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Tying up the loose ends: Inclusion of Social and Digital Trends in Nigerian Library Schools Curricula for Lifelong Opportunities.

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Abstract:

This study explored some observatory inaccuracies and progressive paces in Library and Information Science (LIS) education at which curriculum developers operate in keeping abreast with lingering volatile issues in the societies and digitization trending technologies to develop the influential skills of the new generation professionals towards better societal relevancies. The curriculum should not be viewed as being sufficient in its scope to mere degree-awarding capacities but also as an astute tool that builds human values that command more respect among other spectre professionals in society. The study examined the unanimity views of the Library Professionals in Nigeria being the phenomenal scenes at which the inaccuracies were observed, though the issues might not be peculiar to this setting. The study engaged sixty librarians practicing in Nigeria as participants selected through purposive and quota sampling. The study used questionnaire to collect data which was analysed using simple percentages. The finding revealed many helpful and foresighted prospects in the adoption of the solicited reviews in the LIS curriculum, many of which justified the research objectives. In the light of this, the recommendations were made to sensitized the curriculum developers and corporate professional agencies or commissions managing the affairs of librarianship education to duly adopt the inclusion of social and digital trends in curriculum for the achievement of a higher degree of societal impacts and lifelong opportunity.

Keywords: Curriculum, Library Education, Social trends, Digital trends, LIS professionals and Lifelong Opportunity.

Introduction
A profession like Library and Information Studies (LIS) should have a limitless expanse like space, in terms of absorbing new ideas in building up its professional and intellectual structure. As it is at present, possessing quite volatile and multidisciplinary bandwidth most especially in its operational system (Abubakar and Farouk 2018). LIS probes its research lens to the componential contents of other professions in order to guide their professionals or practitioners into their educational heritages. However mutations in forensic development and constant metamorphosis of professional subjects' contents in many fields have left some crucial and earth-shaking programs out of the firm grips of LIS Curricula Contexts at one side, and Professional Practices at other side. Considering what the insinuations of this study will contribute to the existing LIS Curriculum is noteworthy, observations show that the capacity and volume of LIS curriculum is wider than what currently exists in its contents. Shidh (2014) when quoting (Karma 2010) declared that model curriculum was only a prototype, and demanded no effort to enforce its implementation because all universities are autonomous and have their board of studies.

Locally and globally the LIS programmes, both in its nomenclature and the curricula contents are not perfectly harmonized and coherent, from continents to continents, countries to countries and universities to universities. This by implication shows that LIS programmes qualities vary from school to schools and also depending on the country in which the school located. Perhaps an LIS student, with both Bachelor and Master degrees in Nigeria may feel undereducated if he or she compares him/ her with colleague who studies to earn the same degrees in the United States' LIS school or university. This situation, in every way, may not be disadvantageous, so far every institution is at liberty to devise her curricula to suite the needs of her communities and a single societal issues may not be applicable to other societies. Though, Singh (2010) acknowledge that the idea of uniformity in LIS curriculum throughout the country should be designed to fill the nationwide needs of libraries.

The actions of the UGC in prepping up curriculum development committees in different disciplines and bringing out prototype curricula indicates its propensity towards unification, but in practice it has not yet happened. Unification of curriculum may not be necessary in order to standardize or equalize the quality of degrees and skilfulness of degree holders, since the level of technological and social development are not be the same from country to country, and the application of the skill may not be affected because of this factor. This survey will not delve into soliciting for overhauling of the entire versions of LIS curricula but focus on reinforcement of the Information and Communication Technology (ICT) Digital and Socio-cultural based courses already entrenched in the curricula contents of many LIS educational institutes in Nigeria. These concerned areas shall be addressed as digital trends and social trends as the case may be, with the aim of boosting future security and higher social impacts of LIS graduates and professionals. Sedere (2010) asserted that

> "knowledge needs to be transferred to skills. The knowledge economy is based on knowledge based skilled education. Today the Competency-Based Curricula is only centered around academic learning outcomes, ignoring the skill as a learning outcome."

The major benefits every curriculum in Nigerian LIS Educational institutes should bestow on the practitioners are creation of expected future and viable societal influence. Both of these benefits require enduring skills relevant enough to stand the test of time most especially the

trends in digital and social atmosphere. Levin (2014) said "a person feels his/her future in his/her presence and –what is most important –it creates the person's individual future." Ability to create the desired future and do exploit in the social realm of live. Therefore every curriculum should be forged to develop a complete person useful for all situations.

Statement of Problem
Library and Information Science (LIS) is a multidisciplinary profession which also has much to do with many other multidisciplinary professions. It therefore, takes more than superficial skills of academic degree holding to stay relevant and continue to doing exploit within the realms of information service delivery. Deep skill acquisition is required. LIS training scheme and curricula in Nigeria though contain many relevant courses, the wave of change in technology and social situations of the country have rendered it inadequate in its coverage. Some LIS curricula in Schools other than Nigeria are said to have been fortified thereby turning out professionals of better skill. The LIS curricula in Nigeria have to augment more digital trending and social intervention scheme in its contents, so that Librarians can make better impact and created expected future for themselves in terms of lifelong opportunities.
This study will point to the areas where LIS curricula in Nigeria library schools should bolster its contents so as to prevent the professional from digital operational redundancy and social intervention passiveness.

Research Objectives

The main objective of this paper is to recommend for developmental review and upgrade in the curricula of LIS in Nigeria Schools to keep abreast with digital and social trends and ensure lifelong opportunities for LIS practitioners.

The specific objectives of this study are:
1. To show the areas of ICT trends necessary for inclusion in the curricula to ensure lifelong opportunity for LIS professionals.
2. To uncover social and humanitarian skills necessary for inclusion in LIS curriculum in Nigeria library school.
3. To show effect of incorporation of more rewarding ICT subjects in the curricula of Nigerian LIS schools
4. To reveal the Effects of Social and Humanitarian Skills Inclusion in the Curricula of LIS in Nigeria.

Literature Review
Nature of Curricula in the LIS Profession.

Curriculum could be the same in other profession of the world, both in its structure and its contents, but in Library and Information Science (LIS) education the case is conspicuously different. In fact the variance in curricula quotations tilts the qualities of the degrees being awarded in different directions. It has been such a flexible document but its flexibility seems not to permit some valuable subjects to the depth, so the profession can not hold specification on them. (Lunenburg, 20ll). Singh and Shahid (2010) introduce curriculum as a guide, model and instructional outline that ushers student into their profession serve as tools for executing theories in teaching, learning and instruction. Ochola (n.d) and Dash (2007) Historically visualized that the word "curriculum" is Linguistic coinage from Latin "currere" which means "run" which literarily could be translated to operation of classified selection of

accumulated knowledge in a given academic subject. In the same vein Dash (2007) further added that

    a. "Curriculum should be dynamic to meet the problems of the students" which must be treated differently, perhaps on the basis of environmental background.

    b. "Curriculum should be viewed as an on-going process, always be (remained) in the state of planned changes." Here he was placing emphases on continuous developmental nature a good curriculum must possess, so as to enable it absorb many more useful trends in the similar professional subject areas.

Toks S. B. et.al (2018) and Tammaro (2007) summited that the current trends in the global educational environment have been based on knowledge economy and technology, lifelong learning, universal mobility and neoliberaltion. They insisted that LIS curricula must aim at competitive demand in the labour market, and that the LIS schools must endeavor to offer globally trending courses so as to produce graduates relevant in the global market. Tumuhairwe (2013) and Tammaro (2007) held similar views that observing LIS curricula in the developed world, there have been series of remodeling and reorganized curricula components so as to produce professionals with appropriate qualities to develop and maintain high standard information practices in the rapid changing world.

On this note Opeke (2007) and Simisaye (2014) raised serious concerns about Nigerian universities curricula as regards the developmental values it creates in the graduates of this 21st century; changing global job markets; pointing out the shortcomings in most of the library schools in Nigeria, most especially in the areas of Information and Communication Technology (ICT) and skills acquired to secure relevant placements in many other related fields for carrier development and self-actualization.

Digital Trends in relation with LIS curricular

A curriculum is referred to as totality of contents of an area of study carefully developed to implant in its learners the means of professionalism and social influence (Toks et.al 2018, Ikoya and Odu, 2016). Streaming through the digital world today there are considerable areas noted for their economic booting utility which are at the same time anenable to other contents of Library and Information Science curricula. Kanba (2011) initiated discussion on the pros and cons of ICT competence and LIS educational environment in Nigeria, while acknowledging the fact that LIS has taken a step forward in incorporating core value in ICT knowledge into the conventional LIS curriculum. He also made it clear that most LIS schools teach these course theoretically with preparing enough computer laboratory software, good internet connectivity and expertise to handle its operation. He further reiterated that challenges of these kinds have rendered the teaching of existing ICT subject in the curriculum grossly ineffective in Nigerian LIS schools and its environs. Omehia (2019) lamented that despite the surging up in the digital incorporation in many professions globally, LIS education has not witness much in the area of ICT evolution owing to the existing constraints in utilization of the emerging technology. Ogwo 2021 view most of the major challenges integrating ICT in the curriculum of Library schools most especially in the developing countries like Nigeria.

He defended his point under the following points:
- Low supply in technological development
- Inadequate qualified personnel
- Policy issues

- Technophobia on the part of staff and students
- Poor bandwidth issues.

He then made supportive recommendations to buttress up his views which include formulation and implementation of policies to integrate more profitable ICT subjects into the curricula across of all educational sectors, and that the government should provide adequate Internet infrastructure with corresponding man-power in order to leverage the problems of integrating more rewarding ICT Programe in the LIS Curricula.

Diso and Njoku (2007) also concluded that in their studies the training of LIS profession in Nigeria is ineffective and need needs radical transformation to ensure us adequate production of professionals skilful enough for valuable service delivery, most especially in the aspects of digital and computer technology. They opined that if library operations are being transformed into hybrid modes, the training of professionals in the profession should also be made thoroughly hybrid. In a bid to vesture the LIS professionals potent tools for lifelong opportunities. There should be possibility of having a major area of specialization in any desired ICT programs such as computer programing like Python, Java script, HTLM and so on, within the LIS training course of study. This is because the idea will increase the chances of LIS professional; make them more relevant to these technological development of their societies and countries.

Omehia (2019) when making a citation on the concern raised by Aina (2007) and Bamisaye (2014) that the librarians of the 21st Century are being entangled with low ebb in technological planning implementation in their training curriculum. She therefore made a proposal to showcase the entire framework of LIS curricula components with their designated percentages. It is a curriculum design to incorporate all relevant aspects in a given proportion, perhaps on the basis of assumed importance, as represented in the table below:

LIS Education Curriculum Contents	Percentage (%)
LIS Courses	50
ICT Courses	25
Rural Community Information Development	7.5
Archive and Record Management	6
Publishing	4
Public Relations	2.5
Basic Statistics	2
Communication and writing skills	2
Entrepreneurship in LIS	1

Sourced: Omehia (2019)

The table above seems precise and accurately structured in representing the overall caption the general LIS curricula in Nigeria. However, yet insufficient in terms of deepness of contents in of individual subjects under ICT and Rural Community Information Management. The ICT given one quarter of the curriculum allocation does not seem to give LIS professionals enough ground to do exploit in creating self business and run lifelong entrepreneurial services.

Social and Humanitarian Trends in Relation to LIS Curricula Development

Dick Archi (1995) declared that when Library Education was institutionalized in the 1920s and 1930s in the United States of America, it patterned towards social scientific path of disciplinary growth guided largely by perspective in philosophy of science. In this case, objectivity and neutrality became paramount professional ideal of Library Education. Despite the wind of change in the global community with unmitigated influences of internet and information technology, the fundamental ideas of Library Education is to be a social scientific discipline making contact influences and impartations through well-organized social interventions, literary and moral support programs. Onyancha and Majanjan ( ) said the changing pattern a of socio-economic in society often means that the professional should re-examine and re-orientate their environments. In other words the paper explained that LIS education and training in Africa entrusted with the responsibility of making quality staff for Library and Information profession have hitherto been hampered with inability to groom quality personnel whose proficiency aligned with current trends and perspectives of changing constituency. It is the expectation of the world pioneers of Modern Librarianship that the influence of the institution shall be potent enough to sustain moral and psychological fitness of every given society.

Social intervention of the librarians in Nigeria is at a very low ebb, whereas, Libraries are the very key institution that be legally be called upon to account for their impartation in the societies. Abba (2015) submitted that social inclusivity is topic which is becoming critical in public discourse and in economic realm, and of course librarian should not be exception. The priority of every professional in LIS should be rooted in his/her professional patterns of influencing the society towards morality and psychological balance. The main question is that "Is LIS curricula developed along this line of training?" In other words is there in the curricula contents that LIS professionals should be made formally aware that their social obligations; and given the adequate skill required to make them function in this aspect of professional civic engagement. Racelis (2018) theorized that there are different layers of social responsibilities:

> the first layer to make profits;
> the second is to fulfil legal responsibility;
> the third layer is to fulfil the ethical responsibility; and
> fourth layer is discretionary responsibility.

It was also inferred that one can see the library responsibilities on a 4-stage continuum:
- responsibility of library collection development;
- responsibility of employees' management;
- responsibility for library users; and
- responsibility for non-library users and the general society.

Therefore the value of lifelong opportunities remains incomplete if the curricula of Library and Information Science have not got adequate ingredients in their contents to forge professionals who can function or shoulder all these layers of responsibility; breaking new ground in the social trends in Nigerian societies.

Methodology

This study is an empirical research following a quantitative pattern so as to show the numerical accuracy in the level of support the respondents give to the postulations presented

to them. The setting of the research is Nigeria. The population consists of sixty LIS practitioners in Nigeria, selected across many Universities, colleges, poly technics and Institutes in Northern and Southern region of the country. The mode of selection is purposive and quota sampling so as to have a wide geographical representation and data contents quality. The data collection instrument was a structured questionnaire designed in Google Form application where they were also administered linking up to respondents online on social media and the analysis was generated automatically online from the application.

Accordingly, the population consist of 16.7% of single female, 58.3% married male, 20% married male, and 5% single male. They LIS Professionals from occupational designations range from conventional librarians (23.3);lecturing librarians (26.7%); research librarians (26.7%); digital/virtual librarians (13.3%) and other information personnel (10%)**.** Their year of experiences ranges from 1-5 year (8.3%); 6-10 years (48.3%); 11-15 years (48.3%) 16-20 years (6.7%) 25-30 years (1.7%). The collected data were obtained from google form with analysis automatically generated

Data Presentations and Findings
The areas of ICT trends necessary for inclusion in the curricula to ensure lifelong opportunity for LIS professionals. (Table 1)

	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Total
LIS curricula are insufficient in their contents	25 (42.6%)	34 (56.7%)	1 (1.7)	0 (0%)	0. (0%)	60 (100%)
LIS curricula in Nigeria do not treat ICT subjects to the depth	34 (56.7 %)	24 (4 0 %)	2 (3.3%)	0 (0%)	0 (0%)	60 (100%)
A provision should be made for ICT subjects specialization in LIS curricula in Nigerian library school	32 (53.3 %)	25 (41.7%)	4 (6.7 %)	0 (0%)	0 (0%)	60 (100%)
Complete software writing and programming language education should be entrenched in the LIS curricula in Nigeria.	28 (46.7%)	28 (46.7%)	2 (3.3%)	1 (1.6%)	1 (1.6%)	60 (100%)

The postulation for this research objective and responses are: " *LIS curricula are insufficient in their contents"* 25 respondents (42.6 %) strongly agreed, 34 (56.7%) agreed. The second postulation that "*LIS curricula in Nigeria do not treat ICT subjects to the depth*" 34 (56.7 %) strongly agreed, 23 (38.3 %) agreed and 2 (3.3 %) undecided. Third postulation that " *A provision should be made for ICT subjects specialization in LIS curricula in Nigerian library school"* 32 (53.3 %) strongly agreed, 24 (40 %) agreed and 4 (6.7 %) undecided*.* The last postulation featured here is "*Complete software writing and programming language*

education should be entrenched in the LIS curricula in Nigeria" **28** (46.7 %) strongly agreed, agreed 28 (46.7%) and 2 (3.3%) undecided 1 (1.7%) strongly disagreed .

Social and humanitarian skills necessary for inclusion in LIS curriculum in Nigeria library school. (Table 2)

	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Total
Social responsibility and intervention outreach are weak in Nigerian LIS professional practices.	33 (55%)	24 (40%)	2 (3.3%)	1 (1.7%)	0. (0.0)	60 (100%)
LIS professionals have almost no overt voices in correcting social vices	25 (41.6%)	26 (43.3%)	6 (10%)	2 (3.3%)	1 (1.7%)	60 (100%)
LIS curricula do not prepare LIS professionals effectively for social responsibilities	25 (41.6%)	26 (45.3)	2 (3.4%)	1 (1.7)	0 (0%)	60 (100%)
It is mandatory to incorporate social change agency skill in the LIS curricula of Nigerian Library Schools.	32 (53.3%)	25 (33.3%)	1 (1.7%)	1 (1.7%)	1 (1.7%)	60 (100%)

The first research question featured here is "*Social responsibility and intervention outreach are weak in Nigerian LIS professional practices*, 33 (55%) respondents strongly agreed, 24 (10%) agreed, 2(3.3 %) undecided. The second postulation is that "*LIS professionals have almost no overt voices in correcting social vices*" 25 (41.6%) strongly agreed, 26 (43.3 %) agreed, 6 (%) undecided, 2 (3.3 %) disagreed, 1 (1.7%) strongly disagreed. The third topic is that "*LIS curricula do not prepare LIS professionals effectively for social responsibilities*" 25 (41.7 %) Strongly agreed, 26 (43.3%) agreed, 6 (10 %) undecided, 2 (3.3%) disagreed while 1 (1.7%) strongly disagreed. The final population here is that "*It is mandatory to incorporate social change agency skill in the LIS curricula of Nigerian Library Schools*" 32 (53.3 %) strongly agreed, 25 (41.7 %) agreed, 1 (1.7 %) undecided, 1 (1.7 %) disagreed and 1 (%) strongly agreed.

Effect of incorporation of more rewarding ICT subjects in the curricula of Nigerian LIS schools (Table 3)

	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Total
Deep Knowledge of Programming Language shall boost the significance of LIS professional operatives.	39 (65%)	20 (33.3%)	1 (1.7%)	0 (0%)	1 (0%)	60 (100%)
Specialization and combined honored degree with LIS programs shall give a lifelong opportunity to LIS professional	34 (56.6%)	25 (41.6%)	1 (1.7%)	0 (0%)	0 (0%)	60 (100%)
Deep knowledge of software writing shall give chances to LIS professionals to influence professional from other professions.	32 (53.3%)	26 (43.3%)	2 (3.4%)	0 (0%)	0 (0%)	60 (100%)
Mastery of ICT subjects shall boost entrepreneurial strength of LIS professionals	38 (63.3%)	20 (33.7%)	2 (3.3%)	0 (0%)	0 (0.0%)	60 (100%)

The first research questions posted at this level is that "*Deep Knowledge of Programming Language shall boost the significance of LIS professional operatives.* 39 (65%) strongly agreed, 20 (33.3%) agreed while 1 (1.6 %) undecided about the postulations. This finding shows that the postulation is valid, sustainable and acceptable.

The second thought featured is that "*Specialization and combined honored degree with LIS programs shall give a lifelong opportunity to LIS professional*" the respondents responses are summarized as follow: 34 (56.6%) strongly agreed, 25 (41.6%) agreed and 1(1.6%) undecided.

The third postulation here is that " *Deep knowledge of software writing shall give chances to LIS professionals to influence professional from other professions.*" 32 (53.3%) strongly agreed, 26 (43.3%) agreed,1 (1.6%) disagreed and 1(1.6 %) strongly disagreed. The final postulation here is the "Mastery *of ICT subjects shall boost entrepreneurial strength of LIS professionals*" 38 (63.3%) strongly agreed, 26 agreed (43.3 %), 1 (1.6%) undecided, 1 (1.7 %) disagreed. This finding shows that great majority of the respondents supported the postulated research objectives.

Effects of social and humanitarian skills inclusion in the curricula of LIS in Nigeria. (Table 4)

	Strongly Agreed	Agreed	Undecided	Disagreed	Strongly Disagreed	Total
Timely Intervention to assuage social vices shall give LIS profession better advocacy	36 (60%)	2 1 (35%)	3 (5%)	0 (0%)	1 (0%)	60 (100%)
Skills in management of really, symposia and social change agencies the shall enrich the LIS curricula and the profession with better values.	35 (58.6%)	23 (41.6%)	2 (3.3%)	0 (0%)	0 (0%)	60 (100%)
Inclusion of additional social intervention training in the LIS curriculum can be possible	34 (56.7%)	25 (41.7%)	1 (1.7%)	0 (0%)	0 (0%)	60 (100%)
LIS curricula in Nigeria are not unified	30 (50%)	28 (46.7%)	2. (3.3%)	0 (0%)	2 (3.3%)	60 (100%)

There are four nuggets of population here. The first is that "*Timely intervention to assuage social vices shall give LIS profession better advocacy*" 36 (60%) strongly agreed, 21 (35%) agreed, 3 (5%) undecided.

The second population featured as "*skill in management of really, symposia and social change agencies the hall enrich the LIS curricula and the profession with better values*" Strongly Agree 35 (58.6%), agreed 23(41.6%) undecided 2 (3.3%)

The third postulation was that "*commission of additional social intervention training in the LIS curriculum can be possible*" 34 (56.7%) strongly agreed, 25 (41.7%) and 1 (1.7%) undecided. The third postulation is that "*LIS curricula in Nigeria are not unified*" The respondent supported the proposition in the followings 28 (46.7%) strongly agreed, 25 (33.3) agreed, 2 (3.3%) undecided and 2 (3.3%) strongly disagreed.

Discussion and Recommendations.

The findings of this study has proven beyond reasonable doubts that LIS curricula, particularly in Nigeria, have loose ends to tie up, both in terms of fore sighting provision of lifelong opportunity in ICT skills and boosting social relevance and responsibilities in the LIS professionals. It is evident that majority of the respondents agreed with postulation of the objective of this study. LIS is a Multidisciplinary profession whose scope of relevance should be as limitless as the space, the search eye of the Curricula Developers of LIS in Nigeria must be keen enough to always assimilate every relevant trend in the ICT, and the unfolding social issues related to the profession so as to ensure a better value, economically and socially.

The findings also reflect that entrepreneurial advantages beyond the professional boundaries of LIS is possible if the professionals in information profession can secure a specialized domain in software design, and can work or function effectively with other multidisciplinary firms such data science.

The finding laid bare the issues of social value and responsibility which was supported as other area of inadequacies in LIS curricula and professional practices, since society is the host to all professionals and all their substances, having influence on shaping it, should be an idea that cannot be overemphasized. More so, a planned or organized social responsibility is one of the foundational duties of Librarians because they own the functionality to humanitarian well-being.

In the light of all these, this study recommends that:
1. The existing ICT subjects in the LIS should be treated with depth while the guiding procedure should have been created in the curriculum.
2. The LIS curricula developers should consider the incorporation of more computer and software design subjects into the main LIS set of studies so that the professionals will have better ground to grow therewith.
3. Skills for social responsibility should be taught in Library Schools together with Rural Community Development.
4. There should be a curricula review commission which will oversee the regulation of LIS study and keep it update in accordance with prevailing trends in information technology and socio-economic realm of the country

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