, A. 2012. Information as an economic resource: The role of public libraries in Nigeria. Chinese Librarianship: *An International Electronic Journal,* 34, pp.66-75.

Premium Times. 2016. *How Nigeria Police will recruit 10,000 personnel from 796,152 applications - Official*. Available from: *http://www.premiumtimesng.com/news/top-news/202461-nigeria-police-will-recruit-10000-personnel-796152-applications-official.html*

Oghenetega, L. U. and Ugeh, C. H. 2014. Department of Business Education Contemporary Issues on Entrepreneurship in Information Science and Business Education Professions: Implications to Education of Nigeria Tertiary Institutions. *European Journal of Business and Management*, 6(33), pp.46-50.

United Nations Industrial Development Organization. 1998. *Policy benchmarking in the developing countries and the economics in transition: principles and practices*. Available from *https://www.unido.org/uploads/tx_templavoila/Policy_benchmaking_in_DCs_and_the_economies_in_transition_principles_and_practice.pdf*

Cloud Publications
International Journal of Advanced Library and Information Science
2017, Volume 5, Issue 1, pp.428-439
ISSN 2348–5167, Crossref: 10.23953/cloud.ijalis.319

Research Article

Education and Training of Information Professionals for National Integration and Development in Nigeria: The Path Not Yet Trodden

Godwin B. Afebende, Faith Sylvester Orim

Department of Library and Information Science University of Calabar, Calabar, Nigeria

Publication Date: 26 October 2017

DOI: https://doi.org/10.23953/cloud.ijalis.319

Copyright © 2017. Godwin B. Afebende, Faith Sylvester Orim. This is an open access article distributed under the **Creative Commons Attribution License**, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Abstract This study examined the education and training of library and information professionals for national integration and development in Nigeria. It surveyed five academic libraries in Cross River State to determine the levels of the competencies especially in IT/ICT based knowledge to deliver requisite services, the support given to professionals for continuing education programmes and the regularity of these trainings given to them to update knowledge and skills. Data was collected through a structured questionnaire designed for librarians in the institutions under study. It was discovered that a high proportion of professionals lacked the basic IT/ICT skills to deliver the mandate and that institutional support for training was inadequate and equally irregular. Recognizing the important role information professional play in acquiring, organizing and disseminating information for education and development, the study recommends that training of information professionals should be given a front position by both institutions and government.
Keywords *Academic libraries; Education and training; Library and information professionals; National integration and national development*

1. Introduction

A couple of studies have been carried out by both scholars and researchers to show the important role education and training play in enhancing national development goals and objectives. Ibaba (2009) & Mbashir and Alabi (2013) have all underscored the link between education and development and equally argued that education can be a viable vehicle for national integration in Nigeria. While Ibaba recognized the need to reform curriculum to enhance national consciousness and unity, Mbashir and Alabi (2013) stressed the significant role of information services with particular reference to education and development in a nation noting that for education and development to effectively and efficiently flourish, information services must be appraised.

Most fundamental to Nigeria as a nation are the issues of transformation, integration and development. Our emphasis and concern here dwells more on development where development is defined as a multi-dimensional process involving change in structure, attitude and institutions as well as acceleration of economic growth, reduction of inequality and eradication of poverty amongst others (UNESCO, 2010).

On their part, Alabi and Sani (2013) echoed the opinion of Julius Nyerere who holds the view that there can be no real transformation without human development. Thus the increase of peoples'

chances to acquire knowledge and have access to resources that would enable them live healthy, gainful and dignified life is important. They note that development efforts should be aligned with the current regional and global development strategies like the millennium development goals which lay emphasis on human development and stability. These also note that libraries can provide direct as well as play a catalytic role in development initiatives.

It is recognized that the human resources factor is very critical to the success of information gathering, processing and dissemination. Education and training of information professionals is given prominence in the information cycle because the library as an organization and its services are dynamic. Today, the environment for libraries in general and their services in a global competitive world is rapidly changing occasioned by advances in information communication technologies (ICTs). More than ever before, there is a growing need to constantly educate, equip, train and retrain information professionals to keep them abreast with not only new knowledge and skills required for their jobs but also to reposition them to be responsive to the development aspirations in the overall national development goals.

According to Adomi and Nwalo (2003) the efficiency of any library system and services depend on the caliber of its staff. In the global context, the trend now is a shift in the provision of information services from traditional models to electronics, digital and web-based formats. Along these lines Hayes (1998) remarked that libraries must move from resources centered; institutionalized and physically bound resources and services to electronic/network-based. This has implications for information professionals in libraries and information centres. While Youngok (2006) stressed the need for the development and acquisition of new skills and competencies, other issues raised by Mallspur and Naik border on how librarians working in academic and research institutions libraries react to these technological changes. Further concerns on this subject also border on how not only the personnel react to the change but what institutions are doing to reposition their personnel through education and training to contend with emerging changes. Are library professionals equipped to deliver services expected of them? How can they be positioned to deliver their mandate? Are there institutional policies and programmes to tackle or handle professional development in this digital/hi-tech environment?

1.1. Objectives of the Study

The key objectives of undertaking the study were to:

1. To determine the level of computer/ICT competences and skills possessed by the library and information professionals.
2. To determine the level of institutional support given to these professionals for training and continuing education.
3. To determine the regularity of training and continuing education programmes provided to keep them abreast and in tune with current trends.

Research Questions

The following research questions were formulated to guide the study:

1. Do these professionals possess the adequate computer and IT skills relevant to providing requisite services?
2. Do the institutions have adequate support and logistics for training and continuing education for library professionals?

3. How regular are trainings and continuing education programmes carried out to update and keep professionals abreast with new trends in their profession and practice?

1.2. Review of Literature

Information professionals just as personnel of any organization are managed to achieve established organizational goals and to develop and maintain a quality of workforce that will improve organizational performance (Ezeali and Esiagu, 2009). This can only be attained through education and training. Prytherch (1998) defines training as a process of developing the skills, awareness and experience of staff while Cole (1996) sees it as preparation for occupation or for specific skill and so it is job oriented and not personal.

Mizell (2010) sees professional development as any type of educational experiences related to an individuals' work in all fields. He noted that this can occur in a formal or informal context such as discussion with work colleagues, observation of a colleague's work and other learning from peers.

There are other names for professional development such as staff development, in-service training and continuing education. The main purpose is to improve learning and knowledge in the workplace. Mizell (2010) and Kennedy (2017) justify these trainings by observing and stating that college and university programmes alone cannot provide the extensive range of experiences necessary for graduates to become effective in public or (out of school).To them, the emphasis is on Continued Professional Development (CPD), than solely in training and qualification; which value lies in learning what is going on in the wider profession and to note developments in specific fields of interest.

Mireles (2014) and Jenkins (2015) summarize the following amongst others as reasons for professional development: (a) to learn something that you can immediately implement, (b) to expand skills and learn more about your job, (c) to meet "thought-leaders" with the industry or topic of conference-ask question and share ideas, (d) Engage in evidence based practice and current awareness and (e) Networking and other unexpected benefits of conferencing/lifelong learning.

Concern for the education and training of library and information professionals in line with the new information order has attracted enormous focus from researchers and scholars. There is an avalanche of literature in this field. Library and information service is a growing and relatively new discipline in Nigeria. For now, less than 21% of Nigerian universities offer programme of studies in L.I.S and so the pool from where to draw core professionals is low. Igun (2006) argued that the 21st century library is synonymous with digital library services. Therefore to have an edge in this era, digital education has become indispensable.

Library schools and institutions have a very crucial role to play in both formal and informal training of students and practitioners in order to make them relevant in the society as agents of transformation. Ilorah, Nwofor and Onwudinjo (2007) investigated the place of university libraries in e-learning in three (3) universities - Nnamdi Azikiwe, Akwa, Anambra State University, Uli and Madona University, Okija. They found that technologies for e-learning such as computers, internet facilities and multi-media equipment were lacking and also that requisite professionals with basic IT skills were also scarce.

Olorunsola et al. (2010) analysed newspaper advertisements concerning employer's expectations for library position in Nigeria. With particular reference to academic libraries, employers placed high premium and demanded for librarians with (i) Competence in general ICT skills (ii) Computer literacy (iii) Evidence of research publication (iv) Knowledge of modern trends in library automation (v) Introduction to telecommunication (vi) Website design and creation amongst others. This has a lot of

implications for library educators especially in the areas of curriculum reviews to meet current market demands.

We had underscored the fact that library and information science (LIS) is a growing and relatively new discipline in Nigeria. As a new discipline problems facing the discipline include:

- Crises in nomenclature of certificates and degrees offered.
- Variance in content and programmes offered and the lack of a standard curriculum in line with global realities and emerging technologies.

Various efforts have been made and are still being made by individual institutions to review their curriculum to reflect charges. Aina (2014) proposed a redesigned library and information science (LIS) curriculum for local and global job market using the University of Ilorin as a case study. He identified some of the inadequacies of the Nigeria University (NUC) Benchmarks for LIS programmes and suggested reviews that will merge irrelevant and duplicated courses and infuse appropriate ones that will enable the training of a complete librarian capable of functioning in both the library and non-library organizations locally and globally. This study revealed that the NUC benchmark was defective, out of tune with current trends in the profession and so needs revisions. His review reduced 37 courses in the NUC benchmark to 25 courses and infused critical areas in (1) information storage and retrieval (2) database design management (3) internet and virtual libraries and (4) information literacy amongst other.

On methods of education and on the 21st century retraining of professionals in the field. Agada, Okpanachi and Ashaver (2016) investigated training of sectional heads of university libraries in Benue, Enugu and Kogi states in Nigeria. The findings revealed that ICT skills (86:21%), change management skills (86.21%) and technical management skills (75.86%) ranked very prominently on the scale of skills needed. On methods of training, it also revealed that conferences, seminars and classroom methods were equally rated highly.

Baro et al. (2012) investigated the achievement of libraries from the workshop on e-library services by the LRCN in collaboration with United States mission, Nigeria using structured interview of participants in the workshop. The study revealed that participants found the workshop useful as it exposed them to practical hands-on skills. In areas as database searching, use of various search engines, use of social media and knowledge of planning for e-libraries. Participant expressed desire for the regular mounting of such workshops for at least twice a year to avoid relapse in the acquired skills. Unfortunately, despite the relevance of these courses, they are seldom organized in libraries neither are librarians afforded the opportunities to attend them elsewhere.

In a related work, Onohwakpor (2012) investigated ICT literacy skill level of professional librarians in Delta State university library, Abraka, Nigeria. The study was conducted among 20 academic librarians, 16 senior librarians and 19 assistant librarians in the university main campus using questionnaire instrument and interviews. Analysis of the results revealed that most of the professional librarians had low level of ICT skills required for them to function effectively. It also showed that basic resources, services and tools that enhance the librarians ICT skills were not available in the library.

Igun (2006) argued that the 21st century library is synonymous with digital library services. Thus, to have an edge in this era, digital education has become an urgent enterprise. Various scholars, researchers and employers alike have expressed worries over the education and training of core professionals in the country and as well as their capacities to meet the challenges of the new information era. Chiware (2007), Rahman et al. (2008) and Fadehan and Ali (2009) in their various studies of training of librarians in African university and Bangladesh decried that these institutions

lacked or were ill-prepared to face the execution of digital library services. They revealed that majority of these lacked well-equipped computers laboratories for students and that the professional status of the staff was low especially in (a) computer competences, (b) experience in IT trends (c) proficiency in electronic databases (d) knowledge of online resources and use of IT in library management (Olorunsola et al., 2010).

Olorunsola et al. (2010) and Chikonso (2013) in their assessment of training needs of information professionals in Zimbabwe and Nigeria summarized the challenges and common trends that generally affect training of critical professionals as they observed as follows:

- Most library schools are still inadequate in terms of standards and quality to meet the high intake for higher education.
- Lack of adequate LIS educators especially ICT based skills.
- Despite the need for continuing education, continuing education for LIS educator is problematic, because either the programmes are not always readily available or if available, are not affordable.
- Institutions due to lack of funding rarely sponsor staff training.

It can therefore, arising from the above be comfortable or correct to infer that professionals churned out from these institutions are ill-equipped to cope with current trends with new technologies and ICT-based information services. Updating skills and knowledge of library practitioners should be the utmost concern of library schools in the country. It is suggested in the literature that these schools should encourage formal training sessions and support those in the field to make them relevant and up to date. Issues of funding, ICT infrastructural facilities and inadequacy of computers have been underscored.

2. Methodology

The descriptive survey research design was adopted for this study. The study was carried out in five tertiary education libraries in Cross River State - University of Calabar, Cross River University of Technology Calabar, the Federal College of Education Obudu, the College of Education Akamkpa and the College of Health Technology Calabar. The population of the study comprised all the librarians in these institutions totaling fifty-three (53). Those who possessed at least a first degree in library science were considered as librarians. A structured questionnaire was designed to collect both demographic data of the respondents and as well as their responses to the items under investigation. Out of 53 questionnaires distributed, 17 from the University of Calabar, 14 from Cross River University of Technology, Calabar, 5 from Federal College Education, Obudu, 3 from College of Education Akamkpa and 3 from the College of Health Technology were filled and returned representing a response rate of 79.24%. Data collected was analysed using frequency counts and percentages.

From the above table, five institutions were involved in the study, with 17 (40.4%) from the University of Calabar, 14(33.3%) from CRUTECH, Calabar, 5 (11.5%) from F.C.E Obudu and 3 (7.4%) each respectively from C.O.E Akamkpa and College of Health, Calabar. Also 27 (64.28%) were males, while 15 (35.72) were females. In terms of educational qualification, 19 (45.22%) had Bachelor's Degree, 16 (36.09%) Master's Degree and 7 (11.66%) had Doctorate Degree. In terms of their working experience, non-had worked for less than 5 years, 3 (7.14%) between 5 and 10 years, 9 (21.42%) between 16 and 20 years, 13 (30.75%) between 21 and 25 years and 2 (4.76%) between 26 and 30 years. The sample was considered heterogeneous for an inferential study of this nature since a significant number of over 60% have had experiences when computers and ICTs application have become prevalent in tertiary institution in the country.

3. Results

Table 1: *Demographic description of study sample*

Demographic	Category	Frequency	%
Institution	Unical, Calabar	17	40.4
	Crutech, Calabar	14	33.3
	COE, Akamkpa	5	11.5
	FCE, Obudu	3	7.4
	College of Health Technology, Calabar	3	7.4
	Total	42	100.00
Gender	Male	27	64.28
	Female	15	35.72
	Total	42	100.0
Level of education	Bachelor Degree	18	45.23
	Master Degree	16	36.09
	Doctorate Degree	7	16.66
	Total	42	100.00
Years of working experience	Below 5 years	-	-
	6 – 10 years	3	7.14
	11 – 15 years	9	21.42
	16 – 20 years	15	35.71
	21 – 25 years	13	30.95
	26 – 30 years	2	4.76
	31 and above years	-	-
	Total	42	100.00
Highest level of education attained	Bachelor's Degree	17	56.7
	Master's Degree	6	20.0

For each variable investigated, categorical statements were made and respondents were requested to state their levels of agreement as strongly agree (SA), tend to agree (TA), tend to disagree (TD), disagree (D) and strongly disagree (SD). The item if positively worded was rated high and the scoring reversed if the item is negatively worded. Frequently counts and percentages were used to analyze the data.

The frequency analysis of the responses to the items is as presented below:

From Table 2, only 2 (4.7%) of the respondents agreed that they had certificates/degrees in ICT related fields, 3 (7.1%) tend to agree while 37 (88%) disagreed. On the statement that librarians do not need the IT/ICT related skills, all the respondents 42 (100%) disagreed with the statement. To the statement that knowledge and competencies in computer and ICT related skills was an asset to librarians on their jobs, 2 (4.7%) strongly agreed, 20 (47.6%) agreed, 14 (33.3%) tended to agree while only 6 (14.2%) tended to disagree. On the statement that respondents cannot rely on their current IT related skills to function effectively, 12 (28.5%) strongly agreed, 21 (50%) agreed while only 3 (7.1%) and 1 (2.3%) disagreed and strongly disagreed respectively. All the respondents 42 (100%) tended to disagree and strongly disagreed. There was also no disagreement to the statement that librarians need extra competencies and training in ICT to function effectively on their job as 3 (7.14%) strongly agreed, 22 (52.38%) agreed and 17 (40.47%) tended to agreed. From these finding it is clear that ICT competencies of librarians are low and much training is required to reverse the trend.

Table 2: *Analysis of responses to items on the level of computer/ICT based competences*

Items no.	Items content	Statistics	Responses					
			SA	A	TA	TD	D	SD
1	I have a certificate/degree in computer/ICT competencies.	n	-	2	3	15	17	5
		%	-	4.7	7.1	35.7	40.4	11.9
2	I do not require extra competences and skills in computer/ICT application.	n	-	-	-	16	26	-
		%	-	-	-	38.09	61.9	-
3	My knowledge of computer/ICT skills is an asset in my job.	n	2	20	14	6	-	-
		%	4.7	47.6	33.3	14.2	-	-

Table 3: *Analysis of responses to items on institutional support for staff development and continuity education*

Items no.	Items content	Statistics	Responses					
			SA	A	TA	TD	D	SD
1	My institution/library has a policy on staff development and training especially in IT/ICT skills.	n	-	4	8	11	11	8
		%	-	9.5	19	26.1	26.1	19
2	My institution has a dedicated fund/programme for staff development and sponsorship.	n	4	4	2	13	12	7
		%	9.5	9.5	4.7	30.9	28.5	16.6
3	Support to attend conferences, workshop and training does not exist in my institution.	n	2	3	2	14	13	8
		%	4.7	7.1	4.7	33.3	30.9	19
4	Funds budgeted to support development and training is promptly released.	n	4	7	8	8	10	5
		%	9.5	16.6	19	19	23.8	11.9
5	I have not received any kind of support in the past 3 years.	n	4	4	5	13	14	2
		%	9.5	9.5	11.9	30.9	33.3	4.7
6	Priority is given to staff development especially in IT skills in my library.	n	3	4	5	11	14	5
		%	7.1	9.5	11.9	26.1	33.3	11.9
7	My institution is not doing enough in supporting staff development and continuity education to acquire new skills and keep abreast with trends.	n	3	4	5	14	11	5
		%	7.1	9.5	11.9	33.3	26.1	11.9

From Table 3, 30 (71.4%) of the respondents disagreed with the statement that their institutions/libraries had definite policies on staff development and training especially on IT/ICT related competencies while only 12 (28.57%) agreed that there were such policies. To the statement that my institution has a dedicated fund/programme for staff development 4 (9.5%) strongly agreed, 4 (9.5%) agreed, 2 (4.7%) tended to agree while 13 (30.9%) tended to disagree, 12 (28.5%) disagreed and 7 (6.6%) disagreed with the statement while only 10 (23.80%) agreed. To the statement that sponsorship/support to attend conferences, workshops and training does not exist, 2 (4.7%) strongly agreed, 3 (7.1%) agreed, 2 (4.7%) tended to agree while 14 (33.3%) tended to disagree, 13 (30.9%) disagreed and 8 (19%) strongly disagreed. On whether funds budgeted to sponsor or support development and continuity education programmes are promptly released, only 19 (45.23%) strongly agreed, agreed or tended to agree, while 23 (54.76%) tended to disagree, disagreed or strongly disagreed.

To the statement that the staff has not received any sponsorship and support in the past 3 years 13 (30.95%) agreed while 29 (69.04%) disagreed. On whether priority is given to the library 3 (7.1%) strongly agreed, 4 (9.5%) agreed and 5 (11.9%) tended to agree while 11 (26.11%) tended to disagree, 14 (33.3%) disagreed and 5 (11.9%) strongly disagreed. On the question on whether the

institution was doing enough in supporting staff development and continuing education 30 (71.42%) disagreed with the statement while only 12 (28.57%) agreed. This response where 29 (69.04%) rejected the statement that the staff has not attended any training in the past 3 years is critical and worrisome. What is obviously clear and can be inferred from these response is a pointer to the fact that there seem to be no defined development policies and neither is due attention given to IT and ICT competencies as they deserve.

Table 4: *Analysis of responses to items on the regularity of continuing education and training programmes for staff*

Items no.	Items content	Statistics	Responses					
			SA	A	TA	TD	D	SD
1	Sponsorship and support to attend conference, workshops and seminar on ICT and related competencies is a regular exercise.	n	-	-	3	27	12	-
		%	-	-	7.4	64.2	28.5	-
2	I am not satisfied with the regularity of staff development programmes of my institution.	n	15	16	8	3	-	-
		%	35.09	38.09	19.4	7.14	-	-
3	But for my institutions regular support I would not have attended any retraining programme nor acquired any new skills.	n	-	-	8	8	18	8
		%	-	-	19.04	19.04	42.85	19.04
4	Staff development and continuing education is an annual exercise in my library.	n	-	-	8	8	18	8
		%	-	-	19.04	19.04	42.85	19.04
5	Training and development programme are irregular.	n	8	21	8	3	2	-
		%	19.04	50	19.04	7.14	4.7	-
6	Scheduled plans for continuing education and trainings in relevant skills in my library are just occasional.	n	8	24	5	5	-	-
		%	19.04	57.14	11.90	11.90	-	-
7	I cannot vouch for regular staff development and training in my library.	n	6	17	8	11	-	-
		%	14.28	40.47	19.04	26.19	-	-

From Table 4, all the respondents disagreed with the statement that sponsorship and support to attend conference, workshop and seminars on ICT related competencies was a regular feature in their libraries. Majority of the respondents 39 (92.85%) also agreed that they were not satisfied with the regularity of staff development programme of their institutions while only 3 (7.14%) disagreed, though not strongly. Also from the study only 8 (19.04%) tended to agree that but for regular institutional support they would never have had a chance to acquire new skills and competences through their retraining programmes. The majority of 34 (80.95%) disagreed with the above statement that the institutions training had significantly impacted or made a difference to their retraining. Also in this response only 8 (19.04%) respondents agreed that training programmes were regular while 34 (80.95%) again disagreed that they were regular. To the statement that these programmes were an annual event, again only 8 (19.04%) tended to agree, while 8 (19.04%) tended to disagree, 18 (42.85%) disagreed and 8 (19.04) strongly disagreed.

To the statement that scheduled plans for continuing education and training in relevant IT competencies in the library was an occasional event there was no dissention as majority of 34 (80.95%) agreed that it was just an occasional event while 8 (19.04%) tended to disagree. Finally, responses to the item on individuals vouching for regular training in their libraries, 31 (73.80%) indicated that they cannot vouch for regular training from their libraries while 11 (26.19%) tended to disagree.

4. Conclusion

Continuing education and training of core professionals is needed to promote the acquisition of technical and requisite IT/ICT skills required to work in this digital age. Such professionals would have the ability to identify and select from the avalanche of sources available physically and electronically and disseminate same thereby promoting national development and integration. The focus here is promoting areas of human culture, citizenship, integration and development. The record of advances in society and the interpretation of their content through personalized services is the responsibility of librarians and the services they provide.

Librarians play a very key role in education, national development and integration as gatekeepers to information and knowledge. Thus in order to achieve development and integration it is necessary to train core professionals and equip them with relevant capacities in order to achieve set national goals and objectives.

Summary of Findings

- There is a general consensus or agreement from the respondents that conferences, workshops and all forms of continuing education programmes are necessary to upgrade staff competencies especially in IT/ICT related fields. The study revealed that these trainings were not adequately provided for, nor were they given due attention they deserve in our institutions and libraries. Staff development programmes were not adequately planned for as a high percentage of the respondents indicated that there were no scheduled policies and plans for the programmes. The study equally showed a high level of dissatisfaction with the planning and implementation of continuing education and training programmes.

- Equally revealing from the study is the fact that a high percentage of librarians lacked basic certificates, degrees and competencies in IT/ICT related fields. It is worrisome to reveal that 37(88%) of respondents indicated that they had neither certificates nor any background on IT/ICT fields.

- Also revealing from this study is the fact that institutions are not doing enough in articulating policies, drawing up and purposefully programming staff development programme/continuing education and neither are they supportive enough by giving priorities to them. That 73% of the respondents indicated that they cannot vouch for the regularity of is quite critical.

Recommendations

In the light of the above the following recommendations are made:

- Institutions, organizations and other corporate bodies owning libraries must sponsor and continuously support core and para-professionals in the field with continuing education and training to equip them with skills to effectively deliver services needed in line with new innovation and change.

- In line with Aina (2010) recommendations, library schools and all institutions involved in training of professionals need to re-examine and review their curricula especially for ICT relate courses. He emphasized that efforts should focus on how to close the gap between what the library schools are doing and what is going on in the workplace- a balance between theory and practice.

- Training received from library schools in the country is not yet satisfactory. The issue of IT-based personnel and equipping of the schools with computer labs and other technologies for practical and hands-on experiences must be addressed.

- For library professionals to be able to cope with the changing trend in teaching, learning and research to meet the nation's development goals and needs capacity building and relevant development activities must be carried out in a regular and continuous basis.

- Management of various institutions is encouraged to articulate clear policies on staff development allocate dedicated funds from their budgets for training and development.

- In line with Asante and Alemna (2015) suggestion all library staff should be encouraged to be registered members of professional bodies, Nigerian Library Association (NLA), Librarians Registration Council of Nigeria (LRCN) and IT or Academic and Research Library Section (ARLS) of NLA so as to benefit from activities of the association professional training and development activities.

References

Adomi, E.E. and Nwalo, K.I.N. 2003. Prospect for continuing professional education for library information science professionals in Nigeria: The case of Delta State. *New Library World*, 104(11/12), pp.499-509.

Agada, A.S., Okpanachi A.M. and Ashaver, D. 2016. Training needs of sectional heads in Nigerian University Libraries in Benue, Enugu and Kogi States of Nigeria, for effective service delivery in the 21st century. Being a paper presented at the 6th annual conference of the Nigerian Library Association, Academic and Research Library Section held in Federal University of Lokoja, Nigeria, 23rd -29th October 2016.

Aina, L.O. 2010. Multiskilling for the information industry. A paper presented at the symposium on Multiskilling for the information industry at the 40th anniversary of the Department of Library and Information Studies, University of Ibadan, Nigeria.

Aina, L.O. 2014. Designing library and information science curriculum for local and global job market: A case study of the University of Ilorin. *Journal of the Nigerian Library Association*, 47(2), pp.95-115.

Alibi, C.O. and Sani, J.O. 2013. Library and information services for national transformation and development in Nigeria. In *provision of library and information services to users in an era of globalization*. Issa, A.O., Igwe, K.N. and Uzuegbu, C.P. (Eds.) Lagos: Waltodanny Visual Concept.

Asante, E. and Alemna, A. 2015. Training and development issues: Evidence from polytechnic libraries in Ghana. *Library Philosophy and Practice*. Available from: *http://digitalcommons.unl.edu/libphilprac/1221.*

Baro, E.E., Eze, M.E. and Nkanu, W.O. 2012. E-library services: challenges and training needs of libraries in Nigeria. *International Digital Library Perspectives*, 29(2), pp.101-116.

Chikonzo, A. 2013. *An assessment of the changing needs of information professionals in Zimbabwe*. International Network for the Availability of Scientific Publications (INASP).

Chiware, E.R.T. 2007. *Training librarians for the digital age in African University Libraries*. Available from: *www.emeraldinsight.com/1264-0473.htm.*

Cole, B.A. 1996. *Personnel management: Theory and Practice*. 2nd ed., London: DP Publications.

Ezeali, B.O. and Esiagu, L.N. 2009. *Public personnel management: human capital management strategy in the 21st century*. Onitsha: Chamber Book Ltd.

Fadehen, O.A. and Ali, H. 2010. Education needs of librarians in the digital environment: a case study of selected academic libraries in Lagos State, Nigeria. *Library Philosophy and Practice*. Available from: *http://www.webpages.uidaho.edu/~mbolin/fadehan-ali.htm.*

Hayes, H. 1998. *New mission of academic libraries in the 21st century being conference report*. Council of Australian University Librarians. Available from: *http://www.confedu.au/cen/doc/lejing-hh.htm.*

Ibaba, S.I. 2009. Education and national integration in Nigeria. *Journal of Research in National Development*, 7(2). *http://www.transcompus.org/JORINDV7Dee2009/Journals/V7N2Dee20095html.*

Igun, S.E. 2006. Human capital for Nigerian libraries in the 21st century. *Library Philosophy and Practice*, 8(2), pp.1-4.

Ilorah, H.C., Nwofor, F.A. and Onwudinjo, O.T. 2007. The place of University Libraries in E-learning in Universities in Anambra state: A case study of Nnamdi Azikiwe University (UNIZIK) Awka, Anambra University Uli and Maddona University (MU) Okija. *Journal of the Nigeria Library Association, Anambra State Chapter, Nigeria.* 1(1), pp.51-64.

Jenkins, N. 2015. Professional development through attending conferences: Reflection of health libraries*. Health Information Library Journal*, 32(2), pp.156-166.

Kennedy, L. 2017. *Developing people developing schools*. Available from: *http://www.lorainekennedy.com/.*

Mbasher, L.A. and Alabi, C.O. 2013. *Information services in education and development in provision of library and information services to users in the era of globalization*. Issa, A.O., Igwe, K.N. and Uzuegbu (Eds.) Lagos: Waltodanny Visual Concepts.

Mireles, A. 2014. *7 reasons it still makes sense to go for professional development*. Available from: www.cision.com/us/201.

Mizell, H. 2010. *Why professional development matters*. Oxford: Learning Forward.

Olorunsola, R., Adeleke, A.A. and Adeniran, P. 2010. Capacity building to meet employers' expectations. Nigerian libraries. *Journal of Nigerian Library Association*, 43, pp.46-67.

Onohwakpor, J.E. 2012. A survey of information communication technology (ICT) literacy skill level of professional librarians in Delta State University Library, Abraka, Nigeria Library and Information Practitioner (LIP). *Journal of Nigerian Library Association,* 5(1&2), pp.459-474.

Prytherch, R. 1995. *Harolds librarians glossary of terms used in librarianship, documentation and the book craft and reference book.* England: Tower Publishing Company.

Rahman, A.I.M.J., Khatun, M. and Islam, M.M. 2008. *Library education in Bangladesh: Strengths problems and solutions*. Library Philosophy and Practice. Available from: *http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1225&context=libphilprac*

UNESCO. 2010. *Understanding development*.
Available from: *www.unesco.org/education/tlsf/mods/theme-a/.*

Youngok, C. 2006. What is needed to educate future digital librarians? *D-Lib Magazine*, 12(9). Available from: *http://www.dlib.org/dlib/september06/choi/09choi.html.*