

Information Professionals in the Promotion of Information Literacy in Nigeria: Challenges and Prospects

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Abstract:- The need for information and the value of information to both society and individuals is a fact which is widely accepted. For information to be effectively utilized the need for information literacy becomes more imperative. This study looked at librarians and information professionals in promotion of information literacy in Nigeria through different ways such as library orientation, readers' advisory services, bibliographies, library week, etc. Data analysis was done using frequency count, percentages, Likert Scale presented in tabular format, mean and standard deviation. Using the four-point Likert type scale, a midpoint mean (criterion Mean) of 2.5 was established and accepted as a positive response point. Inadequate funding, inadequate ICT infrastructure and resistance to change were some of the challenges faced by information professionals in the promotion of information literacy, while data cost reduction and continuous training of information professionals, were some of the prospects found out. The study concluded and recommended that government should strive to adequately fund libraries and provide required ICT infrastructures to boost the promotion of information literacy in Nigeria effectively.

Keywords:- Library, Librarians, Information Professionals, Information Literacy, Information Centres, Funding, Internet Connectivity, Information and Communication Technology, Readers Advisory Services, Library Week, Resistance to Change.

I. INTRODUCTION

Information technology revolution which led to the present information society has greatly showcased the importance of being able to access and utilize information from a variety of sources, including electronically published information. Technological changes inherent in the world currently make for information societies to possess certain skillsets to optimize use ability of Information and Communication Technology (ICT) resources. As it stands, information is widely needed by society to douse the tension of social unrest, ignorance,

political instability, misconceptions, fake news and hate speech, which is bedevilling the human societies.

Somi and De Jager (2005) averred that it is beyond the borders of controversy that no nation can strive and survive without relevant information to guide its aims and objectives. In corroboration, Haberle (2002) asserts that society requires multi-skilled learners, who are able to think critically, pose and solve problems, and become independent and lifelong learners. If people are unable to access information, observes Fahey (2003), they will be faced with information poverty, which is a form of poverty that leads to disadvantage due to a lack of access to all types of information.

Libraries and librarians are changing their ways of service delivery as most recently libraries are termed as digital or hybrid which uses electronic devices and with a click on a mouse of connected systems to the World Wide Web, one can communicate with other globally. Libraries and librarians offer proactive services with the aims of drawing the attention of their users to resources of general interest that assist in learning and research. The term librarian is most frequently used interchangeably with the term Information Professionals.

Wikipedia (nd) defined an information professional as someone who collects, records, organises, stores, preserves, retrieves, and disseminates printed or digital information. Going further Wikipedia (nd) stated that the versatile term 'information professional' is also used to describe other similar professions, such as archivists, information managers, information systems specialists, and records managers. Wikipedia (nd) also noted that Information professionals work in a variety of private, public, and academic institutions. Wikipedia (nd) concluded that moreover, an information professional should be skilled in planning and using relevant systems, in capturing and securing information, and in accessing it to deliver service whenever the information is required. An 'information professional' will not be one type of role or skill set, but will in fact have a number of specializations". Thus, an information professional can possess a variety of different

skills, depending on the sector in which the person is employed (Wikipedia, nd).

The Association of College and Research Libraries (ACRL) of the American Library Association (ACRL, 2000) defined Information literacy (IL) as “a set of abilities requiring individuals to recognise when information is needed and have the ability to locate, evaluate and use effectively the needed information”. This all-encompassing definition was emphatically supported by CILIP (2004) that information literacy is “knowing when and why you need information, where to find it and how to evaluate, use and communicate it in an ethical manner”.

Providing answers to formal and informal questions, an assignment or a research paper is an information literacy process. It involves finding and applying information to answer your research questions to either support or disprove formulated null hypothesis. To do this effectively, one needs to evaluate the information for use to ensure its timeliness, originality, relevance, reliability quality and authenticity. While doing this you need to give credit to the people whose ideas you use (Uzuegbu, 2014).

Librarians and other information professionals and practitioners are deeply embroiled in the process of promoting information literacy while doing their job. They promote IL through appropriate measures that continue to ensure that societies are information literate. This is being done through library orientation programmes (Mohammed, 2002), exhibition or displays, outreach services, readers' advisory services, abstract, library week (Sheme, Yahaya & Bappa, 2017), library user education (Muogilim, 2007 and Akinwumi, 2007), cataloguing and classification (Ahiauzu, 1992), bibliographies (Adebayo and Sokari, 2002), readership promotion (Bature, 2016) and other programmes.

Successful promotion of IL comes with diverse challenges facing information professionals in their quest. The quality of services rendered by these information professionals and practitioners depends greatly on their qualification, training and retraining which is tantamount to the initial training they have received. Oyeniyi, Oluwakemi and Olaifa, (2007) observed that most libraries and information centres fail to make a recognizable impact because they are handled by non-professionals or inadequately trained individuals. These challenges are inherent but surmountable if the needful is done for optimal services rendition. It is on this premise that this research work looked at the roles being played by librarians and other information professionals in the promotion of information literacy in Nigeria with specific reference to the perceived challenges and prospects.

II. OBJECTIVES OF THE STUDY

- To examine ways of instituting Information Literacy (IL) campaigns
- To find out the Challenges to Information Literacy (IL) Promotion
- To determine the Prospects to Information Literacy (IL) Promotion

III. LITERATURE REVIEW

Being information literate and promoting information literacy comes with a number of challenges especially in developing countries like Nigeria. Somi and de jager (2005) cited (Bundy, 2001) which postulated that “much information comes unfiltered by peer review and this raises questions about authenticity, validity and reliability”. Continuing they averred that the questions of authenticity, validity and reliability pose real challenges as “uncertain quality and expanding quantity of information also poses large challenges for organizations and for society itself”.

Techcabal (2019) stated that some of the challenges to information literacy programme include: implementation of policy, educational curriculum, high costs of infrastructures such as the Internet and power, low rate of capacity building exercises and training on digital literacy across sectors, high rate of digital divide due to the existence of unreached communities who are not aware of the concept of digital literacy, resistance to change, etc., and that the general attitude of people towards change and what digital literacy offers, is a hindrance in promoting digital literacy.

Baro (2011) conducted a study on information literacy education in library schools in Africa to ascertain whether librarianship is taking the leading role in the development of information literacy in the universities. The study revealed that only few library schools have successfully integrated an information literacy course as a stand-alone course in their curriculum. Problems such as lack of personnel and facilities were mentioned in that study as obstacles to the integration of IL course in the curriculum. Agyen-Gyasi (2008) in his study identified some problems facing the user education programme at the Kwame Nkrumah University of Science and Technology (KNUST) Library Ghana. They are students' apathy to user-education programmes, lack of personnel in the libraries, training need of librarians, irregular internet connectivity and financial constraints. Similarly, Sitima-Ndau (2010) reported on the information literacy programme at the Chancellor College, University of Malawi that the library's information literacy programme equipped students with sufficient skills, but facilities to surf the internet are too limited. The author observed that many students are not adequately computer literate when they started their studies at Chancellor College. Other problems such as electricity failure, service charges for using the internet were identified. However, the author added that majority of the students were happy with the content and delivery of library, information and internet skills courses. This may be why Baro and Asaba (2010), in their study on “Internet

connectivity in university libraries in Nigeria”, stated that for university libraries to deliver effective and efficient services to its clients including information literacy programmes, they must all have stable internet connectivity in their libraries.

Writing on the “user education programme at the University of Ghana” Dennis (2004) identified inadequate number of qualified staff to instruct students during orientation, and inadequate time allocated to the programme as some of the challenges facing the programme. Similarly, Dadzie (2007) in her study on “information literacy: assessing the readiness of Ghanaian universities” identified a number of problems hindering the implementation of IL programmes at university of Ghana and University of Cape Coast. They are lack of university commitment to the project, inadequate information about what IL is, unwillingness of the various departments already handling components of the IL programmes to collaborate with each other to form a campus-wide project, unwillingness to accept innovations in curricula planning, inadequate technological infrastructure/computers, inadequate electronic resources and inadequate human resources. In like manner, Lwehabura (2008) identified a number of factors hindering the IL delivery in Tanzania universities. They are lack of clear IL policy, inadequate time, the Several research works such as (Agyen-Gyasi, 2008; Baro and Zuokemefa, 2011 and Baro and Asaba, 2010) stated that challenges like unqualified personnel, inadequate ICT facilities, training and re-training needs of information professionals, financial constraints and irregular Internet connectivity, amongst others are hindrances to information literacy activities in Nigeria.

Baro and Asaba (2010), Baro and Zuokemefa (2011) and Techcabal, (2019) were of the opinion that for information professionals to deliver effective and efficient services to their patrons, they need training and re-training, have stable Internet connectivity in their information centres. They went further to state that this can be achieved by attending seminars/workshops, more citizen engagement collaboration between organizations/private sector and Government provision of tax incentives/reliefs for telecoms to enable them to reduce the costs of data.

The review show that there are surmountable challenges encountered by information professionals in their quest of information literacy promotion particularly in information centres. There are prospects to the situation which must be put in place and adhered to strictly by players involve.

IV. METHODOLOGY

Descriptive research design was adopted for the study. The area of study was libraries and information centres in Bayelsa State, South-South Nigeria. The population of the study was two hundred and twenty-eight (228) staffers which were used as the sample size. A self-constructed questionnaire was the instrument of data collection. Data analysis was done using frequency count, percentages, Likert Scale presented in tabular format, mean and standard deviation. Of the 228 questionnaire distributed and retrieved, 188 were found properly completed and useable. Using the four-point Likert type scale, a midpoint mean (criterion Mean) of 2.5 was established and accepted as a positive response point. This point was chosen because the average of the individual mean score is

$$\frac{4 + 3 = 2 + 1}{4} = 2.5$$

V. DATA ANALYSIS/RESULTS

s/n	Participating Organizations	Respondents
1	Niger Delta University Libraries	36
2	Federal University, Otuoke	18
3	University of Africa	18
4	Isaac Boro College of Education	12
5	Federal Polytechnic, Ekowe	12
6	Gabriel Okara Public Library	3
7	Azaiki Public Library	4
8	Federal Medical Centre, Yenagoa Library	4
9	Federal Medical Centre, Records Department	12
10	Bayelsa Specialist Hospital Records Department	8
11	Dietta-Koki Cottage Hospital Records Department	6
12	NDUTH (BHIS) Records Department	6
13	Niger Delta University (Establishment)	26
14	Ministry of Information	2
15	State Judiciary Library	2
16	International Institute of Tourism and Hospitalism	3

17	State Polytechnic, Aleibiri	4
18	Radio Bayelsa (Glory FM)	2
19	Ministry of Education	6
20	Health Management Board	4
Total		188

Table 1:- Participating organization (libraries/information centres)

Table 1 show the number of the respondents (188) form the 20 different libraries and information centres that partook in the study.

s/n	Statement	SA	A	D	SD	Mean	Sd	Rmrks
1	Library Orientation	138 73.40%	50 26.60%	--	--	4.00	.000	Agreed
2	Exhibition/Displays	138 73.40%	50 26.60%	--	--	4.00	.000	Agreed
3	Library User Education	99 52.66%	89 47.34%	--	--	3.00	.000	Agreed
4	Cataloguing & Classification	135 71.80%	50 26.60%	3 1.60%	--	4.00	.000	Agreed
5	Readers Advisory Service	99 52.66%	89 47.34%	--	--	3.00	.000	Agreed
6	Bibliographies	138 73.40%	50 26.60%	--	--	4.00	.000	Agreed
7	Abstract	121 63.36%	64 34.04%	3 1.60%	--	4.00	.000	Agreed
8	Library Week	109 57.98%	81 43.09%	--	--	4.00	.000	Agreed
9	Readership Promotion	109 57.98%	81 43.09%	--	--	4.00	.000	Agreed

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

Table 2:- ways of instituting Information Literacy (IL) campaigns
N=188, criterion mean = 2.5

Table 2 shows that majority of the respondents 138 (73.40%) agreed that Library Orientation with a mean score of 4.00 is one of the ways of promoting IL. Majority 138 (73.40%) with a mean score of 4.00 also indicated Exhibition/Displays as a way of IL promotion. Library User Education 99 (52.66%) with mean score of 3.00, Cataloguing & Classification 135 (71.80%) with mean score of 4.00, Readers Advisory Service 99 (52.66%) 3.00, Bibliographies 138 (73.40%) with mean score of 4.00, Abstracting and indexing 121 (63.36%) with mean score of 4.00, Library Week 109 (57.98%) with mean score of 4.00 and Readership Promotion 109 (57.98%) with mean score of 4.00 are all items whose mean score were above the criterion mean of 2.5, showing the extent of agreement to the statements of ways to promote information literacy.

s/n	Statement	SA	A	D	SD	Mean	Sd	Rmrks
1	Inadequate funding	138 73.40%	50 26.60%	--	--	4.00	.000	Agreed
2	Inadequate professional staff	121 63.36%	64 34.04%	3 1.60%	--	4.00	.000	Agreed
3	Inadequate capacity building opportunity	135 71.80%	50 26.60%	3 1.60%	--	4.00	.000	Agreed
4	Temporary accommodations	19 10.11%	156 82.98%	13 6.91%	--	3.00	.000	Agreed
5	Inadequate staff motivation	109 57.98%	81 43.09%	--	--	3.00	.000	Agreed
6	Inadequate ICT infrastructure	99 52.66%	89 47.34%	--	--	3.00	.000	Agreed
7	Resistance to Change	121 63.36%	64 34.04%	3 1.60%	--	4.00	.000	Agreed
8	Inadequate Internet connectivity	188 100%	--	--	--	4.00	.000	Agreed

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

Table 3:- Challenges to Information Literacy (IL) Promotion
N=188, criterion mean = 2.5

Table 3 gives a picture that Inadequate funding 138 (73.40%) with mean score of 4.00, Inadequate professional staff 121 (63.36%) with mean score of 4.00, Inadequate capacity building opportunity 135 (71.80%) with mean score of 4.00, Temporary accommodations 156 (82.98%) with mean score of 3.00, Inadequate staff motivation 109 (57.98%) with mean score of 3.00, Inadequate ICT infrastructure 99 (52.66%) with a means score of 3.00, Resistance to Change 121 (63.36%) with mean score of 4.00 and Inadequate Internet connectivity 188 (100%) with mean score of 4.00. The mean scores of all the items postulated as challenges to IL promotion in Nigeria were above the criterion mean of 2.5, indicating that the respondents agreed that these items are actually challenges hindering the effective promotion of IL.

s/n	Statement	SA	A	D	SD	Mean	Sd	Rmrks
1	Adequate funding	128 68.09%	60 31.91%	--	--	4.00	.000	Agreed
2	Adequate staffing	97 51.60%	91 48.40%	--	--	3.00	.000	Agreed
3	Adequate training of staff	166 88.30%	22 11.70%	--	--	4.00	.000	Agreed
4	Permanent buildings	21 11.17%	167 88.83%	--	--	4.00	.000	Agreed
5	Proper staff motivation	171 90.96%	17 9.04%	--	--	4.00	.000	Agreed
6	Adequate provision of required ICT facilities	154 81.91%	34 18.09%	--	--	4.00	.000	Agreed
7	Continuous orientation programmes	121 63.36%	64 34.04%	3 1.60%	--	4.00	.000	Agreed
8	Adequate Internet connectivity	188 100%	--	--	--	4.00	.000	Agreed
9	Data cost reduction	154 81.91%	34 18.09%	--	--	4.00	.000	Agreed

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

Table 4:- Prospects to Information Literacy (IL) Promotion
N=188, criterion mean = 2.5

Table 4 show that Adequate funding 128 (68.09%) with mean score of 4.00, Adequate staffing 97 (51.60%) with mean score of 3.00, Adequate training of staff 166 (88.30%) with mean score of 4.00, Permanent buildings 167 (88.83%) with mean score of 4.00, Proper staff motivation 171 (90.96%) with mean score of 4.00, Adequate provision of required ICT facilities 154 (81.91%) with mean score of 4.00, Continuous orientation programmes 121 (63.36%) with mean score of 4.00, Adequate Internet connectivity 188 (100%) with mean score of 4.00 and Data cost reduction 154 (81.91%) with mean score of 4.00. Since all the items mean scores are above the criterion mean of 2.5, this simply means that the respondents agreed that all the stated items are prospects to effective IL promotion in Nigeria.

VI. DISCUSSION OF FINDINGS

A. Challenges to Information Literacy promotion

- **Inadequate funding:** it was revealed by the study that inadequate funding is a major challenge in IL promotion by librarians and information professionals in Nigeria. This finding is in line with that of Sheme *et al.*, (2017) which stated that activities for efficient and effective information literacy programmes are tied around financial capabilities of an organization to acquire needed resources. It is important to stress that most libraries especially in Nigeria depends on aids from NGOs or international organizations. It is sad to noted that corruption, embezzlement and mismanagement etc., have often diverted funds that are meant for library and information professionals development.
- **Inadequate professional staff:** it was revealed by the study that inadequate professional staff is a major challenge in IL promotion by librarians and information professionals in Nigeria. Some libraries are managed by non-professionals and para-professionals. In some University libraries especially in the Niger Delta region, people without library science background are employed into academic librarians' cadre. This is an anomaly. This finding is supported by Dennis (2004) which identified inadequate number of qualified staff to instruct students during orientation, and inadequate time

allocated to the programme as some of the challenges facing the programme.

- **Inadequate capacity building opportunity:** it was revealed by the study that inadequate capacity building opportunity is a major challenge in IL promotion by librarians and information professionals in Nigeria. This finding corroborates that of Oladipo (2007) that information professionals worldwide are not adequately given opportunities to attend workshops, seminars, conferences, book fares, etc., that would eventually acquaint them with the knowledge and skills of how to impact information literacy among their user.
- **Temporary accommodations:** it was revealed by the study that temporary accommodations for some libraries and information centres is a major challenge in IL promotion by librarians and information professionals in Nigeria. This finding confirmed that of Mishra and Mishra (2010) which stated that many libraries and information centres especially in Nigeria are still occupying rooms, stores or offices that are just converted into libraries and information centres probably because of the need to keep 'some books' somewhere. Inappropriate library buildings impact negatively on information literacy.
- **Inadequate staff motivation:** it was revealed by the study that inadequate staff motivation is a major challenge in IL promotion by librarians and information professionals in Nigeria. Many information professionals rely heavily on their employers for everything, which is in line with their terms of employment which in most cases in neglected or flouted by the employers. This finding supports that of Sheme *et al.* (2017) which averred that information professionals are not adequately taken care of in terms of fringe benefits and other incentives which would motivate them to discharge their duties diligently.
- **Inadequate ICT infrastructure:** it was revealed by the study that inadequate ICT infrastructure is a major challenge in IL promotion by librarians and information professionals in Nigeria. Many Nigerian University' libraries are not computerized, and are not Internet

enabled, and where some ICT facilities exist they are, “guarded like an egg,” Nweke, (2006). Faboyinde (2006) lamented this defect and stated that “the application of ICTs in Nigerian Tertiary Institutions show that there is some consciousness of the significant role ICT can play in delivering library services, even though ICT is not fully embraced by most academic libraries in the country. This is also in tandem with Sheme *et al* (2017) that most libraries do not have access to modern information technologies or ICT infrastructure, such as telephone lines, computers and Internet connectivity. Where these facilities are available there is always electricity power failures which inhibit their optimum usage.

- **Resistance to Change:** it was revealed by the study that resistance to change is a major challenge in IL promotion by librarians and information professionals in Nigeria. Many librarians and information professionals in Nigeria today, still prefer and do things the analogue way rather than digital way of rendering services. This is in agreement with Techcabal (2019) which reported that the general attitude of people towards change and what digital literacy offers, is a hindrance in promoting digital literacy.
- **Inadequate Internet connectivity:** it was revealed by the study that inadequate Internet connectivity is a major challenge in IL promotion by librarians and information professionals in Nigeria. Many libraries both academic, public, National and school, are bedevilled with very low or non-Internet connectivity. Where some form of connectivity exists, they are form cyber café services in the library and information centres rather than for library services. This is in line with Agyen-Gyasi (2008) which stated that apathy to user-education programmes, lack of personnel in the libraries, training need of librarians, irregular internet connectivity and financial constraints are some of the challenges facing IL programmes.

B. Prospects of Information Literacy promotion

- **Adequate funding:** it was revealed by the study that adequate funding is a major prospect in IL promotion by librarians and information professionals in Nigeria. This finding is in line with the recommendations of Sheme *et al* (2017) that government at all levels should fund libraries adequately by making budgetary provision for library development. If libraries and information centres are well funded the practitioners would initiate and execute programmes that promote information literacy.
- **Adequate staffing:** it was revealed by the study that adequate staffing is a major prospect in IL promotion by librarians and information professionals in Nigeria. Buttressing this point, Sheme *et al* (2017) argued that many libraries in developing countries are run by non-professional staff because, it is assumed that any volunteer or teacher can manage a library. This inherent situation can best be arrested with the employment and

deployment of certificated professionals. Having square pegs in square holes and round pegs in round holes.

- **Adequate training of staff:** it was revealed by the study that adequate training of staff is a major prospect in IL promotion by librarians and information professionals in Nigeria. This is in corroboration with Baro and Zuokemefa (2011) which studied Information literacy programmes in Nigeria: a survey of 36 university libraries and concluded that all librarians in university libraries in Nigerian need training and re-training in order to be able to use technology effectively and to be able to pass on the skills to students. This can be accomplished by attending seminars and workshops on use of information and communications technologies. Baro and Zuokemefa (2011) continued that university management, the libraries, non-governmental organizations, and ETF (Education Trust Fund) should organize such seminars or workshops to equip librarians with the skills needed in this digital age
- **Permanent buildings:** it was revealed by the study that permanent or proper accommodation or buildings are a major prospect in IL promotion by librarians and information professionals in Nigeria. This is in line with Sheme *et al* (2017) recommendation that government and educational institutions should provide good library buildings, befitting and conducive enough to house both library materials (print and non-printed) as well as library users.
- **Proper staff motivation:** it was revealed by the study that proper staff motivation is a major prospect in IL promotion by librarians and information professionals in Nigeria. Techcabal (2019) supported this by opining that whilst innovation Hubs/clusters should be set up in areas where they do not exist to make room for the laps that occurs in some areas in Nigeria, existing hubs should also partner with civil society groups to promote capacity building programs on digital literacy. Sheme *et al* (2017) also supported that information professionals should be adequately motivated by their employers through yearly awards, sponsorships and release to attend conferences, seminars and workshops that are targeted at information literacy.
- **Adequate provision of required ICT facilities:** it was revealed by the study that adequate provision of required ICT facilities is a major prospect in IL promotion by librarians and information professionals in Nigeria. Nweke, (2006) noted that many Nigerian University’ libraries are not computerized, and are not Internet enabled, and where some ICT facilities exist they are, “guarded like an egg,”. Faboyinde (2006) lamented this defect and stated that “the application of ICTs in Nigerian Tertiary Institutions show that there is some consciousness of the significant role ICT can play in delivering library services. The factors responsible for this development in the libraries and information centres vary - both in identity and strength”.

- **Continuous orientation programmes:** it was revealed by the study that continuous orientation programme is a major prospect in IL promotion by librarians and information professionals in Nigeria. Supporting this finding, Techcabal (2019) noted that in order to ward off resistance to change, there should be more orientation programmes on the need and importance of digital literacy using the bottom-top approach of reaching out to grass root individuals.
- **Adequate Internet connectivity:** it was revealed by the study that adequate Internet connectivity is a major prospect in IL promotion by librarians and information professionals in Nigeria. This finding supports that of Baro and Asaba (2010) which pointed out in their study on “Internet connectivity in university libraries in Nigeria” that for university libraries to deliver effective and efficient services to its clients including information literacy programmes, they must all have stable internet connectivity in their libraries.
- **Data cost reduction:** it was revealed by the study that data cost reduction is a major prospect in IL promotion by librarians and information professionals in Nigeria. This is in tandem with Techcabal (2019) which suggested that Government should provide tax incentives/ reliefs for telecoms to enable them to reduce the costs of data. Telecoms can also provide tech parks using intranet with available resource materials to allow for access to the internet.

VII. CONCLUSION/RECOMMENDATION

Librarians and other information professionals are key to the promotion of information literacy in Nigeria, knowingly or unknowingly. They promote information literacy through their normal daily, quarterly or termly job routine by engaging in library orientation, exhibitions, user education, outreach services, cataloguing and classification, readers’ advisory services, etc. It highlighted that various challenges such as inadequate funding, inadequate staff motivation, resistance to change and inadequate Internet connectivity amongst others, are inherent in Nigeria information literacy scenario. Prospects to identified challenges were also highlighted.

Based on the challenges and prospects highlighted in this study, it is recommended that government at all level should strive to adequately fund libraries and information centres through budgetary provisions for maximum efficiency in service provision and information literacy. Also, information professionals should be adequately motivated by their employers to pursue greater heights. This could easily serve as a platform that can attract collaboration and synergy on information literacy programmes.

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