

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

5-1-2022

CONTINUING PROFESSIONAL DEVELOPMENT AS A MEDIUM IN THE EMPOWERMENT OF LIBRARY AND INFORMATION SCIENCE EDUCATORS FOR EFFECTIVE KNOWLEDGE DELIVERY AND SUSTAINABLE EDUCATION IN SOUTH EAST, NIGERIA

Mercy Ebong

University of Uyo, Nigeria, mdebong@gmail.com

Uzoamaka Ogwo

National Centre for Energy Research and Development, University of Nigeria, Nsukka, uzoamaka.ogwo@unn.edu.ng

Victor N. Nwachukwu

Department of Library and Information Science, University of Nigeria, Nsukka, victor.nwachukwu@unn.edu.ng

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Scholarly Communication Commons](#)

Ebong, Mercy; Ogwo, Uzoamaka; and Nwachukwu, Victor N., "CONTINUING PROFESSIONAL DEVELOPMENT AS A MEDIUM IN THE EMPOWERMENT OF LIBRARY AND INFORMATION SCIENCE EDUCATORS FOR EFFECTIVE KNOWLEDGE DELIVERY AND SUSTAINABLE EDUCATION IN SOUTH EAST, NIGERIA" (2022). *Library Philosophy and Practice (e-journal)*. 7086.

<https://digitalcommons.unl.edu/libphilprac/7086>

**CONTINUING PROFESSIONAL DEVELOPMENT AS A MEDIUM IN THE
EMPOWERMENT OF LIBRARY AND INFORMATION SCIENCE
EDUCATORS FOR EFFECTIVE KNOWLEDGE DELIVERY AND
SUSTAINABLE EDUCATION IN SOUTH EAST, NIGERIA**

By

Ebong, Mercy
University of Uyo, Nigeria. mdebong@gmail.com

Ogwo, Uzoamaka
National Centre for Energy Research and Development, University of Nigeria, Nsukka.
uzoamaka.ogwo@unn.edu.ng

and

Nwachukwu, Victor N.
Department of Library and Information Science, University of Nigeria, Nsukka.
victor.nwachukwu@unn.edu.ng

Abstract

This study investigated continuing professional Development as a medium in the empowerment of library and information science Educators for effective knowledge delivery and sustainable Education in south East Nigeria. Five research questions guided the study. The study adopted descriptive survey design. The population of the study consisted of 282 library information science educators in five selected federal universities in South East, Nigeria. The validated instrument was trial tested using 20 respondent which comprises of 15 female library information science Educators (LISE) and 5 male LISE which was outside the study area. The overall reliability coefficient of 0.89 of the instrument was ascertained using cronbach Alpha reliability method. Similarly, Frequency distribution(F) and percentage (%) was used in data analysis. The major findings revealed that adequate it innovative skills must serve as a catalyst in promoting continuing professional Development programme among library information science Educators (LISE'S) in South-East Nigeria. Based on the findings, it was recommended that a sound technical training, re-training and skill improvement programs are to be created to continuously induct the staff to the newly emerging technologies and method and professional should be encourage to participate in refreshers courses, symposia, seminars, conferences and workshop. This would offer broad exposure to technical competency and efficiency of the professional Educators for effective service delivery.

Keywords: *Education, Empowerment, Academic, Continuing professional Development and service delivery.*

Introduction

Education remains the best legacy a nation can give to her citizen. It is an instrument for the purposeful and constructive building of the nation through human capital development. Ismail (2020) stated that education provide the fulcrum around which any national developmental policies evolve and revolve. Ahmed, Abduraim and Mallanti (2019) opined that education prepared ab individual the opportunity to fit in the society for relevance. Similarly, Offorma (2015) stated that education has been described as something more than schooling because people are schooled to be accepted in the society, but they are educated to create or recreate one. In order words, education is a vital tool that enables the learner to face the challenges of the society and life. Further, Balogun (2010) confirmed that education is the light without which the whole would be in darkness. Federal Republic of Nigeria (2014) stated that education is seen as an instrument per-excellence in achieving national goal. Usman (2015) cited Sule (2013) thoroughly connotes that sound education entails primary education, secondary education, tertiary education include Advance education programmes such as Continuing Professional Development Programmes (CPDP). The authors stated these aspect of education prepares the individuals to adapt to social and technologically change which specifically enhance Continuing Professional Development (CPD).

Academic library is a concept that should be discuss as far as Continuing Professional Development (CPD) among library information science educators for knowledge delivery is concern. Academic library are library located in universities, polytechnics, college delivery. Ayougbe, Jidere and Ogwo (2021) connote that academic libraries are integral part of the parent institution which are primarily established to support the mission and vision of the institution. The major purpose of academic library is to support the objects of the parent institution through the acquisition, organization, presentation and dissemination of information resources to support academic activities. Ibenne (2010) observe that academic libraries play important roles in supporting research in all subjects and discipline within their host universities. Ayolugbe eta'l (2021) emphasized that academic libraries have the responsibility to make information resources available and accessible to users in remote tone and space especially in the present digital library environment Issa (2010) buttressed that the integration of digital technologies in library operation has given rise to Continuing Professional Development Programmes (CPDP) so as to equip the young incoming librarian with innovation skills, potentials and

technical knowledge with the view of improving their world. The author revealed that the applications of social net working tools. Library operation is a way of empowering the library information science education with Continuing Professional Development in order to enable them face academic realities within the educational environment.

In view of Ayolugbe, Jidere & Ogwo (2021) emphasized that the integration of cutting-edge technology such as smart phones, tables, computer technologies are systematic approach of empowering library information science educators through Continuing Professional Development (CPD) for effective knowledge delivery.

Empowerment has been defined by different scholars and school of thought. According to association of College and Research Libraries (ACRL) (2014) define empowerment as the ability to take control over one's circumstances. Robert-Okah (2011) perceived it as a process of aiding one towards enhancing of one's capability and potential and thereby making one self-reliant and productive in any situation. Ozioko (2012) emphasized that it is the management practice of sharing information, rewards and power with employees so that they can take initiatives, make decisions and solve problems to improve services and performance. Similarly, Librarians empower their staff in order to bridge the gap created between tradition library services delivery and ICT citizens who are modern information seekers. Ozioko (2012) buttressed that empowerment is need among library information science educators so that they can be equipped with requisite skills for efficiency within their work performance. These can be achieved through workshop, conferences, seminars, in house-training, on the job training, Network with other professionals and etc. The same author highlighted the important of CPD programme among LIS Educators. They includes: CPD is essential for long life learning, it improves professional practices, it enhances professional competencies and same time create room for inbuilt innovation and for effective knowledge sharing and sustainable education.

According to Kulkarni & Deshpande (2012) asserted that the quality of service delivery is the most important factor among library information science educators. The global of technology has continued to reposition information service delivery among librarians in various academic libraries in order to improve Administrative and pedagogical activities. Ewulum, Ekere Ebobo (2019) perceived service delivery framework as a set of principles, standards, policies and canons used to guide the designs

development deployments, operation and retirements of services delivered by the service provider with a view of offering a consistent service to the user community. Similarly Dika and Jrgbefurne (2017) sees service delivery as a component of business that entails interaction between service providers and clients where the providers offer a service whether that be information or task and a client either finds value or loses value. Therefore, a good information service delivery should provide the recipients with an increased value.

The advent of Information and Communication Technologies (ICTs) has revolutionized the library environment and has played an unprecedented role such that library practices, operations and services have dramatically changed from analogue to automated systems. Nagarajan (2012) stressed that ICTs have drastically changed every facet of human endeavors of which library is not an exception, such that libraries are now deeply engaged in digitization of almost all library resources in order to provide a fast, interactive and dynamic information services to users. In corroboration to this, Igwesi (2012) echoed that the current digital system of information generation and dissemination proposes a paradigm shift for librarians to acquire new skills in the digital information system management. According to Asom & Suleiman (2017) stated that digital information system management refers to the overall competencies, knowledge, know-how, skills and attitudes necessary to create, store, organize, retrieve and disseminate digital information in digital libraries (Pandita 2013). The competency of digital librarian is represented by different set of skills, attitudes and values that will enable him/her to work as digital information professional or digital knowledge worker and communicator (Sarrafzadeh 2010). The first skill and competency that a digital librarian is expected to develop is the ability to manage the knowledge and digital library in terms of digital knowledge and digital library management, (Pandita 2013). In agreement to this, Ezeani and Ekere (2009) stressed that librarians and information professionals presently operate within a professional climate that is characterized by change. Hence, initial qualification of any professional is not enough. Individuals need to constantly up-date their skills and knowledge in order to remain relevant in the face of rapidly changing library environment.

Seena and Sudhier-Pillai (2014) emphasized that early 70s usher in the evolution of library automation process and late 90s, the invention of internet bring about web based services and digitization of library resources while the latest invention of last decade gives birth to Web 2.0 that revolutionize information service delivery. This current development of ICT has brought about new perspectives on the librarian's role. In reflection to this, library educators in the present digital library environment, who are saddled with the onus of teaching, mentoring and supervision of LIS students need a lot of training and re-training through Continuing Professional Development (CPD) as they have a key role to play in knowledge sharing for sustainable education. Sustainable education is a systematic, deliberate, continuous, progressive form of education that has the ability to incorporate change, improves and boosts innovations, work output and foster sustainable development. It is characterized by integrating new pedagogical approaches that transmits knowledge, values, attitudes, skills and incorporate current and emerging issues especially in the present technology-driven learning environment.

Continuing Professional Development has been variously defined by different authors but all gear towards a common goal of a systematic and on-going process of broadening one's professional skills and competence in order to keep abreast with the new trends and innovations in the workplace. According to Richard (2017), CPD could be seen as the maintenance and enhancement of the knowledge, expertise, and competence of professionals throughout their careers according to a plan formulated with regards to the needs of the professional, the manager, the professions and the society. Gomba (2019) defined Continuing Professional Development (CPD) as the acquisitions of professional skills and knowledge beyond those required for initial qualification and learned in formal programmes of education. It is an activity that strongly promotes the acquisition of skills, competencies and expertise required to keep abreast with new developments and innovations in any field. In view of Pitman training group (2019) defined CPD as a systematic method of learning that leads to growth and improvement in professional abilities, enabling individuals to function successfully in a changing work environment. Rafiq (2016) assert that CPD Encompass all activities and efforts whether formal or informal that are employed by an individual to upgrade his/her knowledge, abilities and competencies in order to become more effective professional in exercise of

his/her professional duties throughout his/her working life. In other words, CPD activities is to fill-in the knowledge gaps between formal education and the needs of professional practice. Professional Development is the continuous acquisition of relevant knowledge, skills and attitude by workers to enhance their growth and development throughout the process of working in the organization (Egenti, 2012). Continuing Professional Development (CPD) is therefore a vital tool for empowering Library and Information Science (LIS) Educators for acquiring skills and competence especially with regards to the use of Information and Communication Technologies (ICTs) in libraries. It is a process that provides individuals with opportunities to keep abreast with the emerging trends, developments and innovations to improve their professional knowledge. Keeping one's skills, knowledge and expertise current and up-to-date is vital so that one can remain flexible and adaptable to change, and well placed to make the most of the opportunities change always brings (Nagarajan 2012). The author stated that one's qualifications, whether academic, vocational or technical have a limited life span, probably as little as five years. (Simmonds, 2003).

The field of Library and Information Science is dynamic with rapid technological advancement, innovations, changes, offering new developments in libraries Ikhimeakhu (2017) Cited chua & Goh (2010) that the new developments in libraries such as the emergence of the use of Internet, World Wide Web (WWW), digitization process, metadata management, social networking, digital referencing, e-library, e-publishing, cloud computing, web 2.0 tools (wikis, blogs, instant messaging, etc.) are now presently offering new ways and greater opportunities for knowledge sharing and sustainable education. Majid (2019) agreed that most of the CPD programmes conducted in recent years were on IT related topics such as: web resources, web page design, the Internet products and services, software packages, automation of collections and services, personal computing (word processing, spread sheet, computer graphics, and databases), and network management. These new technological developments have transformed the library environment; changing the way services are offered as well as changing information need of users. Ezeani and Ekere (2009) opined that the use of ICT encourages diversity and built a foundation for continuous innovative learning in the

academic environments, it also reinterprets traditional library skills, and explore new ways of putting these skills to work through the effective use of ICT.

This evolving development in library world now tasked libraries to develop their information infrastructure and as well develop the skill of their workforce to one that meet the information need of today users who are millennial and technologically savvy. ICT plays a significant role in shaping and revamping information service delivery of libraries and this calls for the need for LIS professionals to acquire core ICT competency and skills that will enable them to overcome the threat of becoming obsolete in the face of competition in today digital environment where libraries operate (Narasappa& Kumar, 2016).

This paradigm shift indicates that library educators in the contemporary library environment no longer have a choice but CPD is now a must in order to adapt to the changing landscape of library profession, the changing nature of library and information science education as well as the changing needs of library users. Therefore, in order to reflect, respond and adapt to these changes, it has become imperative that library educators must engage in a more robust and proactive training opportunities in order to equip themselves with requisite skills and competency needed to deliver content and instruct future library professionals. In agreement to this development, Cook (2011) noted that the field of librarianship is ever expanding and changing, from exploding Internet and media technologies, to ever diverse patron groups with increasingly complex information needs. Library professionals need to be as savvy as the clients they serve, and the most productive and effective way for librarians to keep up with these changes is to seek out professional development opportunities. The aim of CPD is to ensure that LIS educators continue to acquire and adapt their skills and knowledge to the rapidly growing and changing library environment. This will enable them to inculcate the right and required training to the students. (Seena and Sudhier-Pillai 2014) asserts that “graduates of library schools are expected to possess professional and technical skills, interpersonal skills, computer skills, and therefore must be equipped with relevant Information Technology competency.

Understanding the indispensability of ICT skill acquisition through CPD programmes, Oyedokun (2018) stressed that ICT skills are imperative such that, they now

have an enduring impact on career development of LIS professionals. It is very crucial for library and information science professionals to acquire ICT skills in order to be more competitive in the face of competition with other professionals. Ai-Ling (2009) stressed that in order to keep up with developments within the profession, librarians need to continuously upgrade their knowledge and skills. Without adequate ICT skills, librarians would not be able to cope with information explosion of today information society. The author further stated that LIS educators should continually develop their pedagogical use of ICTs to support learning, teaching and curriculum development, including assessment of learners and the evaluation of teaching. This would be of immense benefit in knowledge delivery and management process of school libraries by the LIS educators in collaboration with other library professional for sustainable.

The library has witnessed tremendous and phenomenal changes, shifts, expansion, adjustments to accommodate new technologies that have practically transformed library operations and services. The content of LIS curriculum has also witness profound changes and adjustments with computer-mediated or online LIS education. Moreover, the introduction of online education (e-learning) for librarians have availed LIS students the opportunity to pursue library degrees that would otherwise be unattainable, enabling students to participate in new and different ways of learning and to construct their learning processes and paths, and allows for some genuine individuation in the educational process(Ai-ling 2009) Cool (2011) stated that teaching and learning process have also significantly altered as there are new devices, practices and medium of delivering content. The author confirm that skills and quality of library educators is a critical factor in knowledge sharing and improving learning outcomes especially in the present technological innovations, dynamic growth and developments in the field of library and Information Science. To meet with these new developments, it has become imperative and indispensable for library educators to engage in Continuous Professional Development for additional knowledge and skill acquisition. On this note, Hornung (2015) stressed that CPD is central to the role of librarians who are supposed to be up-to-date with relevant knowledge not only in their own field of Library and Information Science (LIS), but also of the subject area they are working. Therefore, the training and

re-training of library educators must be pragmatic, continuous and it requires urgent attention.

According to (Rafiq 2016) perceived Professional Development (PD) as a process of improving capacity and competency of a staff through access to innovative ideas, knowledge, skills and practices. It entails all efforts made towards improving, maintaining and broadening the knowledge, skills and competencies of workers as required in their workplace. This involves setting self-development goals and painstakingly working towards achieving it. It is a deliberate effort towards the acquisition of new skills that will reflect both current and future needs of professional. The professional skills and knowledge requirement of 21st Century Library educators vary considerably owing to the rapid technological advancement in library environment. PD is very essential for effective knowledge sharing and sustainable education. Gulston (2010) stressed that professional development emphasizes the participation of educators or educational leaders in development opportunities in order for them to be better equipped with knowledge and skills. Gomba (2019) emphasized that “it is the cornerstone for quality education to be realized in every organization and the teaching fraternity is not an exception to the rule”. The view of Narasapappa & Kumar (2016) thoroughly emphasized that professional development especially in ICT skill acquisition is a strong force in building staff capacity, knowledge, skills and competency in knowledge sharing and sustainable education. It is also called staff development. The author stated that effective use of ICT in LIS education guarantees more access to information, new experience and improve teaching and learning process. In other words, there is a strong link between sustainable education and ICT skill acquisition in a knowledge based economy.

Statement of problem

The advent of information and communication Technologies (ICTS) has revolutionize library pedagogical activities which gave rise to continuous professional development among library information science educator (LISE in contemporary library issues. The study investigated continuing professional development as a medium in the empowerment of library and information Science educators for effective knowledge

delivery and sustainable education in South East, Nigeria. Prior to this study, the researcher observed that most of the library information science educators (LISE) are not well trained with ICT facilities that would help to enhance continues professional Development among young library leavers within the library environment. Most of the library educators lack the adequate innovative skill and knowledge that would help to promote library administration.

The researcher observed that most of the library curriculum use in continuing Professional Development (CPD) among library information science educators are moribund. Research made us understand that there is paradiam shift from traditional learning to technological learning. It was equally observe that the cost of internet connectivity in meeting the demand of continuing Professional Development among library information science educators within the library environment. Moreso, shortage of library staff in promoting long life learning within the library setting has been a major challenge in promoting continuing professional development programmes.

Finally inadequate power supply in repositioning continuing professional Development among library information science educators is a strong threat in advancing the course of library administration with in the library environment.

Purpose of the study

The main purpose of the study is to investigate the continuing professional development as a medium in the empowerment of library and information science educators (LISE) for effective knowledge delivery and sustainable education in South East, Nigeria. Specifically, the study sought to determine:

1. The purpose of CDP for LIS Educators in South East, Nigeria
2. The CPD programme which LIS Educators acquire skills in South East, Nigeria
3. The source of sponsorship for CPD prgrammes for LIS Educators in South East, Nigeria.
4. The various Information and Technology skills and competence required for library Educators in South East, Nigeria.

5. The challenges for effective CDP programmes for LIS Educator South East, Nigeria

Research Questions

The following research questions were formulated to guide the study:

1. What are purpose for Continuing Professional Development for LIS Educators in South East, Nigeria?
2. What are the different CPD Programmes from which LIS Educators acquire skills in South East, Nigeria?
3. What are the source of Sponsorship for CPD programmes for LIS Educators
4. What are various Information and Technology skills and competence required for library Educators in South East, Nigeria?
5. What are the Challenges for effective CPD programmes for LIS Educators in South East, Nigeria?

METHOD

Descriptive survey research design was used for the study. The design was adopted in order to elicit information on continuing Professional Development as a medium in the empowerment of library and information science educators for effective knowledge delivery and suitable education in South East, Nigeria. The population of the study consists of 262 library information science educators in five selected federal university in South East, Nigeria. These universities are university of Nigeria, Nsukka, Nnamdi Azikiwe University, Awka, Federal university and Technology Owerri and Michael Okpara University of Agriculture, Umudike in Abia State. Purposive sampling technique was used. A sampling of 242 library information Science educators was selected because some of the LIS educators were on study leave. Instrument for data collection was a structured questionnaire titled “Continuing Professional Development as a Medium for Empowerment of Library Educators, (PCPDME)”. Cronbach Alpha reliability technique was used to determine the consistency of the instrument which gave

an overall reliability of 0.89. The data collected was analyzed using frequency distribution (f) and simple percentage (%).

Results

Research question 1

What are purposes for Continuing Professional Development for LIS Educators in South East Nigeria?

Table 1: Purposes for CPD for LIS Educators in South East Nigeria (n =242)

Purposes for CPD for LIS Educators	Agree		Disagree	
	f	%	f	%
1. Promotes on-going professional development through life-long learning activities	187	77.3	55	22.7
2. Enhance the acquisition of expertise, skills, knowledge and competence among LIS educators	165	68.2	77	31.8
3. Helps one to achieve full working potentials and improved ability for problem-solving	132	54.5	110	45.5
4. Promotes positive change and best practices in working environment	119	49.2	123	50.8
5. Ensures quality service delivery and sustainable education	124	51.2	118	48.8
6. Fills-in the gap that formal training is unable to address	122	50.4	120	49.6
7. Ensures that staff remains relevant and up-to-date with current trends and standards	201	83.1	41	16.9
8. Helps one to advance in his career progression and contribute meaningfully in his workplace	148	61.2	94	38.8
9. Helps to open up new opportunities, new skills and knowledge to adapt to the emerging trend in the field	144	59.5	98	40.5
10. Helps to increase professional confidence and visibility	153	63.2	89	36.8
11. Empowers LIS educators with skills and competence to remain relevant in the digital library environment	190	78.5	52	21.5
12. Encourage collaboration, networking and resource sharing among LIS professionals	202	83.5	40	16.5

The data presented in table 1 revealed that item 1,2,3,4,5,6,7,8,9,10,11 and 12 with frequency distribution of 187,165,132,119,124,122,201,148,144,158,190 and 202 with percentage of 77.3, 68.2,54.5,49.2,51.2,50.4,83.1,61.2,59.5,63.2,78.5 and 83.5 are shown respectively. The respondents agreed that these are the viable purposes for continuing professional development for Lis Educator in South East Nigeria, while, on the other side the frequency distribution of 55, 77, 110, 123, 118, 120, 41, 94, 98, 89, 52 and 40 with

percentage of 22.7, 31.8, 45.5, 50.8, 48.8, 49.6, 16.9, 38.8, 40.5, 36.8, 21.5 and 16.5 are shown below. This implies that respondents disagreed that these are the purpose for continuing professional development for LIS Educators in South East, Nigeria. Therefore, the results of the Data collected from the respondents indicated that these are the viable purpose for continuing professional development for LIS educators in South East, Nigeria.

Research question 2

What are the Different CPD Programmes from which LIS Educators acquire skills in South East Nigeria?

Table 2: Different CPD Programmes from which LIS Educators acquire skills in South East Nigeria (n =242)

Different CPD Programmes for LIS Educators	Agree		Disagree	
	f	%	F	%
13. Workshop	211	87.2	31	12.8
14. Conferences	205	84.7	37	15.3
15. Seminars	155	64.0	87	36.0
16. In-house-training	103	42.6	139	57.4
17. Short-courses	122	50.4	120	49.6
18. On-the-job-training	159	65.7	83	34.3
19. Distance Education/e-learning	136	56.2	106	43.8
20. Web based tutorials (YouTube, Webinar)	144	59.5	98	40.5
21. Professional talks	181	74.8	61	25.2
22. Networking with other professionals	168	69.4	74	30.6
23. Symposia	128	52.9	114	47.1
24. e-discussion group among professionals	99	40.9	143	59.1
25. Refresher courses	172	71.1	70	28.9
26. Sabbatical/ exchange programmes	125	51.7	117	48.3
27. Personal Training/Self study	109	45.0	133	55.0

The data presented in table 2 revealed that item 13,14,15,16,17,18,19,20,21,22,23,24,25,26 and 27 with frequency distribution of 211,205,155,103,122,159,136,144,181,168,128,99,172,125 & 109 with percentage of 87.2,84.7,64.0,42.6,50.4, 65.7,56.7,59.5,74.8,69.4,52.9,40.9,71.1,51.7 and 45.0 are shown respectively. The respondents agreed that these are the CPD programmes from which LIS Educators acquire skills in south East Nigeria. On the other side, the frequency distribution of 31, 37, 87, 139, 120, 83,106,98,61,74,114,143,70,117 & 133 with percentage of 12.8, 15.3, 36.0, 57.4,49.6,34.3,43.8,40.5,25.2,30.6,47.1,59.1,28.9,48.3 and 55.0 are indicate that below. Therefore, the results of the data collected from the respondents indicated that these are the different CPD programmes from which LIS Educators acquire skills in South East Nigeria.

Research question 3

What are the Sources of Sponsorship for CPD Programmes for LIS Educators?

Table 3: Sources of Sponsorship for CPD Programmes for LIS Educators in South East Nigeria (n = 242)

Sources of Sponsorship for CPD Programmes for LIS Educators	Agree		Disagree	
	f	%	f	%
28. Self-sponsorship	238	98.3	4	1.7
29. Organizational Sponsorship	5	2.1	237	97.9
30. Association Sponsorship	3	1.2	239	98.8

The data presented in table 3 revealed that item 28, 29 & 30 with frequency distribution of 238, 5 & 3 with percentage of 98.3, 2.1 and 1.2 are shown below while the other side indicated frequency distribution of 4, 237 & 239 with percentage of 1.7, 97.9 & 98.8. These implies that result of the data collected from the respondents disagreed that there are not the sources of sponsorship for LIS Educators in South East Nigeria.

Research question 4

What are the various IT skills and competence required for Library Educators in South East Nigeria?

Table 4: Various IT skills and competence required for Library Educators in South East Nigeria (n = 242)

IT Competence Requirement for Library Educators	Agree		Disagree	
	f	%	f	%
31. IT basics	240	99.2	2	0.8
32. Word processing	211	87.2	31	12.8
33. Sending e-mail	241	99.6	1	0.4
34. Surfing the Net	204	84.3	38	15.7
35. Digitization	139	57.4	103	42.7
36. Social networking	172	71.1	70	28.9
37. e-publishing	147	60.7	95	39.3
38. Database management	201	83.1	41	16.9
39. Web design	199	82.2	43	17.8
40. Cloud Computing	111	45.9	131	54.1
41. System Troubleshooting	96	39.7	146	60.3
42. System maintenance	87	36.0	155	64.0
43. Networking	174	71.9	68	28.1
44. Use of web 2.0 tools	166	68.6	76	31.4

The data presented in table 4 revealed that item 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43 and 44 with frequency distribution of 240, 211, 241, 204, 139, 172, 147, 201, 199, 111, 96, 87, 174 & 166 with percentage of 99.2, 87.2, 99.6, 84.3, 57.4, 71.1, 60.7, 83.1, 82.2, 45.9, 39.7, 36.0, 71.9 and 68.6 are shown respectively. The respondents agreed that

these various it skills and competence required for library Educator in south East Nigeria. On the other side, the frequency distribution of 2, 31, 1, 38, 103, 70, 95, 41, 43, 131, 146, 155, 68 and 76 with percentage of 0.8, 12.8, 0.4, 15.7, 42.7, 28.9, 39.3, 16.9, 17.8, 54.1, 66.3, 64.0, 28.1 and 31.4. These implies that the result of the data collected from the respondents agreed that there are the core it skills and competence requires for library information science educators in south East, Nigeria.

Research question 5

What are the Challenges for Effective CPD Programmes for LIS Educators in South East Nigeria?

Table 5: Challenges for Effective CPD Programmes for LIS Educators in South East Nigeria (n = 242)

Barriers to Effective CPD Programmes for LIS Educators	Agree		Disagree	
	f	%	f	%
45. Lack of motivation and incentive for innovation	215	88.8	27	11.2
46. Technophobia	168	69.4	74	30.6
47 Lack of permission for further studies	200	82.6	42	17.4
48 Insufficient fund and limited budget for the library	188	77.7	54	22.3
49. Resistance to change	139	57.4	103	42.6
50. Lack of Technological know-how	169	69.8	73	30.2
51. Poor availability of internet facilities and other IT infrastructure	224	92.6	18	7.4
52. Lack of properly trained instructors in emerging technologies	231	95.5	11	4.5
53. Too much teaching work load and other tasks	182	75.2	60	24.8
54. Lack of interest	76	31.4	166	68.6
55. Lack of awareness	66	27.3	176	72.7
56. Inadequate LIS curriculum	54	22.3	188	77.7

The data presented in table 5 revealed that item 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55 and 56 frequency distribution of 215, 168, 200, 188, 139, 169, 224, 231, 182, 76, 66 and 54 with percentage of 88.8, 69.4, 82.6, 77.7, 57.4, 69.8, 92.5, 75.2, 31.4, 27.3 and 22.3 was shown below. On the other side, the frequency distribution of 27, 74, 42, 54, 103, 73, 18, 11, 60, 166, 176 & 188 with percentage of 11.2, 30.6, 17.4, 22.3, 42.6, 30.2, 7.4, 4.5, 24.8, 68.6, 72.7 & 77.7 are shown respectively

Discussion of findings

The findings of the study revealed in table 1 encapsulated that these are purpose for CPD for LIS Educators in south East Nigeria include: Promote ongoing professional development through life-long learning activities, enhance the acquisition of expertise, skills, knowledge and competences among LIS Educators, Helps one to achieve full working potentials, promote positive change; ensure quality service delivery and

sustainable education, fills-in the gap that formal training is unable to address, ensures that staff remains relevant and up-to-date with current trends and standards helps one to advance in his career progression and contribute meaningfully in his work place, help to open up new opportunities, help to increase professional confidence and visibility, empowers LIS Educators with skills and encourage collaboration, net working and resource sharing. This implies that these are the purposes CPD or LIS Educators. The study is in-line with Igwesi (2012) that the current digital system of information generation and dissemination propose a paradigm shift for librarians to acquire new skill in the digital management systems.

The findings of the study revealed in table 2 in capsulated that these are different CPP programmes from which LIS Educators acquire skills in-south East Nigeria. They include: working, conference, seminars, in-house training, short-courses, on the Job training, Distance education, Web based tutorials, Professional talks, Networking with other professionals, symposia, e-discussion group, refreshers courses, sabbatical/exchange programmes and personal training. The study is consonance with Ozioko (2012) that empowerment is a means were by programmes are being hosted to library information science educators in acquiring skills for effective knowledge delivery within the library environment.

The findings of the study in table 3 revealed that these are the sources of sponsorship for CPD programmes for LIS Educators in South East Nigeria. They include self sponsorship, organizational sponsorship and association sponsorship. From the findings, it shows that self sponsorship is the most common sources of sponsorship for CPD programmes for LIS Educators within the library environment in Nigeria.

The findings of the study in table 4 revealed that these are the various IT skills and competence required for library Educators in south East, Nigeria. They include; IT basics, word processing, sending e-mail, surfing the net, digitization, social networking, e-publishing, database management, web design, cloud computing, system trouble shooting, system maintenance, Networking and use of web 2.0 tools. From the findings, it implies that these skills are meant to promote overall educational goal. The findings correlate with Egenti (2012) that continuing professional development (CPD) is therefore a vital tool for empowering Library and information science (LIS) Educators for acquiring skills and competences specially with regards to the use of Information and Communication Technologies (ICTs) in libraries.

The findings of the study in table 5 revealed that there are challenges for effective CPD programmes for LIS Educator in South East Nigeria. These challenges include: lack motivation and incentive for innovation and technophobia, lack of permission for far the studies, insufficient fund and limited budget for the library resistance to change, lack of technological know-how, poor availability of internet facilities; lack of properly trained instructors, too much teaching work load, lack of interest, lack of awareness and inadequate LIS curriculum. From the findings, respondents strongly agreed that these are

the challenges militating against the effectiveness of CPD programmes for LIS Educators in south East, Nigeria.

Recommendations and Suggestions

The following recommendations were made.

- i. A sound technical training, re-training and skill acquisition programs are to be created to continuously expose the staff to the emerging technologies and services in the field.
- ii. Professionals should be encouraged to participate in refresher courses, symposia, seminars, conferences, workshops etc., which offers broad exposure to technical competency and efficiency of the professionals.
- iii. Every professional association must allocate a separate fund adequately for the library professional to attend the training programs from time to time. In order to fully utilize the skills of the staff and to explore their full potentials, it is necessary that the staff is provided the facilities for development.
- iv. All professionals should be given responsibilities and rewards in their respective work in order to motivate them.

Reference

- Ahmed. A. P, Abdulkarim, A. D & Mailanti M. K (2019). Enhancing entrepreneurial skills of undergraduate science. Vocational and technical education students through entrepreneurship education. *Journal of Technical and Training (JTET)*. 6 (2).
- Ai-Ling, Y. (2009). Continuous professional development for librarians. *Journal of PPM*, 3: 33-44.
[http://eprints.um.edu.my/14369/1/Continuous_professional_development_for_librarians.p_df](http://eprints.um.edu.my/14369/1/Continuous_professional_development_for_librarians.pdf)
- Asom, F. & Suleiman, M. (2017). The incursion of digital information resources and service for effective service Delivery information; university of Nigeria. PP 232-239.
- Ayolugbe C. J, Jidere A. J & Ogwo. U(2021). Utilization of 200m as an interactive platform in repositioning Library Administration Management for Effective Service Delivery in Academic Libraries in Nigeria. *library philosophy and practice (e-journal)* 6514

- Association of College and Research Libraries (ACRL) (2014). Information Literacy Competency standards for higher education. www.org/acrl/sites/files/standards
- Chu, A.Y & Goh, P.H (2010). A Study of Web 2.0 application in Library Websites. *Library & information Science research*, 32(3), 203-211
- Cook, N. A. (2011). Professional development 2.0 for librarians: developing online personal learning network (PLN). Available at <http://conference.ifla.org/ifla77>
- Dika, S. K. & Chukwudum, M. J. (2017). The use of social media for enhancement of service delivery in Academic libraries in Nigeria. *Global Best practice in library and information service in contemporary Era. Paper presented at the 1st international conference of the department of library and information science university of Nigeria; pp. 258-271.*
- Egenti, M. A. (2012). *Essential foundations in adult education and non-formal education.* Lagos: Goshen Print Media.
- Ewulum, E. O, Ekere, J. N & Maxwell, E. O. (2019). Utilization of modern technology in service delivery in special libraries in South East Nigeria. *Innovating in time of change. Libraries impacting user experience through community transformation Nigeria library Association, pp, 213-227.*
- Ezeani, C. N. & Ekere, J. N. (2009). ICT use by academic librarians in Nigeria: Implications for the library and information science curriculum. *Global Review of Library and Information Science*, 5, 39–50.
- Gomba, G. K. B. (2019). Challenges faced by educators in the implementation of Continuing Professional teacher Development (CPTD): Gauteng Province. Open Access Peer-Reviewed Chapter. <https://www.intechopen.com/books/teacher-education-in-the-21st-century/challenges-faced-by-educators>. DOI:10.5772/intechopen.84836
- Gulston, K. (2010). The challenges experienced by educators in primary schools regarding continuous professional development [M ED thesis]. University of Pretoria. 2010. <https://repository.up.ac.za/bitstream/handle/2263/28302/dissertation.pdf;sequence=1>
- Hornung, E. (2015). Continuing Professional Development of One-Person Librarians in Ireland: A Qualitative Study. *Literacy Information and Computer Education Journal (LICEJ)*,6(3):1-6. <http://infonomics-society.org/wp->

- [content/uploads/licej/published-papers/volume-6-2015/Continuing-Professional-Development-of-One-Person-Librarians-in-Ireland-A-Qualitative-Study.pdf](#)
- Ibenne, S. K. (2010). Information Resources Management. A concise text for libraries and information centers. Owerri: Liv house of Excellence Ventures.
- Igwesi, U. (2012). Digitization of Federal University Libraries in South-East Zone of Nigeria. Germany: LAP LAMBERT
- Ismail J. (2020). Entrepreneurship education for sustainable development, form policies to action. *Institute of Education journal. Review of Education*, 20-632(1) 1-8
- Issa, W.O.A (2010). Imperative and challenges of computer application in libraries. *Modern Library and Information Professional in Africa*: Ibadann: Text Links Publishers, 1-7.
- Kakoli, D. (2016). Need of Training for Continuing Professional Development of Professional Staff Working in University Libraries. *Paper presented at the 10th Convention PLANNER 2016 Need of Training for Continuing Professional..., held at INFLIBNET Centre, Gandhinagar, Gujarat 09-11 November, 2016.*
- Nagarajan, M. (2012). Information and communication technology literacy among library professionals in the universities of Tamilnadu. *Journal of Adances in Library and Information Science*, 1(2): 54-59. <http://www.jalis.in/pdf/pdf/>
- Narasappa, K. C. & Kumar, P. D. (2016). ICT skills for LIS professionals in the digital environment. *International Journal of Research in Library Science*, 2(2), 55-58. Retrieved from: <http://www.ijrls.in/wp-content/uploads/2016/08/ICT-Skills- for-LIS-Professional-in-the-Digital-Environment.pdf>
- Nzotta, B.C. (2021). Library Manpower and Education: 1962–1983. *Nigerian Libraries* 20 (1984): 39–52.
- Offorma, G. C (2015). Promoting access in internet facilities in tertiary institution in Nigeria, Aroa, scoatherilage.
- Ogwo, U., Ayolugbe C. J & Igwe N. J. (2019). Entrepreneurship education. A viable tool in enhancing post Basic in Awka Education Zone, *library philosophy and practice* (e-journal), 2713.
- Oyedokun, T.T., Oyewumi. F. A. & Akanbi, M. L. (2018). Assessment of ICT competencies of library staff in selected universities in Kwara State, Nigeria. *Library Philosophy and Practice* (e-journal) 1797. <https://digitalcommons.unl.edu/libphilprac/1797>

- Ozioko, R.E. Echezona, R. I & Osadebe, N.E (2012). mentoring as a strategy for continuing professional development for librarians in academic libraries in Nigeria. *Nigeria Libraries* (1) pp 14.
- Pandita, R. (2013). Library administration and management; innovative practices and principles. *Asian Journal of Multidisciplinary studies*, 1(3), 2321-8819.
- Pitman Training Group (2019). Who needs CPD? <http://www.cpdstandards.com/what-is-cpd/who-needs-cpd/>
- Rafiq, M., Jabeen, M & Arif, M. (2016). Continuing education (CE) of LIS professionals: need analysis & role of LIS Schools. *The Journal of Academic Librarianship*. https://www.academia.edu/36818971/Continuing_Education_CE_of_LIS_Professionals_Need_Analysis_and_Role_of_LIS_Schools?auto=download
- Richard, E. (2017). The Importance of Continuing Professional Development (CPD). <https://technicaleducationmatters.org/2017/06/08/the-importance-of-continuous-professional-development-cpd/>
- Robert-Okah, I. (2011). Gender equity and women empowerment in Nigeria: A paradigm for national development. *Journal of international Gender studies*, pp 167-172
- SarrafZadch, M., Martins, B. & Hazeri; A. (2010). Knowledge management and its potential applicability for libraries *Library Management*, 31(3), 198-212
- Seena, S. T. & Sudhier-Pillai, K. G. (2014). A study of ICT skills among library professionals in the Kerela University Library System. *Annals of Library and Information Studies*, 61, 132- 141. Retrieved from: www.op.niscair.res.in/index.php/ALIS/article/download/4913/109
- Skills You Need (2017). Continuing Professional Development (CPD). <https://www.skillsyouneed.com/ps/continuing-professional-development.html>
- Sule, A. (2013). The influence of the principal's supervisory demonstration strategy on teacher's job performance in Nigeria Secondary School IQSR. *Journal of humanities and social science*. 2 (1), 39-44.
- Theodosia, S. A. (2006). Continuing Professional Development (CPD) in state-owned university libraries in Ghana. *Library Management*, 28(6/7), 292-305. <http://www.researchgate.net/publication/235307278>

- Usman, I. A. & Iyun, A. .M. (2007). Greenstone Digital Library software : the librarian's role. *Paper presented at the national workshop on digitization of Library Materials: processes and tools Organized by the National Library of Nigeria, at the University of Jos, Jos, Plateau State, July 16-20, 2007.*
- Usman, Y. P. (2015). The impact of Instructional supervision on Academic Performance of Secondary Schools in Nasarawa State. *Journal of Education and practice.* 6(10).