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Editorial

Welcome to 2020 – the year of fulfillment. The Editorial Board of COMMUNICATE: Journal of Library & Information Science is happy to present to you the 21st Volume, Number 2, December, 2019. This volume ends the 2nd Decade of the 21st Century. As it is expected, every event that shaped the Scene of the last two decades of the century within the Profession have been encapsulated in this volume.

Twelve papers have been accepted for publication in this volume. Subjects covered include: Availability and use of ICTs and ICT-Based Resources, User Education; Use of information Resources in school libraries; Use and Non-use of Information Resources in Academic libraries; Non-governmental Funding and Sustainability of Library Resources; Public Library roles in the provision and utilization of library resources; Mentoring of LIS Educators and Prospects and Challenges of the much talked about Makerspace in libraries which is helping to sustain and expand library services in the developed parts of the world.

The first paper comes from Abuja and it is on PERCEPTION AND PROFICIENCY IN THE USE OF SOCIAL BOOKMARKING TECHNOLOGIES BY STUDENTS OF UNIVERSITY OF ABUJA (UNIABJUA), FCT-ABUJA. The study discovered that students of UNIABUJA generally have weak perception on social bookmarking and were more familiar with delicious, Google bookmarks and pinterest social bookmarking technologies respectively. The second paper: Survey of Teachers' use of information Resources in Secondary School Libraries in Ile-Ife Central Local Government Area, Osun State revealed that there is a significant relationship between accessibility and utilization of School Library resources of teachers in the surveyed area. It was, therefore, recommended that adequate funding should be provided for school library development.

Utilization of Information and Communication Technology-Based Information Resources in Library User Education Programmes in Colleges of Education in South-South, Nigeria is the third paper. The study revealed that increased funding would enhance the utilization of ICT-based resources for user education since it was found to be highly utilized where they are available. The current University Librarian, John Harris Library, University of Benin and a co-author investigated the level of Utilization and Factors Influencing Underutilization of his library by their LIS students which is presented here as Paper four. The fifth paper is: Influence of Non-Governmental Funding on sustainability of Library resources in University Libraries in Rivers State-Nigeria: The paper recommended that Librarians should explore other means of funding where necessary to improve library services. Retooling Academic Library Instruction: Leading the users Aright in the 21st Century is the Sixth paper, it recommends a full integration of ICT-based courses with Library instruction and provision of ICT tools such as projector, interactive board, computers, laptops and good internet connection as a means of achieving result-oriented approach of Library Instruction programmes in Nigeria Universities. The seventh paper comes from Delta State titled. **A Review of Availability of Information and Communication Technologies (ICT) in Academic Libraries in Nigeria.** The paper is of the view that availability and application of ICT in academic Libraries in Nigeria are still not adequate.

Problems Militating Against the Effective Utilization of Open Access Electronic Information by Library and information Science Undergraduates At The University of Calabar, Nigeria is the Eight Paper. The study revealed that LIS students are aware of and make use of open access electronic information resources for their research work. However, they are confronted with inadequate computers and Advocacy, Electricity interruption, Difficulty in reaching computers screens, etc.

Roles of Public Libraries Towards Provision And Utilization of Library Resources by Adolescents in Samaru Community, Sabongari Local Government Aread, Kaduna State, Nigeria is the ninth paper. The paper concludes that the public library should be seen as a tool to combat illiteracy that supports a culture of reading which is essential for education in Nigeria. Following closely is the tenth paper also coming from Ahmadu Bello University, Zaria on Assessment of Availability of Information Resource and Services in Kashim Ibrahim Library. The study recommended that the Library Management should increase its budget in order to afford products and services for their users. Mentoring is a competency tool for the professionals. This is the subject of the Eleventh paper: Mentoring As Competency Tool for Professional Development of Young LIS Educators: An Overview. Lastly but certainly not the least is the twelfth paper: Prospects and Challenges of Markerspace in Libraries in Nigeria. Through a review of Literature, the author examined the concept of Markerspace with a view to giving an insight on the rise of library makerspace. The paper discussed the benefits and concluded with some recommendations.

As promised in an earlier edition of this journal we are doing all within our powers to ensure its frequency. While awaiting the first number of the first volume of the new decade in June, 2020, we enjoin you to peruse these titles as laid out on the present volume. Happy reading.

Prof. Elizabeth I. Ifidon FNLA, MNIM
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RETOOLING ACADEMIC LIBRARY INSTRUCTION: LEADING THE USERS ARIGHT IN THE
21ST CENTURY.

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Abstract

The 21st century has witnessed a shift in the way and manner information is provided, accessed and disseminated in libraries and information centres across the world. The shift has given rise for an improved information skill of the library users in searching for information in the library, using advanced searching tools and information and communication technology (ICT) tools in learning and research. Survey method was used for the study. Five research objectives were developed. The population for the study comprised 6, 761 year one students in the Federal universities in the South-South geo-political zone of Nigeria. A random sample technique was employed to select a manageable sample from the population. Questionnaire was the instrument used for data collection from the respondents based on four (4) point scale rating, a midpoint mean of 2.5 was used as positive response criterion mean and accepted as a positive response. The result showed a significant improvement among the respondents who went through the library instruction program that is integrated with ICT in searching for information on the internet, e-databases and OPAC; retrieving and downloading of information from the Internet, and preparation of presentations using MS Power-point among others. Findings further showed inadequate ICT facilities in the library and lack of personal ICT tools for students such as laptops as major hindrances for integrating ICT with library instruction. The study recommended a full integration of ICT-based courses with library instruction and provision of ICT tools such as projector, interactive board, computers, laptops and good Internet connection as a means of achieving result-oriented approach of library instruction programme in Nigeria universities.

Keywords: Retooling, Academic Library Instruction, Leading, Library Users, ICT

Introduction

The evolution in the use of information and communication technology (ICT) as a device for learning, teaching and research in universities and libraries have tremendously increased the need for a modification of the contents and methods of library instruction in universities. The fact that academic libraries undergo varied strategic change, reflect the need to adjust trend and impetus to best meet the needs of those they serve (Mossop, 2003). Montiel-Overall (2005) noted that students' learning, understanding and application of learned objects are the basis for education. Advancements in technology in the handling, processing, accessing, storing, retrieving and dissemination of information in libraries require a holistic and pedagogical approach of instructing library patrons, especially new students, through a combination of conventional and contemporary methods to improve their knowledge and skills. Instruction in the use of ICT tools in accessing information sources and services would go a long way in making the library users ICT literate and enable them to access the library information resources with ease. Igbeni in 1990 defined library instruction also known as user education as a process of making library patrons understand how to effectively and efficiently use the library resources in identifying, locating, searching, retrieving and exploiting information in the library. The merit of Igbeni's definition is only for the traditional libraries of 80s and 90s and does not take into account the dynamism of the 21st century libraries, which is inclusive of instructing the users in the use of ICT tools in research and learning.

The old fashioned methods of delivering library instruction are no longer impacting the library users of the 21st century which necessitate a change. Change has been described as one of the most difficult thing to apply in an organization, but a vital element for any business that wants to survive and thrive in an increasingly competitive and fast-paced world (Madsen, 2018). Modification of the traditional methods of instruction and integrating ICT will support the research ability of the library users and would help them in the development of new research skills in the use of ICT-based library services. Omeluzor, Alarape, Dika and Ukangwa (2017) noted that users of academic libraries including students, staff and faculty may not have any basic skill or knowledge in using ICT-library based information resources and therefore the need for ICT-based library instruction.

Meanwhile, universities in South-South zone of Nigeria having acknowledged the need of retooling have adopted a change in the delivery of library instruction in line with the National Universities Commission (NUC) 2018 Bench mark academic standard. The Library instruction programme at the South-South university libraries is structured with ICT fully integrated for all first year students. In addition, students are instructed on the rules and regulations guiding the use of library resources and services which is obtainable in most universities in Nigeria (Okoye, 2017). In addition, the other methods adopted include: one-on-one mentoring, orientation, library guide and guided tour (Omeluzor, et al, 2017, p.9).

The approach of inculcating ICT has been adjudged in some studies as a feasible option in making students independent researchers and sophisticated learners (Ojasaar, 2003, Suleiman, 2012, Igwebuike & Agbo, 2014).

The approach also justifies the Association of College Research Libraries recommendations of 2017 which stated that computer lab with instructor and student workstations, projector, printer, access to the Internet should be made available for library instruction. It also exemplifies a practice adopted by the Multimedia Educational Resource Learning Online Teaching (MERLOT) in 1995 which was broadened in 2015 (MERLOT, 2017).

Statement of the Problem

Academic libraries have existed for a long time and had introduced several methods to support its users in the delivery of information services. Prior to the introduction of ICT in libraries, most libraries in developing countries have been using traditional methods to deliver information services. The advent of ICT has brought several challenges in the way information are accessed, stored, retrieved and disseminated. This, therefore call for the retooling of library instruction in order to equip the users with adequate skill and knowledge in meeting with advancement in the 21st century to effectively access, identify, analyse and use information with ease.

Objectives of the Study

The general objective of this study is to investigate the retooling of library instruction with the aim of leading the users aright in the 21st Century. The specific objectives are to:

1. Examine the areas that ICT is integrated with library instruction in the South-South University Libraries in Nigeria
2. Find out the methods used in retooling library instruction in the South-South University Libraries in Nigeria.
3. Ascertain the level of ICT skill of students before receiving library instruction.
4. Determine the level of ICT skill of students after receiving library instruction.
5. Identify the challenges of integrating ICT with library instruction.

Literature Review

Instruction in the use of information sources and services in the library cannot be over emphasized. Esse (2014) believed that the library should intensify its efforts in educating its users by setting up some additional methods of user education in order to achieve excellence in educational pursuit. Furthermore, he emphasized the need to educate the library users in the use of online resources and databases for their research work. Okoye (2013) argued that hands-on demonstration using workstations, online resources and online databases were not being used. A number of scholars have advocated the use of ICT in the delivery of library services to the library patrons. For instance, Haliso (2011), Ayiah and Kumah (2011) are of the opinion that university libraries should embrace information technologies as a tool for service delivery, particularly as traditional library processes and structuring are proving unsatisfactory to respond quickly to the needs of library patrons in this technology-driven era. Hence, the library should appreciate a modification of the methods of delivering library instruction by integrating ICT with library instruction. Studies have shown that integration of ICT in learning increase the skill, learning and academic performance of students and staff (Ololube, Eke, Uzorka Ekpenyong, 2009; Miima, 2014). According to Madukoma, Onuoha, Omeluzor and Ogbuiyi (2013), integration of ICT helps students' intellectual ability and skill for accessing and retrieving information as well as constructing a framework for learning. The instructional method adopted by Cornell University Library enables students to use the library resources, research methods and advanced tools (Cornell University Library, 2017). Similarly, Lucas (2017) stated that library instruction teaches students how to use the library resources and to evaluate the research materials they find.

Similarly, Madukoma, et al. (2013) study on library instruction and academic performance of undergraduates at Babcock University, Nigeria revealed that library instruction helps the undergraduates to know where to search for information. To identify the extent by which library instruction has assisted the respondents in locating and retrieving information in the library, the study of Madukoma, et al. showed that library instruction helped the respondents to acquire the necessary skill needed for locating/retrieving information. The respondents in that study claimed that through the library instruction program, access to information was easier because they were exposed to various information materials and services. The study also revealed that library instruction helped users to be familiar with various information retrieval tools and be able to retrieve information materials in the library without much assistance from the librarians and library staff.

Likewise, Bhatti (n.d.), Anarki and Babalhavaeji (2013) insisted that ICT be integrated with library instruction in academic institutions while libraries should organise orientation classes and training programmes for students in accessing, searching and downloading of e-resources. Similarly, Maduako (2013) study showed that an average mean of 2.99 and 3.51 strongly agreed that inadequate library staff to handle library instruction was an impediment. Findings in her study also revealed that short time span, inappropriate provision for user education, lack of interest by students and resource constraint were among the challenges facing library instruction.

Retooling of library instruction with ICT integration in universities in Nigeria is faced with several challenges. According to Laleye (2015), successful integration of educational technology in the school system depends largely on the attitude of teachers towards the role played by modern technologies in teaching and learning. While attitude of teachers cannot be undermined, other factors are chronic absence of ICT instructional materials, ineffective policy implementation and a lack of other resources (infrastructure) to aid teaching and learning. These challenges were foreseen by the Commonwealth of Learning International in 2001 as serious challenges facing higher education in Nigeria on ICT literacy knowledge integration into academic courses and programmes (Ololube, et al, 2009). The study by Okoye (2013) on user education in federal university libraries across Nigeria revealed that the major challenges facing the retooling library instruction include lack of practical and demonstration on the use of the Internet to conduct researches, inadequate ICT facilities in teaching, and inadequate number of professional staff to conduct user education. Retooling academic library instruction in the South-South Universities libraries is the focal point of this research.

Methodology

Descriptive survey design was adopted for this study and the instrument used for data collection was questionnaire which was distributed faced-to-face to the respondents in the six (6) Federal University Libraries in the South-South geo-political zone of Nigeria with the assistance of three library officers in each of the libraries. The population for the study cover 6,761 registered library users in the 2017/2018 academic session. Random sampling technique was used to select the sample from the population. Ten percent (10%) of the total registered library users was used given a total of 676 respondents selected through a random sampling method. A total of 676 copies of the questionnaire were distributed among the students and 561 (83%) copies of the questionnaire were retrieved. Results were analysed using Statistical Package for the Social Science (SPSS) and are presented in percentage, mean and standard deviation. For the responses, it was based on four (4)-point rating scale, a mid-point mean of 2.5 was used as positive response criterion mean and accepted as a positive response because the average of individual mean score was 2.5. For clarity, results of the analysis are presented in a table, percentage, mean and standard deviation for easy understanding.

Data Analysis and Interpretation of Results

Table 1: Population of the Study

Name of the Library	Students	10%
University of Benin Library (UNIBEN)	1,352	135
University of Calabar Library (UNICAR)	1,131	113
Federal University of Petroleum Resources Effurun Library (FUPRE)	1,631	163
University of Portharcourt Library (UNIPOINT)	861	86
University of Uyo Library (UNI-UYO)	1,035	104
Federal University of Otuoke Library	751	75
Total	6,761	676

Source: The Establishment Units of the universities under study through phone contact in 2017/2018 academic session.

Data Analysis and Presentation

As shown in Table 1, the population of this study consist of 676. The breakdown of the ten percent of the respondents from each of the university is as follows: University of Benin (UNIBEN) 135; University of Calabar (UNICAR) 113; Federal University of Petroleum Resources, Effurun (FUPRE) 163; University of Portharcourt (UNIPOINT) 86; University of Uyo (UNI-UYO) 104; Federal University of Otuoke 75.

Table 2: Areas that ICT is integrated with library instruction in South-South Universities

ICT Integrated Areas	SA	A	D	SD	X	Decision
Designing of online form for questionnaire administration	143	279	135	119	2.7	Accepted
Retrieving and downloading of information and e-resources from the Internet and online database	297	278	47	54	3.2	Accepted
Using the Internet for online demonstration/instruction	252	367	31	26	3.3	Accepted
Searching the Internet and electronic database using different search techniques	191	144	189	152	2.6	Accepted
Class presentation using projector	255	157	142	122	2.8	Accepted
Designing of power-point for presentation	279	143	119	135	2.8	Accepted
Learning and Teaching (practical)	368	157	129	22	3.3	Accepted
Searching the Online Public Access Catalogue (OPAC)	191	144	189	152	2.6	Accepted

Criterion Mean=2.50

Result on Table 2 reveals that ICT is integrated which justify retooling of library instruction. This is in the area of using the Internet for online demonstration/instruction (X=3.3), retrieving and downloading of information and e-resources from the internet and online database (X=3.2), class presentation using projector, and designing of power point for presentation (X=2.8). Also, result shows that the respondents affirmed that designing of online form for questionnaire administration (X=2.7) and searching the Internet and electronic database using different searching techniques (X=2.6) and searching the online public access catalogue (X=2.6) were integrated with library instruction. This result agrees with the instructional method adopted by the Cornell University Library which enables university students to use the library resources and ICT tools effectively.

Table 3: Methods used in Retooling Library Instruction

Retooling Library Instruction	SA	A	D	SD	X	Decision
Teaching with ICT tools	372	162	121	21	3.3	Accepted
Practical training (hands on desk) on the use ICT tools	283	123	169	101	2.9	Accepted
Guided library tour	178	143	183	172	2.5	Accepted
One-on-one mentoring	371	133	157	15	3.3	Accepted
Class presentation using ICT tools	177	142	186	171	2.5	Accepted
Power point presentation	191	144	189	152	2.6	Accepted
Online instruction	221	175	123	157	2.7	Accepted
Orientation	232	103	163	178	2.6	Accepted
Live demonstration and instruction	279	143	119	135	2.8	Accepted
Interactive class discussion	321	134	108	113	3.0	Accepted
Library guide	231	165	168	112	2.7	Accepted

Criterion Mean=2.50

On Table 3, the respondents were asked to identify the methods that are used in retooling library instruction. Result shows that (X=3.3) of the respondents affirmed that teaching with ICT tools and one-on-one mentoring are used. Respondents also affirmed that interactive class discussion with X=3.0 is also used. Result also indicates that practical training (hands on desk) on the use ICT tools is used (X=2.9) along with live demonstration and instruction (X=2.8). Result also reveals that online instruction and library guide (X=2.7), class presentation using ICT tools and orientation (X=2.6), guided library tour (X=2.5) and class presentation using ICT tools (X=2.5) were used in retooling library instruction. The result in Table 3 shows that most of the generally accepted methods for instruction are used for retooling of library instruction because they are above the criterion mean.

Table 4: Level of Respondents' ICT skill before receiving Library Instruction

Level of ICT skill	VHL	HL	LL	VLL	X	Decision
I can design presentation using Microsoft Power-point	283	123	169	101	1.8	Rejected
I can search information on the Online Public Access Catalogue (OPAC)	148	78	722	252	1.8	Rejected
I can use a computer system for research	225	157	142	122	2.8	Accepted
I can search for information on the Internet and electronic database using different search techniques	101	169	283	123	2.4	Rejected
I can set up (connect) and use a projector	17	26	381	252	1.7	Rejected
I can design online form using Google for questionnaire administration	250	197	196	131	2.1	Rejected
I can retrieve and download information from the Internet and online database.	279	143	119	135	2.8	Accepted

Key: VHL = Very high level, HL = High level, LL = Lower level, VLL = Very low level

Result on Table 4 shows the level of ICT and research skills of the respondents prior to attending the library instruction program. Result reveals that the respondents are able to use the computer system for research ($X=2.8$) before attending the library instruction class. It further reveals that designing of presentation using Microsoft Power-point and searching for information on the OPAC respectively are at a lower level ($X=1.8$). The same applies to designing of online form using Google for questionnaire administration ($X=2.1$) and searching for information on the Internet and electronic database using different search techniques ($X=2.4$). Results also shows that before attending the library instruction program, majority of the respondents cannot set up and use a projector ($X=1.7$), while some of the respondents can retrieve and download information from the internet and online database ($X=2.8$). This finding corroborates with the submission of Bhatti (n.d.) who advocated the integration of ICT with library instruction in academic institutions, and Anarki and Babalhavaeji (2013) who insisted that libraries should organise orientation classes and training programmes for students in accessing, searching and downloading of e-resources.

Table 5: Level of Respondents' ICT skill after receiving Library Instruction

Level of ICT skill	VHL	HL	LL	VLL	X	Decision
I can design presentation using Microsoft Power-point	367	252	31	26	3.4	Accepted
I can search information on the Online Public Access Catalogue (OPAC)	371	163	120	22	3.3	Accepted
I can use a computer system for research	368	157	129	22	3.3	Accepted
I can search for information on the Internet and electronic database using different search techniques	261	208	123	84	3.0	Accepted
I can set up (connect) and use a projector	221	205	198	52	2.9	Accepted
I can design online form using Google for questionnaire administration	250	237	98	91	3.0	Accepted
I can retrieve and download information from the Internet and online database.	297	278	47	54	3.2	Accepted

Key: VHL = Very high level, HL = High level, LL = Lower level, VLL = Very low level

Table 5 shows the level of ICT and research skills of the respondents after attending the library instruction program. The result shows that, there is a significant improvement on the ICT and research skills of the students after the instructional program. For instance, the result shows an increase in the number of respondents that could use a computer system in research ($X=3.3$); designing of presentation slides using Microsoft Power-point ($X=3.4$), and searching for information on the Internet and electronic database using different search techniques ($X=3.0$). It also reveals that the respondents could search for information on the OPAC ($X=3.3$), set up and use a projector ($X=2.9$), retrieve and download information from the Internet and online database ($X=3.2$), as well as designing of online form using Google for questionnaire administration ($X=3.0$). Meanwhile, result in Table 5 is generally accepted because they are above the criterion mean. This finding is supported by Madukoma, Onuoha, Omeluzor and Ogbuiyi (2013) who found out that ICT-based library instruction impacted students' ability to access and retrieve information without depending on the library staff.

Table 6: Challenges of integrating ICT with Library Instruction

Challenges of integrated ICT with library instruction	SA	A	D	SD	-X	Decision
Inadequate ICT facilities in the library to accomplish task on schedule	368	157	129	22	3.3	Accepted
The course is difficult for students	9	13	391	263	1.7	Rejected
The course is time consuming and boring	37	26	361	252	1.8	Rejected
Inadequate ICT skill among librarians	56	33	291	296	1.8	Rejected
Insufficient time duration (short time)	372	162	121	21	3.3	Accepted
Insufficient ICT tools (laptops) for students	283	123	169	101	2.9	Accepted
Stringent policies	269	134	161	112	2.8	Accepted
Insufficient staff to handle ICT tools	252	367	31	26	3.3	Accepted
Unstable power supply	371	133	157	15	3.3	Accepted
Unconducive environment	51	46	293	286	1.8	Rejected
Inadequate of training in academic institutions.	255	157	142	122	2.8	Accepted
Students lack of interest in library instruction programme	81	77	267	251	2.0	Rejected

Key: SA = Strongly agree, A = Agree, D = Disagree, SD = Strongly disagree

Criterion Mean=2.50

The result in Table 6 reveals challenges of integrating ICT with library instruction in academic libraries. Inadequate ICT facilities in the library to accomplish task on schedule (X=3.3); insufficient time duration (X=3.3); insufficient ICT tools for students (X=2.9); stringent policies (X=2.8); insufficient staff to handle ICT tools (X=3.3); unstable power supply (X=3.3); and inadequate training in academic institutions (X=2.8). This finding support the finding of Maduakoma (2013) who found out that short time span of the program was a challenge. It means that the time assigned for library instruction was inadequate and can negatively affect the program. It may also hinder effective delivery and understanding of what is been taught since some students' take more time to adapt to some courses.

Conclusion

From the survey results, one can deduce that retooling of library instruction program has strong effect on the academic and career development of university students. Meanwhile, considering the effect of the programs on the library users, it is necessary for the university administration and librarians to ensure that all the methods are applied to achieve better result. Retooling library instruction is of utmost significance to be able to imbibe relevant skill in the library users. From the findings in this study, it is evident that using appropriate methods especially those driven by ICT will help the users to learn and understand through creative means how to utilize library resources and will increase their usage. Librarians should ensure to engage the library users by using modern and advanced methods. Library instruction is an effective means of educating the users and creating awareness of available information resources in the library. A number of universities use traditional methods of instruction. It is evident that such methods are no longer helpful to students in the 21st century with innovation in ICT. Therefore, retooling library instruction will help the library users especially students to become independent researchers in using ICT tools such as computer in accessing electronic information resources on the Internet. Therefore, viable methods and media such as ask a librarian, library Blog, library website, social media, text messaging, emailing, radio broadcasting should be explored. The following are some of the recommendations based on the findings of the study:

- ✓ Universities in Nigeria and other developing countries should endeavour to redesign their curriculum in order to accommodate ICT-based library instruction programs for the benefit of students.
- ✓ Relevant ICT equipment, such as Internet facilities, projector, interactive board and computers, among others should be made available in classrooms and at the e-library to make teaching and learning of ICT-enabled courses easier.
- ✓ Universities in Nigeria should endeavour to provide personal laptop for students through a subsidized means in order to enhance their ICT skill, learning and research.
- ✓ Librarians and other instructors should create time to support students outside the time allotted for library instruction program in order to help students who need further assistance. This could also be done by creating an online platform for interactions.
- ✓ Academic librarians should endeavour to use ICT in the delivery of library instruction to the library users to foster communication and access to the librarians and library information resources.
- ✓ Academic librarians should reshape library instruction programs to impact students' academic activities.

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