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ARTICLES

Table of Content: Vol. 7(1-2), pp. 1–61, March 2019.

Full Length Research

Information Seeking Behaviour and Need among Undergraduate Students of the College of Management Sciences, Bells University of Technology. Ota, Nigeria: A Case Study

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The study focuses on information seeking behavior and needs of undergraduate students of the College of Management Science (UCMS), Bells University of Technology, Ota. Nigeria (BUTON) as a case study. The study adopted a descriptive survey research design and the population of study consists of four hundred and twenty (420) purposefully selected UCMS. The Undergraduate 1nformation Seeking Behaviour and Needs Questionnaire (UISBNQ) was the research instrument used for data collection. Findings revealed that UCMS need information to pass examinations and test, coursework and assignment, health and football, personal development and general reading, hence majority visit the BUTON University Library (BUTONUL) regularly to use its resources. The search strategies employed are browsing and using internet resources (92.4%), lecture notes and reading list (82.4%), in addition to using databases CD-ROM and the library and its resources (62.3% and 61.4%) respectively. It is however, revealed that, seeking assistance from library staff and librarian recorded 32.4%. While, the challenges faced in seeking information includes non-conducive physical environment of the University library (75%), poor searching skills (80%), limited computer terminals and internet access (70%). Based on the aforementioned findings, it was recommended that undergraduates should be trained on how to search for information and they should continually seek assistant from library staff. Additionally, unlimited computer terminals, internet access and improved physical condition of BUTONUL is to be ensured by its management.

Keywords: Information seeking, Needs, undergraduates, Bells University Library, Bells University of Technology, Ota, Management Sciences

INTRODUCTION

The Chambers Concise Dictionary and Thesaurus (CCDT, 2003), defined information as knowledge gained or given and the act of given and receiving knowledge. In the same vein, in the academic library environment, the knowledge cum facts gained and or given from varied sources by and or to students with the use of print and non-print resources could be termed information, while the act of given and receiving such information to students with assistance from librarians could also be referred to as information services. The critical nature of information makes it a strong pillar that must be utilized by undergraduates in order to realize a sustainable knowledge and academic development progress; especially as the current civilization could hardly be imagined without information, knowledge and innovation (Ríos-Ortega, 2014). Thus, the provision of accessible and usable information is vital for making informed academic decision by undergraduates. It is also extremely needed to bring about active teaching, learning, research, studying skills cum behavioural changes among information seekers and users.

Accordingly, previous research in this area had focused more on academic and research related information seeking behaviour and use of information by students (undergraduates and postgraduates), faculties (lecturers and Researchers), legal education (lawyers etcetera) as attested to in reviewed literature. (Pun, Hong, Kim, 2017; Ali, 2017, Srivastava and Tiwari, 2016; Nadzir, 2015, Urhiewhu, Eyisi and Eyisi, 2015, Natarajan, 2012, Tahir, Jawad and Mohammad, 2008). Accordingly. Aslam and Seher (2018), opined that undergraduates as users of libraries are the significant components. The identification and fulfillment of library users needs was also discovered to be the objectives of all types of libraries, especially academic libraries. Conclusively, academic libraries and other types of libraries must understand the information-seeking behavior of their users in order to re-engineer their services and provide information efficiently.

CONCEPT OF INFORMATION, INFORMATION NEED AND INFORMATION SEEKING BEHAVIOUR

The term information has been defined by different researchers. To some it is processed data, however, the major difference between data and information lies in the forms, format and process undergone by such data. Hence, data refers to unprocessed raw attributes or symbols that can undergo transformation processes. As pointed out by Towolawi and Adeyemi (2010), organisations rely on data-driven decisions to evaluate and improve. The same is however, applicable to academic libraries. Thus, Towolawi, et al (2010) cited Adebowale (2008) and Ogundipe, Lucas and Sanni (2005), to define data as raw facts, unassembled and frequently unrelated symbols. Thus, information has also been generally referred to as "interpreted data" . In the cause of interpreting data however, literature pointed out that the same data might have different interpretations and different individuals might associate different meanings to the same data. Literature also affirmed that, information can be produced from data through manual and automated process (Callaos and Callaos, 2002) Thus, from reviewed literature, information is defined as organised data that is useful and meaningful to the recipients. Therefore, Information to undergraduates can be defined in terms of its value and usage, especially when it add value and meaning to their academic attainment. Hence, information is that, which can tell the students things not known in relation to improving their academic attainment and satisfying their quest for knowledge (Patel and Chaudhari 2017; Tian-quig, 2011)

Nevertheless, information need is a term used in variety of ways by researchers, it connotes purposive needs, demands and wants of library users (in this case undergraduates) to satisfy a set goal. Thus, Chinnasamy (2016), described information need as evolving from a vague awareness of something missing. And this vague awareness culminate in change in behaviour and attitude. Hence, library user strive to locating information to meet their needs in order to contribute to and or have more understanding and meaning of a phenomena and or using such to take care of an identified knowledge cum information gap.

In contrast however, Information Seeking Behaviour (ISB) refers to human behaviour with respect to searching various sources, and channels to source for information (Chinnasamy, 2016). In the context of this study therefore, information seeking behaviour connotes steps taken during the information and knowledge seeking, gaining and searching process. It is also the observed changes and activities engaged in as exhibited by students during the information and knowledge seeking, searching and receiving process. All these, in addition to all strategies used in searching various sources and channels of information within and outside BUTON and BUTONUL culminates into ISB. The information and knowledge however, can be for leisure and or for academic purposes. The terms, information seeking behaviour, information search behaviour/ attitude and information use behaviour/ attitude is used synonymously with ISB. However, some identified factors which affect ISB of students according to literature includes disciplines, academic levels, cultural background and Intuition (Tahir, Jawad and Mohammad, (2008). Subsequently, ISB is a purposive search for information as a consequence of an identified need gap to satisfy some goals by interacting with various information sources (Patel and Chaudhari, 2017). Similarly, as submitted by Joshi and Nikose (2014), they are the activities a person engages in after

identifying the existence of an information need. The duo cited Kakai, et al., (2004) to further explain that information-seeking behavior is an individualized way and manner of gathering and sourcing for information for personal use, knowledge updating, and development. They reiterated that, the Information-seeking behavior of students, researchers, and faculties have been the focus of enquiry for decades as user studies and pointed out that, Information-seeking behavior differs among different user groups (Okonoko, Uche and Ejiro, 2015).

From the aforementioned, it becomes germane that academic libraries understand the information needs of its faculties and students in order to address such needs (Fishers, 2015). Thus, Information behaviour encompasses information seeking as well as the totality of other unintentional or passive behaviors of information users, as well as purposive behaviors that involves searching, browsing and seeking to satisfy an information gap. Natarajan, (2012), citing Case (2002) and Krikelas (1983), opined that ISB are the activities of an individual that is undertaken to satisfy perceived needs, it is continuous and involves searching, locating and using information for an information need. ISB also involve all the activities a person(s) may engage in after identifying a need for information (Sellan, and Sornam, 2018).

Therefore, ISB is all activities, outcomes and consequences involved in the search, location and utilisation of information and or knowledge to satisfy identified needs and goals of individuals (Manjunath and Babu, 2018). In the course of seeking for information, here as in the case of the Bells University of Technology, Ota. Nigeria (BUTON) Undergraduates in the College of Management Sciences (UCMS), interact with print and electronic information systems (such as those in the BUTON, University Library (BUTONUL). These resources include books and journals, newspapers etcetera and or with computer based systems, databases and virtual library, namely: ebookCentral academic complete virtual library, web-based and stand alone resources, internet to meet their academic and other needs. Nevertheless, the idea to carry out this study was borne out of the curiosity to understand the information needs and Information Seeking Behavior (ISB) of UCMS, BUTON and also to ascertain their observed seemingly ISB towards the use of information services and resources of the BUTON University Library (BUTONUL) by the researchers. Although, several research had been carried out in multifarious studies on information seeking behaviour and information needs of students, none had focused on Undergraduates of the College of Management Science (UCMS), Bells University of Technology, Ota, Nigeria (BUTON), Ota campus. Thus, this research aims to investigate the ISB and needs of UCMS, BUTON.

THEORETICAL FRAMEWORK

Marcia Bates Berry-Picking Theory (1989) utilised by Hassan, (2017), provided a strong direction for this study.

The model suggested that individuals pick information, the way berries are picked here and there, then move on to another bush and pick berries and over time, they have a basket of berries, but they came from a variety of places. This connotes that information-seeking behaviour arises as a consequence of a need perceived by an information user, who, in order to satisfy that need, makes demands upon formal or informal information sources or services, which result in success or failure to find relevant information. If successful, the individual then makes use of the information found and may either fully or partially satisfy the perceived need or, indeed, fail to satisfy the need and have to reiterate the search process. The model also shows that part of the information seeking behaviour may involve other people through information exchange and that information perceived as useful may be passed to other people, as well as being used (or instead of being used) by the person himself or herself. Consequently, as earlier authors have argued, the limitation of this model, is that it does little more than provide a map of the area and draw attention to gaps in research: it provides no suggestion of causative factors in information behaviour. Thus,, UCMS, BUTON pick information from a variety of sources and gather them together into a unified whole of some kind for their academic attainments. This suggested that, information needs of UCMS, BUTON can be satisfied by the series of information that UCMS, BUTON acquire during the information search process within BUTON, its library and outside the library. (see figure 1)

OBJECTIVES OF STUDY

i. To identify the information needs of UCMS, BUTON
ii. To determine the information searching strategies employed by UCMS, BUTON
iii. Determine the library visit pattern of UCMS, BUTON
iv. Investigate challenges are associated with the ISB and needs of UCMS, BUTON.

RESEARCH QUESTIONS

Research Question 1: What are the identified information needs of UCMS, BUTON
Research Question 2: What are the information searching strategies employed by UCMS, BUTON
Research Question 3: What is the library visit pattern of UCMS, BUTON
Research Question 4: What challenges are associated with the ISB and needs of UCMS, BUTON
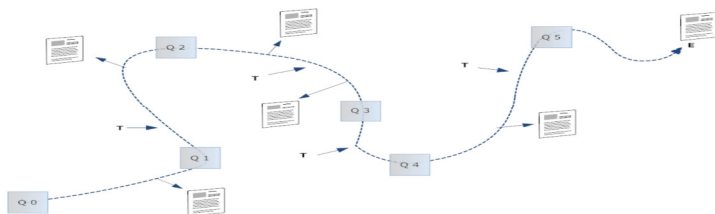
Figure 1.
Bates' Berry picking Information Retrieval Model. The focus is the sequence of searcher behaviors,
which continually shift after gaining new information. Q = Query, T = Thought, E = Exit. Every new piece
of evidence, of information here in the form of documents leads to reformulation of the search direction (Q) and to a new
conception of the domain of thought (T). Adapted from Bates (1989).
(Sources: Hassan, 2017)

SCOPE OF STUDY

This study concentrated on investigating the information seeking behaviour and needs of Undergraduate students of the College of Management Sciences (UCMS) in the first private University of Technology in Nigeria. The scope of the study was limited to Bells University of Technology, Ota, Nigeria (BUTON) undergraduate students of the college of management sciences only. The fact that these sets of undergraduates were observed to be regular users of the library and its resources, they are easier to be observed and reached for use as representative sample of all undergraduates of Bells. Ordinarily, it would have been appropriate to include students from other colleges of the University in the study in order to be able to compare their information seeking behaviors and needs. Additionally, the time and cost involved in such endeavor are the limitation of the study.

LITERATURE REVIEW

   According to Urhiewhu, Eyisi and Eyisi (2015), information is an essential part of all facets of life. The trio argued that information is such an important raw material, that its acquisition and understanding is germane in decision making, policy formulation, as well as implementation for growth and survival. Reliable information according to them, is the cornerstone for building the awareness, expertise and practical strategies necessary to improve the world we live in, in terms of health, physical, technical, mental, social and scientific development of humanity (Urhiewhu, Eyisi and Eyisi 2015 citing Adetoro, 2010).
   To undergraduate student, adequate information is a prerequisite to decision making and knowledge acquisition. Thus, Rajesh, Sivasubramaniyan and Kalpana (2018), opined that for every student, there is always a need to obtain relevant information. Thus, to Rajesh et. al., the information seeking behaviour of students help student in updating their knowledge, refining their attitudes, developing skills and performing better in their academic excellence. As such, it is implied that, information seeking helps in reducing the degree of students uncertainty in academic environment. The term has been widely and increasingly used, but without a clear meaning. Subsequently, Callaos and Callaos (2002), submitted that Information systems cannot exist without information and yet there is no secure agreement over what information actually is, despite fact that, it is one of the most used concept. Hence, the duo concluded, that different disciplines provide diverse meanings for information. Literature attested that information need is lack of appropriate information on which to base choice that could lead to benefits or services to improve people's well being (Natarajan, 2012). Meanwhile, libraries are established in universities to provide needed information in support of teaching, research and community services (Maina, Masese, George and Makwae, 2017). Thus, the general purpose of an academic

library is to provide relevant and up- to-date resources with a view to satisfying the information needs of its users. Maina, et al (2017), submitted that the availability of all forms and types of information resources in academic libraries are highly imperative to meet with the information needs of different categories of users in the parent institution of libraries. However, the trio argued that high cost of information resources, services and related problems have made libraries to be inadequate in meeting the information needs of its intended users.

Yadav, (2017) investigated the information needs and information seeking behaviour of female aborigines of Mirdha, Bowri, Sawutal and Dumka, who worked in the tea Plantation of Lakhipur. In the study, he discovered, that, lack of information resulted in creating health and education problems for the female tea laborers. In his conclusion, he highlighted factors such as illiteracy, language differences, work overload and lack of library resource as barriers crippling the female population of Lakhipur tea garden. In his conclusion, he recommended a three-fold channelization of information as a necessity to solving the health and educational 1 needs of the laborers.

Similarly, Pun, Hong and Kim (2017), in a case study investigated the information seeking nature of first year students in two universities in Korea and in California State University, Fresno, a university in the United States. The trio provided a general overview of first year students information seeking behavior from different perspectives by applying visual techniques of photo-voice and ethno-mapping. The techniques used created a fuller picture of the first year student experiences in using the library and their information seeking behaviour. Pun et.al (2017) discovered that, first year students often confront new sets of cultural and academic expectations when they enter college. They noted that, the students faced difficulty during transition to the University and reiterated that, they need to learn new values, skills, language and norms to become successful academically. The reasons adduced include being the first in their families to attend college and often searching the library for specific materials but not knowing where to begin. The trio reported, that fresher's find out about the library through their lecturers or friends.

Likewise, Chinnasamy (2016), in a case study investigated information need and seeking behaviour of engineering college students in Madurai and he discovered undergraduates utilise the library for preparing for examination by using the printed resources more than other types of resources. Conclusively, Udo and Jonathan, (2016), also carried out a study on Library and Information Services for Rural Community Development in Africa: Problems and Prospects. The duo found out that residents of rural communities need information on: health related matters, problems of daily existence, occupational concerns, government operations, education, religious matters and recreational. Thus, Udo et.al (2016), submitted that information play important role in almost every human activity and its value cannot be overemphasized. Thus, UCMS, BUTON visit the University library always to seek for information and utilise its resources, and they are also observed to always use the internet and the university library resources. Are the students really taking advantage of the existence of the internet on campus and the resources of the library, to prepare for examination, assignment, general reading or for social activities? Do students have search strategies they utilise to get needed information?. What are their information seeking behaviour and needs like? These are some of the question this study is set out to answer. Furthermore, the dearth and paucity of literature on user education study of this nature among Undergraduate Students of the College of Management Sciences, Bells University of Technology. Ota, Nigeria necessitated this study. In addition, it is expected that the outcome of this study will benefits not only the students, but also lecturers in the faculties of management Sciences in Nigeria. The study will also provide information on the information seeking behaviour of students in specialised institutions across the globe and help to make generalization in polytechnics and other institutions of higher learning and perhaps assist in the proposition of a model for a more general framework. Therefore, without an enquiry and a research of this nature, it become difficult to determine the Information Seeking Behaviour and need of Undergraduate Students of the College of Management Sciences in the first private University of Technology in Nigeria, Hence, it is against this backdrop, that, this study was embarked on contributing to the scarce literature available on undergraduate Information Seeking Behaviour and Need in Bells University of Technology, Ota, Nigeria

METHODOLOGY

A descriptive survey research design was adopted for the study. The study investigated information seeking behaviour and needs among undergraduates of the College of Management Sciences (UCMS), Bells University of Technology, Ota. Nigeria (BUTON). The instrument used for data collection was the Undergraduate Information Seeking Behaviour and Needs Questionnaire (UISBNQ). Data were there after tabulated and analyzed using descriptive statistics such as frequency and simple percentages. The population of study comprises of 420 undergraduate students of the College of Management Science (UCMS), BUTON, who were purposively selected among 200, 300 and 400 level students of the College of Management Sciences. These set of students were observed to have high information needs; they were also observed to visit the library regularly to always utilise and make enquiries at the circulation Unit of the library and to seek

information. A structured standard questionnaire was adopted as instrument for data collection. The questionnaires were distributed to the students as they come to the BUTONUL for a period of two semesters, especially during library visit hours; and as they come to utilise the library resources and to make enquiries. The porters and library Assistant are the research assistant used for the distribution and collection of the instrument.

Table 1 shows the distribution of respondents by department and programmes of study. Majority of respondents are undergraduates from the department of accounting, Economics and Human Resources Management, with 35.2%, 28.6% and 20.0% respectively. This is followed by Project Management, Marketing and Finance and Banking Students with 4.3%, 3.8% and 3.3%, while Business computing and International Bossiness undergraduates each with 2.4% respectively came last. This table speaks volume in relation to UCMS who frequently visit the Library to seek for information.

RESULTS AND DISCUSSION

Research Question 1: What are the information needs of UCMS, BUTON?

In order to identify the information needs of UCMS, respondents were asked to state the reasons why they seek information. Table 2 revealed the Identified Information Needs of UCMS, BUTON

Table 2 shows the information needs of UCMS, BUTON, From the table, majority of respondents need information on examination and test, course work and assignment, health and football, presentation, personal development, general reading and group discussion as attested by 97%, 94%, 88%, 87%, 80%, 80% and 75% responses respectively. Social activities, scholarship, seminars and workshop also form part of the respondents information need as indicated by 70%, 57% and 29% of undergraduates respectively. Figure 2 is a column chart of the information needs of UCMS, BUTON

Research Question 2: What are the information searching strategy(ies) employed by UCMS, BUTON?

To determine the information searching strategies employed by UCMS, BUTON, respondent were asked to indicate search strategies used to get needed information.

Analysis of result on Table 3 speak volume on the information search strategies engaged by UCMS, BUTON. Majority of the respondents 388 (92.4%) browse and use the internet and its resources, 346 (82.4%) use lecture notes, 294 970.0%) ask their fellow student question when they need information, 262 (62.3%) use databases and CD-Rom search and 258 (61.4%) use the university library and its resources. Infact all strategies were employed to get needed information by UCMs, BUTON. It is however observed, that, respondents do not seek assistance from library staff and librarians as attested to by 136 (32.4%) of respondents. This result is contrary to the submission of Inglis (2005), that turning to librarians for help as a natural human response and the essence of library services in the 21st century as a spirit of collective and cooperative action.

Table 1: Distribution of Respondent by Department and Programme of Study

Department/Programme of Study	Frequency	Percentage
Accounting	148	35.2
Economics	120	28.6
Human Resources Management	84	20.0
Project Management	18	4.3
Marketing	16	3.8
Finance & Banking	14	3.3
Business Computing	10	2.4
International Business	10	2.4
Total	420	100

Table 2: Information Needs of .UCMS, BUTON

Variable	Frequency	Percentage
Examination and Test	407	97%
Course work and Assignment	395	94%
Health and Football	368	88%
Presentation	367	87%
Personal/Self Development	336	80%
General Reading	336	80%
Group Discussion	315	75%
Tutorial	294	70%
Social Activities	294	70%
Scholarship	231	55%
Seminars and Workshop	221	53%
Others	120	29%
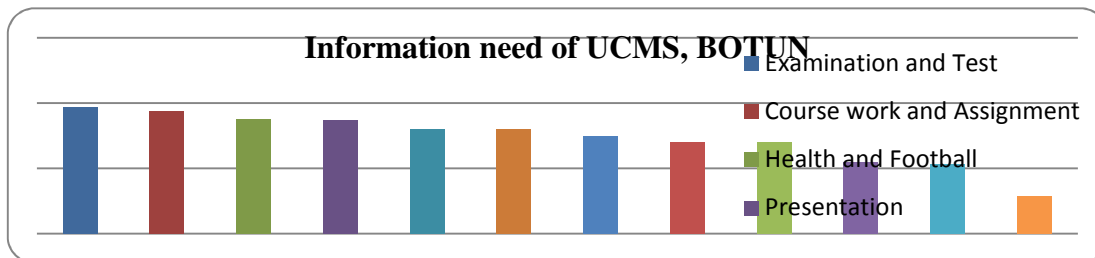
Figure 2

Table 3: Information searching strategies of UCMS, BUTON

I search for information by	Frequency	Percentage
Browsing &Using Internet and its Resources	388	92.4%
Using lecturers notes	346	82.4%
Asking my fellow students	294	70.0%
Using Databases & CD ROM Searching	262	62.3%
Use the University Library and its resources	258	61.4%
Using E-books and Journals	242	57.6%
Using shelf guide to locate and consult library materials (Print)	241	57.3%
Using Online Reference Materials	220	52.3%
Seeking Assistance from library staff & librarians	136	32.4%

Table 4: University Library visiting pattern of UCMS, BUTON

Frequency of Use of the BUTONUL	Frequency	Percentage
Always	177	42.1
Most times	126	30.0
Sometimes	84	20.0
Rarely	26	6.1
Not at all	7	1.6
Total	420	100
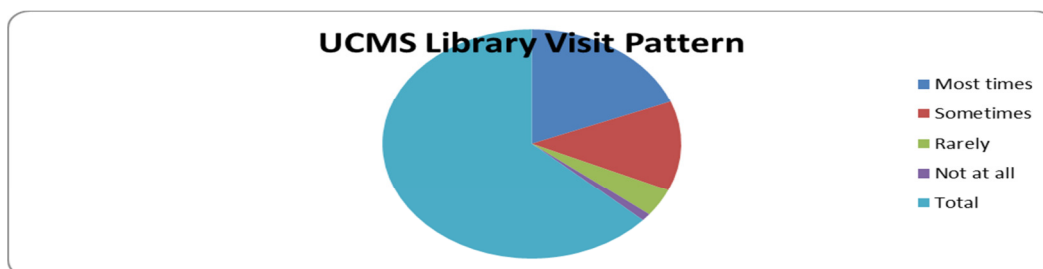
Figure 3: BUTONUL Visit Pattern

Research Question 3: What is the University library visit Pattern of UCMS, BUTON?

In order to ascertain the visit pattern to the BUTONUL, respondents were requested to indicate their frequency of utilisation of the Library.

   Table 4 indicated that majority, 177 (42.1%) always visit the BUTONUL, 126 (30.0%) visit most times, 84 (20.05) sometimes and only 26 (6.1) and 7(1.6) use it rarely and not at all. The analysis of this result reveal that majority 92.1% of respondents (42.1, 30.0 and 20.0) utilise the BUTONUL. Thus, respondents visiting pattern to BUTONUL is as shown in figure 3:

Table 5**:** The challenges associated with the ISB and needs of UCMS, BUTON.

Associated Challenges	Frequency	Percentage
Information explosion on the internet	375	85%
Poor Searching skills	336	80%
Non conducive Physical Condition of the library	315	75%
Limited computer terminals and internet access	294	70%
Incomplete lecture notes	252	60%
Lack of time	227	54%
Inadequate knowledge on the use of library shelve and cataloogue	210	50%
Non challant Attitude of library staff	202	48%
Network fluctuation	105	25%

Research Question 4: What challenges are associated with the ISB and needs of UCMS, BUTON.

Table 5: showed that 375 (85%), 336 (80%), 315 (75%) and 294 (70%) of respondents identified information explosion, poor searching skills, non-conducive physical condition, limited computer terminals and internet access as major challenges associated with information seeking behavior of UCMS, BUTON respectively, while 252 (60%) and 227 (54%) on incomplete lecture notes and lack of time. Inadequate knowledge of use of library shelve and catalogue recorded 210 (50%), 202 (48%) indicated nonchallant attitude of library staff and 105 (25%) indicated network fluctuation as some of the numerous challenges facing undergraduates in their quest to seek for information to meet their needs in Nigeria libraries.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the followings are recommended:

Firstly, BUTONUL to add more health, personal development and general reading information materials and resources to its library collections and create the database of past question papers and lecture notes which is to be made available and accessible or added to the open educational resources of the university for undergraduates access.

In addition, it is recommended that unlimited computer terminals and internet access be made available at the university electronic library and the training of undergraduates in the development of adequate information retrieval and searching skills cum provision of shelf guides is a sine qua non.

Similarly, all undergraduates are enjoined to keep up the habit of regularly visiting the university library and to always seek assistance from library staff and librarians. Finally, improvement on the physical environment of the University library by BUTON management is suggested.

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Full Length Research

Home and School Factors as Determinants of Acquisition Rate of Reading Skill among Primary Education Pupils in Nigeria

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The study determined the extent to which some home and school factors influence the acquisition rate of reading skill of Nigerian primary school pupils. Three pertinent questions were raised and answered in the project. The study adopted ex-post facto survey design as there was no direct control or manipulation of the variables. The sample comprises of one thousand and eighty (1080) pupils who were randomly selected from two states of the federation. The pupils' parents, head teachers and class teachers were also involved in the project. Two validated instruments prepared by the researcher were used for the project. The results showed that the six variables contributed 53% altogether to the prediction of acquisition rate of reading skill among the pupils. The pupils': teacher ratio however made the largest contribution of 17.0%; followed by parents' education attainment 9.1%; learning resources available at school 8.06, school location 7.6, parents' occupation 5.8% and educational facilities available at home 5.5% in that order. Recommendations for viable counseling packages aimed at improving acquisition rate of reading skill among pupils in Nigeria were given to stake holders including parents, teachers and education policy makers.

Keywords: Reading, Reading Habit, Acquisition Rate, Home and School Factors.

INTRODUCTION

Reading is generally acknowledged as one of the most effective ways the knowledge base of any nation can be increased. Nations that read well, rule the world, as much valuable information are documented in texts. Reading is only access to it. Reading according to Hornby (2000) means to look at and understand the meaning of written or printed words or symbol. It can also be seen as a unique human activity that is characterized by the translation of symbols or letters into words and sentences that communicate information and mean something to the reader. The reader seeks to understand the meaning of a written text; evaluates its significance and uses it to enhance personal knowledge, effective or pleasure. Ability to read makes one an erudite, and to the nation, a developed country. Reading does not have age barrier. In fact, reading takes place from cradle to the grave.

Every child is supposed to be fully competent in reading to succeed in school and discharge responsibilities as a citizen of a country. Reading is the foundation of much enjoyment in life and is closely related to vocational efficiency. Pupils, students and employees in every field must read to keep abreast of what is happening in their fields. They must rely on written or digital words to convey information and data. Ability to read well is absolutely critical to success in life.

Ogbonna (2013) described reading as the only form of entertainment that is also an essential life skill. Reading is a skill that must be nurtured from a child's earliest years or else the child will not read well (poor reading habit).

Poor reading habit develops in a child when that child knows how to read, but was not supported to reach a full potential as a reader. Many things can be responsible for decline in reading skill. Among them are technological advancements that have brought about overall changes in homes, social and economic conditions. Poor reading habits occur in children and adults because reading, in African countries, are not considered a relevant leisure activity as it cannot be compared with interactive activity on the internet. Nigeria is one of the African countries characterized by poor reading habit.

Child up-brining is not a one man's job. It is a contributory responsibility of the family, school and the society, no wonder the popular saying that a child is for everybody and "The seed of indiscipline is planted at home, watered in the school and harvested by the society.

It is quite unfortunate that many parents are not exposed to the hidden treasures in reading. Many parents are willing to spend more money on junk food than to buy educating materials for their children. The few that few that are willing to buy, spend more money on school textbooks and not too much money on story books and comics for children. The child gets a lot of exposure, understands his culture and his environment when literary books are read.

Reading culture can be imparted in children early enough through lullaby, songs, toys, music, and choice of television programs, use of libraries, resource center, and book clubs. The school management should plan that information skills be taught in primary schools. Information skill includes all the techniques pupils can use to find information for themselves. These skills can be divided into selecting, locating and using information. Selecting and locating information involves being aware of different libraries and other sources of information, and ability to use a library well.

A pupil needs to understand the knowledge classification system, be able to use different types of catalogues, be able to locate the appropriate shelf and be able to identify a book or other type of information source by its title or subject. Being able to use the information effectively is as important as finding it. Once pupils have found the appropriate information in a book using contents and index pages, they will need to make a plan of work, devise appropriate questions, pick out the main facts and ideas, make notes, organize the materials and write up the notes. Again, if pupils are trained to use information skills, they can develop the ability to direct their own learning so that they become lifelong learners. This training can be acquired via home, school, society and other factors.

A critical survey of literature has shown that some home and school variables such as parents occupational background (Idowu, 1991;Odinko2002) parents' educational attainment (Comer &Haynes, 1991; Rogan 1998;Lawani 2004), educational facilities available at home (Entwisle & Alexander, 1998;Ndukwe 2002) School physical surrounding (George 2010; Grant 2005; Marsden 2005; Bello2011), learning resources available at school (Ayodele & Folayajo, 2001) and teacher pupils' ratio (Ogunwuyi 2000;Okpala, Onocha, Ayodele & Folayajo 2001). Play an important role in the academic achievement of pupils and could thus positively influence the retention and possibly increase the acquisition rate of reading skill among primary school pupils. However, to the best knowledge of this researcher, no previous studies had identified the order and strengths of the interaction between the identified home and school variables on acquisition rate of reading skill among primary education pupils in Nigeria.

STATEMENT OF THE PROBLEM

It was observed that, at the university levels Nigerian students still struggle with reading skill acquisition. This led to their total dependence on teachers note for their academic success. Poor performance is always the result which is not healthy for individual and national development. There is therefore, a need to introduce and monitor reading skill at primary school level. This will enhance learning that will have lasting effects on the individual and the society at large. The study sought to determine the extent to which some home (parents' occupation, parents' educational attainment, educational facilities available at home and school factors including school location, learning resources available at school and teacher-pupil ratio) provide explanation for acquisition rate of reading skill among primary education pupils in Nigeria.

Specifically, the study provided answers to the following questions:

1.   To what extent would the home and school factors when taken together predict acquisition rate of reading skill among primary education pupils in Nigeria?
2.   What is the relative contribution of each of the factors to the prediction?
3.   What are the significant pathways through which the factors cause variation in acquisition rate of reading skill among primary school pupils?

METHODOLOGY

Research Design

The study adopted an ex-post facto design as there was no direct control or manipulation of the variables.
Population: The target population comprises all primary six pupils in the Nigerian public elementary schools.

Sample: A multiple-stage sampling procedure was adopted for the research. A total number of one thousand and eighty (1080) pupils together with their parents, head teachers and class teachers were randomly selected for the research. Thirty-six schools from two states of the federation (Plateau and Kwara) were purposely selected based on the following criteria:

     i.   The schools must be public (Government) schools and must have reached primary six.
     ii.   The schools must have been presenting pupils for common entrance examination for the last five years.

Letter was personally delivered to these schools requesting for their participation in the project.

Instruments:

Two main instruments used for the study are:

1.   School factors Questionnaire(SFQ)
2.   Pupils Home Background Questionnaire (PHBQ)

School Factors Questionnaire (SFQ)

This questionnaire sought information from head teachers and primary six teachers. In section A, respondents were to state the class taught, the location of their schools whether urban or semi-urban, number of pupils in their classes, teachers' qualification and years of teaching experience. In section B, a list of the different types of teaching resources was provided. They were to indicate whether they were available or not available and to indicate the quantity available. In section C, they supplied the information of the primary six pupils that acquired reading skill for the past five years.

Scoring of SFQ

In the teaching -learning resources, items available are scored 2 while those not available were scored 1.

Validation of SFQ

SFQ was administrated to 20 primary six teachers outside the sample size and the cronbach alpha was computed to determine its reliability and internal consistency. The standardized alpha value obtained was 0.696, which implied that the instrument was reliable.

Pupils' Home Background Questionnaire (PHBQ)

The PHBQ sought general information about the pupils' class, gender and ages in section A. in section   B, the parents' educational background options were listed and pupils were expected to tick the correct ones for their parents.
These include: no formal education, primary education, secondary education, Grade II, certificate /O.N.D. /N.C.E., H.N.D/First Degree/MastersDegree/PhD, others specify. In section C, a list showing the different categories of occupations of the parents was listed.
These includes housewives, artisan (carpenter, bricklayer, tailoring etc.), trading /business, civil service/teaching/officers in the force/private sector employers etc. in section D, various educational facilities at home were listed. Pupils were expected to provide information whether these resources were available or not available in their various homes. These resources include: books(library), Newspapers, magazines, Radio, Television, Audio CD/VCD, Video Machine, Computer Games, Internet, Others.

Scoring of PHBQ

In section B of PHBQ, the different parents' educational background were scored as follows: no formal education, 1; primary education, 2; secondary education, 3; Grade II certificate/OND/NCE, 4; HND/First Degree/Masters Degree/PhD, 5. Section C of PHBQ was scored as follows: Housewife, 1; Artisans e.g. Carpentry, tailoring / farming, etc. 2; Trading / Business, 3; Civil Service/Teaching/Officers in the Force/Private Sector Employers (Bankers, Insurance etc., 4. In section D, Books/Newspapers/Magazines were Scored 1; Radio, 2; Television, 3; Audio CD/VCD/Video Machine (VCR), 4; Computer/Computer Games, 5; Internet, 6.

Validation of PHBQ

PHBQ was administrated to 20 primary six pupils in twenty different schools outside of the sampled area. The cronbach alpha was computed to determine its reliability and internal consistency. The standardized alpha value obtained was 0.724, which implied that the instrument was reliable.

Data collection and Analysis

The instruments were administered directly to the subjects by the investigator and his research assistance. Data collection lasted for four weeks. Data analysis involved basic descriptive statistics like frequencies, means and percentages to quantify each of the variables. Multiple regression of a stepwise procedure was also used to answer the questions. Furthermore, structural equations based on temporal order and experiences of the research were formulated to guide the running of the regression, so as to get the standardized partial (path) coefficient.

FINDINGS AND DISCUSSIONS

Research Questions one:

To what extent would the home and school factors taken together predict acquisition rate of pupils reading skill?

Table 1 shows the result of the regression of the six homes and school variables on *acquisition rate of pupils reading skill*

From the table 1, the multiple correlation of all the six variables with the acquisition rate is .728 giving a R^2 (**R square**) of .530. The six variables when taken together could therefore explain 53.0% of the variance in *acquisition rate of pupils' reading skill*. This shows that there are several other important factors which may or not be school and /or home factors that are also responsible for *acquisition rate of pupils' reading skill*. The six variables in this study, nevertheless are contributing as much as 53% altogether to the prediction of *acquisition rate of pupils' reading skill*. The remaining 47% source of variation in acquisition rate could be from other variables like peer group influence (Adebusuyi 2002), head teacher's quality (Obanya and Okpala 1984) frequency of parents 'teachers' association (PTA) meeting (UBE,2002), e.t.c which these scholars asserted to have so much influence on pupils achievement in primary school.

Research Question Two: What is the relative contribution of each of the variables to the prediction?

From table 1, it can be seen that each of the variables contributes significantly to the *acquisition rate of pupils' reading skill*. Parents Occupation **(X_1)** is contributing 0.058 equivalents of 5.8% to the variance in acquisition rate of the reading skill of the pupils Though in the stepwise analysis of the multiple correlations, the variable was taken last, it is still singularly contributing a little more than educational facilities at home**(X_3).**
Parents education attainment **(X_2)** is contributing 0.091 (91%) to the variance in acquisition rate. An educational facility at home **(X_3)** is having a singular contribution of 0.055 (i.e. 5.50%) to the prediction of *acquisition rate of pupils' reading skill*. The contribution from this variable relatively is the least among all the six variables considered in this study.
School location **(X_4)** as a variable is contributing a variance of 7.6% (0.076) to the *acquisition rate of pupils' reading skill*. The learning resources available in respective school **(X_5)** is also having a singular contribution of 0.08 (8%) on the *acquisition rate of pupils' reading skill*. It can be seen that the learning resources provided by the school is even more important than the location of the school concerning *acquisition rate of pupils' reading skill*. The pupil-teacher ratio **(X_6)** is

having the largest contribution 17.0% relatively to the rate at which pupil acquire reading skill. Conversely from the standard partial coefficient this large Contribution is in the negative direction. The bigger the rate, the less the pupils *acquisition rate of pupils' reading skill*.

Research Question Three: what is the significant pathways through which the variables cause variation in the acquisition rate of pupils' reading skill?

Table 2 shows the Multiple Regressions of the Intra-Relationship among the home and school variables while Table 3 shows the paths and paths coefficient among the variables. The standard partial coefficients of the six homes and school variables in respect of the acquisition rate (shown in table) are included in table 3 as equivalence of standard paths coefficients (B).

Implications and Recommendations

The findings of the study reveal the degree of the influence which some home and school factors exert on *acquisition rate of pupils' reading skill* in Nigeria. These revelations have implication for parents, practicing teachers as well as policy makers as highlighted below:

Parents

The result of this research has shown a positive link between parent occupations, parent educational attainment as well as educational facilities at home and *acquisition rate of pupils' reading skill*. Parent should therefore make effort to improve educational status as the case may be. Informed parents are more likely to assist their children in overcoming confusion and frustration brought about in the school programme. Parents should seek and receive sufficient information and opportunities to share with their children. Parents should also keep in touch with their children teachers regularly and attend parents meeting and open day as well as other school functions as when invited. They should ask their children question about school on a daily basis and assist them in their school work.

Table 1: The stepwise regression of home and school variables with *acquisition rate of pupils reading skill*.

	Independent variables	Multiple R	R^2	Singular Contribution	Standard Partial Coefficient	F-Ratio
1	X_6	.412	.170	.170	-.462	102.30
2	X_2	.511	.261	.091	.141	164.54
3	X_5	.584	.341	.080	.104	56.92
4	X_4	.646	.417	.076	.464	48.50
5	X_3	.687	.472	.055	.154	111.34
6	X_1	.728	.530	.058	0.34	76.01

KEY/NOTE: The variables are parents' occupation **(X_1),** parents' educational attainment**(X_2),** and educational facilities available at home**(X_3),** and school location **(X_4).** Others are learning resources available at school **(X_5),** and teacher-pupil ratio **(X_6).**

Table 2: multiple regressions showing the Intra-Relationship among the home and school variables.

Dependent Variable	Independent Variable	Multiple R	R^2	B	B	F
X_3			.200 .295			
	X_1	.447		.0184	-.007	20.48
	X_2	543		.041	-.0.011	101.12
X_4			.173	(49.786)		
	X_1	.416	.280	-.1835	.213	45.73
	X_2	529		.0313	.113	79.33
X_5			.218	(22.756)		
	X_4	.467	.362	-.4301	.154	12.22
	X_6	602		.2600	.229	1.865
X_6			.004	(94.958)		
	X_4	.066		-.0489 (68.002	.029	20.48

Table 3: The paths and paths coefficient among the variables

Paths	Standard Paths Coefficient	Significance (>0.05)
P_{71}	.034	Not significant
P_{72}	.141.	Significant
P_{73}	.154	Significant
P_{74}	.464	Significant
P_{75}	.104	Significant
P_{76}	-.462	Significant
P_{31}	-.007	Not significant
P_{32}	-.0.011	Not significant
P_{41}	.213	Significant
P_{42}	.113	Significant
P_{54}	.154	Significant
P_{56}	.229	Significant
P_{64}	.025'	Not significant

Educators

Educators should be parents friendly, they should arrange activities such as orientation visit for parents and children, provide parents with verbal and writing information about school, provide opportunities for parents to be familiar with the staff, organizing social event that could involve parents, teachers and children before and after commencement of school. Educators should also make the school rich in play materials and ensure that the school environment is attractive and conducive to learning.

Policy Makers

The fact that the class size, availability of learning resources as well as school location have some casual influence on *acquisition rate of pupils' reading skill* has major implications for educational policy makers and administrators.
The smaller the class to a teacher, the more the *acquisition rate of pupils' reading skill*. So also, the more the learning environment is conducive stimulating and attractive to children the more they would like to remain in school. It is therefore recommended that accreditation/monitoring teams should ensure strict adherence to specified requirement in terms of class size, availability of play materials etc. in the primary school. There is also the need for continuous monitoring of primary school programmes to ensure psychologically stimulating environment for pupils in order to encourage better *acquisition rate of pupils' reading skill*. This in essence would promote the goals and objectives of universal basic education programme in Nigeria.

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Full Length Research

Libraries: Infinite Possibilities For Development

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Building an ideal nation requires a holistic approach. All facets of human activity must be harnessed while all indices of nation building must be taken care of. In doing this, all academic and professional disciplines are involved. Libraries are not exception. This paper looks at various types of libraries and their basic functions, their roles in national development and in particular, how library services can be used to translate development goals to reality.

Keywords: Libray, Development, Education, Development Goals.

INTRODUCTION

Education is conceived as a powerful tool which is instrumental in bringing about the desired changes on the social and cultural life of a nation. Mankilik, (2017) explained that education helps cushion high rate of literacy effect, emancipate the individual from the shackle of ignorance, equipping them with cognitive skill to induce development and make them aware politically, economically and socially. This kind of education can only be attained through teaching, which is directly anchored on library services.

Information and a conducive environment of its free flow is a vital tool in all forms of human endeavour (Achitabwino,2007). It is the link pin of national development. For a nation to develop, it needs to have and provide relevant, updated and adequate information on all the government development goals such as food security, good health, education, youth empowerment, gender equality etc. Libraries are there for proper management, provision and dissemination of such information.

The word "library" seems to be used in so many different aspects now, from the conventional to the digital library aspects. Haruna (2017) described library as `custodians of information in all formats`, while Agbo and Onyekweodiri (2014) referred to library as the `heart of an institution, the mind of a society, the only effective repository of knowledge, the racial memory, a live depository of cultural past, a sustained of the intellectual activities that anticipate the future`. In *The Librarian's Book of Lists* (ALA, 2010), George Eberhart offers this definition:

A library is a collection of resources in a variety of formats that is organized by information professionals or other experts who provide convenient physical, digital, bibliographic, or intellectual access and offer targeted services and programs with the mission of educating, informing, or entertaining a variety of audiences and the goal of stimulating individual learning and advancing society as a whole.

The Library as an institution is a collection of books and other informational materials made available to people for reading, study, or reference. However, library collections contains everything one needs to progress. Contemporary libraries maintain collections that include not only printed materials such as manuscripts, books, newspapers, and magazines, but also art reproductions, films, sound and video recordings, maps, photographs, microfiches, CD-ROMs, computer software, online databases, and other media. In addition to maintaining collections within library buildings, modern libraries often feature telecommunications links that provide users with access to information at remote sitesAina, L.O, Mutulu, S.M&Tiamiyu, M.A (2008).

In all these definitions, the central mission of a library are to collect, organize, preserve, and provide access to

knowledge and information. In fulfilling this mission, libraries expose users to the best source of information, whether it's a book, a web site, or database entry. The library preserves a valuable record of culture that can be passed down to succeeding generations, provide people with access to the information they need to work, play, learn, and govern.

Like in division of labour, libraries are classified according to the services they render to their users for efficiency. School library takes care of information need of users under pre-tertiary institution such as nursery, primary, and secondary schools with the mission of contributing to the intellectual development of pupils and students.

Special libraries take care of big corporations and industries by serving them the needed information to achieve their aims and objectives.

Academic libraries are varied and distinctive as the institutions they serve. They include college libraries, polytechnic libraries and university libraries. Academic libraries are to aid academic and research programs.

Public libraries were established to make every member of the community to get their desired information needs. They also have varied responsibilities, ranging from promotion of individual development, commerce, technical progress, and social and cultural advancement.

The National library is official repository of printed works, a general access library: information –bibliographical centre and a centre of coordination, planning and stimulation of the entire library system of the nation. The national Library service has been championing the provision of relevant information materials to different communities through the establishment of rural libraries with the element of supporting adult literacy as well as helping in the establishment of an informed society. Through such small libraries, people who were deprived of information are capable of reading and writing.

Importance of the Library

Libraries play a great role in the support they offer to the education sector. It is an irrefutable fact that without libraries, there as well can be no universities hence the creation of professionals` drought. All professionals, whether graduates or not, are capable of utilising their skills through the knowledge they acquired through books from conventional or digital libraries. Lawyers safeguard the flow of justice and foster constitutional developments; teachers support literacy campaigns; doctors support health issues, the list is endless.

Another essential role of libraries is propounding and propagation of a political ideology for national development and cohesion. Effective citizen action is possible only where citizens know how to gain access to information of all kinds and have the skills to become responsible and informed participants in democracies. This is especially so as e-government evolves. Libraries offer real and virtual civic spaces where citizens can speak freely, share similar interests and concerns, and pursue what they believe are in their public interest.

Development

Development has been defined variously, according to people's point of views. Some scholars see development as normative and synonymous with progress, others see it as multidimensional, involving changes in structures, capacity and output. Others still see development in terms of the growth and mastery of the natural environment by man. Thus development of any society today has come to be measured by its socio-economic, political and technological advancement. Agbo and Onyekweodiri (2014) agreed with Mimiko (1998) that development is a process implying deep and double changes in social structure in the functioning of institutions and in the cultural values of great masses of people. Aremu (2003) in his own view sees development as a process of enhancing the productive forces of a country for the actualization of more prosperous and meaningful life for all its citizens. Thus, development emphasizes growth or advancement, with a positive cultural and socio-economic tendency towards a self-generating and self-perpetuating utilization of people`s potentials.

Development is important to the growth and sustenance of any nation. A country is said to be developed, when it is able to provide qualitative and sometimes quantitative life for its citizenry. Nigeria has not been able to engender (produce) meaningful development in spite of her huge human and natural resource endowments. This has greatly affected her quest for improved quality of life of her citizens. Poverty, unemployment, and starvation still pervade the nook and cranny of the country.

Access to timely and useful information is a fundamental human right that can break the cycle of poverty and support sustainable development. Libraries, therefore seems to have the impetus to further development by helping people get the information they need to address every problem.

Library, As Engine of Development

It was observed that some people believe that libraries

are so abstract that it cannot have any impact on people`s practical life. Such people believe that libraries are irrelevant to development. This is because, they are ignorant of what library is all about. Their philosophical views of library as a profession is ` a building with information resources`, they believe that marketing is not an aspect of librarianship, that librarians can only work in the library and that cataloguing, indexing, classification and user education can only be performed within the library. They fail to realize that library is the intellectual wealth of the world. In fact, the presence of libraries in a society will certainly enhance positive human activity in that society through different services of the library. Ezeala (2012) argued that a country`s educational system could be as strong and as weak as the library resources that support that system. This is because the library is the only place in many communities where people can access information that will help improve their education, develop new skills, find jobs, build businesses, make informed agricultural and health decisions, or gain insights into environmental issues. It further said that "Life without required information is like wallowing in darkness".

Libraries support development through the innovation and re-invention of their services. Innovation implies introduction of new things, ideas or ways of doing something that has been introduced or discovered while re-invention means, ability to present something in a new form or with a new image that has not existed before.

Improved services of the library are really impressive. It has made the library important development partners, both by providing access to information in all formats and delivering services and planned programmes that meet the needs for information in a society.

Access to information from the library according to Lyon Declaration on Access to Information and Development, supports development by empowering people to learn and apply new skills, like Internet search, Indexing and Abstracting, Cataloguing, Classification. ICT use, Research, Website design/Library software design, online book/journal publishing, and Electronic data entering skills; Make decisions and participate in an active and engaged civil society; Create community-based solutions to development challenges; Ensure accountability, transparency, good governance, and empowerment; Measure progress on public and private commitments on sustainable development. All that is required of the librarian is entrepreneurship characteristics like, Integrity, Focused, Unique, Change-compliant, highly determined and discipline with decent dressing.

Translating Development goals to reality through library services

Information promotes and empowers citizen's participation in the democratic process; it maintains the rule of law and creates a viable outlet for the injection of public opinion. Information informs the policy-making process of political leadership, all of which nurtures the building of sustainable peace for the enhancement of the country. If for instance, Nigerian government set goals to achieve in leadership tenure, the library can support all of them through different suitable information services.

Let's assume that **goal one** of a country is **Zero poverty**,

Libraries will support this goal by providing information on public access to information and resources that give people opportunities to improve their lives;

- Training in new skills needed for education and employment;
- Information to support decision making by governments, civil society, and businesses to combat poverty.

Goal two: Zero Hunger

- Agricultural research and data on how to make crops more productive and sustainable
- Public access for farmers to online resources like local market prices, weather reports, and new equipment

Goal three: Good Health and Well-Being

- Research available in medical and hospital libraries that supports education and improves medical practice for health care providers
- Public access to health and wellness information in public libraries that helps individuals and families stay healthy

Goal four: Quality Education

- Dedicated staff who support early literacy and lifelong learning

- Access to information and research for students everywhere
- Inclusive spaces where cost is not a barrier to new knowledge and skills

Goal five: Gender Equality

- Safe and welcoming meetings spaces
  - Programmes and services designed to meet the needs of women and girls, like rights and health
  - Access to information and ICT that helps women build business skills

Goal six: Decent Work and Economic Growth

- Access to information and skills training that people need to find, apply for, and succeed in better jobs

Goal seven: Clean Water and Sanitation

- Access to quality information and good practices that support local water management and sanitation projects
-

Goal eight: Industry, Innovation and Infrastructure

- Widespread existing infrastructure of public and research libraries and skilled library professionals
- Welcoming and inclusive public spaces
  - Access to ICT like high-speed internet that may not be available anywhere else

Goal nine: Reduced Inequalities

- Neutral and welcoming spaces that make learning accessible to all, including marginalized groups like migrants, refugees, minorities, indigenous peoples, and persons with disabilities
- Equitable access to information that supports social, political, and economic inclusion

Goal ten: Sustainable Cities and Communities

- Trusted institutions devoted to promoting cultural inclusion and understanding
- Documentation and preservation of cultural heritage for future generations

Goal eleven: Peace and Justice

- Public access to information about government, civil society, and other institutions
- Training in the skills needed to understand and use this information

Developmental goals can go on and on; but, the ability of the library to supply information to solve the problem is infinite or endless.

Challenges

The greatest challenge to information provision by libraries to promote development is illiteracy rate. Others are poor reading habits, lack of resources, financial constraints, inadequate library services, poor distribution network of libraries and lack of viable publishing industries

CONCLUSION

Information is the link pin of national development" (Achitabwino, 2007). It is also a basic truth that no nation prospers without information and no information can be properly managed and disseminated without libraries and librarian. So, In order to grow more efficiently in all aspects of societal development, countries must collect and provide access to adequate and up-to-date "information on the required áreas. In this regard, it is imperative that all hands must be on deck for the proper management, provision, and dissemination of information for national development.

RECOMMENDATIONS

It is recommended that the library needs advocacy, support and recognition by the populace. To achieve this, government should include libraries in national development plans, partner and work with libraries to raise awareness about development goals and what they mean locally. This will enhance positive human activities for faster societal development.

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A Comparative Study of Internet and Library Usage for Academic Purposes among Students of Federal University Lafia

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This research studied the level of usage of the Internet and Library for academic purposes among undergraduate students of Federal University Lafia The growing trend on Internet browsing among students and the use of Library necessities inquiry into the level of its usage, for there seems to be conflict between the time and effort devoted to positive educational uses of the Internet and Library. The research sought to find out whether students use the Internet mainly for academic purposes, whether the consult of the Library to read intellectual books or for other reasons and factors affecting the decision for using the Library over the Internet or the Internet over the Library. Educators and librarians have unique interest as regard to the information superhighway. Some believe that students should be given a map and allowed to zoom on to new horizons. Others are concerned that the rush to jump on the Internet will lead to traffic jam in education. The survey method was used in collecting data and 54 copies of questionnaire were administered using the systematic and convenience technique. And all the 54 copies of the questionnaire administered were useful in answering the research questions and objectives of the study. Findings from the research show that, the respondents have favorable perception of the importance of both Internet and Library use in relation to their academic activities although the preference of Internet over the Library was high. This is as a result of scarce and outdated materials in the Library. Based on these findings, it was recommended that there is need for professional development in the integration of Information and Communication Technology (ICT) into education and learning for better enhancement of the students' academic performance.

Keywords: Academic, Comparative, Internet, Library

INTRODUCTION

There seems to be growing concern about the potential effect to internet use on students generally; studies relating use and reading variables among undergraduates are not commonplace. The rapid growth of the internet over the years has emerged as the foremost source of disseminating information quickly to large audience, transcending the limitation of time and space. Basically, internet offers two main benefits: communication and information (Warren et al, 2008 as cited Munianly 2010).The information disseminated via the internet has implications for how it is used in education; and since students are among the popular users of information from the internet, the development of internet would be meaningless if it is not used appropriately in education. However, in spite of the benefits of the internet for education and

learning, there is a growing concern as to whether the increasing number of hours spent by students browsing the internet limits the amount of time and effort devoted by them to the actual reading and study of the materials obtained from or outside the internet, mainly from academic libraries.

Reading is an attempt to absorb the thought of an author and know what the author is conveying (Leedy, 2006 as cited in Unoh, 2008). Many activities of ordinary life require the ability to read.it is practically through reading intellectual books from the library that people obtain knowledge. The library is an institution for collection of books and other information materials made available to enrich students understanding of   how language is used thereby improving their spoken and written language. It also enriches intellectual abilities and provides insight into human problems. This of course depends on reading the right type of books. To consider todays role and use of internet and library raises the question of its place in the modern Nigerian setting and particularly in the tertiary institutions. Forecasts of the demise of the printed books and the associated changes in the academic library have fostered valid questions about the continuing place of reading and print media in tertiary institutions which according to Deekle (2005). Writing on books, reading and undergraduate education, highlights the increasing interest paid to information technology by higher education and competition from radio, television, motion pictures, video and a changing campus culture. He recognizes a nearly universal expectation among information searchers and user of immediate gratification of a need for answers rather than in-depth understanding of issues that may surround the answers. Students accessibility to internet and library has continued to increase their sense of human thinking and enabled them to become collaborative and co-operative in their society. However, the purpose for its use and use and materials available in the two media: the library and the internet, has brought about its lapses in the last few years, going by the current information flow in higher institutions. This is probably the reason this study assumes that undergraduate students of the Federal University Lafia could be a rightly possibility in the use of internet and library to acquire academic knowledge, even though it is yet to ascertain which amongst the two is mostly utilized.

`As an academic institution, Federal University Lafia provides an orientation program for new students every session, which includes lectures on how to use the library and a conducted tour of the library. The library maintains a reference section to help the students and staff in providing ready reference and information services. After the establishment of Federal University Lafia in 2011, the center for Information and communication Technology was established with the aim of providing computing services to the University. The center has a pivotal role to play in promoting the academics and research programs undertaken by the University; and as a result staff and students are now able to browse with wireless whenever three's network. Thus, as the information Technology (IT) revolution rapidly unfolds, this role is likely to become even more important.

STATEMENT OF THE PROBLEM

It has been a concern in Nigeria on the possible effect to daytime and sometimes all-night internet browsing on reading time in the library among students especially undergraduates. With the growing trend of internet browsing, most of their time browsing the net for academic information and other information rather than consulting the library; probably due to outdated books in the library. The persistent problem of poor reading habits among Nigerian students has been attributed to major causes like listening and chatting culture, insufficient libraries, absence of appropriates reading materials and some environmental factors (Ogunrombi and Adio,2009). Whereas the internet offers information and systems of instructions that complement the traditional ways the students study and learn.

Some studies, for example, Oji (2007), have highlighted the growing incidence of students using the internet not necessarily for academic purposes, but for anti-social activities such as blackmail, fraud, pornography and so on. This probably explains why cyber cafes patronized by students in Nigerian cities and towns are often raided by law enforcement officials. With regards to this growing concern, Igun and Adogbeji (2007) found out in their survey that the postgraduate students of Nigerian Universities often studied to acquire personal knowledge and skills and to prepare for examination. This however, has led to a gradual development among less mature undergraduate students, for there seems to be conflict between the time and effort devoted by them to positive educational uses of the internet and the library. Hence, it is on this, the study emerges to examine the relationship between reading in the library and internet use activities of undergraduate students, with a view a ascertaining which amongst the duo (library and internet) is mostly utilized for academic purposes.

RESEARCH OBJECTIVES

This study is primarily aimed at comparing the current library and internet usage among students of Federal University Lafia. The Objectives however, are:

1.   To determine how often the students use the library and internet for academic purpose or leisure?
2.   To ascertain whether the students consult the library mainly for academic purpose or leisure?
3.   To ascertain which among the internet and library is mostly utilized by students for academic purpose.
4.   To find out the challenges students encounter in the use of internet and library.

RESEARCH QUESTIONS

This study shall be guided by the following research question:

1.   Do students actually use the internet mainly for academic purposes or for their own leisure?
2.   Do they consult the library mainly for academic purpose or for their own pleasure?
3.   Which, among the internet and library is mostly utilized for academic purposes by students of the Federal University Lafia?
4.   What are the challenges the students encounter in the use of the internet and library?

INTERNET AS A CONCEPT

The word internet is an abbreviation for International Network. This network results from a collection of computer networks that connects computers around the world. Internet has also been described as the information super highway. This network consists of computers of various sizes, computers in countries and regions of the world are linked through telecommunication systems. It revolves around connectively, interactivity or communication compatibility among the subsystems of the network system (Agbaje 2002). The internet uses the standard internet protocol suit (TCP/IP) to serve billions of users worldwide. It carries a vast range of information resources and services such as the interlinked hypertext documents of the World Wide Web and the infrastructure to support electronic mail. Most traditional communication media including telephone, music, film and television are reshaped or redefined by the internet, giving birth to new services such as voice over internet protocol (VOIP) and IPTV. Newspapers, books and technology are reshaped into blogging and web feeds.
Looking at the Internet from another angle, Ayo (2001) described internet as "A prowling collection of computer networks that spans the globe, connecting government, military, educational and commercial institutions as well as private citizens to a wide range of computer services, resources and information, thus reducing the world to a global village". The internet is bound to become an inseparable part without which the educational system cannot function any more. There seems to be an assumption that progress at all level; individual, national and international, can be hindered if there is no adequate use of the latest technology. Nationally and globally, progress is being judged against the level of the use of the electronic media.
The Internet as we all know today is a function of a direct effort by U.S defense researchers, who tried to communicate and link up with the use of computers. In 1960, a psychologist and computer scientist Joseph Likelier published a paper entitled 'Man computer symbiosis', which articulated the idea of networked computers providing advanced information storage retrieval. Precisely, the internet started in 1969, under a contract by the Advanced Research Project Agency (ARPA), whose major objective then was to connect four major computers at universities in the South-West to the United States. These first four computer network was up and running in December 1969. The core problem is creating a network then how to connect separate physical networks without tying up network resources for constant links. The technique that solved this problem is known as packet switching and it involves data request being split into small chunks (packets) which can be processed quickly without blocking communication from other parties; this principle is still used to run the internet today. This determination is as result of the cold war between the East represented by Russia and the West represented by the United States of America. It was a calculated effort through research to ensure dominance over the East.
With the successful implementation of the above objective and in realization of the benefits there of, the computer network of the base was expanded to include other networks for scientific research agencies, and some other networks for covering the colleges and universities. These various networks were inter-linked so that researchers' scientist, government and students could communicate and exchange ideas across the network (Ayo, 2001). This effort by researchers, who were working with the United States Defense Department of Advanced Research Project Agency (ARPA) in the 60's resulted in the development of a system called (ARPANET) to share data using electronic media. The internet or what is called cyber space developed from it. Subsequently, other countries started using the internet. Nigeria, like every other country in the world on its first encounter with the internet had struggled to understand it seemingly overwhelming power-still is. But then, industry observers and experts who have keenly watched the country

take its first baby steps in this direction say the growth so far had been phenomenal. In 1995, a year before these companies were registered a body known as the Nigeria Internet Group (NIG) had been conceived as a non-governmental organization with the aim of promoting and facilitating full access to the internet in Nigeria. Four years later, in May 1999 the Nigerian Communication Commission (NCC) in collaboration with the Nigerian Internet Group (NIG), organized an Africa Internet Summit (AFRINET "99), hosted by the Federal Ministry of communications. The summit, which took place at the ECOWAS secretariat from 11-13 May 1999, focused on sustainable development and utilization of the internet in Africa and sought to create a common forum where African internet practitioners can come together and discuss policy issues peculiar to Africa. The Nigerian Government then had been supported by United Nations Development Programme Agency UNDP/IIA in a US$ 1 million project to assist NITEL'S telecommunication training center.

   The internet operates without a central governing body. However, to maintain all technical and policy aspect of the underling core infrastructure and the principal name spaces administered by the Internet Corporation for Assigned Names and Numbers (ICANN), headquartered in Marina del Rey, California is the authority that co-ordinates the assignment of unique identifiers for use on the internet, including domain names, Internet Protocol (IP), addresses, application port numbers in the transport protocols and other parameters. Thus, the internet is allowing greater flexibility in working hours and location, especially with the spread of unmetered high-speed connections and web application. The internet in general and the world wide web can now be accessed almost anywhere by numerous means especially through mobile internet devices like mobile phones, data cards, handheld game consoles, cellular routers etc.

LIBRARY AS A CONCEPT

A library is a collection of sources, resources and services and the structure in which it is housed. It is organized for use and maintained by a public body, an institution, or a private individual. In the more traditional sense, "A Library is concerned with the collection, processing, storage and dissemination of recorded information for the purpose of reading, study and consultation" (Aina 2004). In addition to provide the services of Librarians, who are experts at finding and organizing information and interpreting information needs?

Today's libraries are repositories and access points for prints, audio and visual materials in numerous formats including maps, prints, documents, micro form (microfilm, microfiche), audio tapes, CDs, Cassettes, videotapes, DVDs, video games, e-books, audio books and many other electronic resources and the internet. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building by providing material accessible by electronic means and by providing assistance librarians in navigating and analyzing tremendous amount of information with a variety of digital tools. Education' and 'Library' are two inseparable concepts, both being fundamentally and synchronically (operating) related to and co-existent with each other. None of them is an end in itself; rather both of them are a means to an ultimate end. This inter-relation of one upon the other have been coming down from the birth of human civilization to the posterity through a process of evolution in accord with varied needs, changes and circumstances of various stages of human life.A good-well equipped library is essential for the intellectual, moral and spiritual advancement and elevation of the people of a community. It is an indispensable element of the absolute well-being of the citizens and that of a nation at large. People acquire education through certain institutions, schools, agencies, welfare bodies, museums and organizations, and library is the most outstanding of such institutions. The scope of a library as an effective aid to study and education is virtually numerous. According to Halsey et al (2008) there are different types of libraries:

1.   Academic library
2.   Public library
3.   Special library

Both of which contribute to education in various ways, the academic libraries comprises of school libraries, college libraries and university libraries whose prime objective is to meet the academic needs of the particular institution for which it is created to serve. The purpose of a university library differs, in varying degree from that of a school or college library, the former adheres extensive and particular emphasis to research projects apart from the curricular needs of the institution. Besides aiding in the studies of children and assisting the teachers in their teaching and periodicals research, a school library is primarily concerned to pro-create an urge for reading amongst the children who here get a first had knowledge to use the library resources most effectively in their future career.

   Libraries have existed for a long period, as far back as 6000 years ago. The beginning can be traced to the sumerians, who developed the clay tablets in which cuneiform signs and characters were used to record the

activities of the government, temple and business. During the era of Assurbanipal, the king of Assyria (668-626 BC) was known to have collected over 30,000 tables on all subjects throughout his empire. The collections were found mainly in certain rooms in the palace at Nineveh. Later on, libraries were found in Egypt and instead of tables and clay as media of information, rolls made up of papyrus were used as medium of recorded knowledge. The recorded knowledge in papyrus used in ancient Egypt covered many subjects including agriculture, government, poetry and medicine. There was also evidence of ancient libraries in Greece. But the best know of these Aristole's library and the Alexandrian library. The Romans as a result of spoils of war also had a share of ancient libraries. Many of the spoils of war brought to Rome by roman Legions included books and private collections. (Aina 2004).

During the medieval era in Europe, Christianity and Islamic religion played a dominant role as it expansion depended upon wider knowledge of religious documents. (Aina 2004). The desire to have knowledge and the increasing spread of education, coupled with the invention of movable types by Johannes Gutenberg, accelerated the growth of libraries in Europe. Hand copying of manuscript was discontinued, as printing was done on paper with the movable types (Aina 2004). Also, libraries were developed at an exponential rate in the United States of America during the modern Era. Many private collections were developed which later metamorphosed to University libraries. For example, John Harvard's personal collection was library of congress. The collections were in many disciplines including law, farming, sciences etc. During this period various types of libraries emerged in the United States of America, among which is the American library Association established the library Journal that assisted in the promotion of libraries. (Ojo-Igbinoba 2005).

In Africa, Nigeria to be precise, the recognition of the need for need for library is as old as the Nigerian history. The first library, which was called "town library", according to Oyegade, Nassarawa, and Mokogwe (2003) was founded in 1879. Among its objectives were the maintenance and the establishment of books and materials to lend the public for self-improvement. The investment in libraries by early Christian's missionaries in Nigeria showed the importance attached to library services, including public lectures. When the university college Ibadan affiliated to the University of London was set up in 1943, there was a strong emphasis on the maintenance of a good university library. At its establishment, Ibadan University College had inherited the small library of the Yaba Higher college in 1948, in addition to the 18,000 volumes of the Henry Carr library, which the Nigerian colonial government had purchased in 1946 (Wrong and Harms,2009). A book collector Azikiwe was reported to have assembled over 40,000 volumes in his private library, not to mention thousands of pamphlets, journals, memorabilia, and government documents. The library had served as an important research center to scholars in diverse fields, especially historians, political scientists, biographers and constitutional lawyers. One of the prominent libraries that have emerged in the present day Nigeria is the National library of Nigeria, which came into effect in November 1964 with the enactment of the National library Act of 1964 and headquarters in Abuja. Prior to the passage of the National library act, a series of educational conferences conducted in Ibadan, had laid the intellectual basis for the creation of a network of libraries funded by the government to provide accessibility of educational materials to Nigerians (Enyia 2002)

A library is not, however, merely a conserver of the past event, experiences and knowledge. "The preservation of the physical object called the book", for example, may not be important in itself. What is important is for the library to transmit to the incoming generations the ideas which the book contains. Through the instructional staff of the academic institutions the knowledge and ideas conserved by a library are refreshed, put to use in the education of youth who are to be leaders in society and workers in the field of research, and then the libraries become vital aids directed towards the expansion of man's fund of knowledge.

Thus the libraries have an essential and close bearing upon the advancement and learning at all levels for all the times to come.

THE ROLE OF INTERNET IN EDUCATION

The internet provides an excessive amount of information across various disciplines, including education. Internet usage has the potential to improve the quality of education. This is supported by Laurillard (2002) who postulated that "computer base learning can increase understanding of theoretical and critical concept". The value of the internet for educational purposes was further supported by Charp (2000) as cite in Muniandy (2010), who taught students to learn, work, communicate and play". The internet revolution is not just limited to finding information but also to fostering relationships, that brings people together. Muniandy (2010) in his research findings on the academic use of internet among undergraduate students outlined the following functions of internet in education:

1. Store house of information
2. Communication without boundaries
3. Online interactive learning

4.   Electronic/ online research
5.   Innovation in the new world
6.   Improve interest in learning
7.   Global education and
8.   Information catalogues

STORE HOUSE OF INFORMATION

The internet is described as "sea of information" containing texts which are not housed between libraries or bookshop wall and subject areas span across all fields of knowledge. It contains information from all fields of Endeavour's which students from all academics fields can have access to at any time. This is supported by Ray and Day (2008) as cited in Edem (2010) who posit that the internet has greater potential for desirable information, is a faster means of accessing information, provides access to a wider range of information; provides access to electronic journals, enables access to multiple file at once; provide access to information from home, and give more satisfactory answers to queries than library staff.

COMMUNICATION WITHOUT BOUNDARIES

The internet is a mechanism for information dissemination and a medium for collaborative interaction between individuals and their computers without regard for geographic limitation of space. According to Ureigho et al (2006), the internet is a ' live' constantly 'moving', theoretically borderless, potentially infinite space for the production and circulation of information. As an effort to make communication global without the limitation of space, Google the leading search-engine provider then in December 2004 as revealed in Campbell (2006), made as astounding announcement. As part of it effort to make offline information searchable online, Google Inc. (NASDAQ: GOOG) today announced that it is working with the libraries of Harvard, Stanford, the university of Michingan and the university of Oxford as well as the New York public library to digitally scan books from their collection so that users worldwide can search them in Google. These, therefore will provide the web with a substantial authoritative record which will enable students including teachers and lectures from all academia to have access to academic libraries across the globe for their assignments, research works, lecture notes etc.

GLOBAL EDUCATION

Many colleges and universities are now offering undergraduate programs and graduate programs onlinewith the help of the internet. This allows time flexibility and greater access to students who don't need to relocate to get an education. Pandit (2010) in his publication of advantage of the internet in education, he posit that internet in education is the onset of distance education or online learning. According to him, with the help of online learning, people from any part of the world can gain knowledge on different subject, complete courses etc. Ureigho et al' (2006) further supported the view that "the internet is one of the greatest recent advancement in the world of information technology and has become a useful instrument that has fostered the process of making the world a global village". University of Liverpool is an example of one the institutions that is currently offering online Degrees and masters Degrees.

INNOVATION IN THE NEW WORLD

There are many methods in which people are able to get formal education through the internet. There are many schools and also colleges that are placed in remote areas of the world where there are no adequate infrastructure available. Other than the lack of infrastructure, there is also a dearth of quality teachers in these places. This makes it imperative for the presence of internet for these people in remote place to learn. In view of this, David (2010) in his article "The role of internet in the Education of people", posit that the presence of internet through improved communication facilities in every nook and cranny of the earth has been a great plus instead of classroom teaching ;the children have teaching through the internet where they are able to ask their doubts to their teachers in faraway places. All this has made the education to reach places, unreached and has improved the quality of education. This argument was further supported by Omatayo (as cited in the international information and library Review (2006). According to her the internet is fast changing the method for accessing and using information and research activities. It has introduced new concepts of the teaching process and is recasting the roles played by the participants of the educational process.

ELECTRONIC ONLINE RESEARCH

The internet can be most useful for completing projects in schools and colleges. As the internet is an ocean of information, covering nearly all subject known to man, one can literally find information, research work etc required for ones projects. Going through the information on the internet is definitely faster than reading an entire book on the subject. Also, latest news is constantly updated on the internet on different news sites. Students learning politics and mass communication for example can have access to all the current affairs, newspapers, journals through the internet in the school campus, at home or at any other place. Historical accounts like speeches, biographies, etc. are also easily available on the internet in detailed and accurate version. Almost every coming day researches on medical issues become much easier to locate. Numerous websites available on the net are offering loads of information for people to research diseases and talk to doctors online at sites such as, America's Doctor. During 1998, over 20 million people reported going online to retrieve health information.

INFORMATION CATALOGUE

As digital library began to developed, librarians initially applied manual means to "catalog" digital resources because of the need to make more object on the web addressable. But since cataloging was no longer an adequate description, the digital resource addresses came to be known as 'metadata' (Campbell 2006). Within the web environment, however, new organizing principles have emerged and unlike cataloging, these new principles were no longer necessarily applied best by manual means, nor were they necessarily created from the same elements. It enables people share information worldwide through what is known as Online Public Access Catalogue (OPAC).

THE ROLE OF THE ACADEMIC LIBRARY

Academic libraries today are complex institutions with multiple roles and a host of related operations and services developed over the years. Yet their fundamental purpose has remained the same: to provide access to trustworthy authoritative knowledge. An educational institution is in effect a great complex of learning resources, both human and inanimate. Within the latter category, books have held pride of place for centuries and there is no reason to suppose that their primacy is in danger of being illegal (Enright, 2002).Winkworth (2005) in a discussion paper suggests reasons why teaching staff might not view libraries as central: lack of teaching role, lack of an advisory or counseling role, little attempt to come to grips with the intellectual content of books, slow to question assumption about users' needs and modesty about the skills of librarians. As a first step in a positive strategy for libraries, the author advocates the development of "a conceptual model of the education process which is itself convincing and makes sense of the role of libraries" in terms of the institution's philosophy. Referral services, study skills counseling, preparation of learning packages, literature searching etc. are potential additions to the library's role.

To this extent, Latham, Slade and Budnick (2001) have outlined the role of the academic library to include the followings.

1.   Education extends the role of the academic library specialist to include the role of the Building Co-ordinator, providing assistance to teachers in the use of educational technology and functions as a liaison between teachers and the educational television system. The library media specialist must also serve as an information consultant for students taking courses and for teachers designing distance programs.

2.   De silva (2007) as cited in Latham et al (2000), in support of this role said that there has been a shift from the traditional role of organizing and retrieving information to a role that requires close partnership between teachers and librarians working as learning facilitators.

3.   The role of the academic library in the learning system is evident in several areas, including most stages of curriculum development: Statement of learning outcomes, choice of content, identification of learning resources and determination of methodologies for learning, assessment and evaluation. Additionally, the academic library plays an important role through the provision of library skills and research techniques for students.

4.   The library's involvement in academic is discussed in terms of the planning, development, implementation and management of library facilities for students. Included in the range of services the academic library can offer are educational counseling, enrolment services, maintenance of databases and course materials, housing of test materials and collaboration with other agencies. In addition to traditional role of offering materials on a wide of subjects, Adams (2006) as cited in Latham et al (2001), encourages

5.   The role of the Academic library is examined in term of the application of the techniques of marketing. The marketing function involves four aspects: promoting library services to potential clients, explaining services to

encourages use, co-operating with other libraries which may be used by students.

6.   Academic library's roles also include the administrative monitoring, and choosing and maintaining a delivery system for library materials.

7.   The role of the academic library is extended to the institution, its librarians and it teaching staff in taking responsibilities for ensuring that students are not disadvantaged in the library service they receive. That they are educated in tertiary library usage and can access the same information resources so readily available to their internal counterparts.

8.   According to Cantelon (2002) as cited in Latham et al (2001), he emphasizes the important collaborative role of the library service "in the transformation of education from a place to a process". Information system may be viewed as processes which help overcome the traditional limitation of space and time.

9.   The role of Liaison librarians with university is examined. Liaison librarians interact with faculty by offering services such as current awareness, literature and picture search and preparation of library and literature guides for students. They also attend faculty board and course term meetings wherever possible to remind academics about library resources.

10.   After reviewing the traditional activities of libraries, Down (2006) as cited in Latham et al (2001) suggest expanding role of Academic libraries to include service to university alumni, radio broadcasting of book talks, and books sales to the public.

THE IMPACT OF INTERNET IN THE LIVES OF PEOPLE

Life has distinctly undergone some very dramatic changes ever since the dawn of the Internet era and with each passing day there is a growing dependence on it. Those who are to it would know the helplessness experienced when deprived of riding on this superhighway of information. Though some writers like Adesina (2006) still believe that with the lots of benefits the internet offers, however it also features new problems. Also, Suhail and Bargees (2006) supported this view by distinguishing between healthy and unhealthy internet use, positing that "excessive time spent on the Internet in purposeless activities can often take people away from their actual goals".

BENEFITS OF INTERNET

Three major issues are highlighted here on the social impact of the internet. They are education, healthcare, and rural development even though many more exist.

1.   Education

Education is critical priority for all countries. It is an essential tool for raising standards of living, reducing poverty, and improving the quality of life for the citizens.

Imparting education through the internet involves multimedia learning resources combined with CD-ROMSs and workbooks. It is an attempt to explore the fundamentals or the essential concepts of a course by tapping the full academic power of multimedia. Many educational websites use different features such as interactive examples, animation, video, narrative etc.

The internet has the potential to improve access to education and quality of education in multiple ways, and can be applicable to a board spectrum of countries. For example, for countries where access to basic education is a problem, Internet-based self-learning initiatives can be used to supplement the school system. Such systems work by providing terminals that children can use outside of class rooms hours, and control both their inborn curiosity and a system of peer-supported learning. Studies suggest that such approaches improve academic results and help spread literacy, and in fact, increase the level of engagement and desire to learn. An unlimited amount of educational resources is also available on the internet. Thousands of schools across the world have integrated the traditional way of instruction with the learning through the internet. Students often surf through sites for supplementing information available in the textbooks, to read extensively on the topics that interest them and also to aid project works they are required to do.

There are many surveys on the use of the internet, and nearly all find that internet usage is most prevalent amongst younger, more educate people (Haoffman, Novak, & Schlesser, 2000). Studies on the use of the Internet in Africa included that of Jagboro (2003), who stated that among the majority of undergraduate and postgraduate students of Obafemi Awolowo University, the Internet is ranked fourth among the sources they use to search for materials. Experts on education feel that computer technology and the Internet are brilliant means and they should not be made the end.

Problem of Internet

Theft of Personal information; Providing personal information online when shopping or banking can result in hackers gaining access to private data that can be used to steal your funds and even your identity. That is to say, if you use the internet, you may be facing grave danger as your personal information such as name, address, credit card number etc can be accessed by other culprits to make your problems worse.

Spamming; one of the biggest problems that the internet has created is that of spamming. Spamming refers to the activity where in unwanted emails and other links are sent I bulk to people. These emails may pertain to advertising or random bulk emails and these may contain Viruses that may corrupt the system and even if they don't cause any harm these can be plain annoying.

Virus threat; Virus is nothing but a problem which disrupts the normal functioning of your computer systems. Computers attached to internet are more prone to virus attacks and they can end up into crashing your whole hard disk, causing a considerable headache

Pornography; This perhaps the biggest threat related to children and youths healthy mental life, a very serious issues concerning the internet. There are thousands of pornographic sites on the internet that can be easily found and can be detrimental factor to letting the children use the internet. This could lead to change in behavior and attitudes.

Lack of permanence; Web pages are notoriously unstable. They appear, move and disappear regularly. This can be of particular concern for academic researchers, who need to cite a stable page for reference purposes (Ko, 2008).

Internet traffic; Internet traffic is increasing as more people become Internet users and existing users send greater amounts of data. If the volume of traffic increases faster than the capacity of the network increases, congestion will occur, to the congestion that occurs when too many cars attempt to use a highway (comer, 2008 as cited in Microsoft Encarta 2009).

Addition; It is possible for Internet users to become habitually addicted. Though different from chemical addiction it is a real problem as some lose employment and suffer other adverse effects from overuse. So even though the internet has in many ways brought the world closer together it has also in many ways caused a lot of damage to relationships and growth of individuals. This is because the internet can have a huge addictive nature of the internet. Reports indicated that addiction could lead to debt, sack, child or family neglect, divorce etc. Addicted youths result into lying about the amount of time and money spent on the internet, restlessness, neglect of social obligations, poor academic performance in school, etc all these are part of the negative effect of internet addiction.

Inaccurate Information; Though there are many legitimate websites full of factual information there are a plethora of sites with inaccurate information and it is often hard to tell the difference.

Plagiarism; While the internet has made life easier for people in many ways it is also reflecting an uglier side to its existence through a number of problems that its users. With a large amount of information freely available on the internet theft and misuse of this information is a likely possibility. Again you see cases of people using someone else's information and research and passing it off as their own.

Challenges of Internet Access in Nigeria

Low penetration has been the major issue. The internet basically remains an urban phenomenon in the country. The rural areas have been shut out from this illumination and there seems no be no hope for them anytime soon. Even in villages where GSM is already present and fully functional some of them still cannot access the internet. Internet Service Providers have however said that the blame should not be heaped at their doorsteps. According to some systems analyst, the vast majorities of natives in rural areas are poor and cannot afford computers and phones that could give them access to the internet. Another major problem is illiteracy. You at least have to be able to read and write to be able to learn to use the internet and majority of these people are bare illiterates. Comments from an online reader had also identified another major challenge crippling internet growth in the country. He said coverage will remain this low if they continue charging for it as if it is gold. 'It is only in this country that we just like making simple things seem as if they are meant for only the rich'.

Last year, as revealed in October, 2010, Mr. Nyibo Odero; Googles Office Lead, English speaking West Africa had at a briefing with ICT news journalist in Lagos that there was a major IT infrastructure problem in the nation and this should be urgently addressed. It is important to make internet access easily available to people in this country and then the prices even for a simple standard laptop is crazy. Another Google executive; this time its vice President Technology; English Middle-East, Asia and Africa EMEAA, Nelson Mattos also told ICT news journalists at the same briefing in Lagos that Nigeria and indeed the entire African continent could never become market potential for internet-broadband access as far as he was concerned. He said the continent remains low and poor on internet infrastructure and penetration to be termed a market spot. He said that though much has been invested in various African countries yet, a lot of development is still needed. African nations still need to do a lot to grow. Infrastructure is still a major problem for the industry as the right infrastructures are not available. They have to be made available to aid the distribution of bandwidth to the remote areas. Also, government needs to subsidize the right of way for the operators to pass through. If the government is charging the operators too high, the cost would be passed on to the consumers. Most especially, also, government must improve on power supply.

From the above contributions therefore, it will be rightto say that the major problems and challenges of internet access in the country Nigeria is that of low penetration as result of illiteracy, the unstable nature or lack of power supply in the use of internet services, low income, high rate of tax and charges on internet operators etc.

The virtual library concept which was conceptualized to ease the access of learning and teaching of digitalized databases, encyclopedia, historical and current events has been a success in many countries .but in Nigeria according to mohammed (2009) where the national universities commission (NUC) has been championing the course the initiative still remains a mirage and this is due to.

1.   Funds
2.   lack of planning
3.   Government attitude to education.

    UNESCO   as quoted in IFLA publication (1979)defined the library as any organized collection of printed books and periodicals of any other graphic and audio visual materials and the services of the staff to provide and to facilitate such materials as are required to meet the information ,research educational or recreational needs of its user .Library resources found in developed countries, Library resources found in developed countries ,support teaching learning functions by facilitating research and scholarship of students and lecturers but this is not the situation in most developing countries because the libraries are struggling to survive due to financial constraints .Accessing Nigerian libraries against UNESCO 1979 definition could be explainable to some minds. Some of our libraries do not have adequate books, periodicals and audio visuals been acquired into the libraries not to talk of a 2007 definition of UNESCO which may include electronic/digital resources

    The process of the establishment of the virtual library ,as noted by ya'u (2003)   started with feasibility study coordinated by staff of UNESCO through a workshop .The workshop involved various stakeholders and professionals from all the sectors of the tertiary institutions ;libraries and IT professionals ,educational administrators as well as IT companies that are operating in electronic library sectors were all involved in the process .The representatives of donor organizations such as the Marc Arthur Foundation ,open society initiative for West Africa and US public information system were also represented in the workshop .The author noted that some of the theory issues identified in the workshop were poor ICT infrastructure ,inadequate ICT skill and the financial implication of connectivity and access to electronic database. Specifically ,Ogunsola (2004) examined the implications and opportunities of ICT ,as a cure for the poor state academic libraries in Nigeria .While identifying the mitigating factors of the implementation and development of ICT in Nigeria the author also sensitize the Nigerian universities to the need of globalization of information for their educational development .shortage of manpower ,frequent computer breakdown due to electric power surge ,erratic power supply and lack of spare parts ,were identified as the major problems Nigerian libraries face in the implementation of ICT.

    Igwe .(2005) in an article ''Harnessing Information Technology for the library education in Nigeria '' states that providing opportunities to meet the basic learning needs for information professionals is first step towards preparing library schools in Nigeria for the emerging global society .He identified inadequate infrastructure ,outdated curricula .poor human and financial resources ,lack of access to necessary information and resources for learning, and communication among key players in the library schools as contending issues faced by the library schools in Nigeria. He also highlighted that UNESCO (1998) stated that to effectively harness the power of the new information and communication technology to improve library education in Nigeria, the following essential conditions must be met: students and teachers must have sufficient access to digital technologies and the internet in their classrooms, laboratories and workshops: high quality, meaningful, and actually responsive digital content must be available for

teachers and learners; and teachers have the knowledge and skills to use the new digital tools and resources to help all students achieve high academic standards. In conclusion he recommended that Nigeria library school have to link up with other library schools in other countries so as to enhance their collections and services to the academic environment.

Comparative Analysis of Internet and Library Usage Among

Students; Internet usage has the potential to improve the quality of education as supported by Charp (2000) as cited in Muniandy (2010), who stated that "the internet brought about positive changes to teachers and instructors, who taught students to learn, work, communicate and play". The value of internet for educational purposes was further supported by Laurillard (2002), who postulated that " computer-based learning can increase understanding of theoretical and critical concept" . So also is the university library, seen as the academic heart of the university system and its basic purpose is to provide university staff, students, and other researchers with materials assistances and an enabling environment that would facilitate teaching, learning and research. Whitmire (2002) as cited in Oyewusi and Oyeboade, (2009) affirmed this by positing that "academic library resources are considered a good measure of an institution's excellence and quality". Popoola (2008) also confirmed that the information resources and services available in institutional information systems must be capable of supporting research activities among the students and faculty members. It can be argued that any "good" school or library must have access to the Internet. Educators and librarians have unique interests in regard to the information Superhighway. Some believe that students should be given a map and allowed to zoom on to new harizons. Others are concerned that the rush to Ellsworth proclaims the freshness and immediacy of the internet in her book "Education on the Internet" cited in http://www.bellaonline.com/articles as "the view of many educators, parents and politicians". To her the internet is a good resources, but until there are books and other needed resources the Internet is a decoration. Meaning that no matter how creative and good the internet can be, if it does not recognize the importance of books in the library then it is just a mere decoration. In an article "Surfing the Net for Education Lite", Mosbacker further expresses concerns when the Net takes on "a messianic quality":

> If we encourage students to become addicted to instantaneous bit of information, free of context and logical coherence, they will be ill-equipped for the rational dialog and analysis required for citizens in a civil and literate culture. Modern technology cannot substitute for a thorough reading of the great classics in literature, philosophy and political history. Being technologically advanced and sophisticated is not the same things as being literate and civilized. Although there seems to be a growing concern about the potential effect of Internet use on student generally, studies relating Internet use and reading variables among undergraduates are not commonplace. However, forecasts of the demise of the printed book and the associated changes in the academic library have fostered valid questions about the continuing place of reading and print media in tertiary institutions. Deekle (2005), writing on books, reading and undergraduate education, highlights the increasing interest paid to information technology by higher education and the competition from radio, television, motion pictures video and a changing campus culture. He recognizes a nearly universal expectation among information searchers and users of immediate gratification of a need for answers rather than in-depth understanding of issues that may surround the answers.

Nevertheless, he opines that reading remains a fundamental building block for a liberal education, providing a board basis for knowledge and understanding. He also advocates for reinforcing students' critical reading skills and habits and giving them a contextual framework for a lifetime of self-directed learning. According to Yeoh (cited in Pooi Fang 2008), he posits, "Reading for knowledge and information will become a critical source for competitive advantage besides development in the 21st century". Meaning that it is undeniable that library is important and that good libraries play critical roles in the development of academic and intellectual skills and the associated socio-economic benefits. But however the seeming decline in the art and practice of reading should be great concern. Ugah (2008) quoted Osundina (2004), who studied the relationship between accessibility and library use by undergraduates in Nigeria and noted that the problem of Nigerian students is not the question of wanting to use the college library, but whether or not the university library can provide for their needs, and whether there is access to what is provided. This assertion was agreed to in later studies by Iyoro (2004) and Popoola (2008).

Various studies have also found that Nigerians do not read as a habit, but in order to succeed in examinations necessary to obtain paper qualifications for jobs. Adeji (2003) posit that undergraduate students in Nigeria read mainly prescribed textbooks to enable them pass examinations and this is in spite of the availability of other resources. In a study of the reading habits of undergraduate students as deducted from their library use at the University of Ado-Ekiti, Nigeria, Busayo (2005) reports that 75% of the sample engaged in utilitarian reading. Also, 82% of them used the library

mostly during the session and deserted it the moment they were through with examinations. Uwa (2007) reports similar findings on students of tertiary institutions in Imo State, Nigeria, revealing that reading to pass examinations, tests and continuous assessments is the main motivator for the students' reading in the sampled libraries. Furthermore, high percentages of students often read only their lecture notes and handouts in the   libraries.

From a different but related perspective, Osunade and Ojo (2006) as cited in Edem (2010) surmise that in Nigerian tertiary institutions, students use the internet as an alternative to scarce and outdated library resources. They evaluated the behavior of tertiary level students in the use of the Internet and library at the University of Ibadan, Nigeria. Their results indicate that the Internet is fast becoming a source of academic information among students due to easy access, correctness, availability and up-to-datedness, while the library is used mainly as a reading place. The suggest the need to appraise and upgrade library an Internet facilities in tertiary institutions so that needed academic information can be obtainable from which ever source students choose to use. Ray and Day (2008) as cited in Edem (2010) surmise that the Internet has greater potential for desirable information, is a faster means of accessing information, provides access to a wider range of information; provides access to electronic journals, enables access multiple files at once; provides access to information from home , and gives more satisfactory answers to queries than library staff.

In spite of these benefits, Gilbertson (2002) challenges the reliability of some Internet information, while Ojedokun (2006) points out that many students use the Internet mostly to search and retrieve information on entertainment, sports and news, and attributes this trend to lack of necessary searching skills for effective usage. Oji (2007) considers Internet use to be one of the causes of the decline in the reading culture of Nigerian youths, She points that, some youths are often seen in cybercafés browsing the Internet and engaging in activities that entertain rather than educate, adding that perhaps some of the ills of today's society could be attributed to wrong use of information gotten from websites. Suhail and Barges (2006) posit that the misuse of the Internet often leads to unhealthy consequences, while heavy Internet use leaves little time for anything else. They investigated the positive and negative effects of excessive Internet use among undergraduate students in Pakistan and found positive associations between time spent on the Internet and the various dimensions of the Internet Effect Scale (IES), indicating that excessive Internet use can lead to a host of problems of educational, psychological, physical and interpersonal nature. Although a high proportion of the students reported positive than negative effects of Internet use. The authors suggested that Internet use should be within reasonable limits, so that adequate time can be focused on activities that enhance productivity.

During the 1930's numerous studies were conducted within the perspective of book reading, radio, soap operas, the newspapers, popular music and the movies to probe why people attended to the product of media and the rewards such exposure provided. These studies results came up with the uses and gratification approach which according to McQuail (2000) is a "a version of individualist functional theory and research that seeks to explain media use and the satisfaction derived from them in terms of the motives and self-perceived needs of audience number". The approach emphasizes audiences' choice by assessing their reasons for using a certain media to the disregard of others, as well as the various gratifications obtained from the media, based on individual social and psychological requirements (Severin & Tankard, 2007). The information obtained from a medium therefore, because it yields the expected result that the user anticipated, make the user to trust and stick to such medium. The media on the other hand, knowing through audience research keep feeding its users to more of such fulfilling information. Daramola (2003) supported this argument by citing an example to explain this assumption. He says:

> For example if we watch the 9.O'clock network news on channel 10 every day and like the newscasters or their rendition that means we seek gratification of news by watching channel 10. As we gain experience with segment of the media, we feed this back to our beliefs about this segment of the media and create a cyclical process that revert us back to watching the news everyday on the same channel. In line with this assumption therefore, the undergraduate students of Bayero University, Kano could be seen as people who use the internet and library as a media to satisfy their needs of information on education, entertainment, integration and social interaction and identity. The uses and gratifications has always provided a cutting-edge theoretical approach in the initial stages of each new mass medium, such as newspapers, radio and television, and now the internet, which receives the significance via this approach (Ruggiero, 2000). The uses and gratifications theory has been widely used, and also is better suited, for studies of Internet and library usage. In the Internet environment, users are even more actively engaged communication participants, compared to other traditional media (Ruggiero, 2000).

The theory also suggests that people consciously choose the medium that could satisfy their needs and that audiences are able to recognize their reasons for making media choices (Katz et al., 2004). Thus, this brings about competition not only between the Internet and other traditional media like the library, but among each option in the Internal itself as well. These probably explains why undergraduate students choose the internet over the library or the vice versa; because

they seek gratification of researching, entertainment, access audio-visual materials, social networking by using either of these two mediums. As a result it bring about competition among the two mediums, because with their good audience research they are able to produce more of such information or even produce new ones (which is evident in the way libraries are becoming modernize by providing access to both hard and soft copy materials and the internet in its continual establishment of different websites like the research site-all academic.com, Google scholars etc. online newspaper-nigeriamasterweb.com, where almost all the Nigerian newspapers are found, entertainment and social networking sites like facebook, skype, 2go etc.) so as to keep their users and attract new one

METHODOLOGY

The survey research method was use in soliciting the relevant information needed from undergraduates, who are the subject of this study. Surveys allow researchers to measure characteristics, opinions or behaviors of a population by studying a small sample from that group, then generalizing. According to Wimmer and Dominik (2000), population is "a group or class of subjects, variables, concepts or phenomena". Therefore, the population for this study is made up of both male and female undergraduate students of Federal University Lafia. This has a total population of 541 ICT (2015). The study has therefore, adopted a random sampling techniques method in the research work. Random sampling techniques is said to be the act of which the researchers select the target population randomly and then use it to make generalizations based on the population of the study. But according to Bernard (2012) assert that if the population of a study is less than 200 the entire population should be used for the study. Base on the fact that the population of the students involve in this study is large, the researchers has decide to use 54 questionnaire, meaning that 10% was use to collect data for the research, some of the students (respondents) will be randomly selected as the sample (representative) of the entire population. And this is according to Nwana (2002) who stated that "if a population is in hundreds, one needs a sample size of 10%. Questionnaire is the instrument use for data collection for this study, close-ended and open-ended questionnaire format is employed in order to elicit set of responses from respondents. Thus, the questionnaire was designed in line with the research questions and objective of the study. The descriptive statistical method is employed in this study by utilizing tables and percentage method of statistical analysis. Inferences were drawn vis-à-vis from the research questions and objectives of the study for easier interpretation.

Response Rate

The response rate from the sample of the population from which the data of this study was derived is as follows, fifty-four (54) questionnaires were randomly distributed to some students of the Federal University Lafia and were duly completed as the sizes of the respondents were not too large for the researchers to manage.

Data Analysis

This research attempts to compare Internet and Library usage for academic purposes among students of Federal University Lafia. To achieve this, a sample of 52 respondents was used for the study.
The table 1 shows that majority of the respondents with 96.3% use the Internet and Library for academic purpose. Though, 3.7% of the respondents disagreed on having an

idea of the Internet and Library. This means that almost all the undergraduate students of the Federal University Lafia have a high knowledge of the Internet and Library.
Out of the 54 respondents, majority of the respondents with 46.3% make use of the Internet frequently. This means that the respondents use the Internet at least thrice or twice a week. The next category of users use the Internet very frequently (daily), occasionally (less than once a week) and seldom, at least once a week.(Table 1b)
Majority of the respondents (66.7%), consult the Library for textbooks. While others visit the library to read newspapers and very few of the respondent consult the library for journals and audio-visual materials. (Table 2a)
This indicates that majority of the Internet users (51.9%) in this study visit the Internet not necessarily for academic purposes but also for other purposes such as social networking/chatting, entertainment and other benefits they could get from the Net. This finding seems to agree with Oji's (2007) view by highlighting the growth incidence of students using the Internet for academic purposes. (See Table 2b)
Table 3 reveals that majority of the respondents with 64.8% prefer to use the Internet for their academic work than consulting the Library. This means that despite the fact that they consult the Library for books and other things, they still find the Internet better for some reasons which shall be looked at in table 3.This also explains Adedeji's (2003) position that undergraduate students in Nigeria read mainly prescribed textbooks to enable them pass examinations.

Despite of these benefits of the Internet and Library, the respondents challenges the reliability of some Internet information as Gilbert (2002) did. The respondents also reported the problem of Internet service failure, lack of adequate power supply and cost of running the internet being too expensive, with majority response of 60% saying that the major problem of the Internet is slow network service.Majority of the Library users also gave reasons to problems associated with consulting the Library as: scarce and outdated Library resources (36.8% & 52.6%), time consuming and less accessibility due to limited hours of Library operation. Just as Osunde and Ojo (2006) as cited in Edem (2011) posit that in Nigerian tertiary institutions, students use the Internet as alternative to scarce and outdated Library resources. (Table 4)

FINDINGS

Arising from the data analysis and interpretation, the following were discovered

1.   That undergraduate students of Federal University Lafia has the knowledge and use of internet i.e. 52(96.3%) knowledge while 12(22%) and 25(46%) frequently and mostly use internet.
2.   Federal University Lafia undergraduate students use the internet for both academic research and leisure purposes such as social networking and entertainment.
3.   That undergraduate student of Federal University Lafia uses the library mainly for academic purposes and not leisure.
4.   That undergraduate student of Federal University Lafia uses the Internet more than they use the Library for academic purposes.
5.   That undergraduate student of the Federal University Lafia encounters several challenges when using the Internet and they include high cost, network problems, inadequate power supply and less reliability. Also when using the Library, they encounter lack of up to date materials, time consuming and inadequate materials.

TABLE 4: Challenges encountered by respondents when using the internet and library

INTERNET		
Variable	**Frequency**	**Percentage %**
1. High cost	19	48.9%
2. Network problem	4	14.7%
3. Shortage of power supply	10	27.3%
4. Less reliable	3	9.1%
Total	**35**	**100%**
LIBRARY		
Variable	**Frequency**	**Percentage %**
1. Lack of up-to-date materials	2	10.6%
2. Time consuming	10	52.6%
3. Scarce materials	7	36.8%
Total	**19**	**100%**

TABLE 1a: Knowledge of usage of Internet and Library among students for academic purpose

Variable	Frequency	Percentage %
Yes	52	96.3%
No	2	3.7
Total	**54**	**100%**

TABLE 1b: Frequency of use the of the Internet among respondents

Variable	Frequency	Percentage %
Very frequently	12	22.2%
Frequently	25	46.3%
Seldom	8	14.8%
Occasionally	9	16.7%
Total	**54**	**100%**

TABLE 2a: Resources respondents consult most in the Library.

Variable	Frequency	Percentage %
Text books	36	66.7%
Serial	4	7.4%
Journals	2	3.7%
Newspapers	10	18.5%
Audio-visual materials	2	3.7%
Total	**54**	**100%**

TABLE 2b: Activities respondents engage in while using the Internet services.

Variable	Frequency	Percentage %
Researching	17	31.5%
Social networking/chatting	7	12.9%
Entertainment	2	3.7%
All of the above	28	51.9%
Total	**54**	**100%**

TABLE 3: Ascertain among internet and Library mostly utilized for academic work

Variable	Frequency	Percentage %
Internet	35	64.8%
Library	19	35.2%
Total	**52**	**100%**

CONCLUSION

This study found out that Federal University Lafia had favorable perceptions of the importance of both reading and Internet use in relation to their academic activities. This led to the conclusion that the use of Internet and Library by undergraduate students of the Federal University Lafia contributes more to their academic performance. Nevertheless, there is need to continually educate students on the proper balance that they should maintain between utilitarian and other purposes of reading, and between reading and Internet use activities for academic related purposes. The problem of inadequate computing and Internet access facilities in university Libraries should also be tackled so as to facilitates adequate Internet use by students' and limit students' exposure to potential anti-social activities in commercial cybercafés. Up-to-date library collections, User-friendly services and effective user awareness programmes should also be provided by university libraries in order to redefine the role of the academic library in higher education in the country. Therefore, the need to appraise and upgrade Library and Internet facilities for students in other to obtain the needed sources.

RECOMMENDATIONS

In view of the findings of this study, the following recommendations are made:

1.   There should be user education on how best students can use the internet to meet their basic information needs.
2.   Since the students use the library for academic purposes, the management should endeavor to promote more academic activities that will always warrant the use of the library.
3.   Sufficing that students use the internet more than the library, the library should be restructured and marketing strategies should be put in place to create awareness to attract users.
4.   That fund should be made available for the provision of up to date information resources, adequate access points and adequate materials in the library. Also, there should be subsidized internet cost, improved network and availability of alternative source of power.

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Full Length Research

Effect of Promotion and Recognition on Job Satisfaction of Librarians in Academic Libraries in Imo State, Nigeria

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The general purpose of the study is effect of promotion and recognition on job satisfaction of librarians in academic libraries in Imo State. The survey research design was used for the study using questionnaire as the instrument for data collection. The study covered the entire population of One hundred and seven (107) librarians in academic libraries in Imo State. One hundred and five (105) copies of the questionnaire were completed and returned for analysis representing 98.1%. The findings showed that promotion on the job to higher positions increases librarians' satisfaction on the job. Again, that the higher librarians attain through promotion the greater satisfaction they derive. The findings also showed that recognition makes librarians feel proud on their job and take their job seriously. The study recommended that academic libraries in Imo State should come up with policies that will ensure librarians regular promotion. That proven cases of denial of recognition should be re-visited to ensure fair play. The study also recommended that academic libraries in Imo State should set in motion strategies to address welfare package to librarians.

Keywords: Promotion, Recognition, Job Satisfaction, Librarians, Academic Library

INTRODUCTION

Reward systems are those packages which an employee enjoys as a result of successfully completing the task of attaining the goals of the organization. Manzoor (2012), notes that rewards are management tools that hopefully contribute to firm's effectiveness by influencing individual or group behavior. The author states that all businesses use pay, promotion, special allowances, bonuses and other types of reward to motivate and encourage high level performance of employees. Tella, Ayeni and Popoola (2007) suggest in their study that it is imperative to compensate an employee with benefit because it will motivate him in his job performance even as Bernadin (2016) observes that all

financial returns and tangible benefits that employee receives as part of employment relationship motivate him to put in his best in the organization.

Research by Ajila and Abiola (2014) found out that workers place great value on deferment reward given to them by their employers even as workers tend to express their displeasure through poor performance and non-commitment to their job when rewards are not given. The authors further note that the performance of employees in organizations is vital not only for the growth of the organization but also for the growth of individual employee. That is why most employers use rewards to influence the performance of their workers positively. A study conducted by Okojie (2015) found out that staff were of the opinion that an efficient and effective reward programme will greatly enhance employee motivation and that a highly motivated workforce will lead to greater productivity. Ali and Ahmed (2016) report in their study that there is a statistically significant relationship between reward and recognition, motivation and satisfaction respectively and that if rewards or recognition offered to employees were to be altered; there would be a corresponding change in work performance. These findings are collaborated by the research of Gardner, (2014). Ballentine (2013) states that the purpose of rewarding employees is to recognize excellent job performance, provide feedback, make it easier to get work done, encourage employees to be more productive and help management achieve their goals. Lee and Wong (2006) declare that unfavourable reward system influences employee's desire to do the job thereby achieving a very low output in their performance. On the other hand, Senyah (2003) in his study on the employee's job performance shows that improvements in external contingencies such as reward structure have resulted in subsequent rise in employee's job performance and motivation. The author also found that an individual's job performance is influenced by perceived alternativeness of the organization reward system and willingness of the organization in supporting innovative work.

Job satisfaction is essential in librarianship, especially in the academic library environment. Smith (2014) defines job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person to say, "I am satisfied with my job". Vroom (2017) defines job satisfaction as the effective orientation of individuals towards work roles that they are presently occupying. Similarly Smith (2012), remarks that the concept refers to an effective response of the worker to his job. By this, it is meant that satisfaction results from consequences of the worker's experience on the job in relation to his own values and needs. In their views, satisfaction can be taken as similar in meaning to pleasure. Lawal (2015), suggests that the determinants of satisfaction are more complicated than this. People and their job are the basic elements involved; but, it is clear that there are numerous other variables between people and their jobs that help to determine whether the relationship is satisfying or not. According to Strauses and Sayles (2013), whether one is satisfied on one's job depends on one's expectations, self-evaluation, social norms, social comparisons and input/output relations with his or her job.

According to Librarians' Registration Council of Nigeria (2015), a librarian is a professionally trained person with minimum of a bachelor degree in library and information science or related field and certified by the Council of Nigeria. Dike (2010) describes a librarian as a person who is a specialist in collection of specialized information material. Librarian is a person who has acquired adequate professional training to carry out some high level duties in the library. Such duties according to (Onwubiko and Uzoigwe 2004), include provision of information materials through organization, cataloguing and classification, documentation, circulation, preservation, maintenance of reading materials, provision of study environment and ICT resources.

Academic libraries constitute a strand in a higher institution. It is the nucleus that revolves all academic activities of the institution. They are libraries housed in the Universities, Polytechnics and Colleges of Education. They are the largest of all libraries both in function, scope of collection, staffing, user as well as the type of services rendered to it users. According to Onwubiko and Uzoigwe (2004), academic library is a library established, maintained and administered by Universities, Polytechnics and Colleges of Education to meet the information needs of their students, faculty and staff in order to carry out their administrative and executive responsibilities. The academic libraries occupy the central and primary place because they serve all the functions of the academic community such as teaching, learning, research and community services. Chernick (2002) states that academic library resources incorporate all types of media into their collections and programmes such as audio tapes, video tapes, microforms, Computer Assisted Instructors (CAI) and the Internet. Unegbu and Nwali (2013), state that library resources are the totality of information materials that form library collections which include books and non-book materials.

According to Unegbu and Nwali (2013) one of the characteristics of an academic library is mainly concerned with providing materials to meet the curricula and research needs of their parent institutions. Academic library user structure is usually composed of undergraduates, graduates, academic and non-teaching staff and researchers. Academic libraries are administered and managed by experienced librarians who posses both general and specialized trainings that are required in each area of services offered by the library; such specialties cut across various subject areas like language and communication studies, information technology, the arts, social science and even in the sciences. Today

librarians in academic libraries are accorded academic status.

Another characteristic of academic libraries is that they are organized departmentally, according to subject areas such as, engineering, law, medicine, library science, science, etc. each with its own staff, collection, catalogue and services. It is also not out of place for academic libraries to have their special departments or sections that house special materials such as Government documents, serials, audio-visual materials and grey materials. Academic libraries play an indispensable role in the fulfillment of the functions of an academic community.

In the light of the foregoing, this study therefore, seeks to investigate the effect of promotion and recognition on job satisfaction of librarians in academic libraries in Imo State, Nigeria.

RESEARCH QUESTIONS

The following research questions were formulated to guide the study.

       i.   What is the effect of promotion and job satisfaction of librarians in academic libraries in Imo State, Nigeria?

      ii.   What is the effect of recognition on job satisfaction of librarians in academic libraries in Imo State, Nigeria?

LITERATURE REVIEW

Dessler (2015) asserts that promotion occurs when an employee makes a shift in the upward direction in organizational hierarchy and moves to a place of greater responsibility. According to Bravenden (2014), promotion can make a significant increase in salary of an employee as well as in the span of authority and control. It will help the competitors (librarians) to identify the most productive employees in the business (library) at the same time the employees are being recognized by their own organization. Naveed, Usman and Bushra (2013) assert that promotion can be used as an incentive tool. It is a way of rewarding the employees for meeting the organizational goals thus it serves as a means of synchronizing organizational goals with personal goals. Armstrong (2016) states that the deciding factor for the position of any individual in the hierarchy is his talent, higher the level of talent in any individual higher will be his position in the hierarchy. Promotion has its importance due to the fact that it carries with it a significant change in the wage package of an employee.

Promotion follows a defined set pattern which is outlined in the employment bond. In this highly competitive corporate world, promotion can help the competing firms to trace the most productive participant of one organization to be worth luring for another organization (Dessler, 2015). According to Naveed, Usman and Bushra (2013), promotion enhances the yield of an organization when an employee climbs a promotion ladder on the basis of his seniority and ultimately he gets an increased wage rate. According to Kosteas (2009), promotion is an important aspect of workers' career life, affecting other facets of the work experience. Promotion constitutes an important aspect of workers' labour mobility, most often carrying substantial wage increases and can have a significant impact on other job characteristics such as responsibilities and subsequent job attachment. Blau and Devaro (2007) assert that firms can use promotions as a reward for highly productive workers, creating an incentive for workers to exert greater effort. They further state that promotion will only be an effective mechanism for eliciting greater effort if workers place significant value on the promotion itself, otherwise, firms would simply use pay increases to reward effort and productivity.

Long (2015) opines that workers may value promotion because it carries an increase in job amenities such as bigger office or spending amount (factors which are observable but for which we do not have an information) or because they enjoy the acknowledgement of work well done and the ego boost that comes with a promotion (factors which are not easily observable). Employees may consider leaving the institutions where they work, if they do not have equal promotion opportunities as offered by other organizations, particularly young workers who are looking for more work experiences from various institutions before deciding to remain with a particular institution. Khalid and Irshad (2011) in their study on Job satisfaction among academic staff: a comparative analysis between public and private sector in Universities of Punjab, found a positive significant relationship between opportunities for promotion and job satisfaction.

Employees are likely to be motivated to improve their performance with nonmonetary rewards such as employee recognition. Recognition is the acknowledgement, appreciation or approval of the positive accomplishments or behaviours of an individual or team According to Gostic and Ellon (2013), recognition refers to praise or a personal note acknowledging achievements including small gestures that are important to employees. One valuable outcome and reason for recognizing employees is shown in Raith and Rastogi (2008) in their study job satisfaction and psychological well-being found that people who feel appreciated are more positive about themselves and their ability to contribute, can boost productivity and increase satisfaction. They further state that nonfinancial rewards such as recognition and other intrinsic rewards are *sine qua non* for job satisfaction. Gostic and Elton (2017) state that if employee recognition is conducted properly, it can increase profitability and customer service levels and heighten employee engagement and satisfaction.

Nelson (2015) concludes that recognition leads to improved communication (employees are more likely to offer solutions and new ideas), better cooperation (employees are more likely to offer to help and go the extra mile) and decreased absenteeism and turnover (employees will demonstrate higher job satisfaction and loyalty). Robbins and Judge (2008) argue that one of the most effective morale boosters is praise for a job well done. They further summarize that regularly recognizing and rewarding employees can be one of the easiest ways to keep employees satisfied and productive. Recognition is an important tool for managers, business owners and human resource professionals in promoting employee motivation and organizational success. Allen and Helms (2012) in their study, employee perception of relationships between strategy rewards and organizational performance found that the importance of regular expressions of appreciation by managers and leaders to encourage behaviour of employees to reach strategic goals.

Islam and Ismali (2014) in a study, ranking of employees' reward and recognition approaches: a Malaysian perspective shows that 87% of employees indicate that it is very important for them to be recognized by their manager and 84% of managers concluded that providing nonmonetary recognition as a reward has increased their performance. Further 91% of managers conclude that recognizing employees helps motivate them. According to Nelson (2015) there are many ways employees could be recognized or appreciated. Recognition can include letters or postcards (Thanks! You made A Difference, Award), memory letter items (a plaque or mug) that last longer than cash, no monetary awards that have trophy value, lunch with managers/supervisors, a picture displayed in a prominent place, having a room or hallway named after the employee, posting names (employee of the week or month) in the organizations notice board or website, a video rental certificate, a coffee card an event ticket or a candy bar.

Rathe and Rastogi (2008) opined that employees need to be shown that their achievements have been recognized and appreciated. Recognition of employee performance may take two forms: team and individual. The best recognition singles individuals or group out for extraordinary performance. It is based upon those areas that make the biggest difference to the individual or groups mutual success. Employees have different value attitudes, interest and expectations that must be considered when deciding on the optimal recognition method. According to Nelson and Spitzer (2013) leaving employees out does not tend to be a problem in organizations that have developed a strong recognition culture, that have a variety of formal and informal programmes and tools and where managers place an emphasis on daily recognition practices and behaviours.

Nelson (2015) states that if recognition programme is used incorrectly, it can depress, not lift, employee morale but when a manager uses recognition programme to reward an employee, whether a fast tracker or an underachiever, the goal is to reinforce successful behaviours so the employee will repeat them and apply the same determination to other tasks. According to Robbins and Judge (2008), if recognition is to provide the required results, it needs to have personal value, requiring managers to consider the nature of the accomplishment and the recipient's preferences, it must be earned, requiring managers to reward immediately, and it has to be accompanied by a celebration, requiring managers to get to know the individual before planning the delivery forum-whether public or delivered one-on-one and the attitude of celebration should be a key factor in creating a lasting, positive memory of the recognition effort.

METHODOLOGY

The descriptive survey research design was used for this study using questionnaire as an instrument for data collection. The questionnaire was titled Effect of Promotion and Recognition on Job Satisfaction of Librarians Questionnaire (IPRJSLQ). The population of the study is 107 librarians in academic libraries Imo States. This instrument was administered on the 107 librarians in academic libraries Imo States. No sample size was drawn from the population. This is because the population of the study is small and accessible. The census method was used to ensure that opinions of all the librarians in academic libraries Imo States were captured for the study.

Analysis

A total of one hundred and seven (107) copies of the questionnaire were distributed to librarians in academic libraries in Imo State. Out of these, one hundred and five (105) copies representing 98.1% were duly completed and returned for analysis.

Research Question 1: What is the effect of promotion on job satisfaction by librarians in academic libraries in Imo State, Nigeria?

Based on the significant mean value of 3.1 as shown on Table 1, promotion on the job to higher positions increases satisfaction (X = 3.0); promotion is not denied

Table 1: Mean Responses on Effect of Promotion on Job Satisfaction of Librarians in Academic Libraries in Imo State, Nigeria

S/N	Promotion and Job Satisfaction	SA	A	D	SD	X Score
A	Promotion on the job to higher positions increases my satisfaction on the job	45	27	12	21	3.0
B	I am satisfied because my promotion is not denied when due	75	14	7	9	3.5
C	The higher one attains on the job through promotion, the greater satisfaction one derives.	65	26	9	5	3.4
D	I do not derive satisfaction on my job because on how I am being promoted.	35	31	28	11	2.9
E	Staff promotion attracts more pressure on my job	37	28	18	22	2.8
	Significant Mean Value					**3.1**

when due (X = 3.5) and the higher one attains on the job through promotion, the greater satisfaction one derives (X = 3.4).

However, some librarians do not derive satisfaction because of the way they are promoted and that staff promotion attracts more pressure on their jobs. Both of these have mean values less than the significant mean value of 3.1. It can be seen from the analysis that promotion has a significant effect job satisfaction of librarians in academic libraries in Imo State, Nigeria.

Research Question 2: What is the effect of recognition on job satisfaction by librarians in academic libraries in Imo State, Nigeria?

Analysis as shown on Table 2 indicates that recognition has a significant effect on job satisfaction of librarians in academic libraries in Imo State, Nigeria based on the significant mean value of 2.5 in two main aspects. These are that recognition makes librarians take their job seriously (X = 3.3), librarians feel proud on their job because of recognition (X = 3.1). The other three reasons namely that recognition does not make their job clearer, does not make them become more competent on their job and makes them fear no duty on their job are not related to job satisfaction because their mean values are less than the significant value of 2.5.

FINDINGS

Evidence from Table 1 showed that promotion on the job to higher positions increases librarians' satisfaction on their job. Librarians are satisfied because their promotions are not denied when due. The higher librarians attain through promotion the greater satisfaction they derive. This result is in agreement with Naveed, Usman and Bushra (2011) in their report that promotion can be used as an incentive tool. It is a way of rewarding the employees for meeting the organizational goals, thus it serves as a means of synchronizing organizational goals with personal goals. This report is also in line with Kosteas (2009) who stated that promotion is an important aspect of workers career life, affecting other facets of the work experience. They constitute an important aspect of workers' labour mobility, most often carrying substantial wage increases and can have a significant impact on other job characteristics such as responsibilities and subsequent job attachment. Again, Khalid, Irshad (2011) in their study on job satisfaction and academic staff found a positive significant relationship between opportunities for promotion and job satisfaction. These studies clearly corroborate the findings of this study that promotion has a significant efffect on job satisfaction of librarians in academic libraries in Imo State, Nigeria

Recognition was found to have significant effect on job satisfaction of librarians in academic libraries in Imo State, Nigeria. Often, recognition makes librarians take their job seriously. It makes them feel proud on their job. This agrees with the finding of Raith and Rastogi (2008) in their study on job satisfaction and psychological well-being found that

Table 2: Mean Responses on Effect of Recognition on Job Satisfaction of Librarians in Academic Libraries in Imo State, Nigeria

S/N	Recognition and Job Satisfaction	SA	A	D	SD	X Score
A	Makes me take my job seriously	55	37	12	6	3.3
B	Does not make my job clearer to me	13	12	52	38	2.1
C	Makes me feel proud on my job	45	37	14	9	3.1
D	Does not make me become more competent on my job	15	13	48	29	2.1
E	Makes me fear no duties on my job	8	15	37	48	1.9
	Significant Mean Value					**2.5**

people who feel appreciated are more positive about themselves and their ability to contribute (employee recognition) can boost productivity and increase satisfaction. Nelson (2015) in his own report stated that recognition leads to improved communication, better cooperation and decreased absenteeism and turnover will demonstrate higher job satisfaction and loyalty. To Robbins and Judge (2008) regularly recognizing and rewarding employees can be one of the easiest ways to keep employees satisfied and productive. Recognition is an important tool for managers, business owners and human resource professionals in promoting employee motivation and organizational success. Allen and Helms (2012) in their study, employee perception of relationships between strategy, rewards and organizational performance found that the importance of regular expressions of appreciation by managers and leaders to encourage behaviour of employees to reach strategic goal is recognition in an organization. Again, Islam and Ismali (2014) in their own study, ranking of employees' reward and recognition approaches: Malaysian perspective shows that 87% of employees indicate that it is very important for them to be recognized by their manager and 84% of managers concluded that providing non-monetary recognition as a reward has increased their performance. Further 91% of managers conclude that recognizing employees help motivate them. Based on the data on Table 2, there is clear evidence that recognition has a significant effect on job satisfaction in academic libraries in Imo State, Nigeria.

CONCLUSION AND RECOMMENDATION

The rate of librarians' job satisfaction and commitments increases as the rate of promotion increases. As the rate of recognition decreases, so also the rate of satisfaction and commitment on the job decreases. This paper recommended that academic libraries in Imo State should come up with policies that will promote librarians regular promotion. Again proven cases of denial of recognition should be re-visited to ensure fair play. A common accommodative strategy in this direction will increase their job satisfaction.

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Full Length Research

Strategies for Improving the Availability and Quality of Human Resources Required Using Computer for the Teaching of Library and Information Science Studies in Ahmadu Bello University, Zaria

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The major purpose of this study was to determine the strategies for improving Library and Information studies in Ahmadu Bello University, Zaria. Four research questions were answered and four null hypotheses were tested at 0.05 level of significance. The population for the study consisted of 282 made up of Library and Information Science Students. The researchers use all the sample population because of the manageable size. Descriptive survey design was used to generate data for the study. Structured questionnaire was used to elicit information for the study. The questionnaire was pilot tested with a sample of 30 students from Nasarawa State Polytechnic Nasarawa State. Cronbach Alpha reliability test was used to determine the internal consistency of the instrument and this yielded a reliability coefficient of 0.77. The data were analyzed using mean statistic for the research questions and ANOVA was used to test the null hypotheses at 0.05 level of significance. Based on the findings, it was revealed that there was no significant difference in the mean rating of students on the strategies for improving the funding strategies required for using computer in the teaching of Library and Information Science studies. It was concluded that there are some basic strategies that could be adopted in other to improve the teaching of Library and Information Science studies using computer in the department of Library and Information Science studies. It was recommended that Library and Information Science studies instructors should be sponsored on retraining programmes at least twice a year through workshop, seminars and conferences to enable them learn the modern technological skills in their chosen field of endeavour.

Keywords: ICT in education, ICT based classroom, School, Assessment.

INTRODUCTION

One of the fundamental rights for every human being is education. Education prepares the individual for challenges in life. Consequently, Gujjar, Khan, Baig, Ramzan and Saifi (2010) opined that education does not only deliver information, but for developing complete personality of a child. It equally prepares students to be productive members of the society developed countries, school is seen as the gateway to providing not only an educated citizenry but also a capable workforce. According to World Bank in Etim (2006), education is now being recognized as the cornerstone of educational system in the 21st century. It therefore means that quality education is indispensable in creating a bright future for individuals and nations alike.

The term ICT have been used interchangeably. In some cases it has been referred to as computer education while in other cases it is called computer literacy. In whatever way, it means the same thing. ICT education is the effort or the ability to make the generality of the people computer literate. They went further to state that computer education (literacy) means ability to tell the computer what you want it to do and understand what the computer says. Computer literacy as the ability to be able to read, write and speak the language of the computer which is the bed rock of library and information science. It can also be looked at as a process of educating the people on how to use a computer to run a program and diverse application including business, industry and commerce (Abdulsalami et al. 2016). Library and Information Science studies according to Edhuze (2003) involve teaching and inculcating in the learner the basic skills required to independently manipulate the computer to achieve educational goals. He further stated that, computer studies as a subject is aimed at making students acquire skills and competencies required in this digital world of competitiveness. Such basic skills and competencies upon graduation make them conversant with term and practices embedded in the world of computer. Library and Information Science studiesis therefore a subject organized to enable people understand the function, uses and limitations of the computer and to provide an opportunity for the study of the modern methods of information processing.

The intention of Nigeria to include computer studies into the school curriculum dates back to 1988 when the National Policy on Computer Education was enacted and launched (Abimbade, 2009). The policy on computer education suggested the following as some of the computer curriculum context at the school level: A basic appreciation of how the computer works, an understanding of the basic principle of operating the computer, hands-on experience using the pre-programmed packages which are relevant to the interest of the students as lecturer aids in different subjects. According to the National Policy on Computer Education (1988), it is expected that by the end of school education, the students has acquired reasonable competence in software such as word processing, spreadsheet, database analyzing programs that allow learners interact with the computer the way they desire (Ayogu, 2008). It therefore means that to achieve these objectives as stated in the National Policy on Education, strategies are needed.

According to Abdulsalami et al (2016), strategies offer a framework within which an organization defines possible means of achieving its goals and objectives. The objective of every strategy is to put the organization in a position to carry out its mission effectively and efficiently. Educational program facing difficulties needs to be developed and implement strategies to improve its fortunes. In line with this, the Federal Government adopted a strategy: The introduction of a scholarship award scheme known as Technical Teacher Training Program (TTTP). This scheme took off in the month of January, 1992. One of their aims is the training of serving science and technical teachers in computer studies throughout the country (Nigeria).

In carrying out its assignment, it was noted that the major objective of introducing computer literacy program at the school level is to enable students acquire a level of knowledge about computers which would fit them directly into the employment market or enable these students to pursue courses in computer science. One of the major merits of the National Policy on Computer Education, therefore, is that it recommended the introduction of computer studies at all level in Nigeria. As a matter of fact, the committee recommended a total lifting of restriction on computer studies in a way that computer literacy program can begin right from primary school. According to the committee, computer studies should be introduced at any level provided the necessary facilities and resources are adequately provided for effective implementation.

Since then, effort has been made to include computer studies in the primary and secondary school and higher institutions. According to Batubo, Digitemie and Nelly (2008), no educational program for primary and secondary school over the world that is devoid of computer studies, is complete. With the introduction of computer studies, in Nigerian school, its implementation has been faced with so many difficulties ranging from resources (computer experts, computers and computer systems) to equipment necessary for teaching computer studies. With the launching of the National Policy on Information and Communication Technology (ICT) in 2001, the Federal Government began a spirited campaign to make computers available to different strata of the society, beginning from the federal and state owned schools. Obioma (2009) however declared that the greatest challenge facing the improvement of the new program was

to train pre-service teachers or to re-tool the skills of adequate number of serving teachers. Improvement according to Robbinson (2000) is the development of circumstances in which something is lacking to better standard or quality. In line with this, there is need for recruitment of qualified computer teachers according to Kersh in Bada (2009), the classroom teacher will never be replaced by programme of self-instruction. Rather, he will be free to guide the learning of his students in ways that only a human being can. They went further to assert that in using computer for instruction, the teacher's role is hypothesized as changed basically from that of informer to learning facilitator. His duty of delivering lectures changes to that of guide and problem solver. On the other hand, there is need for computer literate teachers both at lower and higher education.

According to Sloan in Edhuze (2003), the need for computer literate teachers can lead to improved students' performance in thinking logically, formulating problem, solving procedures and understanding relationships (Sloan, 2005). With computer literate lecturers, the supervision of library and information studies is possible as pointed out by Hall in Edhuze (2003) when supervised, virtually all homework, can be done on computer, essay can be written since computer take the drudgery out of doing calculation or writing and tackling of more complex problems. It also enables students to concentrate on the task ahead. It therefore implies that everyone stands to gain from the inclusion of computer studies in Library and Information Science studies education. Schwedt in Edhuze (2003), however noted that in a well-equipped computer classroom and with properly trained computer literate teachers, both difficult and impossible task could be accomplished. Such task like allowing for shared screen work, local network servers, which facilitate paperless transfer of file on-line (access to the internet can turn each seat into a binary) and on-line conferencing can stimulate active writing participation by every student. With this advantage, teachers are the most important force in the improvement of the program and their efforts at providing quality education for students and raising students' achievement cannot be underestimated. It therefore means that the single most important determinant of what students learn is what their lecturers know: lecturers' qualifications, lecturers knowledge and skills, make more difference in students learning than any other single factor. Hence improving students learning includes investing in lecturers learning to provide an enabling environment and resources to ensure a successful improvement of library and information studies using the computer.

STATEMENT OF THE PROBLEM

The growing need for computer literacy has made it imperative that increased attention be given to the study of computer at all level of education especially in tertiary institutions. It has been observed that Ahmadu Bello University, Department of Library and Information Science, Zaria has shown that inadequate laboratory, computer and instructional materials required for teaching and learning of Library and Information Science Studies are not only inadequate but have not been fully utilized. Further interaction with students has shown that they are not taught with computer regularly like any other subject due to shortage of computer technological equipment. However, one of the lecturer opine that, computer instructors among the lecturers are in short supply while most lecturer do not poses computer qualification when employed. The Head of department however noted that most of the lecturer has only been exposed to the theoretical aspect of their programme while little or no attention was paid to the practical aspect of their programme during their years of training.

It therefore means that without proper improvement on the gaps facing Library and Information Studies students upon graduation are bound to be completely obsolete in our contemporary society where knowledge of computer has become a prerequisite for employment, interview and in some cases for promotion. It is on this basis that the researchers deems it necessary to conduct a study on assessment of method of teaching using computer in the department of library and information studies in Ahmadu Bello University, Zaria.

OBJECTIVE OF THE STUDY

The major purpose of the study is to determine the assessment of method of teaching of library and information Science using computer in Ahmadu Bello University, Zaria. The study specifically sought to determine:

1.   The funding strategies require for improving the teaching of library and information studies, using computer in Ahmadu Bello University, Zaria.
2.   The strategies for improving the availability and quality of instructional facilities required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria.
3.   The strategies for improving teaching methodology required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria.

4.   The strategies for improving the availability and quality of human resources required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria.

RESEARCH QUESTIONS

1.   What are the funding strategies required for improving the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?
2.   What are the strategies for improving the availability and quality of instructional facilities required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?
3.   What are the strategies for improving teaching methodologies required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria.?
4.   What are the strategies for improving the supply and quality of human resources required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?

Like every institution, Ahmadu Bello University, Zaria is faced with the challenges of delivering educational services in the growing digital competitive world. We are in an era of globalization where the free flow of information is made possible through the use of the internet and satellite. It becomes imperative that a developing country like Nigeria should join the bandwagon of digitalization by improving library and information Science using computer in Ahmadu Bello University, Zaria. To achieve this objective, the Federal Government decided to introduce Computer studies into the nation's institutions by setting up a committee on Computer studies. According to Philip and Josiah (2003), the functions of the committee on Computer studies includes planning for a dynamic policy on Computer studies and literacy in Nigeria as well as devising clear strategies and terminologies to be used by the Federal, State and Local Governments introducing Computer studies. The general objectives of the policy therefore include, bringing about a computer literate society in Nigeria by the mid-1990s and enabling present graduates to appreciate and use the computer in various aspects of life and in future employment (Philip and Josiah, 2003).

It is therefore necessary to note that creative and adaptable strategies are needed to upset the likely risk of not achieving these stated objectives. A strategy is therefore defined as a framework of decision which provides basis for more detail planning. Every strategy must be realistic and attainable. Just like the above mentioned strategies: are they realistic and attainable? what are obstacles to it attainment? The improvement of computer studies must be matched with adequate funding, instructional facilities, appropriate teaching methodology and human resources required for teaching and learning of computer studies. Adequate funding is expedient for ensuring proper improvement of computer studies at higher institutions in Nigeria. According to Ayogu (2003), computer study is costly. Many strategies have to be put in place to finance computer studies. Ayogu however emphasized that such strategies for raising fund for computer studies could come from government, private sectors, community and or endowments. The world is growing so complicated in science and technology that we need to buckle up to the challenges in this digital age.

Without adequate instructional facility like the computer, meaningful learning cannot take place. No one can be computer literate without operating the computer (Ayogu, 2008). The computer can be applied for instruction in two distinct ways namely: Computer Assisted Instruction (CAI) and Computer Managed Instruction (CMI) (Obineli, 2008). According to Nworgu (2008), CAI is a program of instruction or package presented as computer software for instructional purpose. He further stated that the use of CAI has been found to make teaching and learning efficient, most effective, easier and less cumbersome since it present concepts in such organized manner that makes for greater clarity and easier understanding. On the other hand, Nworgu states that CMI is a program of instruction where the computer records the learners experience and interests. According to Obineli (2008) computer takes the place of the guidance counselor in CAI while in CMI; the guidance counselor manages the teaching learning process with the aid of the computer.

According to Baptise in Ayogu (2008) the challenges of preparing a scientifically literate citizen lie on the professional development of the teachers. According to Baptise (2003) professional development is essential in helping instructors improve the knowledge of subject they teach and the way they teach. To be effective, professional developer must engage teachers collectively as active learners. It must give them skills to use material in their classroom and provide an engaging opportunity to build knowledge and provide training for teachers to improve instruction in the classroom. Barnett and Eric (2000) stated that in terms of human resource management, administrators and policymaker must ensure that comprehensive strategies as well as programs to recruit, train and retain teachers are in place. They should also include new financial incentive, improve working conditions and better support for teacher in tertiary institutions. According to them, money is not enough; teacher need to feel supported, prepared, and justly rewarded to put in their best in the teaching and learning process.

The computer is made up of different component: the hardware, software and in most case people ware. The different component that make up the hardware include the system unit, the video display unit (VDU), the printer, the mouse and the keyboard which forms the major output unit of the computer system. In order to understand the computer, they have been classified according to their types and functions. According to Adekunle (2006) classification of computer includes supercomputers, mainframe computer, mini computers and microcomputers. This classification has the advantage of easy recognition by those who have not been acquainted with computers. According to Osuala (2001), the concept of computer cannot be completed without some reference to microcomputers that are so small and inexpensive that they have begun to find their way into homes and schools. Thus the concept of computer is well understood when its various components as well as types are vividly shown to those who have the concept in their mind and see it as abstract.

Computer Studies in Library and Information Science

The need for computer studies in Library and Information Science is enormous. The world is a global village, information dissemination is done in seconds, and institutions/offices are tuning into a paper-less institutions/office (Edhuze, 2003). All these could be attributed to digitalization, which is facilitated by information and communication technology devices such as computer, internet, fax, global system of mass communication (GSM) or mobile phone and satellites (Usoroh, 2008). This digitalization can only be made useful when a society is computer literate and the changes of becoming a computer literate society is through Computer studies taught mainly in every institution. This is a major challenge to universities, because it is their responsibility to graduate students who can fit into the information age. It can therefore be said that computer literacy is needed in a society like ours if we want to be part of this global consumer of ICT.

The use of computer as a facility is possible and necessary in our institutional system. Its use can aid communication among students. Computer communication has played and is still playing an important role, not only in institutions, but also in offices, hospitals, libraries and in homes. At the institutional level, computers enable the students communicate at fast, accurate and convenient pace to other people through e-mail (Okonkwo, 2006). Sending and receiving data electronically will take only a few seconds. In information processing, computer can sort or search through huge amount of information in a flash. Computer communication makes any information needed easily and widely available irrespective of distant between the two destinations (Okonkwo, 2006). Computer studies also present challenges to institutions lecturers. Such challenges have prompted lecturer to go for training in other to build confidence in the handling of computer related courses. Such training also helps them develop a sense of rapport with students and equally makes them appreciate its potential for problem solving (Okonkwo, 2006). He went further to say that their knowledge of Computer studies also helps them to schedule classes, print results, send lecture note online to students and store and upgrade student's record. Most often these records are used by guidance counselor for student career choice he concluded.

Okebukola (1997) also asserted that computer is not part of classroom technology in public schools in Nigeria. Thus the chalkboard and textbooks continue to dominate classroom activities in most institutions of higher learning in Nigeria. If a country such as Uganda which has less than a fifth of Nigeria's resources, now use ICT facilities to help schools students to become better information users, why is Nigeria lagging behind? (Aduwa &Iyamu, 2005). The answer is simply mismanagement of the huge resources of the country and inability of political leaders to prioritize Nigeria's developmental needs (Okebukola, 1997). There is no doubt that in the current harsh economic competition, the private sector in Nigeria has embraced ICT to stay afloat. The banking sector, insurance, manufacturing industries and multination companies in the oil sector have embraced multimedia technology to bring innovative solutions to their current challenges. If Nigerian wants to be a major player in the global market of ideas and prepare her citizens for the new environment of today and the future, the country should embrace functional Computer studies (ICT) in all institutions of learning for the following reasons: ICT as aids to teaching and learning; ICT as a tool for management; ICT as instrument for economic development; ICT as instrument of high technological development (Aduwu&Iyamu, 2005).

Information and Communication Technology as aids to Teaching and Learning in Library and Information Studies

The importance of ICT is quite evidence from the educational perspective. Though the chalkboard, textbooks, radio/television and film have been used for educational purpose over the years, none has quite impacted on the educational process like the computer (Aduwa &Iyamu, 2005). They opined that television and film impact only on the audiovisual faculties of users, the computer is capable of activating the senses of sight, hearing and touch of the users.

ICT has the capacity to provide higher interactive potential for users to develop their individual, intellectual and creative ability. The main purpose of ICT consists not just in the development of human mental resources, but also allow people to both successfully apply the existing knowledge and produce new knowledge (Shavinina, 2001). The collective and rigid nature of learning of library and information science and the passive nature of the learning associated with the use of radio, television and film do not contribute any innovative changes to traditional methods in education system. According to Abdulsalami et al (2016). Information and communication technologies are being used in the developed world for instructional functions. Today, computers perform a host of functions in teaching and learning as many nations are adding computer literacy, reading and writing literacy as skills students will need to be successfully in a technologically developed world. At the instructional level, computers are used by students to learn reading, library and information science etc.

In educational multimedia applications, Abdulsalami et al (2016) asserted that today's learning contents are domain-specific products and that they dominate the world market. According to Abdulsalami (2003), domain-specific educational multimedia is directed to knowledge acquisition skills development in library and information science, other fields and so on. There is no doubt that ICT provides productive teaching and learning in order to increase people's creative and intellectual resources especially in today's information society. Through the simultaneous use of audio, text, multicolor images, graphics, motion, ICT gives ample and exceptional opportunities to the students to develop capacities for high quality learning and to increase their ability to innovate. Nigeria cannot afford to lag behind in using multimedia to raise the intellectual and creative resources of her citizens. This is particularly important for children whose adulthood will blossom in a cyber-environment entirely different from that of the present (Shavinina, 2007). Nigerian children need to be taught by radically new educational programme and variety of educational contents with multimedia playing key role.

In today's world, not only are we surrounded by technology, but our primary means of reaching others in far and near places are mediated by technology (Aduwa &Iyamu, 2005). According to Aduwa &Iyamu (2005), technology is progressively effacing the two previous environments: nature and society. The environment he talked about is that which enables us to live, sets us in danger and it is immediate to us and mediates all else. He asserted that modern man cannot live without these gadgets (mobile phone, computers, internet etc.). This is what makes human subservient to technology rather than technology being subservient to humanity.

There is no doubt that one of today's realties is an extremely fast development of high-technology. This has resulted in a huge change of the individual's life in business and private settings. There is strong need to know and use modern technology in our social life, the economy, the business and education. New and sophisticated breakthroughs in high technology encourage companies to introduce technological innovations rapidly into their business practices. According to Aduwa &Iyamu (2005), the United States space programme has benefited immensely from rapid development in high-tech and today's information and communication technology is the order of the day. In many parts of the developed world, cellular, satellite, and wireless technologies combined with innovative business practices are beginning to make up for the shortcomings of the traditional analog technologies. Nigeria was introduced to cellular technologies a little over two years ago and this has revolutionized the communication industry in the country, though majorities of Nigerians are yet to benefit from the services due to high cost (Aduwa &Iyamu, 2005). If Nigeria must be part of developed world in the near future, it must embrace technology and discard some of the old habits and perspectives and retool completely. There is need for the country to re-strategize and expand its vision so as to cope with the challenges of a technological society (Aduwa &Iyamu, 2005).

Problems of Using Computer in Library and Information Studies

There are several impediments to the successful teaching and learning of library and information studies using computer in Ahmadu Bello University in Nigeria. These are: cost, weak infrastructure, lack of skills, inadequate software and limited access to the Internet (Aduwa &Iyamu, 2005).

Cost: The price of computer hardware and software continues to drop in most developed countries, but in developing countries, such as Nigeria, the cost of computers is several times more expensive. While a personal computer may cost less than a month's wages in the United State, the average Nigeria workers may require more than two years income to buy one. Nigeria has over 350,000 higher institutions, majority of them lack instructional materials such as, computer, software, multimedia, projector, white board etc. (Aduwa &Iyamu, 2005). Apart from the basic computers themselves, other costs associated with peripherals such as printers, monitors, paper, modem, extra disk drives are beyond the reach of most institutions. Most institutions in Nigeria could not afford to purchase information learning equipment due to exorbitant internet connection fees.

Weak Infrastructure: In Ahmadu Bello University, a formidable obstacle facing the teaching and learning of library and information using the computer is infrastructure deficiencies. Computer equipment was made to function with other infrastructure such as electricity under controlled conditions. For a long time, the nation has been having difficulty providing stable and reliable electricity supply to every nook and cranny of the country, not excluding Zaria. Currently, there is no part of the town, which can boast of electricity supply for 24 hours a day except probably areas where government officials live. There have been cases whereby expensive household appliances such as refrigerators, deep freezers and cookers have been damaged by upsurge in electricity supply after a period of power outage. Electronics equipment such as radio, television, video recorder and even computers has been damaged due to irregular power supply. When electricity supply is not stable and constant, it is difficult to keep high-tech equipment such as computers functioning, especially under extreme weather conditions as obtained in different part of the country.

Inadequate Skilled Personnel: Nigeria does not only lack information infrastructure, it also lacked the human skills and knowledge to fully integrate ICT into secondary education (Aduwa &Iyamu, 2005). To teach library and information science using computer (ICT) in Ahmadu Bello University, the need for locally trained workers to install, maintain and support Computer Systems cannot be over emphasized. There is acute shortage of trained personnel in application software, operating systems, network administration and local technicians to service and repair computer facilities. Those who are designated to use computers in Nigeria do not receive adequate training, at worst, do not receive any training at all (Okebukola, 1997).

In Nigeria, most lecturers lack the skills to fully utilize technology in curriculum implementation. Hence the traditional chalk and duster approach still dominates most of our institutions of higher lerning pedagogy. Information transfer using ICT is minimal in most institutions in Nigeria (Anao, 2003). Nigerians lecturers need to be trained on educational technologies and the integration of computers into classroom teaching. According to Carlson and Firpo (2001), lecturers need effective tools, techniques, and assistance that can help them develop computer based projects and activities especially designed to raise the level of teaching in required subjects and improve student learning.

Inadequate Software: There is no doubt that the ultimate power of technology is the content and the communication (Salomon, 2009). Though, software developers and publishers in the developed countries have been trying for long to develop software and multimedia that have universal application, due to the differences in education standards and requirements, these products do not integrate into curriculum across countries. Software that is appropriate and culturally suitable to the Nigerian education system is in short supply (Aduwa &Iyamu, 2005). There is a great discrepancy between relevant software supply and demand in developing countries like Nigeria. According to Salomon (2009), there are clear indications from many countries that the supply of relevant and appropriate software is a major bottleneck obstructing wider application of the computer. According to Aduwa &Iyamu (2005) even if Nigeria tries to approach this software problem by producing software that would suit its educational philosophies, there are two major problems to be encountered. First, the cost of producing relevant software for the country's educational system is enormous. Second, there is shortage of qualified computer software designers in the country. To overcome this, people need to be trained in software design.

Limited Access to the Internet: In Nigeria particularly Ahmadu Bello University there are few Internet providers that provide internet gateway services. Such Internet providers are made up of Nigerians who are in partnership with foreign information and communication companies. Many of these companies provide poor services to customers who are often exploited and defrauded. The few reputable companies, which render reliable services, charged high fees thus limiting access to the use of the Internet. The greatest technological challenge in Nigeria is how to establish reliable cost for Internet connectivity. In a country where only about half of the populace has personal computers, the few reliable Internet providers who have invested huge sum of money in the business have a very small clientele. They have to charge some fees in order to recoup their investment in reasonable time.

Prospects of Library and Information Science Using Computer Aided Assistant in Ahmadu Bello University

There are numerous and good prospects of library of and information science using computer for teaching and learning in Ahmadu Bello University in Nigeria. The following major areas suggest the range of applications that using computer can serve lecturers and learners in Nigeria. Computer can enhance educational efficiency. The efficiency in teaching various subjects could be improved for institutions already teaching large classes of students. In this situation, students no longer receive the much desired individual assistance. It is possible to use carefully prepared computer

programs to ensure that learners are accurately and systematically instructed. The computer can enhance problem-solving skills of the learners by focusing on thinking skills. Computers can serve administrative functions. They can replace the laborious exercise of filing papers in filing cabinets and shelves where records accumulate dust over a long period of time. Another administrative application of the computers is their use for budget planning, accounting for expenditure, writing correspondences and reports, assigning students to classes, reporting students' progress and testing students and scoring tests which help to reduce paper work. Computers can be used for individualized learning in Ahmadu Bello University. Due to the class size and differences in the individuals learning style and pace, microcomputers will enable the student to progress at their own pace and receive continual evaluation feedback and corrections for errors made. In this way, computers allow the development of partner-like interactive and individualized relations with the user. Computers play the role of the tutor and present the learner with a variety of contents and concept.

Computers can change current pedagogical practices in higher institutions in Nigeria, which depended heavily on the traditional lecture method. It is universally accepted that computers allow more independent exploration, more personally tailored activities, more teamwork, and more significantly, less didactic instruction. The role of the lecturer, therefore, changes from information dispenser to that of information manager, from authoritative source of information to a guide of self-propelled exploration (Smith, 2009). Computers will offer lecturers improvement in the techniques of research. The cumbersome exercise of searching by hand through the library's card catalog or periodical indexes can be made easier by typing few key words pertinent to the research topic into a computer and the researcher can receive extensive list of related sources of articles in books and journals in just a matter of minutes. It can also be used in the analysis of data and better presentation of research report.

Strategies for Improving Library and Information Science Teaching Using Computer

Meeting the challenges of globalization in this present dispensation requires that achievable strategies are adopted for improving teaching using computers in higher institutions in Nigeria. Such achievable strategies for improving teaching and learning using computer include:

Improving Funding required for Computer Aided Instruction

The success of education or of educational programme is hinged on adequate funding. In other words, educational development in any country, whether developed or developing depends on adequate funding. According to Olaitan, (2008), it has been the study of government in executing projects in Nigeria since the colonial period. This was achieved through preparation of annual budget, which were usually made open to citizen of the country through the media (Olaitan, 2008). It is with funding that physical facilities are set up and maintained, equipment procured, goods and services provided and man power employed and maintained (Ezeocha in Ndu, Ocho & Okeke, 2007). According to Okafor and Nwankwor (2003) the future of any society depends on the quality of education provided to its young people. Ukeje (2008) brought these ideals system of American University of diversification of sources of fund and suggested that it is not very healthy for the school and what they stand for to be in total dependence on Government for funding. The reality of academic freedom, he pointed out, could require them to have some resources and sources other than the Government, so that they can once device other means of fund raising.

However, Onuoha (2008) suggested that certain factors militate against adequate funding of education in Ahmadu Bello University and as such these factors can also be related or have special effect in the teaching of library and information science using computer. Such factors are excessive enrolment of student for education, unsteady price of crude oil, macro-economic variables and corruption Onuoha (2008) is of the view that the following strategies if implemented and some macroeconomic control measures taken will improve funding for any institution. First they suggested alternative sources of revenue. By this it means that educational institutions should take measures to increase their internally generated revenue. According to him, through increase of fund allocated to institutions, establishment of business centers, allowing business men who are interested in the institution to develop and pay rents to schools at the end of the school, encouraging good relationship/links with the institution sold boy/girls-associations (to enable them pay back to the institution through endowment, grant or donation etc.). He went further to state that investment of cash/ICT facilities received from ICT competitions or debate as well as making schools that offer computer pay extra fee can be a strategy. Furthermore, levies can be imposed on students when collecting their certificates.

Improving the Availability and Supply of Instructional facility required for Teaching Library and Information Science Using Computer

The act of receiving instruction is teaching (Nwachukwu, 2001). The concept of teaching and instruction are therefore related in terms of their objectives-impacting knowledge (Nwachukwu, 2001). In every institution of learning, its major purpose is to help learners learn. To achieve this, each part (lecturers and learner) must set its own goal. All these goals must be congruent for them to achieve the goal of education by providing for different individual. In other to provide for different individual, scholars and educationist must be able to provide different instructional approach and facilities for use in education. Instructional strategies, which are varieties of an instructional approach, mean help given to learner to easy their rate of assimilation.

According to Landu (2005) in Nworgu (2007) the use of computer for instruction can be classified into two major categories: Computer Assisted Instruction (CAI) and Computer Managed Instruction (CMI). This strategy refers to any instructional program whereby computer performs, manages or supports some or the entire lecturer provided functions. Most proponent of individualized instruction saw the computer as a way to further improve the design and delivery of individualize instruction – now in an electronic environment. CAI is so effective in that they offer user-friendly environment, which can entertain and allow individual to work at own pace thus making them active participants.

Hence the following strategies are suggested to alleviate the problem of quality and supply of instructional facility. Organization of periodic seminars and workshops for lecturers in other to disseminate universally accepted strategies of teaching, adequate provision of ICT facilities, training of lecturers by the government in other to be conversant with the basis computer skills required for effective teaching, reduction of class-size by increasing students ratio to 2:1, training lecturers to be conversant with different instructional skills to effectively computer to teach as well as use computer and ICT facilities and regular supply of computer textbook by local and state government. Other strategies may include provision of standard library by PTA, for the day-today use by lecturers and students, partnership with internet provider such as MTN, GLO etc. There should be regular in-service training for lecturer to master skill for effective teaching using computer as well as recruiting qualified lecturers, purchase or donation of instructional material and equipment by host communities. Attendance to practical class should be made mandatory.

Improving Methodology required for Teaching Library and Information Science Using Computer Aided Instructions

It cannot be overemphasized that the successful integration of ICT facilities (Computer) into the school depends on lecturer begin aware of the relevance of ICT as a means of providing access to a richer range of resources for themselves and the students (Etuk, 2007). They must also be convinced of the comparative effectiveness of ICT facilities in the classroom over the traditional method of teaching. According to Etuk (2007), lecturers need to be properly educated to be morally responsible enough to know and ensure that ICT is not adopted in the classroom as a surrogate lecturer but as a means to enhancing innovation, creativity, reflectiveness, confidence and a sense of self-reliance in both the lecturer and their students.

Teaching methods, materials and equipment involved are presently not familiar to a great number of lecturers who were not exposed to these during their years of training (Etuk, 2007). Therefore, lecturers need to be prepared to be retrained in other to be computer literate. This knowledge of computer, will enable them prepare students successfully for today information rich and technology driven world. Such strategy for improving teaching methodology includes employment of qualified lecturers, use of different teaching methods, provision of adequate facilities, giving of assignment after practical class, use of continuous assessment as a means of evaluating student, provision of proved programs (software) and their corresponding tutorials for easy understanding. Other strategies may include use of individual and group projects in teaching library and information science, professional development of the lecturers, use of improvisation (drawing of computer and its various parts on a card-board) and the use of instructional facilities for teaching library and information science using computer. A robust technical infrastructure and technical support, for example, internet connectivity, computers and computer instructors/lecturers can also be useful. Finally, adopting student-centered learning strategies such as concept mapping, peer tutoring, peer learning methods, group work, e-learning, peer tutoring etc. should be encouraged. In the student-centered approach, it is believed that knowledge is constructed by students and the lecturer is only a facilitator of learning rather than a presenter of information. In this way, students become more active participants in the learning process wherever possible and take greater responsibility for their own learning. These strategies can encourage deep level processing of information, to make the students efficient, problem solvers and increase ability to develop lifelong learning skills.

Constructivism Learning Theory

Jean Piaget a psychologist propounded cognitive constructivism. Constructivism approach to learning emphasis authentic, challenging project that include students, lecturers and experts in the learning community (Siemens, 2004). Its goal is to create learning communities that are more closely related to the collaborative practices of the real world, where problem are seen from different perspective, and are able to negotiate and generate meaning and solution through shared understanding. This theory argues that it is impractical for lecturers to make all the current decisions and dump the information to student without involving student in the decision process as well as assessing students' ability to construct knowledge. Hence students learn through experience.

However, Sharon suggests that the role of the lecturer in constructivist learning environments is one of facilitator, guide and coach. The learner assumes responsibility for her own learning under the direction of the lecturer. Therefore, in a computer-enhanced learning environment, the lecturer provides the resources, assignments, and data. He then guides the discussion paths while allowing the learners to branch out into areas that present interest and discovery. Hence the learner is free to choose when to work, the order which to do that work, and to manage her own time. According to Siemens (2004) some basic limitations of this theory is that it did not address learning that occurs outside of the people (i.e. learning that is stored and manipulated by technology). They failed to describe how learning happens within organizations. It is worth remembering that learning theories are concerned with the actual process of learning, not with the values of what is being learning. In a networked world, the vary manner of information that we acquire is worth exploring. When knowledge is abundant, the rapid evaluation of knowledge is equally important (Siemens, 2004).

This theory is relevant to this study in that it could be applied in the classroom for improving the teaching and learning of computer studies, especially when using Computer Assisted Instruction (CAI) as a student learning approach. CAI is designed such that it consists of interactive tools for easy navigation by the user. Hence, instructors can give assignments, class work, and projects to enhance and engage learners. It provides opportunities for student-to-student learning which is also very crucial, along with student-to-teacher and student-to-course platforms. Feedback can be swift and effective. Finally it creates room for evaluation, bearing the process of learning in mind. According to Sharon, in constructivist computer studies, the learner is evaluated in a broader method. Paper-and-pencil testes are still appropriate but should not be the only method for evaluation. Student reflection papers, self-reflection journals, and cooperative authentic projects are also included.

Downes and Siemens' Conectivism Learning Theories

Connectivism, a learning theory for the digital age, was developed by George Siemens and Stephen Downes based on their analysis of the limitations of bahavioursm, cognitivism and constructivism to explain the effect technology has had on how we live, how we communicate, and how we learn (wikipedia encyclopedia, 2010). Connectivism also addresses the challenges that many corporation face in knowledge management activity. Knowledge that resides in a database needs to be connected with the right people in the right context in order to be classified as learning. Information flow within an organization is an important element in an organizational effectiveness. The starting point of the connectivism is the individual. The field of education has been too slow to recognize both the impact of new learning tools and the environmental changes in what it means to learn. Connectivism therefore provides insights into learning skills and task needed for learner to flourish in a digital era (Siemens, 2004).

Connectivism is relevant to this study in that it can be applied to management and leadership in the school system. The ability of management available resources in the school for optimal education achievement of desired educational outcomes is a significant challenge. Realizing that complete knowledge cannot exist in the mind of one person requires a different approach to creating an overview. Furthermore, diverse teams of varying viewpoints are a critical structure for completely exploring ideas. Innovation is also an additional challenge. Most of the revolutionary ideas of today at one time existed as a fringe element. An organizations ability to foster, nurture, and synthesize the impacts of varying views of information is critical to knowledge economy survival.

METHODOLOGY

This study adopted a survey research design. A survey research design was considered suitable since the study solicit information from various students and lecturers in the department of Library and Information Science, Ahmadu Bello University, Zaria. The population for the study comprise of 282 respondents. Because the size of the population for the study is reasonable to manage, the researchers decided to take all the entire elements of the population into

consideration. All the population involved in the investigation was sample i.e. (282). The instrument for data collection was questionnaire. The data collected from the use of the questionnaire was analyzed using mean and standard deviation to answer each of the four research questions. However, each of the four hypotheses was tested using ANOVA statistic at 0.05 level of significance. The Statistical Package for Social Science (SPSS 14.0 version) was use for the analysis. Any item with a mean of 3.50 or above was regarded as agree while items below 3.50 were regarded as disagree. For testing the null hypotheses, the ANOVA (analysis of variance) analysis was used. The hypotheses of no significant different were accepted for any item whose F-calculated value is equal to or less than the F-ratio value and rejected for any item whose F-calculated value is greater than the F-ratio value.

Data Analysis

Research Question 1

What are the funding strategies required for improving the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?

The data presented in Table 1 revealed that the mean responses of lecturer of library and information science studies using computer are in all the 10 items and are greater than the cut-off point of 3.50. This indicated that majority of respondents used for this study agreed with these items as the strategies for improving the funding of strategies required for improving the teaching of library and information Science using computer in Ahmadu Bello University, Zaria. The standard deviation of items 1-10 rayed from .99 – 1.08. This revealed that the respondents' were close to one another in their opinion thus indicating that the respondents' are not far from the mean.

Research Question 2

What are the strategies for improving the availability and quality of instructional facilities required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?

The data presented in Table 2 revealed that, items 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 has their mean above the cut-off point of 3.50. Therefore, majority of the respondents in the study agreed with these items on the ground that strategies for improving the availability and supply of instructional facilities are required for teaching library and information science using computer facilities in the department of library and information science. The standard deviation of the respondents ranged from .98-1.15. This showed that, the respondents were close to one another in their responses and their responses are not far from the mean.

Research Question 3

What are the strategies for improving teaching methodologies required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?

Table 3 showed that all the 15 suggested strategies (items, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34 and 35) had their mean ratings above the cut-off point of 3.50. The standard deviation of the items ranged from 1.02-1.25. This revealed the respondents' closeness to one another in their opinions thus, further revealed that respondents are not far from the mean.

Research Question 4: What are the strategies for improving the supply and quality of human resources required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?

The data presented in Table 4 revealed that all the ten suggested strategies (items 36, to 45) had their mean ratings above the cut-off point of 3.50. The standard deviation of the items ranged from 1.06 – 1.21. This revealed the respondents' closeness to one another in opinions thus further indicated that the respondents are not far from the mean. H01: There is no significant different ($p<0.05$) in the mean responses of l e c t u r e r s / s t u d e n t s on thestrategiesforimprovingthefundingstrategiesrequiredfortheteachingofLISstudies using computer in Ahmadu Bello University, Zaria.

Table 1: Mean and Standard Deviation Ratings of Strategies required for improving the teaching of library and information Science using computer in Ahmadu Bello University, Zaria

S/N	Item	N	X	SD	Decision
1	Government should increase the fund allocated to Institutions, particularly ABU, Zaria	282	4.24	1.05	Agreed
2	Institutions that offer Library & Information Science should have their Internet Café. Business centers from where they can raise money for	282	3.92	1.07	Agreed
3	Alumini Association should be involved in donation of information equipment's.	282	3.91	1.06	Agreed
4	Cash/ICT facilitators received from ICT competition Or debate should be invested for improving LIS Studies	282	3.91	1.21	Agreed
5	Imposing levies on all students when collecting their Certificates	282	4.15	.99	Agreed
6	Schools that offer LIS studies should engage in Consultancy services	282	3.99	1.08	Agreed
7	Schools offering Computer studies to pay extra fees	282	4.00	1.06	Agreed
8	Meeting individuals and Ngo's to give endowment/ donations to LIS Studies	282	3.91	1.10	Agreed
9	Involving community in donating ICT facilities To LIS Studies	282	3.96	1.04	Agreed
10	International donor agencies should be involved in donating computers or ICT facilitators to secondary schools offering Computer	282	4.02	1.08	Agreed
	Providing computers.				
	Cluster		3.61	1.07	Agreed

FINDINGS OF THE STUDY

The following findings emerged from the study based on the research questions are hypotheses tested:

- Ten funding strategies were required for the teaching of LIS studies in Ahmadu Bello University, Zaria.
- Ten strategies were required for improving the availability and quality of instructional facilities required for the teaching of LIS studies using computer in Ahmadu Bello University, Zaria.
- Ten strategies were required for improving teaching methodologies required for the teaching of LIS studies using computer in Ahmadu Bello University, Zaria.
- Ten strategies were required for improving the supply and quality of human resources required for the teaching studies using computer in Ahmadu Bello University, Zaria.
- There was no significant different among the mean responses of lecturers/students on the funding strategies required for the teaching of LIS studies.
- There was no significant difference among the responses lecturer/students on the strategies for improving the availability and quality of instructional facilities.

• There was no significant difference among the responses of lecturer/students on the strategies for improving the methodology of teaching LIS studies

• There was no significant difference among the responses of lecturers/students on the strategies for improving the availability and quality of human resources required for teaching of LIS studies.

University education is seen as a gateway to providing not only an educated citizenry but also a capable workforce. Quality teaching and learning is therefore indispensable in creating a bright future for individuals and nation alike thus it provides recipients with the skills and knowledge needed for economic growth, as well as furthering learning and training of professionals such as technician, scientists, entrepreneurs etc. In this 21st century the term LIS studies using computer literacy have been used interchangeable which is aimed at making the generality of the people computer literate. The intention

Table 2: Mean and Standard Deviation Ratings of Lecturers/Students Responds on   the Strategies for Improving the Availability and Supply of Instructional Facilities required for Teaching LIS Studies

S/N	Item	N	X	SD	Decision
1	Adequate provisions of ICT facilities for the teaching LIS by private organizations or NGOs. be conversant with the basis LIS skills	282	3.97	1.12	Agreed
2	Training of Lecturers' by the Government in order to require for effective teaching of LIS studies.	282	3.92	1.13	Agreed
3	Recruitment of qualified lecturers for the Teaching of LIS	282	3.89	1.14	Agreed
4	Regular supply of information equipment's by local and state government for effective teaching of computer LIS studies.	282	3.92	1.14	Agreed
5	Partnership with internet provider by the school for regular supply of ICT requirements.	282	3.95	1.15	Agreed
6	Standard internet library café should be provided by Donor agencies or alumini, for day today use by teacher And students of LIS studies.	282	4.08	1.13	Agreed
7	Instructional materials and ICT facilities should be Purchased or donated by host communities as AA means a way of encouraging ICT awareness.	282	4.34	1.05	Agreed
8	Lecturers should be trained in different instructional methods, of using computer and ICT facilities.	282	4.18	.98	Agreed
9	Attendance to practical class should be mandatory.	282	4.04	1.14	Agreed
10	Limiting the use of ICT tostudentsintheratio2:1	282	4.14	1.13	Agreed
	Cluster		4.09	1.11	Agreed

Table 3: Mean and Standard Deviation of Respondents (Lecturers and Students) on the Strategies for Improving the Methodologies required for Teaching of Library and information Science Using Computer in Ahmadu Bello University, Zaria

S/N	Item	N	X	SD	Decision
1	Different teaching methods such as discussion method should be used.	282	4.08	1.16	Agreed
2	Adequate facilities should be provided	282	4.10	1.02	Agreed
3	Participation should been courage among students in project work.	282	3.98	1.10	Agreed
4	Continuous assessment test (CAT) should be used As appropriate means of evaluating student.	282	4.09	1.18	Agreed
5	Group projects should be used in teaching Computer studies.	282	4.18	1.11	Agreed
6	Assignment should be given after every L I S lesson	282	4.09	1.16	Agreed
7	Time slice as a means of accommodating more students should be used.	282	4.29	1.03	Agreed
8	Oldandnewlecturersshouldbedevelopedthroughorganiz ationofseminars.	282	4.07	1.21	Agreed
9	Students' problems should be identified at the end of every lesson.	282	4.11	1.14	Agreed
10	Improvisation of instructional materials should be Encouraged in teaching LIS studies.	282	4.07	1.20	Agreed
11	Assessmentofpracticalshouldbebasedon50% and 50% theory.	282	4.04	1.25	Agreed
12	Cordialrelationshipshouldbeestablishedbetweenlecturer sandstudents.	282	4.17	1.07	Agreed
13	Instructional materials should be used in teaching L I S	282	4.11	1.24	Agreed
14	Monitoring, supervision, practical exercises be given to test student level of knowledge	282	4.17	1.03	Agreed
15	Problem solving skills should be developed in students as a methodology in teaching L I S	282	4.16	1.12	Agreed
	Cluster		4.11	1.81	Agreed

Table 4. Mean and Standard Deviation Rating of the Strategies for Improving the Availability and Quality of Human Resource required for Teaching of library and information Science using computer in Ahmadu Bello University, Zaria

S/N Item N X SD Decision

S/N	Item	N	X	SD	Decision
1	Adequate recruitment of LIS lecturers and instructors should be done	282	4.17	1.15	Agreed
2	Adequate training of computer teachers/instructors.	282	4.16	1.09	Agreed
3	Appropriate channel of communication should be be established between the lecturers/students	282	4.17	1.17	Agreed
4	Scholarship programmes for training LIS lecturer Should be established.	282	4.26	1.15	Agreed
5	Introduction of instructional equipments to LIS in other to increase the number of LIS lecturers.	282	4.25	1.13	Agreed
6	Records of academic qualifications of lectures should Be kept properly for employment purpose.	282	4.24	1.14	Agreed
7	Staff developmental activities and programs should be Be planned and followed up.	282	4.18	1.07	Agreed
8	Expert as resource lecturers should be employed in the	282	4.15	1.06	Agreed
9	Communication between the management and the Teaching staff of the LIS should be encouraged.	282	4.08	1.21	Agreed
10	Certificate for employment should be emphasized.	282	3.96	1.12	Agreed
	Cluster		3.74	1.13	Agreed

Table 5. ANOVA Analysis of mean responses of Lecturers/Students on the Funding Strategies required for the teaching of LIS Studies

Source	Sum of squares	df	Mean Square (2-tailed)	F-ratio	Sig.	Remark
Between groups	.142	2	.071	.104	.901	NS
Within groups	191.152	279	.685			
Total	**191.300**	**281**				

The one-way ANOVA presented the result of Fraction not to be significant at 0.05 level of significant: F (2, 279) = .104; p>0.05. The F-ratio of .104 with a p-value as .901 calculated at 0.05 level of significance and at 279 degree of freedom to be greater than 0.05. The null hypotheses was therefore accepted as postulated not to have any significant difference in the mean ratings of lecturers/students on the funding strategies required for the teaching of LIS studies.

$H0_2$: There is no significant difference (p(p<0.05) in the mean responses of lecturers/students on the strategies for improving the availability and quality of instructional facilities required for the teaching of LIS studies in Ahmadu Bello University, Zaria.

Table 6. Analysis of Variance (ANOVA) of the mean ratings of respondents on the Strategies for Improving the Availability and Quality of Instructional Facilities

Source	Sum of squares	df	Mean Square	F-ratio	Sig. (2-tailed)	Remark
Between groups	.137	2	.068			
Within groups	223.583	279	.801	.085	.918	NS
Total	**223.720**	**281**				

The one-way ANOVA presented in Table 6 showed the result of F-ratio not to be significant at 0.05 level of significant: $F_{(2,279)} = .085$; $p > 0.05$. The F-ration of 0.085 with a p-value as .918 calculated at 0.05 level of significance and at 279 degree of freedom to be greater than 0.05. The null hypothesis was therefore accepted as postulated not to have any significant difference in the mean ratings among lecturers/students on the strategies for improving the availability and quality of instructional facilities.
$H0_3$: There is no significant difference ($p < 0.05$) in the mean responses of lecturers/students on the strategies for improving teaching methodologies required for the teaching of LIS studies using computer in Ahmadu Bello University, Zaria.

Table 7. Analysis of Variance (ANOVA) of the Mean Ratings of Respondents on the Strategies for improving the Teaching Methodologies required for Teaching of LIS Studies.

Source	Sum of squares	df	Mean Square	F-ratio	Sig. (2-tailed)	Remark
Between groups	.607	2	.303			
Within groups	192.329	279	.689	.440	.644	NS
Total	**192.936**	**281**				

The one- way ANOVA presented the result of F-ratio not to be significant at 0.05 level of significant. $F_{(2,279)} = .440$; $P > 0.05$. The F-ratio of with a p-value as 6.44 calculated at 0.05 level of significance and at 279 degree of freedom to be greater than 0.05. The null hypothesis was therefore accepted as postulated not to have any significant difference in the mean ratings among lecturers/students on the strategies for improving the methodologies of teaching LIS studies at department of library and information science.
$H0_4$: There is no significant difference ($p < 0.05$) in the mean responses of lecturers/students on the strategies for improving the availability and quality of human resources required for teaching of LIS studies in Ahmadu Bello University, Zaria.

Table 8. Analysis of Variance (ANOVA) of the mean ratings of respondents on the Strategies for improving the availability and quality of human resources required for teaching of LIS studies.

Source	Sumofsquares	df	Mean Square	F-ratio	Sig. (2-tailed)	Remark
Betweengroups	192	2	.096			
Withingroups	240.091	279	..861	.111	.895	NS
Total	**240.283**	**281**				

The one-way ANOVA presented the result of F-ratio not to be significant at 0.05 level of significant: F (2, 279) = .111; p > 0.05. The F-ratio of the .111 with a p –value as .895 calculated at 0.05 level of significant and at 279 degree of freedom to be greater than 0.05. The null hypothesis was therefore accepted as postulated not to have any significant difference in the mean ratings among lecturers/students on the strategies for improving the availability and quality of human resources required for teaching of LIS studies in Ahmadu Bello University, Zaria.

implementation raging from resources (computer experts, computer systems and its peripherals, infrastructures, security of equipment etc.) necessary for teaching and learning of LIS studies.

The study was a survey research design, questionnaire was the instrument used to collect data for identifying the strategies for enhancing the teaching and learning of LIS studies using computer as mode instruction in Ahmadu Bello University, Zaria. A set of 45 structured questionnaire items was used to gather information from 282 respondents made up of lecturers and students.

Based on the data collected and analyzed, the following major findings of the study on strategies for improving LIS studies using computer in Ahmadu Bello University, Zaria. The data collected with the assistance of three research assistants and analyzed using SPSS 14.0 version which facilitates calculation of mean, standard deviation and analysis of variance (ANOVA). The mean and standard deviation were used to answer the four research questions while ANOVA was used to test the four null hypotheses at 0.05 level of significance.

CONCLUSION

The study concludes that there are some basic strategies that could be adopted in order to improve the teaching of LIS studies using computer in Ahmadu Bello University, Zaria. The study is of the view that LIS studies should provide sound basis for further training in computer science and be relied upon to enable students acquire the basic skills and knowledge needed to either secure a job and earn a living or to pursue further studies in their area of specialization (information science). Evidence from the study also revealed that funding strategies for computer could be used in improving the teaching of LIS studies in Ahmadu Bello University, Zaria. It is also found that strategies for improving the availability and supply of instructional facilities as well as teaching methodologies strategies could be used to enhance the teaching of LIS studies in Ahmadu Bello University, Zaria.. It is evident in the study that when students are adequately trained under an improved learning environment where instructional facilities are provided and qualified teachers engaged for the services of teaching and learning applying by proper teaching techniques there is no doubt that the performance of students in LIS studies will improve considerably, and as such they are bound to develop a remarkable interest in LIS studies and develop the necessary skills required to secure and succeed in the workplace.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study and the implications of the study:

1.   University administrators should ensure that LIS lecturers are sponsored on retraining programmes at least twice a year through workshops, seminars and conferences to enable them learn the modern technological skills in their chosen field of endeavour.

2.   The school administrators should as a matter of urgency liaise with private sectors to provide instructional materials and other facilities needed for teaching of LIS studies.

3.   Alumini and other major stakeholders of our education should assists our higher institutions by donating instructional facilities like laptops, desktop computers, multimedia, generating sets, internet etc. to enable students practice and acquire the skills of library and information science.

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