

HUMAN AND MATERIAL RESOURCE AVAILABILITY AND NEEDS OF UNDERGRADUATE PROGRAMME IN UNIVERSITY OF TECHNOLOGY-BASED LIBRARY SCHOOLS IN NIGERIA

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Abstract

The study was conducted to determine the availability and needs of both human and material resources for undergraduate programme in Universities of Technology mounting librarianship in Nigeria. Five research questions guided the study and include variables such as ranks and status of academic staff, non-academic staff, physical facilities and information resources, lecturer: students and computer student ratio and resource needs of undergraduate programmes. Survey research method and heads library schools in universities of technology were used for the study. Online administration of the copies of questionnaire on heads of library schools was carried out and completed copies returned through online. Simple tabulation was used in the analysis of data collected by ranked order. Results showed inadequacy in the areas of academic staff, departmental libraries, computers in computer laboratories with teaming undergraduate students' population as well as absence of classification/cataloguing/indexing laboratories in three of the surveyed library schools. The implication is that with the gross inadequacies of academic staff, departmental libraries, computer, cataloguing/indexing/classification laboratories; the library schools are likely to produce half-baked graduates with possession of low level of technical and information technology skills. In order to meet up with the resource needs of undergraduate programme, the study recommended amongst that library schools should attract academic staff on senior lecturer and professorial cadre either full time or part-time appointment. The minimum academic standards of 1:30 lecturer/students be strictly complied; parent universities should commit reasonable funds for the establishment of departmental libraries, construction of laboratories and procurement of computers, information resources indexing, classification cataloguing tools to support teaching and learning and for adequate practical exercises

Keywords: Human and material resources; Library schools, Universities of Technology; Undergraduate Programme, Nigeria.

1. Introduction

In any organization human and materials resources are usually mobilized to achieve the set goals/ objectives. Human resources refer to human being that employed in organization to work

towards achieving the set goal/objective. Material resources are things or physical facilities use in the production process or training so as to achieve the set goal and objective.

Library schools are departments or institution that offer training programme to those that are expected to work in libraries, information centres or any related organization. However, LIS graduates can work in any organization because of the information component in the curriculum of both undergraduate and postgraduate programme. The LIS graduate working in libraries can be regarded as librarians or professional staff and are often call practitioners. The LIS graduates that teach in library schools are called library educators as well as academic/teaching staff. Technical staffs otherwise known as Non Academic staff are staffs that provide support to the teaching and training of undergraduate students in the areas ICT's. This category of staff management the computer/ICT laboratories; cataloguing, classification, indexing and abstracting workshop.

Undergraduate programmes are courses or trainings offer leading to their award of bachelor degree in librarianship. The nomenclature of bachelor degree in librarianship is usually B.A(LIS), B.Sc (LIS), BLS, BLIS, B.Tech etc depending on the particular institution's curriculum.

The history of undergraduate programme in librarianship in Nigerian can be traced back to 1968 when the second library school was established at the Ahmadu Bello University, Zaria thus being one of the first generation universities and the first library school at Ibadan to commence undergraduate (BLS) programme in Nigeria. The establishment of the library schools at Ibadan to run postgraduate programme and Zaria to run undergraduate programme was associated with controversy between the South and the North. While in the South, the postgraduate programme in librarianship was already mounted at the then University College, Ibadan in 1959/60 and in the North, undergraduate programme in library science was mounted at the Ahmadu .Bello University, Zaria.

Shortly, some universities in Nigeria started mounting bachelor degree programme in library science and as observed by Saka (2015), there are about 30 library schools established and certified by the Librarians' Registration Council of Nigeria (LRCN). As part of the positive trends in LIS education, LIS programmes are being established not only in the conventional but also in the specialized universities (technology, education and agriculture) which showed that LIS is a interdisciplinary field, and that it can be established at any type of university and domicile in any faculty or school (NUC 2014; Saka 2015).

The establishment of library schools though has witnessed remarkable development, one cannot argue that there are no challenges as the LIS schools and programme has been were being confronted with the problems of: disparity in curriculum content, location of library schools, proliferation of library science programme schools without due regards to standards; indifference of LIS educators in terms continue professional development; inadequate human and material resources resulting to low level of skill's acquisition on part of trainees (Ochogwu&Nwokocha, 2014; Saka, 2015; Issa, et al, 2016).

The curriculum of any training institution is usually an out-planned course of instruction that is expected to be covered within a specific period of time. However, the curricula of library schools

in Nigeria are subject to timely review, restructure and modification so as to meet employers' market demand for their products. The design, review, restructure, modification and implementation of curriculum depend on a number of factors which include but not limited to availability of adequate teaching and non-teaching staff, infrastructural facilities, information resources and ICT facilities, e.t.c. Ochogwu (1992) has categorised resources into three (3) main areas, namely: information materials, material resources and physical facilities. According to the writer, every library school is expected to domicile in its own building, equipped with classrooms and lecture theatres, seminar rooms, laboratories, departmental libraries, e.t.c.

There are reasonable number of library schools offering undergraduate programme with inadequate human and material resources which will in no doubt negatively affect the quality of graduates being produced. This study investigated the resource availability and needs of undergraduate programme in four library schools that are established in universities of technology in Nigeria focusing on both academic and technical staff as well as undergraduate students as the specific audience in this student.

2.Statement of the problem

For effective teaching, learning and research to take place in any formal institution, it is expected that adequate human and material resources be put in place. These resources include but not limited to quality teaching and non-teaching staff, adequate infrastructural facilities such as dedicated classroom/lecture theatre; adequate computer, indexing, classification and cataloguing laboratories and departmental libraries to support teaching, learning and research activities of both students and faculty members for practical lessons. Lecturers design, review and implement curriculum through teaching, while technologist arrange and conduct practical I.T lessons for students and above all practical classification, cataloguing and indexing lessons are conducted in the corresponding laboratories.

From researchers' observation, most university-based library schools lack adequate teaching staff; while lecture rooms/theatres are shared with undergraduate students in other departments and above all available computers cannot carter for students' practical lessons in most library schools. There is the problem of standard in the area of teaching staff, physical resources, lecturer to student ratio. There is also absence of indexing, cataloguing and classification workshops or laboratories and not to talk of the classification schemes and cataloguing tools that are to be used to transform theory to practice.

With the limited number of lecturers in our library schools in Nigeria, the lecturers are over worked as in some library schools One (1) lecturer end up teaching four (4) courses and supervise more than five (5) undergraduate students.

This study therefore seeks to find out the availability of resources in relation to the needs of undergraduate programme in university of technology-based library schools in Nigeria.

3.Purpose of the study

The study was designed to achieve the following specific purposes:

1. To determine the undergraduate students' enrolment for 2016/2017 session in library schools,

2. To determine staffing situation in support of undergraduate curriculum and student population in library schools,
3. To find out the ratio of lecturer to students, computer to students in library schools,
4. To investigate the availability of physical facilities and information resources in library schools,
5. To find out the resource need for undergraduate programme in library schools.

4. Research questions

1. The study was guided by the following research questions:-
2. What is the undergraduate students' enrolment for 2016/2017 session in library schools?
3. What is the staffing situation in support of undergraduate curriculum and students' population in library schools?
4. What are the ratios of lecturers to students, computer to students' in library schools?
5. What type of physical facilities and information resources are available in library schools?
6. What are the resource needs for undergraduate programmes in library schools?

5. Review of empirical related studies

Investigation was carried out to determine staffing issues and availability of information resources in the library schools of the University of Ibadan, Ahamadu Bello University, Zaria, University of Maiduguri and University of Nigeria, Nsukka respectively. Heads of library schools were the target respondents. Structured questionnaire was used in data collection. Descriptive statistics was used in data analysis. Results showed that the information resources and staff manning departmental libraries were inadequate (Saka&Akor, 2008). The paper failed to investigate the undergraduate students' enrolment figure as well as the resource needs for undergraduate programme in library schools.

In an examination of the extent of the implementation of ICT in undergraduate ICT curriculum in library schools in Northern Nigeria through the administration of the copies of questionnaire on ICT course lecturers and heads of computer laboratories, Saka (2009) reported not only the disparity in the curriculum but also inadequate ICT teaching staff, computers in ICT laboratory as well as IT practical's and power supply. The empirical literature was more of ICT curriculum without taking into consideration the availability departmental libraries and the qualifications, fields of specialization of ICT course lecturers

Saleh (2011) has investigated the nature and adequacy of the curriculum content of undergraduate program and the available resources in Nigerian library schools. The study found variation in the curriculum though it was found to be adequate. It was discovered that information resources (books, journals), facilities (computers, internet, databases, etc) as well as faculty members were grossly inadequate in the studied library schools. Fields of specialization of faculty members were not investigated.

The minimum academy standard for undergraduate programmes in library and information science in Nigeria stated that both academic and non-academic staff are required which should be from the rank of graduate assistant to professorial cadre. The academic staff structure in

library schools should be 20% of professorial cadre, 35% senior lecturer and 45% in the lecturer I and below. Staff to student ratio should be 1:30 for all programmes. Every library school in universities in Nigeria should possess at least the following non-academic staff:- one secretary with computer knowledge; one clerical officer, two officer attendants/cleaners and two secretariat assistants; one laboratory attendant and one technician. Every library school should have library to support instruction. Information resources such as basic texts, reference books, journals, e.t.c should be made available in the departmental library (NUC, 2014). The document is expected to enumerate the standard in term of lecturer: to students ratio by undergraduate and postgraduate programme as well as the minimum standard for the information resources to be made available in library schools.

Agulana (2014) has investigated the availability, extent of adequacy and degree of satisfaction with information resources as well as the number of academic staff available in the library schools of Federal University of Technology Minna and Imo State University, Owerri. The target population consisted of 1,056 undergraduate students in the two library schools as at 2012/2013 session. From this population, 20% was selected and thus 211 undergraduate students from the sample size. Questionnaire was used in data collection. Simple descriptive statistics (frequency and percentage) was used in data analysis. The study found that AACR2, computers, journals, textbooks, newspapers, power point projector, library catalogue, DDC scheme were available and adequate. Majority of respondents were satisfied with the available information resources and that the number of academic staff available as at the time of this study was between 16 and 20. The study is expected to delve into qualifications, fields of specialization of teaching staff and types/number of ICT available in the ICT laboratories in library schools.

Ugwoke (2011) has studied the availability of resources for the teaching of ICT- related courses in library schools in South Eastern Nigeria. Descriptive survey design was used with population of lecturers and ICT staff in the library schools. Part of the results showed that computers, ICT laboratory, UPS, furniture in ICT laboratory, air conditioner, printer, library software, storage devices, senior lecturers, lecturer I and graduate assistants were available in the four library schools being investigated.

The effect of the proliferation of library schools on quality education with reference to the availability of resources, categories of staff, undergraduate students current enrolment as well as challenges to LIS curriculum was investigated. These variables are in line with the five research questions. Survey research method and off-course total enumeration of all the university-based library schools offering LIS programme in Nigeria were used for the study. Heads of library schools were the target respondents. Mean and percentage were used in data analysis.

Results showed that cataloguing and classification tools were the available requisite resources and that the teaching staff in these library schools was inadequate especially at professorial and senior lecturer cadre. The current enrolment of undergraduate students for 2015/2016 session was at high side. Prominent among challenges affecting the quality of LIS education were massive number of students' population as well as lack of cataloguing and classification laboratory for practical exercises (Issa, et al, 2016). The literature does not address the research questions which the present study intends to investigate

The study proffers recommendations which will serve as the resources needed for undergraduate programme in the four surveyed library schools in Nigeria. In the area of continuing professional development of LIS professionals particularly the library practitioners (librarians) in Minna and Dutse towns in Northern Nigeria. It was reported that publications and mentoring were the major methods of skill's acquisition and that inadequate resource personnel was the major setback to CPD among librarians in two state capitals in Northern Nigeria (Saka, Oyedun, & Song, 2016). The study is expected to examine the qualification of teaching staff and the fields where training were received by the teaching staff.

6. Methodology

Descriptive survey design was used for the study and target population consisted of Heads of the four library schools in Universities of Technology in Nigeria; namely:

Table 1: Population of the Study

S/NO	Library Schools	Universities(Geo-political zones)
1.	Dept. of Library and Information Technology	Federal University of Technology, Minna (North Central)
2.	Dept. of Library and Information Science	AbubakarTafawaBalewa University, Bauchi (North East)
3.	Dept. of Library and Information Science	ModibboAdama University of Technology, Yola (North East)
4.	Dept. of Library and Information Science	Enugu State University of Technology, Enugu (South East)

The four library schools were adopted for the study while heads of the library schools were the subjects of the study because they are both academic and administrative heads of the library schools. They are the custodians of most of the information/data needed for the study. Questionnaire was designed in line with the research questions to contain items of academic staff strength; rank areas of specializations; non-academic staff; and infrastructural facilities and resources (library, computer laboratory, cataloguing, classification/indexing workshop). Benchmark Minimum Academic Standards (NUC, 2014) was used to evaluate the lecturer: students ratio as well as the percentage allocation for various cadre of lecturers in library schools running undergraduate programme.

With exception of copies of the questionnaire administered on Head, Department of Library and Information Technology, Federal University of Technology, Minna, the other three copies of questionnaire were sent online to respective heads of library schools in ATBU Bauchi, ESUTECH, Enugu and MAUTECH, Yola respectively. The completed copies of questionnaire were online sent back to researchers. The adoption of the subject of the study and the method of data collection used in this study is similar to that of (Issa, et al, 2016). Data was analysed by simple tabulation.

7. Results and discussion

From the analysis and interpretation of research finds based on the research questions, the major findings are enumerated below:

Table 2: Undergraduate Students' Enrolment for 2016/2017 Session

Level	FUT, Minna	ATBU, Bauchi	ESUTECH, Enugu	MAUTECH, Yola
100	105	102	40	158
200	80	147	-	120
300	75	68	20	118
400	80	72	25	110
500	55	62	-	182
Total	340	451	93	688

From the analysis and interpretation of research finds based on the research questions, the major findings are enumerated below.

The undergraduate students' enrolment for the current session 2016/2017 in the four library schools is on the high side which can create the problem of poor classroom management on the part of lecturers and over-utilisation of limited available resources on the part of undergraduate students. This finding is similar to that of (Issa et al, 2016) as the co-researchers reported that the students' enrolment for 2015/2016 session was high and that the resources would be over-utilised resulting to depreciation, damage and careless handling on the part of students' usage.

MAUTECH Yola has the highest students' enrolment across all levels of undergraduate programme without corresponding academic staff. ESUTECH Enugu has the lowest enrolment figure owing to the fact that it runs a four- year programme and that there was no admission in 2015/2016 session as there was no single student in 200 level in library school based on the data in Table 2.

Table 3A: Academic Staff by Ranks and Types of Appointment

Universities	FUT, Minna					ATBU, Bauchi					ESUTECH, Enugu					MAUTECH, Yola					
Rank	Full Time	Visiting	Sabbatical	Contract	Total	Full Time	Visiting	Sabbatical	Contract	Total	Full Time	Visiting	Sabbatical	Contract	Total	Full Time	Visiting	Sabbatical	Contract	Total	Grand Total
Professor	1	2	-	-	3	1	2	-	-	3	-	2	-	-	2	1	4	-	-	5	13
Associate Professor	3	-	-	-	3	-	1	-	-	1	-	-	1	-	1	-	1	-	-	1	6
Senior Lecturer	5	-	-	-	5	1	1	-	-	2	-	2	-	-	2	2	1	-	-	3	12
Lecturer I	2	-	-	-	2	1	-	-	-	1	2	-	-	-	2	2	-	-	-	2	7
Lecturer II	1	-	-	-	1	1	-	-	-	1	-	-	-	1	1	1	-	-	-	1	4
Asst. Lecturer	2	-	-	-	2	4	-	-	-	4	2	-	-	-	2	2	1	-	-	3	11
Graduate Assistant	3	-	-	-	3	1	-	-	-	1	-	-	-	-	-	2	-	-	-	2	6
Total	17	2	-	-	19	9	4	-	-	13	4	4	1	1	10	10	7	-	-	17	59

Table 3A revealed available academic staff rank and type of appointment. Table clearly indicated that there were 59 academic staff with 19 of them from FUT Minna library school being the highest. This was followed by MAUTECH Yola library school with 17 academic staff having various ranks. From Table 3A, it seems full time appointment is being considered as majority of academic staff were on full time appointment.

Although library schools relied heavily on full-time appointments as can be found in the four library schools. Generally speaking the four library schools were grossly understaff when compared with Table 1 on students' enrolment and with NUC (2014) minimum academic standard of 1:30 i.e. for every one lecturer there should be 30 students for all programmes. Almost 50% of the academic staff were on the ranks of between lecturer I and graduate Assistant. The staffing situation in the four specialised library schools in Nigeria can neither support the full implementation of undergraduate curriculum nor withstand the teaming undergraduate student population as lecturers were not adequate in conformity the NUC (2014) benchmark which states that for every 1 lecturer there should be 30 undergraduate students to teach.

Staffing situation in the library schools is sympathetic as the academic staff strength stood at 59 in number regardless of the nature of appointment offered and field of specialisation. This is with particular reference to professorial and senior lecturer cadre where about 50% of lecturers were between lecturer I and graduate assistant. Going by the NUC (2014) standards, the academic staff structure should be 20% professional cadre, 35% senior lecturer and 45% lecturer I and below. Library schools were grossly understaffed. This finding agrees with the findings by Saleh (2011); Saka, Oyedum & Song (2011). Saleh (2011) discovered that faculty members in library

schools in Nigeria were grossly inadequate. Saka, Oyedum & Song (2016) reported inadequate resource personnel as the major setback to continuing professional development among librarians in two state capitals in Northern Nigeria. This situation also affects the fields of specialisation of the academic staff as most of them could not specialise in ICT application in library and ICT-related fields.

Table 3B: Fields/Areas of Specialization of Academic Staff in Library Schools

Field of Specialization	FUT, Minna	ATBU, Bauchi	ESUTECH, Enugu	MAUTECH, Yola	Grand Total
Information Science	3	1	3	6	13
User Studies	2	-	-	-	2
Library Management and Administration	4	3	3	4	14
ICT/IT in Libraries	1	2	2	1	3
Information Management	1	2	1	4	8
Knowledge Management	1	2	1		3
Reference Services	-	-	1	1	2
Technical Services	-	3	-	-	3
Library/Informatics	1	-	-	-	1
Information and Knowledge Management	2	-	-	-	2
Library and Information Systems	1	-	-	1	1
Library and Information Science	1	-	-	-	2
Technological/Readers Services	1	-	-	-	1
Lib & Info Technology	1	-	-	-	1
Total	19	13	10	17	59

Table 3B revealed the areas of specialisation of academic staff irrespective of the type of appointment and the cadre showed that out of the 59 academic staff, 14 and 13 of them specialise in the areas of Library Management/Administration and Information Science respectively. Despite the clamouring on ICT, few i.e. three lecturers specialise in the ICT application to library services. Lowest areas of specialisation within librarianship were those of Library and Informatics, Library and Information Systems, Library and Information Science as well as Library and Information Technology. All these lowest areas of specialisation are related to and within the jurisdiction of ICT application in libraries.

Table 3C: Non-Academic Staff in Library Schools

Technical/ Administrative	FUT, Minna	ATBU, Bauchi	ESUTECH, Enugu	MAUTECH, Yola
Systems Analysts	2	2	1	-
Supporting Staff	1	-	-	-
Administrative Staff	1	4	2	4

For effective practical teaching and learning to take place, there is the need to have technical, supporting and administrative staff. With exception of MAUTECH Yola, the other three library schools have system analysts which was a sign of availability of computers even though they were inadequate in the computer laboratories.

Table 4: Lecturer: Student Ratio/Computer : Student Ratio

Library School	No. of Academic Staff	No. of Students	Lecturer: Students Ratio	BMAS (NUC) 1:30	No. of Computers	Student: Computer Ratio
FUT, Minna	19	340	1.17	Non-Conformity	54	1:6
ATBU, Bauchi	13	451	1.34	Non-Conformity	12	1:38
ESUTECH, Enugu	10	93	1.09	Conform	23	1:4
MAUTECH, Yola	17	688	1.40	Non-Conformity	16	1:43

From table 4, data showed that all the library schools do not conform to NUC (2014) standard in terms of Lecturer: Student ratio of 1:30. All the survey library schools were either below or above the 1:30 as it was discovered that FUT Minna and ESUTECH Enugu library schools fall below 1: 30 in terms of lecturers: students ratio, while ATBU Bauchi and MAUTECH Yola library schools were above the minimum standard of 1:30. There was non-conformity to 1:30 NUC (2014) standard.

In the area of the ratio of computers to students, it showed that the four library schools faced the problem of inadequate computer laboratory. Using the entire population of undergraduate students in a particular library school to determine the use of computers in the laboratory showed that turg-of-war would exist among students. For example with 80 students in 400 level of FUT Minna library school in terms of computer utilisation during practical lessons showed that for every 1 computer, four students are to use it at a time. This misnomer existed in all the four surveyed library schools. There were inadequate computer laboratories in most library schools.

On the lecturers' students and computer: student's ratio, data showed that lecturers were inadequate and cannot manage or cope with teaming undergraduate students' population and that the available computers cannot meet up with students' practical exercises. This findings tally

with the findings of Saka&Akor (2009) as the co-researchers discovered inadequacy in both staff manning departmental libraries and the information resources in library schools in Nigeria.

Table 5A: Availability of Physical Facilities

Physical Facilities	FUT, Minna	ATBU, Bauchi	ESUTECH, Enugu	MAUTECH, Yola
Departmental Library	√		√	√
Cataloguing/Classification Indexing Laboratory			√	√ LC(4), I(3), A(4), LCSH (46), DDC (4) Abstracts, Indexes,
Computer Laboratory	√ (20)	√ (12)	√ (23)	√ (16)
Dedicated Lecture Rooms	4	4	3	8
Lecture Theatres	-	2	3	3

All the four library schools possessed computer laboratory though not adequate. ATBU Bauchi library school lack departmental library. MAUTECH possessed cataloguing/classification and indexing laboratory with 44 copies of Library of Congress Classification Scheme (LC) and four volumes of Dewey Decimal Classification (DDC) schemes. The library school possessed 4 Library of Congress Subject Heading (LCSH) list, 3 and 4 volumes of indexes and abstracts respectively

Table 5B: Departmental Libraries (Information Resources)

Collection	FUT, Minna	ATBU, Bauchi	ESUTECH, Enugu	MAUTECH, Yola
Textbook	364	NOT AVAILABLE	340	50
Journals	51		32	45
Reference Sources	20		15	20
Newspaper Titles	-		-	8
Project/Theses	529		50	240

From the four library schools, only ATBU Bauchi has no Departmental library. The other three library schools have collections though not adequate to meet the information and research needs of teaming undergraduate students' enrolment. It was discovered from the available data that only MAUTECH, Yola subscribed for eight newspapers titles while no subscription was made by FUT Minna, ATBU Bauchi and ESUTECH Enugu library Schools respectively.

Investigation to determine the available physical faculties and information resources in the surveyed library schools revealed that while lecture rooms and lecture theatres were inadequate as they were shared with other departments; computer, departmental libraries and cataloguing/classification/indexing laboratories were not highly available and to some extent not available as the case of cataloguing/ classification/ indexing workshops. This may be as a result

of inadequate funding of library schools by the parent universities to have well equipped and dedicated computer laboratories, departmental libraries, etc. This finding is partly similar to that of Ugwoke (2011) but disagree with that of Agulana (2014). The former researcher reported that ICT laboratory, UPS, air conditioner, printer, computers were available in the four library schools. Agulana (2014) reported that AACR 2, computers, journals, textbooks newspaper, projector, library catalogue, DDC Scheme were available and adequate.

The implication is that there is likelihood that library schools would produce graduates with low level of/ or no practical skills. This may result to problem of rejecting graduates in the labour market. The employer demand as at present is that apart from being computer literate, applicants are to undergo rigorous aptitude test and oral examination.

8. Summary of findings

1. The students' enrolment for the current session (2016/2017) in library schools was on the high side.
2. Academic staff in library schools was grossly inadequate to cope with the curriculum and growing number of undergraduate students.
3. There was no conformity to the NUC (2014) standard with respect to 1:30 lecturers and students
4. There were inadequate departmental libraries, computers in computer laboratories and absence of classification/cataloguing /indexing laboratories in three library schools respectively.

9. Conclusion

The study has established that undergraduate programmes in University of technology -based library schools were run with inadequate human and materials resources which cannot cope with the students enrolment figure.

10. Recommendations

The study proffers the following recommendations which would help university of technology based library schools in Nigeria meet resource needs of undergraduate programme:

- Admission of undergraduate students should be based on the available resources/ resources on ground in library schools.
- Library schools should endeavour to attract academic staff on senior lecturer and professorial cadres either through full-time or part-time appointment.
- Library schools should strictly comply with the NUC (2014) minimum standards of 1:30 lecturers/students
- Universities of Technology mounting undergraduate programme in librarianship should commit adequate funds for the establishment of departmental libraries; construction of laboratories and procurement of computer, information resources in different formats; classification/cataloguing/ indexing tools for adequate practical exercises.

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