

Users' Perception of the Need for Marketing Academic Libraries Using Librarians' Competences

Obia Gopoh Inyang *, Patience Owere Ekpang**

ABSTRACT

Modern librarianship made marketing an important aspect of the profession, revealing the competencies displayed in the superfluity of knowledge services. The study revealed users' perception of needs to market the library. These include to enlighten users' on the contemporary relevance of Information and Communication Technology (ICT) & manuals (97.9%), improvement of interpersonal relations (95.8%), for users' to have a fearless knowledge in usage and satisfaction of their puzzles (93.9%) and for a conducive environment (91.4%), and to ascertain users' information needs in this era (90.7%). Study also revealed that users' perceived marketable services in the following order: online information services (97.2%), reference services (95.6%), user education (93.5%), selective dissemination of information (88.8%), information literacy programme (87.9%), current awareness services (86.2%), referrals (86%), library publication (82.5%), translation (82.03%), and interlibrary loan (67.4%). For the last objective, study revealed users' perception of librarians' competencies for marketing libraries in their preferred order – ability to create library web pages for users' information (99.1%), information technology skills (98.4%), flexibility to make changes (96.7%), ability to calm offended users' (96.5%), ability to answer users' queries (96.3%), professional charisma (93.5%), professional initiative (90.7%), and ability to use ICT gadgets (90.4%). The researchers therefore recommends that management should help librarians to take part in training that would nurture the strengthening of these competencies.

Keywords: Information, Marketing Academic Libraries, Users' Perception, Librarians' Competencies, Needs, Library Management

INTRODUCTION

Marketing has become an all-embracing term in many disciplines. It showed the value of the adoption of technological expertise in academic libraries, that is, its subsequent provision of efficient services provided by librarians' in contracts to the threats posed by traditional renditions. Hence, marketing enabled the administration of information-prone duties that align with the 21st century era to be performed. This has led to a varied definition to buttress the claims of those professions. In the proper application in the library world, it comprehends the processes of access to information and knowledge in simple terms to attract users' in the utilisation of resources at any given time. Marketing in an academic library is targeted at providing the right information to the right users at the right time. It is not complete until the users exchange their support for the services offered by the

library, and so, there arose the need for the librarians' to cover up the limits created by the traditional rudiments. These expanded marketing to include users' expectations, value-added services, priorities, professional skills, and responsiveness that should be displayed, quality of services, relationship, competencies for new technologies adopted into libraries, and a paradigm shift in proficiency. This paradigm shift accounts for the landing called professionalism in the information age.

This professionalism is generally accepted to mean that its survival is based on continuous education of specialists and, as such, understanding the activities and orientation of contemporary librarianship is of great significance. It helps to analyse the history, problems, content of its cumulative knowledge, its arts, diversified practices, methodology, education or training, ethics of the people in the profession concerning tampering communication to users' as well as influencing readability and lots more.

* *University of Calabar Africana Library, Cross River State, Nigeria. Email: obiainyang@gmail.com; obiaesemi@unical.edu.ng*

** *Science and Technology Library, University of Calabar, Nigeria. Email: e.ekpang@unical.edu.ng*

Some of the top challenges to marketing in libraries were affixed on librarians' inability to proactively relate with users, their lack of training and education on new technologies, their un-updated image by attitudes of reluctance to borrow ideas from the private sector and lack of understanding towards marketing. Steadley (2003) enumerated some advantages of marketing libraries to include competition for customers and resources, maintenance of librarians' relevance, and ensuring their visibility to the institutions and as community resources.

In accordance with the declaration of Das and Karn (2008), authors have summed the personality of librarians' to determine the rate of resource utilisation, and in recent years, they can provide internet services. These include services like acquisition, processing and deliveries, open home pages for advertising services for different types of libraries, spread connectivity within divisions, and create a warm, conducive and welcoming environment to users' as well as being patient and friendly enough to gain users' confidence. However, with the assertion that librarians' have boosted up their competencies, this study seeks to find out users' perception of the need to market libraries using librarians' competencies.

STATEMENT OF THE PROBLEM

Librarianship could be sustained if specialists continue to undergo training. This would equip them with the necessary skills to manage whatever stage of growth they may find themselves. Given that the profession is active; authorities need to be exposed to the latest developments. The need to have local training institutions to produce librarians was recognised as early as 1953 when UNESCO Seminar on the public in Africa was organized at Ibadan. Subsequently, many library-training institutions have been established in colleges of education, polytechnics, and universities with a back-up benchmark for the standard of operation by National University Commission (NUC) in 1995. Although authors Disc (2009) and Umar (2009) have misgivings about the benchmark, professionals have acquired skills, competencies and techniques to offer intricate services because knowledge is diversified in all disciplines requiring great skills to seek resources, organise and provide equitable access to users. It is on these grounds that this study seeks to entree users' perception of the need to market libraries using librarians'

competencies. The following objectives were formulated to guide the study;

- To identify users' perception of the need for marketing libraries.
- To classify users' perception of the services to market libraries.
- To ascertain librarians' competencies that could help to market libraries.

LITERATURE REVIEW

The rendition of quality services depends largely on an individual or group of people's experience over time. This is why librarians had been advised to become entrepreneurs in their thinking and discharge of duties. Gupta and Jambhekar (2009) noted that marketing libraries are not only a question of money but also the attitudes of the staff and the entire organisation. A positive attitude leads to proper involvement in job performances, understanding of methods, good knowledge acquisition and familiarity in practice, the capability of handling issues flexibly and development of skills that could make a person to be seen as an asset in the organisation. These are what sums up in the term competency which Sharma and Bhardwaj (2009) suggested would enable Librarians to spread the word about their libraries to draw the attention of users to resources, services and conveniences.

The Sage's VII English and thesaurus held competency as the quality of being adequately or well qualified physically and intellectually. This implies that a librarian must be of sound mind, to add the teachings received, to the challenges and experiences gained on the job while working with others, to function most appropriately. The European Parliament Council (2008) defined competency as the set of knowledge and skills that enable an employee to orient easily in a working field and solve problems that are linked with their professional roles. Chandra (2011) observed that in every work of life competency is the key to facing the developmental challenges in the corporate world. Hence, librarians need to strive for personal development irrespective of the organisational setbacks because it is the characteristics of individuals, which affect their performance and behaviour at work. This means that there are different types of competences. Those that are gotten by individuals and

those that are common among professionals because of the specialised training.

The success or failure of an individual or establishment largely depends on the level and the type of competency that exist with a particular institution or individual. Marshal, Fisher and Moulton (2003) argued that there are two types of competencies: professional competencies and personal competencies. Professional competencies relate to the librarian's knowledge of the areas of resources, information access, technology, management and research. It also involves the ability to use these areas of knowledge as a basis for providing library and information services. Personal competencies, on the other hand, represent a set of skills, attitudes and values that enable librarians to work efficiently, be good communicators, focus on continuous learning throughout their careers, demonstrate the value-added nature of their contributions and survive in the new world of work. These could be viewed as an intrinsic motivational factor for a person to excel even if the work environment seems to be uncondusive.

However, Adeogun (2004) also stressing on competencies, advised libraries re-thinking of services for flexibility and user-centeredness, which would cater for hybrid services as substitute variations of those in the traditional system to boost job performance in contemporary times. In the end, these would enable them to win institutional attention, retain stakeholders' understanding, sympathy and provision of facilities to support the rendition of their services.

Odine (2011) summing several authors described several services performed in most libraries. These include; user education, selective dissemination, referral, translation, consultancy, provision of seating facilities, information literacy programmes, reference, exhibitions and display, online information services (creation of web pages/e-mails/adverts/linking of web blogs/database searching/online circulation & cataloguing), library publication, current awareness, lending, reservation, interlibrary loan and document delivery services.

Marketing has been identified as one of the areas of competency that is important for library and information professionals' ingenuity. Chandra (2011) identified the major impact of staff competency to marketing in the following ways: transparency and dynamism in library

administration; closer and positive relations; innovation in library and information services; effective teamwork; enhanced self-confidence among library's professionals; flexibility and adaptability in attitude; increased strong interpersonal relations; organizational development, as well as quality-based library and information services.

The importance of marketing knowledge to librarians cannot be overstressed. Snoj and Petermanec (2001) stated that an effective marketing knowledge could help libraries create competitive advantage over their competitors through the development of new services or changes of the existing ones to satisfy their users better. They also noted that competency could bring about improvement on the organisational status and image to different stakeholders and thereby improve the performance of the libraries in general. Pearson (2009) reported that competency distinguishes a librarian from a paraprofessional. The librarian is supposed to be competent in library management, advocacy and marketing that take place in the library, thus carrying out more responsibilities that lead the organisation towards fulfilling its goals through cleverness and display of timely cunning skills.

Librarians and information professionals need to be very competent in the marketing of library services. This is, however, sometimes not the case. Mellese (1995) quoted Amaral (1992) and stated that many librarians lack professional understanding of the marketing concept and its availability to their field. Those who claimed to be conversant with the concept, understood it to mean only promotion or selling. Amaral (1992) explained that some librarians indicated that they knew enough about marketing, but in explaining how they are applied, fail to mention users or their information needs. This and similar examples could suggest that perhaps marketing is not emphasized enough in the training of professional librarians.

Kumber (2004) noted that some librarians were not competent in the marketing of library services because of lack of training and education. Often, librarians do not promote library services well due to lack of training and knowledge of marketing tools and techniques. Although marketing is more widely discussed and accepted professionally than in the past, this acceptance has not necessarily resulted in more marketing classes

in the library's school's curriculum. Kumber (2004) explained that librarians are often reluctant to borrow from the private sector. They have a fear of commercial publicity and see marketing as manipulative, a waste of time, resources and unprofessional. But Inazu (2009) presented that librarians' could start with public relations which is a major component of marketing and a channel for creating a personal relationship between the library and potential users.

One of the key areas librarians are required to be competent is good communication skills. Schmidt (2011) noted that to ensure that all staff are competent in the marketing of library services, administrators must ensure that all library staff are able to communicate effectively with their clients. There must be appropriate induction programmes that should indicate customer service techniques and ongoing trainings can be used to continue to update staff. Barnes (2009) stated that information is a commodity. Librarians have to set themselves apart by showing that they add value to information and transform it into knowledge. Librarians must market themselves rather than a physical or virtual library. For without a librarian, a library is just a collection of information resources without content. He recommended that librarians must think like entrepreneurs. This can be achieved by building a strong relationship and the use of technology to develop and market their services.

The New Jersey library association (2011) explained that librarians should have good public relation skills. They should articulate ideas clearly and effectively and be able to conduct market research to identify user's information needs. They also stated the relevance of networking among librarians in improving librarians competencies. Librarians should join professional associations and actively participate. They should attend conferences, workshops and read professional literature, especially journals and books. According to Fercet and Marcinec (2005), to market library services effectively, librarians must go academic; acquire the skills of a researcher, counsellor, planner, manager, team member and problem solver. They should also have interpersonal skills, language proficiency, team-working attitude, user-friendliness and customer orientation. These would aid them to liaise diplomatically with university management for the harmonisation of users' needs.

Noel and Waugh (2002) upheld that libraries need to hire computer-literate people. Librarians who are knowledgeable in computers can be very effective in applying their skills to the marketing process in the libraries. For the internet now provides a unique environment where information service could be brought to life, and new methods for spreading information are then exposed. An international commission of workforce development (2011) stressed the importance of Information and Communication Technology (ICT) to any organisation. It recognised ICT as a valuable tool for matching existing learning needs with learning resources. They pointed out that ICT should be used to maximise people learning opportunities for improvement of their living conditions, reduce poverty and stimulate self-sufficiency.

Ayanda and Taiwo (2008) articulated that the aim of management in any organisation is to solve problems and thereby to ensure that the mission and objectives of the organisations are accomplished. They advised library management to employ sound management practices if they are to survive and work towards achieving their goals. Rowley (1997) suggested that librarians need to be competent in the areas of resource knowledge, subject knowledge and process knowledge. Equipped with this knowledge, librarians should apply the marketing concept to service. They must begin with aligning the mission statement and the subsequent goals and objectives of their services towards a strong customer orientation by developing strategies that will aid in accomplishing their mission.

Chen and Dhillon (2003) noted that competence relates to the making and fulfilment of promises to users. Competence may be displayed by providing search facilities and recommendations about new services and offers, which enables a promise to be made. The library should then fulfil the promise by executing the requests of the customer with promptness and correctness.

While, Kavulya (2004) emphasises that teaching marketing in library and information schools is crucial at this point to cope with the global developments, the better understanding of the marketing concepts will lead to better performance and proper provision of library and information services. Savard (1998) is of the view that if mar-

keting principles are to be embraced by librarians, there is a need for training of information specialists who are ready in the field. To achieve this, the current curricular of librarianship and other information courses needs to be revised and the elements of marketing and management must be added to it. He also suggested that the curricula should include courses on promoting the awareness of the importance of information services, consumer information-seeking behaviour, market research, marketing strategies and planning.

Farkas (2011) outlines the following levels of competence required by a librarian in the marketing of library services.

- Project management skills: librarians should be able to organise and implement existing and new projects.
- Ability to question and evaluate library services.
- Evaluate the needs of all stakeholders. Librarians need to understand how the library provides services and the effect of stakeholders.
- Vision to translate the traditional library services into the online medium.
- Critical technologies and ability to compare technologies. Librarians should be able to compare different versions of software to figure out which will best meet their patrons' needs.
- Ability to sell ideas/library services. Every librarian needs serious marketing skills and salesmanship to be a librarian.

In summary, the marketing of library services is all about enhancing effective and efficient services to users.

Marketing requires certain competencies and attribute, which librarians should endeavour to have.

METHODOLOGY

This study, carried out in the University of Calabar (UNICAL) and Cross River State University of Technology (CRUTECH), employed the survey research design. Simple random sampling technique was used to select 500 undergraduate registered users who used the library at least three times weekly. Consequently, 500 questionnaires were distributed in all the units of the reader services of the two universities, which included; social sciences, law reference, medical, humanities and science and technology. Only 429 usable copies were returned and analysed for the study.

FINDINGS AND DISCUSSION

Demographic Details of Users Include the Following:

From UNICAL, Social Science unit respondents were 98, Law = 68, Medical = 42, Humanities = 71, and Science & Technology = 35. CRUTECH Social science unit respondents were 32, Humanities = 20 and Science & Technology = 63 since the curriculum does not have law and medical library resources. Therefore, the sum of Social science respondents were 130 (30.3%), Law = 68 (15.9%), Medical = 42 (9.8%), Humanities = 91 (21.2%) and Science & Technology = 98 (22.8%). Also, 213 (49.7%) were males, while 216 (50.3%) were females.

Table 1: Users' Perception of the Need to Market Libraries

<i>Sr.No.</i>	<i>Need for Marketing</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1	To ascertain users' information needs in this era.	389 (90.7%)	35(8.16%)	3(0.699%)	2(0.47%)
2	To enlighten users' on the contemporary relevance of the dual methods of operation (ICT & Manual).	420 (97.9%)	9(2.097%)	-	-
3	To support users develop search skills for different sources.	114 (26.6%)	301(70.2%)	9 (2.097%)	5(1.17%)
4	To compete favourably with other information providers.	371(86.5%)	49(11.4%)	6(1.398%)	3(0.699%)
5	For the provision of a conducive study setting.	32 (7.46%)	392 (91.4%)	4(0.93%)	1(0.23%)
6	Improvement of interpersonal relations b/w library specialist and users.	17(3.96%)	411(95.8%)	1	-
7	For users to have fearless knowledge in usage and satisfaction of their puzzles.	22(5.13%)	403 (93.9%)	2(0.47%)	2(0.47%)

Table 1 shows the responses of users' on the need for marketing libraries. Items 1, 2, 5, 6 and 7 were rated above 90% as needed to market libraries. Other items (4&3) were rated as 86.5% and 70.2%, respectively. When asked to specify extra reasons why libraries should be marketed, some respondents revealed that since they

were not librarians, marketing could help keep users' in remembrance of existing developments they may have forgotten and innovations brought into libraries for users' good. This tally with the study of Gupta and Jambhekar (2009) which revealed that marketing is not about money but the attitude of staff and the organisation.

Table 2: Users' Perception of the Services to Market Libraries

<i>Sr. No.</i>	<i>Marketable Services</i>	<i>Yes %</i>	<i>No %</i>	<i>Undecided %</i>
1	Users' education	401 (93.5%)	3 (6.99%)	25 (5.83%)
2	Selective dissemination of information	381 (88.8%)	7 (1.63%)	41 (9.45%)
3	Referrals	369 (86%)	2 (4.66%)	58 (13.52%)
4	Translation	309 (72.03%)	70 (16.3%)	50 (11.66%)
5	Consultancy	75(17.5%)	144(33.6%)	210 (48.9%)
6	Provision of seating facilities	163 (37.9%)	66 (15.4%)	200 (46.6%)
7	Information literacy programmes	377 (87.9%)	40 (9.32%)	12(92.79%)
8	Reference services	410 (95.6%)	2 (4.66%)	17 (3.96%)
9	Exhibitions & Display	153 (35.7%)	126 (29.4%)	150 (34.9%)
10	Online information services	417 (97.2%)	3 (6.99%)	9 (2.09%)
11	Library publication	311 (72.5%)	78 (18.18%)	40 (9.32%)
12	Current awareness services	372 (86.2%)	19 4.43%)	38 (8.86%)
13	Lending	381(88.8%)	27 (6.29%)	21(4.89%)
14	Reservation of materials	103 (24%)	315 (73.4%)	11 (2.56%)
15	Interlibrary loan/ document delivery	289 (67.4%)	25 (5.83%)	115 (26.8%)

Table 2 showed users' acceptance of services for marketing. Items 1, 8 and 10 above 90%, items 2, 3, 7, and 12 above 80%, items 4 and 11 above 70% and item 15 at 67%. Users also indicated high percentages on their indecision concerning consultancy, provision of seating facilities, exhibition and display as well as interlibrary

loan document delivery services. Although this work tallied with Odine (2011), it means that users' may not be quite familiar with the terms about librarianship, hence the need for continued marketing to give users the right information about services rendered in libraries.

Table 3: Librarians' Competencies That Could Market Libraries

<i>Sr. No.</i>	<i>Competencies</i>	<i>Yes %</i>	<i>No %</i>	<i>Undecided %</i>
1	Professional initiative	398 (90.7%)	31 (7.2%)	7 (1.6%)
2	Flexibility to make changes	415 (96.7%)	14 (3.3%)	-
3	Resourcefulness	109 (25.4%)	220 (51.3%)	100 (23.3%)
4	Professional charisma	401 (93.5%)	28 (6.5%)	-
5	Ability to answer users' queries	413 (96.3%)	16 (3.7%)	-
6	Ability to evaluate services	330 (76.9%)	-	99 (23.1%)
7	Ability to influence users 'towards library ideas	178 (41.5%)	--	251 (58.5%)
8	Interpersonal skills	297 (69.2%)	-	132 (30.8%)
9	Good communication skills	304 (70.9%)	-	125 (29.1%)
10	Information technology skills	422 (98.4%)	-	7 (1.6%)
11	Ability to make users' contribute to acquisition	17 (4%)	-	412 (96%)

Sr. No.	Competencies	Yes %	No %	Undecided %
12	Ability to organize library week	11 (2.6%)	4 (0.9%)	418 (97.4%)
13	Ability to create library web pages for users' information	425 (99.1%)	-	-
14	Ability to use ICT gadgets for sending & receiving mails	388 (90.4%)	15 (3.5%)	41 (9.6%)
15	Ability to calm offended users	414 (96.5%)	-	-

Table 3 results showed that users' perceived librarians' competencies towards items 13, 10, 2, 15, 5, 4, 1, and 14, as major in marketing libraries. They were also undecided at items 12, 11, and 7, which means that they do not have interest in being involved in acquisition processes but are interested in the changes the librarians could make especially concerning ICT-related librarianship. This work tallied with the works of three (3) group of scholars.

- Kavulya (2004) who held that marketing be taught in library schools to boost global developments.
- Das and Karn (2008) who summed up the personality of librarians' as a regulation of users' utilization of resources.
- International Commission of Workforce Development (2011) which documented ICT as a valuable tool for matching users' learning needs with learning resources.
- Farkas (2011), who outlined six competencies of librarians' in marketing libraries.

REFERENCES

- Adeogun, M. (2004). Emerging university library services in an ever-changing and knowledgeable intensive learning environment. Retrieved October 14, 2010 from www.acu.ac.uk/presentation/Margaret_adeogun.pdf
- Amaral, A. S. (1992). What library managers know about marketing: A study of Brazilian geosciences and mineral technology libraries. *Information Today*, 8(2), 90.
- Ayanda, A. M., & Taiwo, S. H. (2008). The impact of information technology on library management: A marketing perspective. *Advances in Management*, 5(1), 141-149.
- Barnes, L. L. (2009). You want me to do what? Lessons learned from Mary Ellen Bates special library trenches. Retrieved January 15, 2011 from http://www.1st/or/09-summer/view_point.html.
- Chandra, H. (2011). Capacity buildings in technical libraries. Retrieved January 18, 2011 from <http://eprints.iclis.org/bitstream/10760/65021/1>.
- Chen, S., & Dhillon, G. (2003). Interpreting dimensions of consumer trust in e-commerce. *Information Technology and Management*, 4(2), 303-310.
- Das, B. K., & Karn, S. K. (2008). Marketing of library and information services in global era: A current approach. *Webology*, 5(2). Retrieved June 24, 2011 from <http://www.webspace.utexas.edu/dillondj/marketing.html>
- European Parliament Council. (2008). Recommendations of European parliament and skills for health. NDS paper 1, p. 378-387.
- Farcet, B. & Marcinec, M. (2005). The future of the academic libraries and the academic librarian: A delphi study reloaded. *New Review of Information Networking*, 2(1), 37-63.
- Farkas, M. (2011). Information wants to be free. Retrieved March 18, 2011 from www.meredith.wolfwater.com
- Gupta, D., & Jambhekar, A. (2002). Developing a customer focus approach to marketing library and information services. *Desidoc Bulletin of Information Technology*, 20(3), 5-13.
- International commission of workforce development. (2011). Workforce development. Retrieved February 9, 2011 from www.icwfd.org.
- Kavulya, J. M. (2004). Marketing of library services: A case study of selected universities libraries in Kenya. *Library Management*, 25(3), 118-126.
- Kumber, D. (2004). The importance of marketing and TQM in libraries. Retrieved December 16, 2010 from <http://www.southernlibrarianship.caap.org>
- Marshal, J., Fisher, C. B., Piccoli, R., & Moulton, L. (2003). Competencies for special, library's librarians. Retrieved, December 15, 2010 from <http://www.sla.org>.
- Mellesse, M. (1995). Marketing information: A literature review. Retrieved November 25, 2010 from www.dspace/bitstream/10625/1/10375.pdf
- New Jersey Library Association, (2011). Competency of librarians. Retrieved May 16, 2011 from www.njla.org/resources.
- Noel, R., & Waugh, T. (2002). *Marketing library and information services: Comparing experiences at large institutions in putting knowledge to work*. Presented

- at the Special Libraries Association Conference, Los Angeles, p. 10.
- Odine, R. O. (2011). Marketing library and information services in academic libraries in Niger State. MLS Thesis, University of Nigeria Nsukka: Department of Library and Information Science. Retrieved May 9, 2016 from [www.unn.edu.ng/publications/files/images/Rita project\(2\).pdf](http://www.unn.edu.ng/publications/files/images/Rita%20project(2).pdf)
- Pearson, A. (2009). Competency D. Retrieved September 11, 2010 from: www.audreypearson.com/competencyd.
- Rowley, J. (1997). Focusing on customers. *Library Review*, 46(2), 81-88.
- Savard, R. (1998). Guidelines for the teaching of marketing in the trainings of librarians. Retrieved April 12, 2011 from <http://www.nicelink.com>.
- Schmidt, J. (2011). Marketing library and information services in Australian academic libraries. Retrieved January 21, 2011 from [http://www.library.uq.edu/papers/marketing library and information services.pdf](http://www.library.uq.edu/papers/marketing_library_and_information_services.pdf).
- Sharma, A. K., & Bharwaj, S. (2009). Marketing and promotion of library services. Retrieved December 15, 2010 from [www.cri-du.ac./cal/09/papers/index](http://www.cri-du.ac.in/cal/09/papers/index)
- Snoj, B., & Petermanec, Z. (2001). Let users judge the quality of faculty library services. *New Library World*, 102(1168), 314-324.
- Steadley, M. (2003). Library and information services marketing. Retrieved March 25, 2015 from http://clips.lis.illinois.edu/2003_09.html
- Umar, I. (2009). Harmonization and specification of instructional facilities in LIS programmes in Nigeria. In N. Chidi, & O. Okee (Eds.), *Standards for LIS programme in Nigerian Universities*, (pp. 86-102). Owerri: Kosoko Press.