Trends in Library and Information Science Education in Nigeria in the 21st Century

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Abstract

The 21st century has permeated every facet of human life (agriculture, health, information, aviation, politics, education, etc) with developments. This paper highlighted the remarkable development and the challenges to library and information science education in Nigeria in the 21st century. Information was obtained or gathered through documentary sources and correspondence with professionals in library and information science field in Nigeria. Remarkable development realised in LIS Education in 21st Century Nigeria include, establishment of more library schools in Nigerian specialized universities. Addressed by this paper also include: review, modification and restructure of LIS curriculum to incorporate ICT and entrepreneurship components; accreditation of LIS programmes in Nigerian universities by National Universities Commission and the Librarians' Registration Council of Nigeria; fields of specialization at Postgraduate level in the areas of library and information science, archival and records management, health information management, information science and library management as well as continuous professional development of LIS Educators. Despite these remarkable developments, challenges exist, thus include: divergent nature of LIS curriculum, location and nomenclature of LIS departments and degree awarded respectively; staff strength at professorial cadre; proliferation of LIS programmes, indifference of library educators towards continuous professional development, inadequate facilities and infrastructure resulting to low level of skills. The paper recommends that; the National Universities Commission (NUC) in conjunction with Librarians' Registration Council of Nigeria (LRCN) in Nigeria should bring into completion the new developed-uniform curriculum for universities offering library and information science programmes. The above parastatals should equally work towards having a uniform faculty/school where LIS department can be located as well as uniformity in the nomenclature of the degree awarded. Lecturers on professorial ranks be attracted/recruited or offered employment in library schools. There should attitudinal change on the part of institutional authorities/ teaching staff towards continuous professional development respectively.

Keywords: Trends, Librarianship, Universities, Nigeria

Introduction

Librarianship as a profession has passed through ages: agricultural or pre-industrial, industrial and post-industrial or information age. The existence of libraries and librarianship as a whole is to provide information to users on request. This is made possible by training the personnel that would later provide optimum services in the area of information acquisition and dissemination. This assertion is linked with the view expressed by Nwokocha, Onwubiko and Unagha (2014) that it is not enough to build and establish libraries but also there should be an institution that will train personnel who will later offer services to library users.

Assessing the history of library and information science education on global perspective, Melvil Dewey led in the establishment of the first library school known as the school of library economy in Columbia college in 1887, later known as Columbia University (Reitz, 2005). After three years, the library school was moved to New York state library in Albany and enrolment of twenty students out of which seventeen were female. Furthermore, new library schools were established in 1890 at the Pratt Institute, Brooklyn; in 1892 at Drexel Institute, Philadelphia; and in 1893 at Armour Institute, Chicago respectively (Issa *et al.*, 2014) in (Fitzgibbons as cited in (Issa *et al.*, 2014)

In Britain, the first library school was established in 1919 at University College, London. The graduate library school was established at Chicago in 1928 and this made library education to take a "professional character model" after school of law and medicine (Issa *et al.,* 2014).

In Africa, the first regional library school was established in Ghana in 1944 with reasonable contribution from Carnegie Corporation in collaboration with the British Government though the library school lasted for one year after which it was closed down. East African library school was established at the Makerere University Uganda in 1963 with support of Kenya, Tanzania and Uganda. Other library schools were established in Senegal in 1963, University of Zambia in 1966, University of Botswana in 1979.A good number of South African universities offered training programmes in LIS at postgraduate level (Issa *et al.,* 2014). (Microsoft Encarta as cited in Issa *et al.*, 2014).

In Nigeria, history of library education could be traced back to UNESCO seminar in 1953 which was held in Ibadan. Part of the identified areas was the establishment of professional training courses in Nigeria. This led to the formation of West Africa Library Association (WALA) and financial support from Carnegie Corporation respectively. As documented in several write-ups, the first library school or Department of Library Science in Nigeria was established at the Institute of Librarianship in the then University College Ibadan in 1959. While the first batch of students were admitted in 1960 for postgraduate Diploma and Master's degree in less than a decade, Carnegie Corporation sponsored a study on "Library needs for Northern Nigeria" under the leadership of F.A. Sharr and the report recommended that a library school be established in Ahmadu Bello University Zaria which came to existence in 1968, olden as cited in (Saka and Abdullahi, 2007), (Alhassan and Ahmed, 2015).

As at the first conference of the National Association of Library and Information Science Educators (NALISE) with theme on "Education for Librarianship" in 1984, there were six university-based library schools in Nigeria such as: University of Ibadan, Ibadan (1960), Ahmadu Bello University Zaria (1968), Bayero University, Kano (1977), University of Maiduguri, Maiduguri (1978), Imo State University, Owerri(1981) and University of Nigeria Nsukka 1983 (Dike, 2014)

As at 2015, the number of university-based library schools in Nigeria were almost 30 out of which 25 were approved/accredited library schools, though some library schools (e.g Ibrahim

Badamasi Babangida University, Lapai), are yet to commence their programmes (Alhassan and Ahmed, 2015). The new generation of library schools in Nigerian universities according to Issa, Amusa, Aliyu and Ladan (2014) include those of: Federal University of Technology(FUT) Minna; Tai Solarin University of Education; Ijebu-ode, University of llorin; Umar Musa Yar'adua University, Katsina; Kwara State University, Malete (Ilorin);Michael Opara University of Agriculture, Umudike; Abubakar Tafawa Balewa University, Bauchi; University of Abuja, Modibo Adama University of Technology, Yola; Baze University, Abuja; University of Calabar; University of Makurdi, etc.

Concept of LIS Education

Library Education within the context of this paper is a professional programme designed to prepare students for degree in Library and Information Science. It should however, be noted that Library Education is offered in Polytechnics, Monotechnics and Colleges of Education in Nigeria for award of certificate of library and information science. With the advent of ICT and realities of information as an important resource and ingredient in the 21st century, six fields were proposed for integration into the LIS curriculum. These fields include: information contents, systems, users and providers, organizations as well as supplemental knowledge skills and practicum, Wilson in (Issa, *et al,* 2014).

In Nigeria, many information professionals are not aware of the development in LIS education, not to talk of the challenges. This paper therefore, aims to examine the remarkable development, challenges to LIS education and proffer practical recommendations in the area that require urgent attention in Nigeria in the 21st century.

Remarkable Development in LIS Education

Find below various remarkable developments that have taken place in LIS education in Nigeria in the 21st century:

LIS Curriculum

The LIS curriculum is subject to periodic review and modification by which addition and restructuring of course contents were made. The National Universities Commission (2014) contains the Benchmark Minimum Academic Standards (BMAS) which most library schools were able to meet. They are at liberty to make addition when they feel necessary. This is because of the employers' demand and labour market. This is supported by the opinions expressed by Aina (2013) on emerging market courses, Akanwa (2014) on ICT courses and LRCN as contained in Daily Trust (2015) on the new developed LIS curriculum respectively.

According to Aina (2013), the emerging market came to being as a result of the number of librarians produced which outnumber the growth of libraries in Nigeria. As such, library schools should offer emerging market courses (ICT, information repackaging, records management, system analysis and design, marketing, etc). These courses would enable librarians to work in non-library environment considering employers' demand and the challenges in labour market and because of the "new technological innovation". In order to have detailed knowledge about courses like information science, library management, library automation, multimedia librarianship and entrepreneurship; there is need for library schools to incorporate courses like: electronic resource management, management of social media tools, web design and management, networks and networking, software design and management, database design and management, innovation and creativity, marketing of library and information products and services (Akanwa, 2014)

However, some of the proposed ICT courses enumerated above have been incorporated into the new developed LRCN curriculum. Thus the LRCN backed up by Decree No. 12, of 1995 states in section 2 (b) p.2 and LRCN (2013) that : "determining what standards of knowledge and skills to be attained by person seeking to become registered as librarians and reviewing these standards from time to time as circumstances may require". Arising from this legal backing, the LRCN has designed a uniform LIS curriculum for all Nigerian universities running LIS programmes. As contained in the Daily Trust of 22nd July, 2015 p.14 revealed that the LRCN has reviewed and developed new curriculum for library schools in Nigeria aiming at harmonizing the course contents and incorporate ICT components, project management finance, budget and communication skills, information literacy, library architecture, knowledge management and business skills (advocacy, marketing and entrepreneurship etc). The curriculum according to the LRCN spokesman was developed in line with the international best practices. (Daily Trust, 2015, P.14)

Fields of Specialization

The LIS curriculum was designed and developed to have multi-disciplinary fields, market driven as well as having various fields of specialization more especially at post graduate level e.g Postgraduate Diploma in Information Management, Master in Library Science, Master in Information Management (Kalu and Obasi, 2014). There are number of programmes run at Postgraduate levels. For example, University of Ibadan library school runs postgraduate programmes in the following areas

a) Masters in Library and Information Studies (MLIS) (Academic Master) 3-5 semesters
b) Masters in Archives, Records and Information Management (MARIM) 3 semesters
c) Masters in Health Information Management (MHIM) (3-5 semesters)
d) Masters in Publishing and Copyright Studies (MPCS)(Academic master)

At the Doctor of Philosophy (PhD) programme, there are fields of specialization in Library and Information studies, archives and record management, preservation, conservation, publishing and Copyright studies (Undergraduate and postgraduate prospectus 2011/2012-2012/2013 sessions).At University of Maiduguri especially with the PhD programme, one can undertake research and specialize in any of the following areas: Bibliographic Control and Services, Foundations of Library Science, Information Science, Management of Libraries and Information respectively.

The library schools in specialized universities were not left out in the various fields of specialisation as it affects the LIS program. Thus as part of the major decisions taken at the 376th senate meeting of the Federal University of Technology, Minna on 26th June, 2013 was the consideration and approval of the following postgraduate programmes in LIT department;

a) Postgraduate Diploma in Library and Information Technology,
b) Master of Technology (M.Tech) in Library and Information Technology
c) Doctor of Philosophy (PhD) in Library and Information Technology (FUT Minna, 2015)
d)

Accreditation of LIS Programmes in Nigerian Universities

One of the features of LIS education in Nigeria in the 21st century is the accreditation issue. Unlike in the 1990s when only National Universities Commission accredits LIS programmes, librarians are now incorporated in the accreditation team. Apart from the accreditation by the supervisory parastatal (National Universities Commission), the LRCN also

carry out the accreditation of library schools. One way by which this is carried out is by including LIS professionals among the NUC accreditation team to every Nigerian university offering LIS programmes. As at October, 2015, LRCN has accredited and approved 25 Nigerian universities offering LIS programmes. The list is below:

S/No	Universities	Approved Programme
1.	Abia State University, Uturu	Library & Information Science
2.	Abubakar Tafawa Balewa University, Bauchi	Library & Information Science
3.	Adeleke University, Ede	Library & Information Science
4.	Ahmadu Bello University, Zaria	Library & Information Science
5.	Ambrose Ali University, Ekpoma	Library & Information Science
6.	Bayero University, Kano	Library & Information Science
7.	Baze University, Abuja	Library & Information Science
8.	Benson Idahosa University, Benin City	Library & Information Science
9.	Benue State University, Makrudi	Library & Information Science
10.	Delta State University, Abraka	Library & Information Science
11.	Federal University of Technology, Minna	Library & Information Technology
12.	Federal University of Technology, Yola	Library & Information Science
13.	Ibrahim Badamasi Babangida University, Lapai	Library & Information Science
14.	Imo State University, Owerri	Library & Information Science
15.	Kwara State University, Ilorin	Library & Information Science
16.	Madonna University, Okija	Library & Information Science
17.	Nnamdi Azikwe University, Awka	Library & Information Science
18.	Tai Solarin University of Education, Ijebu Ode	Library & Information Science
19.	Umaru Musa Yar'adua University, Katsina	Library & Information Science
20.	University of Calabar, Calabar	Library & Information Science
21.	University of Ibadan, Ibadan	Library & Information Science
22.	University of Ilorin, Ilorin	Library Science
23.	University of Maiduguri, Maiduguri	Library Science
24.	University of Nigeria, Nsukka	Library & Information Science
25	University of Uyo, Uyo	Library & Information Science

Table 1: List of Approved/Accredited Nigerian Universities offering Library and Information Science Programmes
Source: http/www.lrcn.gov.ng

Despite the fact that 25 universities have been approved to offer LIS programme Alhassan and Ahmed (2015) observed that some of the approved library schools (e.g Ibrahim Badamasi Babangida University, Lapai) are yet to commence the programme.

Establishment of more library schools
During the 20th century, most library schools otherwise known as LIS departments were established in conventional universities. The creation of more parastatals, agencies like (National Agency for Food, Drug Administration and Control, National Institute for Oceanography and Marine Research) as well as establishment of more institutions of higher learning has necessitated the need to recruit more trained LIS professionals to discharge the optimal duties in various information related organizations. Furthermore, with the present realities of information as essential ingredient in any given society more library schools were established especially in the specialized universities such as Universities of Agriculture, Technology, Education and Distance Learning Programme. The table below contains the list of Nigerian specialised universities offering LIS programmes.

S/N	Name of Library School	Year Established
1.	Federal University of Technology, Minna	2001
2.	Abubakar Tafawa Balewa University, Bauchi	2005
3.	Modibbo Adama University of Technology, Yola	2008
4.	Tai Solarin University of Education, Ijebu-Ode	N/A
5.	Michael Opara University of Agriculture, Omudike	2012
6.	Federal University of Agriculture, Makurdi	2014
7.	National Open University of Nigeria (NOUN), Lagos	2014

Table 2: Specialised Universities offering LIS Programme in Nigeria

This shows that library school being a service institution can be located in any type of university and in any faculty or school. This is because information as an important resource is needed by everybody regardless of the field of study.

Continuous Professional Development (CPD)

The CPD refers to ways by which LIS educators/practitioners develop themselves which may not be far from various forms of training after the possession of professional qualification of Bachelor degree in librarianship. It is a lifelong learning process by which LIS educators and practitioners in library schools and libraries acquire skills that will enable them function effectively. The only way or avenue by which LIS educators can adequately acquire skills include but not limited to: conferences, workshops and seminar attendance, on- the- job training, mentoring and formal education (Saka, Song and Oyedum, 2014). The Nigerian Library Association, being the umbrella association to LIS profession has other sections, amongst which that of LIS education fall within. It is known as "National Association of Library and Information Science Educators (NALISE)". The professional body is charged with the responsibility of organizing timely training programme for LIS educators. Thus, in the 20th and 21st century i.e between 1984 and 2015, 16 National conferences were held at various university-based library schools within Nigeria. Since the beginning of the 21st century i.e. 2001 to date, various conference themes were on the contemporary issues (training, standards, knowledge management, and entrepreneurship) of the 21st century of LIS education. The LIS educators meet at various conferences to present papers, discuss issues affecting LIS education in Nigeria. The table below contains various conference years, venues and dates as well as themes:

S/N	year	Venue and Date	Theme
1	1984	Bayero University, Kano April 14-17, 1984	Education for Librarianship in Nigeria (State of the Art)
2	1985	Ahmadu Bello University, Zaria April 6-8, 1985	Towards Relevance In Library Education in Nigeria
3	1986	Imo State University, Owerri May 4-7, 1986	Professional Library Education: Levels and Job Utilization
4	1988	University of Ibadan Feb. 1988	Impact of Information Technology on Education and Training for Information
5	1990	University of Maiduguri Feb. 18-21, 1990	Library Education in Nigeria and Resource Crisis
6	1992	University of Nigeria, Nsukka Feb. 10-12, 1992	Library and Information Education for National Information Management in the 21st Century
7	1994	Bayero University, Kano June 29-July 1, 1994	Library Education in Nigeria: The Way Forward
8	1997	Ahmadu Bello University, Zaria July 16, 1997	Redefining the Information Profession
9	1999	University of Ibadan, Ibadan Aug. 4-7, 1999	Information Technology in Education of LIS Personnel in Nigeria
10*	2001	Abia State University, Uturu Sep. 26-28, 2001	The Future of LIS Education and Training in Nigeria: Early 21st Century Concerns
11*	2002	Delta State University, Abraka Nov. 19-21, 2002	Modernization of LIS programmes in Nigerian Universities
12*	2007	Imo State University, Owerri Aug. 28-31, 2007	Standards for LIS Programmes in Nigerian Universities
13*	2009	University of Nigeria, Nsukka June 2-4, 2009	Repositioning LIS Education for Knowledge Societies
14*	2011	Ahmadu Bello University, Zaria Nov. 8-12, 2011	Entrepreneurship Education in LIS Programme
15*	2014	Abia State University, Uturu April 28-May 1, 2014	Contemporary Issues in the Sustainability of LIS Education in a Globalized World: The Nigerian Experience
16*	2015	University of Uyo, Akwa Ibom State May 11-15,2015	Training the LIS Students for Entrepreneurship in the 21st Century

Table 3: NALISE Conferences (1984-2015)
Source(s): S/N 1-15: Dike, V.W (2014)
       S/N 16: National Conference of NALISE 2015

Challenges to LIS Education in Nigeria

Despite the remarkable developments in LIS education in Nigeria, one cannot completely say that there are no problems. Based on literature search and correspondence with LIS colleagues, certain problems were identified. They include but not limited to: divergent curriculum, location and nomenclature of library schools and degree awarded, Indifferences of LIS Educators, proliferation of LIS programmes, staffing situation, low level of skills due to inadequate facilities and infrastructure

Divergent Curriculum

Most library schools have met the NUC Benchmark Minimum Academic Standard (BMAS) and as such are at liberty to add, restructure or modify the curriculum. In doing so, different library schools try to incorporate courses the feel necessary (Alhassan and Ahmed, 2015). This leads to variations, disparity in the courses taught among library schools. Studies conducted by Saka and Ahmed (2015) and Saka and Aliyu (2015) respectively revealed that library schools in Nigeria run divergent curriculum which according to Kalu and Obasi (2014) was due to differences in philosophy, vision and objectives, course contents, etc. (Kalu and Obasi, 2014). The implication is that while undergraduates in some library schools may be at advantage of having in-depth knowledge of some courses, undergraduates in other library schools will be at disadvantage taking into consideration the availability of facilities, mode of instruction, course content and use of instructional facilities in teaching. Find below ICT courses offered in the selected library schools in Nigerian universities in Tables 4A and 4B

ESUTECH, Enugu	ATBU Bauchi	Fed. Univ. of Tech., Minna	MAUTECH, Yola
LIS 315: Multimedia process, equip. & material prod. **LIS 403:** MIS **LIS: 404** Inf. Com. In Lib & Info centers **LIS 409**: Data base Design &Mgt **LIS 416:**Inf Networks	**LIS 113:** Digital Libraries **LIS 115**: Lib. Appl. Pack. **CIS 142:** Intro Computers **LIS 222:** MIS/ services **LIS 327:** Software Tech **LIS 522:** Data base design & Mgt.	**CPT 111:** Intro. to Computer Operation **CPT 221:** Info. Programming **CPT 211:** Object-Oriented Programming I **LIT 213:** Intro. to Computer Systems **LIT 222:** Inf. Technology & Society **LIT 318:** Data Communications & Networks **CPT 313:** Operating System I **CPT 221:** Object-Oriented Programming II **LIT 312:** Inf. Technology & Libraries **CPT 316:** System Analysis & Design **CPT 325:** Database Design &Mgt **CPT 413**: Systems Operation Research **CPT 416:** Software Engineering & Computer Ethics **LIT 513:** Inf. & Retrieval Systems **LIT 514:** Implication of Inf. Technology **CPT 514:** Advanced Database Systems **LIT 522:** Lib. Automation & Digitalization **LIT 525:** Electronic Publishing **Source: Dept of LIT, student handbook, Minna (2014)**	**CS 101:** Intro. to Computer Science I **TT 101:** Intro. to Inf. Technology **CS 102:** Intro. to Computer Science II **TT 106:** Digital Technology **CS 201:** Computer Programming I **LS 204:** Intro. to Telecommunication **CS 202:** Computer Programming **LS 303:** Inf. &Comm Technology **CS 303:** Operating System I **CS 311:** System Analysis & Management **TT 304:** Data Communication & Networking Application **LS 401:** Data processing in Lib. & Inf. Centres **LS 411**: Computer in Inf. Work **TT 403:** Computer Security **LS 501:** Automation in Library& Info. Centres **TT 505:** Web Publishing & Programming **CS 510:** Computer in Society **TT 512:** Telecommunication **Source: Dept of LIS, students handbook MAUTECH, Yola**
UNN LIS252: Comp & Data Processing LIS402: Contemp. Tech. in Libs LIS444: Int. Lib. Coop & Info Network	**ABSU, Uturu** IFS104: Basic Comp. Opera I IFS105: Basic Comp. Opera II IFS243: Inf. Tech in Lib &Inf Centres I IFS271: Inf. Sys. & Structure I IFS244: Inf. Technologies in Lib & info Centre II IFS246: Compt. Programming IFS 272: Information System & Structure II IFS411: Automation in Lib & Info Centres IFS466: Practical Computer Application IFS484: Advanced Info. Storage & Retrieval		
UNI MAIDUGURI LIS 103: Intro to Computers LIS411: Inter. Lib. & Info Network LIS416: Digital Info. System			
UNI UYO LIS226: Comp. & Data Processing GST311: Applic.to Comp LIS314: Info Technologies LIS423: Info Retrieval from the Internet			
ABU, ZARIA LIBS211: Introduction to telecommunication LIS217: Computer in Information LIBS216: Introduction to Computer Operating System LIBS303: ICT LIBS320: Introduction to Application Pakage LIBS402: Intro. To Digital Info System & Services	**MOUAU** Intro to comp &comm. IT tools & comp applies Electronic/ digital libs Inf. Literacy Automation in Libs Website Devt & Internet Techs Database Mgt. Inforpreneurship	**IMSU** Lib. Automation New Technologies	

Table 4A: List of Undergraduate ICT Courses in selected Nigerian universities offering LIS programme
Source to MOUAU, ABSU, IMSU= Ononogbo, R.U (2014)
Source: Library Schools' Undergraduate Handbooks 2010-2014

In some library schools as indicated above (ESUTech Enugu, A.T.B.U Bauchi, U.N.N, University of Maiduguri, University of Uyo and I.M.S.U) not only run divergent ICT curriculum but the ICT courses are very few. Even though those of F.U.T Minna and MAUTECH, Yola are many, there is disparity in the courses/course contents. Generally the course codes are not uniform. Some are Library and Information Science (LIS), Information Science (IFS), Computer and Information Science (CIS) while others are Library and Information Technology (LIT), Telecommunication Technology (TT), Library Science (LS), etc.

S/N	Library Schools	No. of ICT Courses
1	Ahmadu Bello University, Zaria	6
2	Abia State University, Uturu	5
3	Moddibo Adama University of Technology (MAUTECH)Yola	18
4	University of Uyo, Uyo	4
5	Federal University of Technology, Minna	17
6	University of Maiduguri	3
7	Abubakar Tafawa Balewa University, Bauchi	6
8	Enugu State University of Science and Technology, Enugu	5
9	Michael Okpara University of Agriculture, Umudike	8
10	Imo State University, Owerri	2
11	University of Illorin, Illorin	9

Table 4B: Number of ICT courses offered in Selected Nigerian Library Schools
Source: Correspondence with Colleagues, 2015

Location of LIS Departments and Nomenclature of Degrees Awarded
There has been crisis in the location of library schools/departments of Library and Information Science under faculties or schools. University of Ibadan, Ahmadu Bello University, Zaria, University of Nigeria Nsukka, Bayero University, Kano, Universities of Maiduguri, Calabar and Uyo as well as Nnamdi Azikiwe Awka, Benue State University Makurdi, Umar Musa Yar'adua University Katsina, Federal University of Technology Minna, Abubakar Tafawa Balewa University, Bauchi were located under Faculty of Education/ School of Science and Technology Education respectively. Abia State University, Uturu is located under Faculty of Social Science.

In the same vein, the LIS department in University of Ilorin is located under faculty of Information and Communication Sciences; Modibbo Adama University of Technology Yola is located under School of Information and Management Technology. Whichever faculty or school the library school(s) is/are located, there is focus. Thus our major concern is that the curriculum should be rich, uniform and have focus just as being proposed by the LRCN.

As regards nomenclature of degrees awarded, library schools in University of Nigeria Nsukka and Bayero University award B.A/LS or B.Sc/LS respectively. Those of University of Ibadan, Ahmadu Bello University Zaria, University of Maiduguri, etc. award Bachelor of Library and Information Science (B.LIS) degree. Other library schools award B.Ed (Library Science). The BA/BSc/LS signify that certain number of art, social or physical science courses in addition to the major LIS courses need to be offered by undergraduates before graduation. The same thing happens to those pursuing B. Ed (Library Science), B. Tech (Library and Information Technology). Specifically, university of Maiduguri award Bachelor of Library and Information Science, Abubakar Tafawa Balewa University, Bauchi and Moddibo Adama University of Technology, Yola award B.Tech (LIS) (Madu, Odenigbo and Isah, 2014). Library schools in Nigeria operates different departmental names such as Department of Library Science; Library

and Information Technology while they are located in different faculties and schools such as Faculty of Education, Social Science, Computer Science/Technology, etc. The nomenclature of first degrees awarded include BLS/Botany, B.Ed (Library Science or BLS (Ed) (Okeke and Oghentaga, 2014). However, the issue of location of library schools should not be problem rather the curriculum` must be uniform, have focus and be rich in content. Thus, library schools should be free to be located in any faculty, school or create their own faculty or school e.g School/Faculty of Library and Information Science. Find below selected library schools with their location/faculties/schools and nomenclature of first degree awarded in Nigerian Universities.

S/N	Library Schools	Location Faculty & School	First Degrees Awarded
1	University of Ibadan, Ibadan	**Education**	**BLIS**
2	Ahmadu Bello University, Zaria	**Education**	**BLIS**
3	Bayero University, Kano	**Education**	**BA/BSc**
4	University of Maiduguri, Maiduguri	**Education**	**BLIS**
5	University of Nigeria, Nsukka	**Education**	**BA/BSc**
6	Imo State University, Owerri	**Social Science**	**BA/BSc**
7	Abia State University, Uturu	**Social Science**	**BSC**
8	Ambrose Alli University, Ekpoma	**Social Science**	**BLS**
9	Enugu State University of Science & Technology, Enugu	**Education**	**BLS(Ed)**
10	Nnamdi Azikwe University, Awka	**Social Science**	**BLIS**
11	Madonna University, Okija	**Social Science**	**BLS**
12	Delta State University, Abraka	**Education**	**BLS**
13	Federal University of Technology, Minna	**Science & Technology Education**	**B.Tech (LIT)**
14	Modibbo Adama University of Technology, Yola	**Info & Mgt. Technology**	**B.Tech LIS**
15	Abubakar Tafawa Balewa University, Bauchi	**Technology Education**	**B.Tech LIS**
16	University of Ilorin, Ilorin	**Communication and Information Sciences**	**B.Sc LIS**

Table 5: Location of Library Schools and Nomenclature of first degrees awarded
Source: S/N 1 – 13 Okeke, I.F & Oghetega L.U 2014.
S/N 14 – Departmental Student Handbook
S/N 15 – Contemporary Issues NALISE Conference Proceedings (2014)
S/N 16 Saka, K.A &Garba, S. K. (2014) Directory of Academic & Research Librarians in North Central, Nigeria.

Proliferation of LIS Programmes
The establishment of more library schools in specialized universities is a welcome development. However, the rate at which LIS programmes are springing up does not give room for provision of quality resources (curriculum, physical resources and LIS educators) to enhance quality teaching, learning and research. More library schools were established without due regards to standards in terms of curriculum, human and material/physical resources (Ochogwu and Nwokocha, 2014).
Indifference of LIS Educators towards Continuous Professional Development (CPD)
With about 30 library schools in Nigerian Universities and almost 25 in polytechnics/monotechnics and colleges of education, it is disheartening that very few LIS

educators do attend annual conference(s) and workshops. As LIS educators, it is expected that they should be at the fore front in search for knowledge or update their knowledge so that they can in turn impact skills to students. Find below the number of NALISE conference attendees between 2009 and 2015

S/N	Year	Venue	No. of Attendants
1	2009	University of Nigeria Nsukka	42
2	2011	Ahamdu Bello University, Zaria	50
3	2014	Abia State University,Uturu	39
4	2015	University of Uyo, Uyo	37
		Total	168

Table 6: NALISE Conference Attendants/Delegates
Source: Correspondence with colleagues, 2015

Assuming that in each library school the staff strength assessed at 10 on a scale of 55, stood, it is expected that we have 550 LIS Educators all over the country and at least 10% of 550 should attend NALISE conference yearly, although a part of the factors responsible for the indifference might be related to the fact that some parent institutions are not willing to sponsor their staff so the latter can attend to conferences and workshops.

Low level of skills due to inadequate facilities

There are no adequate facilities provided, and, as such, the acquisition of ICT skills is low at undergraduate levels. This is because of the inadequate computer laboratories, which has led to low level of ICT skills/practices. It is paramount to note that the traditional mode of teaching in our library schools today cannot withstand the modern trends as computers and other ICT facilities are needed in training the prospective LIS graduates. Regrettably, the number of computers in the ICT laboratories in Nigerian library schools cannot cater for the teeming population of students. A study conducted by Saka (2009) revealed that 74 computers were available in five university-based library schools in Northern Nigeria and are expected to be used by 1,740 undergraduate students. In a related study, Saka and Ahmed (2014) found out that the practicals offered in Nigeria library schools are not adequate enough for undergraduates to function independently.

Staffing Situation

Most library schools face the problem of staffing especially at the professorial cadre. As a result of this, library schools are compelled to look for visiting/part-time lecturers. The situation could partly be attributed to the turnover of LIS educators for greener pastures. With the establishment of new universities in Nigeria, some LIS Educators have moved or transferred their services to the new universities; thus, the library schools suffer acute shortage of lecturers (Ononogbo, 2014) and as such rely heavily on part-time lecturers (Saka & Abdullahi, 2007).This has led to overloading the few available faculty members with many courses to teach.

Conclusion

Library education commenced in Nigeria with the establishment of a library school at the Institute of Librarianship, Ibadan in 1959. Between the 60s and 90s, library schools have increased in number and in the 2000's, the increase in the number of library schools was not limited to conventional universities but also to specialized ones. The same situation exists with polytechnics, monotechnics and colleges of education. The 21st century is characterised by remarkable developments and challenges to LIS Education in Nigeria. However, the implication

is that stakeholders in LIS education should come together to discuss ways that would enhance training in LIS education as done in other parts of the world.

Recommendations

Based on the positive and negative trends in LIS education in Nigeria in the 21st century, the paper proffers practical recommendations on the following areas:

The Improvement and Adoption of the "Developed Uniform Curriculum" (NUC and LRCN)

In order to have uniform curriculum for LIS education, the NUC and LRCN (parastatals under Federal Ministry of Education) must work hand in hand so as to improve and adopt the already developed uniform curriculum. This is because LRCN is the professional body responsible for (among other things) maintaining standards for acquiring knowledge as librarians while NUC is a parastatal under Federal Ministry of Education that is charged with the responsibility of supervising academic activities in all universities in Nigeria.

A Uniform location and the Nomenclature of the Degree Awarded

Although library schools can be located in any faculty or school or even have a faculty of its own, it would be better off if library schools in Nigeria are located under one faculty/school and have uniform nomenclature of either BLIS or B.Sc.

The Recruitment of LIS Educators

LIS professionals at the professional cadre should be attracted towards employment in Nigerian library schools, with better conditions of service and improved fringe benefits. If they are well-motivated, the issue of turn-over of staff in search of greener pasture or brain-drain could be reduced.

LIS Educators' Attitudinal change towards CPD

There should be a positive change in attitude of LIS Educators in terms of conferences/workshops attendance. They should look for means of improving themselves and not to completely rely on parent institutions for sponsorship. The parent institutions should however, sponsor a reasonable number of LIS educators to conferences and workshops (e.g. NALISE) on annual basis.

The Accreditation of New LIS Programmes

The National Universities Commission (NUC) and the Librarians' Registration Council (LRCN) should ensure that as library school(s) is/are established, they should be made to undergo accreditation exercises to determine standards in terms of curriculum, physical resources and LIS educators and admission requirements.

Adequate facilities/Infrastructure

The existing ICT laboratories in all Nigerian library schools should be well equipped, while the library schools without laboratories should be encouraged to establish one. Adequate laboratories would enhance the provision of adequate and efficient practicals and the acquisition of IT skills. Above all, the parent institutions (universities, polytechnics, monotechnics and colleges of education) running LIS programme should provide adequate funding for the procurement of facilities in the ICT laboratories. This will further facilitate not only the establishment of demonstration/workshops for cataloguing and classification, but the workshop/demonstration should be put in place for practical class in cataloguing and classification as well as keeping/storing these vital tools there.

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