TRAINING LIBRARY AND INFORMATION SCIENCE STUDENTS IN KWARA STATE UNIVERSITY, MALETE

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ABSTRACT
The purpose of this study is to examine the impact of training on library and information science students in Kwara State University, Malete. The objectives of this study includes finding out the challenges faced by library and information science lectures in training students, identified attitude of library and information science lecturers in relation to the profession, among others. The research design adopted in this study was descriptive survey design. The population of the study consist of 14 respondents. The sampling technique that was used in this study was the census enumeration technique. Finally, recommendation were offered which include that, the government institution and relevant authorities should provide adequate funding for the education and training of Library and an information science programs to cater for efficient learning materials professionalism and enabling environment, sensitization and courage of service should be given to libraries so as to be proud of the profession, library and information science profession should be made attractive to improve and achieve full utilization of the profession and provision of ICT and trained qualified staff.

INTRODUCTION
The study of the principle and practice of library operation and administration is recently gaining momentum in Nigeria. During it emergence by the colonial masters, it was not an identifiable discipline, nor did it emerge as separate course or field of study. Not until the latter half of the 19th century, it emerged as a response to the socio-economic development of the nation. The library as a store house of information is very essential in every aspect of life. For business, decision making effective planning, communication, research and advancement. We need information for everyday activities and so cannot do without it. The developed countries of the world understand this and appreciate the role of information in national development.

The field of Library and Information Science plays a critical role in supporting knowledge creation, organization, preservation, and dissemination. LIS education and training are essential for producing competent professionals who can meet the demands of the modern information age. However, in Nigeria the education and training of LIS students are faced significant challenges that hinder the development of a skilled workforce. These challenges include inadequate funding, outdated curriculum, inadequate facilities, and insufficient practical training.

According to Oyewusi and Oyeboade (2017), "the quality of Library and Information Science education and training in Nigeria has been called into question, and there is a need for research to identify the challenges and propose solutions." This study aims to identify the challenges facing

LIS students in Nigeria, explore the role of technology in addressing these challenges, and compare the Nigerian experience with international best practices. The challenges facing LIS education and training in Nigeria have far-reaching implications for the development of the country. Nigeria, like many developing countries, is in the midst of an information revolution, where access to information and knowledge is essential for socio-economic development. LIS professionals play a critical role in this process by providing the necessary skills and expertise to manage and disseminate information effectively.

Objectives of the Study

i. find out the challenges faced by Library and Information Science department in training students;
ii. Identify the attitude of Library and Information Science lecturers in relation to the profession
iii. Identify the problems militating against library and information science lecturers in performing their duties and;
iv. Proffer solutions to the problems militating against Library and Information Science training.

Research Questions

i What are the challenges facing library and information science departments in training students?

ii What is the attitude of library and information science lecturers towards their profession?

iii. What are the problems militating against library and information science lecturers in performing their duties?

iv. What are the solution to the problems to the problems militating against library and information science training?

LITERATURE REVIEW

Overview of Library and Information Science Education and Training in Nigeria

Library and information science (LIS) education and training in Nigeria is provided by several institutions, including universities, polytechnics, and colleges of education. The curriculum for LIS education in Nigeria is based on the guidelines provided by the National Universities Commission (NUC) and the National Board for Technical Education (NBTE) for universities and polytechnics respectively. However, there are variations in the curriculum across institutions, and some institutions have not updated their curriculum for several years.

According to Adekunmisi & Adekanye (2016), "LIS education in Nigeria is facing several challenges, including inadequate funding, outdated curriculum, and insufficient practical training." The lack of funding has resulted in a shortage of qualified faculty and inadequate facilities, which affects the quality of education and training provided to students. Furthermore, the curriculum for LIS education in Nigeria has not kept pace with technological advances, and there is a need to review the curriculum to reflect the changing nature of the field.

In recent years, there has been an increasing recognition of the importance of digital technology in LIS education and training in Nigeria. Many institutions have introduced courses on digital libraries, information technology, and digital preservation. However, there is still a need to incorporate technology more fully into the LIS curriculum, and to provide students with the necessary skills to work in a digital environment.

According to Babalola and Ogunmodede (2019), "e-learning has become a popular mode of learning in Nigeria due to its flexibility, convenience, and cost-effectiveness." The authors noted that e-learning has the potential to address some of the challenges facing LIS education and training in Nigeria. However, they also highlighted the need for appropriate infrastructure, technical support, and effective pedagogy to ensure the success of e-learning initiatives. Furthermore, there have been some notable initiatives to improve the quality of LIS education and training in Nigeria. For instance, the Nigerian Library Association has developed a competency framework for LIS professionals in Nigeria. The framework outlines the knowledge, skills, and attitudes required for LIS professionals to effectively carry out their roles and responsibilities. Additionally, some institutions have introduced innovative teaching methods, such as project-based learning, to enhance the practical skills of LIS students.

Challenges Facing Library and Information Science Staffs in Nigeria

Library and Information Science (LIS) staff in Nigeria faces a ranges of challenges that affects their professional development and overall quality of education. One of the key challenges is inadequate funding, which affects the availability and quality of library resources and facilities. This is a major problem in Nigeria as it limits the ability of LIS staff and students to access up-to-date information, tools, and technologies required for effective teaching and learning. Another challenge is the shortage of qualified and experienced LIS professionals in the country. According to Aina (2019), many LIS faculty members lack relevant qualifications and experience, which has a negative impact on the quality of education and training provided to students. Additionally, some faculty members lack the necessary research skills and competencies to adequately support the research needs of students.

Furthermore, inadequate ICT infrastructure and lack of technical support also pose significant challenges to LIS staff and students in Nigeria. Many institutions lack access to reliable internet connectivity and appropriate technology tools, which limits the ability of LIS students and faculty to access online resources and engage in e-learning. This also affects the ability of LIS staff to adequately support the technology needs of students. Another challenge facing LIS staff and students in Nigeria is the limited opportunities for professional development and career advancement. According to Yusuf & Hameed (2021), there are a limited number of professional development opportunities for LIS staff in the country, which limits their ability to develop new skills and knowledge required to meet the changing demands of the profession. This also impacts the career advancement prospects of LIS students and professionals.

Another significant challenge facing LIS staff and students in Nigeria is the issue of inadequate staffing levels in academic institutions offering LIS programs. Many institutions lack the necessary number of faculty members and support staff, which affects the quality of education and training

provided to students. According to Ezeani and Aguolu (2017), the shortage of staff in LIS programs is due to a combination of factors, including the lack of government support, low remuneration, and the perception that LIS is not a lucrative profession.

Additionally, the lack of accreditation of LIS programs by professional bodies in Nigeria is a major challenge facing LIS students and professionals. According to Adetoro (2020), the non-accreditation of LIS programs limits the recognition of the profession, hinders career advancement opportunities, and affects the quality of education and training provided to students. This is because accreditation serves as a quality assurance mechanism that ensures that LIS programs meet the required standards and produce graduates who are competent and well-equipped to meet the demands of the profession.

The Role of Technology in Library and Information Science Education and Training

Technology has become an essential component of library and information science (LIS) education and training worldwide. The integration of technology in LIS education and training has brought significant changes to the way LIS professionals work and the services they offer to their users. According to Mnjama & Ocholla (2020), technology has transformed the way information is accessed, organized, and disseminated, and has resulted in the need for LIS professionals to acquire new skills and knowledge to remain relevant in the profession.

One significant role of technology in LIS education and training is the provision of e-learning platforms and tools. These platforms and tools allow students to access course materials, participate in discussions, and complete assignments online. E-learning platforms also provide opportunities for students to interact with their peers and instructors from different locations and to access resources from various sources. According to Aina (2019), e-learning platforms have the potential to enhance the quality of LIS education and training by providing flexible learning options and promoting self-directed learning. Another role of technology in LIS education and training is the integration of emerging technologies, such as artificial intelligence, machine learning, and block chain, into the curriculum. The integration of these emerging technologies prepares LIS professionals for the changing needs of the profession and provides opportunities for innovation and the development of new services. According to Onyancha & Ocholla (2018), the integration of emerging technologies in LIS education and training is essential for the development of a future-ready workforce.

Technology plays a crucial role in providing access to digital collections and resources. Digital libraries, electronic databases, and online resources are becoming increasingly important in LIS, and LIS professionals must be equipped with the skills and knowledge to manage and provide access to these resources. According to Asamoah-Hassan & Issahaku (2019), the integration of technology in LIS education and training is essential for the development of digital librarianship skills and the provision of quality digital library services.

However, the integration of technology in LIS education and training also presents some challenges. One significant challenge is the digital divide, which refers to the gap between those who have access to technology and those who do not. In Nigeria, for example, there is a significant

digital divide, with many people lacking access to basic technology infrastructure (Mnjama & Ocholla, 2020). This can pose challenges for LIS students and professionals who require access to technology to develop their skills and to provide quality services.

Best Practices in Library and Information Science Education and Training

International best practices in library and information science (LIS) education and training are critical for ensuring that LIS professionals have the skills and knowledge needed to provide effective services in a rapidly changing information environment. Some of the key elements of best practices in LIS education and training include curriculum design, faculty development, and student-centered pedagogies. One important element of best practices in LIS education is the development of a flexible and dynamic curriculum that responds to the changing needs of the profession and the broader society.

This requires ongoing assessment of the curriculum to ensure that it is aligned with emerging trends, technologies, and skills. Best practices also emphasize the importance of experiential learning, which can be achieved through internships, practicums, and other forms of experiential learning. Another critical component of best practices in LIS education and training is faculty development. This involves ensuring that faculty members have the necessary expertise and skills to teach in a rapidly changing field. Best practices emphasize the need for ongoing professional development, mentoring, and networking opportunities for faculty members to keep up-to-date with emerging trends and technologies.

Best practices in LIS education and training emphasize the importance of student-centered pedagogies. This means providing opportunities for students to engage in active and collaborative learning, to develop critical thinking and problem-solving skills, and to apply their learning in real-world settings. Best practices also prioritize the development of students' professional identities and commitment to ethical and socially responsible practice.

In addition to curriculum design, faculty development, and student-centered pedagogies, there are other international best practices in LIS education and training that are worth mentioning. For instance, the development of professional competencies is crucial for ensuring that LIS professionals have the necessary skills to provide effective services. Best practices emphasize the development of competencies in areas such as information literacy, knowledge management, and digital preservation. Another important aspect of best practices in LIS education and training is the integration of emerging technologies into the curriculum.

This requires not only the incorporation of technology into the delivery of courses but also the development of skills and knowledge related to emerging technologies such as artificial intelligence, data analytics, and blockchain. Best practices also prioritize the development of partnerships and collaborations between LIS programs, practitioners, and other stakeholders.

RESEARCH METHODOLOGY

The study adopted the descriptive survey design. Descriptive survey research design was adopted because it enables researcher to collect large amount of information on the

impact of training and its challenges on library and information science in Kwara State University, Nigeria.

The population for this study consists of all the 14 lectures on seat as at the time of the research in Kwara State University, Malete. The target population for this study include students of library and information science.
Simple random sampling method was adopted to select the sample population for this study.

The Instrument that was used for data collection in this study was the questionnaire. The questionnaire was a closed ended questionnaire.

Descriptive statistics including percentages were used in analyzing the data. Primary data solicited using the questionnaires were cleaned, coded and entered into and presented in percentage.

DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

SECTION A
Respondents' Demographic Information

Table 4.1: Gender of the Respondents.

Sex	**No of Respondents**	**Percentage (%)**
Male	10	71.4%
Female	4	28.6
Total	14	100%
Age	**No of Respondents**	**Percentage (%)**
31-35	2	23.9%
36-40	2	23.9%
41-45	2	23.9%
46-50	4	28.6%
51 and above	4	28.6%
Total	14	100%
Occupation	**No of Respondents**	**Percentage (%)**
B.Sc	0	0%
M.Sc	8	57.2%
Ph.D	6	42.8%
Total	14	100%

Source: Field survey 2023

Table 4.1 shows that 10 or 71.4% are male, however the female respondents from the study area account for only 4 or 28.6% of the total sample. The table also indicate that the respondents falls between the ages of 31-35, 2 or 23.9% respondent fall between the ages of 36 -40 years, 2 or 23.9% of the respondent fall between 41-45 years, also, 23.9% or 2 respondents fall between the age of 46-50 or 28.6% while the remaining 4 or 28.6% respondent fall between 51 and above. Furthermore, the table shows that 6 or 42.8% of the respondents are Ph.D holders, 8 or 57.2% are Second Degree/Master holders while the remaining 0 or 0% respondent is a Bsc holder.

4.3 Discussion of Findings
SECTION B
Challenges faced by Library and Information Science Lecturers

Table 4.2: Lack of Teaching Material and Equipment

Response	**Frequency**	**Percentage**
Strongly Agree	1	7.2%
Agree	12	85.6%
Strongly disagree	0	0%
Disagree	1	7.2%
Total	**14**	**100%**

Source: Field survey 2023

Table 4.2 above shows that "Lack of Teaching Material and Equipment" is one of the utmost challenges faced by Library and information science lecturers just as 12 (85.6%) of the respondents attested to this fact,

Table 4.3: Problem of Professionalism development

Response	**Frequency**	**Percentage**
Strongly Agree	0	0%
Agree	12	85.6%
Strongly disagree	0	0%
Disagree	2	14.4%
Total	**14**	**100%**

Source: Field survey 2023

Table 4.3 above shows that 12 or 85.6% of the respondents agreed to this assertion, while 2 (14%) disagree.

Table 4.4: Lack of interest among professional and pace of development

Response	**Frequency**	**Percentage**
Strongly Agree	1	7.2%
Agree	10	71.4%
Strongly disagree	0	0%
Disagree	3	21.4%
Total	**14**	**100%**

Source: Field survey 2023

. In the above table, 10 respondents that represent 71.4% agreed to this notion alongside a respondent that strongly agreed to the notion as well. It is only 3 respondents that represent 21.4% that attested negative to this orientation.

Table 4.5: Poor interest of Students

Response	**Frequency**	**Percentage**
Strongly Agree	6	42.8%
Agree	7	50%
Strongly disagree	0	0%
Disagree	1	7.2%
Total	**14**	**100%**

Source: Field survey 2023

In respect of the above **Table 4.5.** 6 respondents representing 42.8% agreed to this assertion while 7 or 50% of the respondents strongly subscribed to this assertion as well only one respondent representing 7.2% disagreed to this notion.

Table 4.6: Bad funding and Budget support exist in Library and information

Response	**Frequency**	**Percentage**
Strongly Agree	5	35.7%
Agree	7	50%
Strongly disagree	0	0%
Disagree	2	14.3%
Total	**14**	**100%**

Source: Field survey 2023

It has been shown in the above **Table 4.6** that "Bad funding and Budget support exist in Library and information" in respect of majority opinion 7 respondents representing 50% agreed to this

notion whereas 5 or 35.7% of the respondents also agreed strongly to this orientation. It is only 2 or 14.3% of the respondents that negated this orientation by disagreeing to it.

SECTION C: Attitude of librarians in relation to the profession

Table 4.7: Lecturers are lazy towards their profession in Kwara State University Malete

Response	**Frequency**	**Percentage**
Agree	2	14.3%
Disagree	12	85.7%
Total	**14**	**100%**

Source: Field survey 2023

Table 4.7 shows that "Lecturers are not lazy towards their profession in Kwara State University Malete" in respect of the opinion of 12 or 85.7% respondents that negated the notion by disagreeing to it. It is only 2 respondents representing 14.4% that subscribed to this notion.

Table 4.8: They are ashamed to be called Librarians

Response	**Frequency**	**Percentage**
Agree	2	14.3%
Disagree	12	85.7%
Total	**14**	**100%**

Source: Field survey 2023

In respect of the above **Table 4.8** 12 respondents negated this notion by disagreeing to it. It was only 2 respondents that supported this notion. To that effect it is worthy of appraisal to negate such a notion.

Table 4.9: Librarians feel inferior among other professional staff

Response	**Frequency**	**Percentage**
Agree	1	7.2%
Disagree	13	92.8%
Total	**14**	**100%**

Source: Field survey 2023

In the above **Table 4.9**. 13 or 92.8 respondents disagreed to this belief while only one respondent agreed to it. It is therefore a necessity for the researcher to negate such an ideology.

Table 4.10: They put less commitment in education and training of Students Professionally

Response	Frequency	Percentage
Agree	5	35.7%
Disagree	9	64.3%
Total	**14**	**100%**

Source: Field survey 2023

The above **Table 4.10** depicted the fact that 9 (64.3%) of the respondents subscribed to this notion as majority while just 5 or 35.7% agreed to the notion. It is therefore worthy of honor to respect the opinion of the majority and affirmed the fact that Library and information Science lecturers don't put less commitment in education and training of Students Professionally

Table 4.11: Librarians are ready for the work with less modern materials

Response	Frequency	Percentage
Agree	12	85.8%
Disagree	2	14.2%
Total	**14**	**100%**

Source: Field survey 2023

from the above **Table 4.11** 12 or 85.8% agreed to this belief. Just two respondents representing 14.2% disagreed to this orientation. It is worthy of appraisal to affirmed that; Librarians are ready for the work with less modern materials.

SECTION D: PERCEPTION OF LIBRARIANSHIP BY LIBRARY AND INFORMATION SCIENCE LECTURERS

Table 4.12: The profession is for women

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	2	14.2%
Strongly disagree	9	64.4%
Disagree	3	21.4%
Total	**14**	**100%**

Source: Field survey 2023

Table 4.12. Reckoning the response of the respondents, 9 of them representing 64.4% strongly disagreed to this notion also 3 respondents representing 21.4% disagreed to it. It is worthy of academic honor to reject the assumption that "the profession of being a library information scientist is not for women alone".

Table 4.13: The profession is not attractive

Response	**Frequency**	**Percentage**
Strongly Agree	0	0%
Agree	1	7.2%
Strongly disagree	4	28.6%
Disagree	9	64.2%
Total	**14**	**100%**

Source: Field survey 2023

The above **Table 4.13.** 9 respondents representing 64.2% disagreed to this nation alongside 4 or 28.6 that strongly disagreed to this assumption. To that effect, it is worthy of respect to negate the notion that "Library information science as a profession is not attractive".

Table 4.14: The profession is a waste of money

Response	**Frequency**	**Percentage**
Strongly Agree	0	0%
Agree	1	7.2%
Strongly disagree	7	50%
Disagree	6	42.8%
Total	**14**	**100%**

Source: Field survey 2023

In respect of the above **Table 4.14.** 6 respondents representing 42.8% disagreed to this assertion while 7 or 50% of the respondents strongly disagreed to this assertion as well only one respondent representing 7.2% agreed to this notion making it null and void.

Table 4.15: The profession is not relevant

Response	**Frequency**	**Percentage**
Strongly Agree	0	0%
Agree	1	7.2%
Strongly disagree	7	50%
Disagree	6	42.8%
Total	**14**	**100%**

Source: Field survey 2023

Table 4.15, 6 respondents representing 42.8% disagreed to this assertion while 7 or 50% of the respondents strongly disagreed to this assertion as well only one respondent representing 7.2% agreed to this notion making it an irrelevant assumption.

SECTION E: PROBLEMS AFFECTING LIBRARY AND INFORMATION SCIENCE LECTURERS IN PERFORMING THEIR DUTIES

Table 4.16: Lack of electricity

Response	**Frequency**	**Percentage**
Strongly Agree	10	71.5%
Agree	4	28.5%
Strongly disagree	0	0%
Disagree	0	0%
Total	**14**	**100%**

Source: Field survey 2023

In the above **Table 4.16** "Lack of electricity" is one of the problems affecting Library and Information Science in respect of majority opinion.4 respondents representing 28.5% agreed to this notion whereas 10 or 71.5% of the respondents also agreed strongly to this orientation.

Table 4.17: Poor salary

Response	**Frequency**	**Percentage**
Strongly Agree	5	35.7%
Agree	9	64.3%
Strongly disagree	0	0%
Disagree	0	0%
Total	**14**	**100%**

Source: Field survey 2023

Table 4.17 has explicitly explained that "Poor salary" is one of the vices militating against Library and Information Science in respect of majority opinion. 9 respondents representing 64.3% agreed to this notion whereas 5 or 35.7% of the respondents also agreed strongly to this orientation.

Table 4.18: Lack of ICT facilities

Response	**Frequency**	**Percentage**
Strongly Agree	8	57.1%
Agree	6	42.9%

Strongly disagree	0	0%
Disagree	0	0%
Total	**14**	**100%**

Source: Field survey 2023

Table 4.18 has effectively produced evidences that "Lack of ICT facilities" is one of the problems militating of Library and Information Science in respect of respondents' opinion. 6 respondents representing 42.9% agreed to this notion whereas 9 or 57.1% of the respondents also agreed strongly to this orientation.

Table 4.19: Excessive workload

Response	**Frequency**	**Percentage**
Strongly Agree	5	35.7%
Agree	8	57.1%
Strongly disagree	0	0%
Disagree	1	7.2%
Total	**14**	**100%**

Source: Field survey 2023

in **Table 4.19** that "Excessive workload" is one of the problems in the field of Library and Information Science in respect of respondent opinion. 8 respondents representing 57.1% agreed to this notion whereas 5 or 35.7% of the respondents also agreed strongly to this orientation.

Conclusion

The study concludes that one of the major challenges is keeping pace with rapidly evolving technology. Information and communication technologies are constantly evolving, a library and information science professionals must stay updated to effectively manage digital resources and provide innovative services. Therefore, there is need for curriculum revisions and continuous professional development programs that emphasizes technological skills and digital literacy. The challenges in the education and training of library and information science programs are multifaceted, ranging from technological advancements to practical training, evolving information needs, diversity, and partnerships.

Recommendations

Based on the findings of this study which lead to the conclusion reached, the following recommendations were made:

1. The government institution and relevant authorizes should provide adequate funding for Library and Information Science programs in Kwara State University to cater for efficient learning materials for professionalism and enabling environment.

2. Sensitization and courage of service should be given to libraries so as to be proud of the profession.
3. Library and Information Science profession should be made attractive to improve and achieve full utilization of the profession.
4. Deliberate and good marketing of library services, provision of ICT facilities and trained qualified staffs.

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