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The Use of the Library and Lifelong Learning in Faith-Based Private Universities in Nigeria

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Abstract

The purpose of the study was to investigate the suitability of the use of the library course curricula in private universities owned by religious organizations in Nigeria to make undergraduates lifelong learners. It also evaluated the modes and periods of course delivery for their appropriateness and adequacy to achieve the goal of making the students lifelong learners. The survey design was adopted for the study and the content analysis method was used to compare the course contents of the use of the library programmes in the universities with the five information literacy competencies. Results of the study showed that the use of the library curricula contained items that teach the five information literacy competencies including abilities to locate, access, retrieve, evaluate and use information effectively and efficiently. It was also found that the course delivery period in the universities was usually one semester of 12 weeks and the usual mode of delivery was classroom face-to-face approach. The findings implied that the contents of the course were suitable to make students lifelong learners but the mode and period of delivery may not be fit enough for the purpose. The practical implication of the findings of the study is that the universities should review the timing and methods of course delivery such that it would impart lifelong learning skills to the students. The findings of the study would assist universities and other higher education institutions to place high priority on the lifelong learning goals in designing the use of the library programmes.

Keywords: Lifelong learning; use of library; information literacy; user education; universities; academic libraries; Nigeria.

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Nijerya'daki Dine Dayalı Özel Üniversitelerde Kütüphane Kullanımı ve Hayat Boyu Öğrenme

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Öz

Çalışmanın amacı Nijerya'daki dini organizasyonlara ait özel üniversitelerin öğrencilerini hayat boyu öğrenen yapmak için kütüphanecilik dersi müfredatının uygunluğunu incelemektir. Aynı zamanda bu araştırma, öğrencileri hayat boyu öğrenen yapma amacına ulaşmak için ders yöntemlerini ve sürelerini uygunluk ile yeterlik açısından incelemektedir. Araştırmada üniversitelerdeki kütüphanecilik programlarının kullanımına yönelik ders müfredatları ile ilgili beş bilgi okuryazarlığı yeterliliğini kıyaslamak için içerik analizi yöntemi kullanılmış ve anket uyarlanmıştır. Araştırmanın sonuçları kütüphanecilik müfredatının bilginin yerini saptama, bilgiye erişim, bilginin alınması, değerlendirilmesi ve bilginin etkin ve verimli kullanılmasını öğreten beş bilgi okuryazarlığı yeterliliğini kapsadığını göstermiştir. Ayrıca araştırmada üniversitelerde dersin genellikle 12 haftalık bir dönemden oluştuğu ve sınıfta yüz yüze eğitim yaklaşımının benimsendiği tespit edilmiştir. Bulgular, ders içeriğinin öğrencileri hayat boyu öğrenen bireylere dönüştürmeye uygun olduğunu ancak eğitim süresinin amacına uymadığını göstermektedir. Araştırmanın pratik bulgularında, üniversitelerin öğrencilere hayat boyu öğrenme becerilerini aktarabilmeleri amacıyla ders verme zamanını ve yöntemlerini gözden geçirmeleri ve böylece öğrencilere hayat boyu öğrenme becerileri kazandırmaları gerektiğini göstermiştir. Bu çalışma üniversitelere ve diğer yüksek öğretim kurumlarına kütüphanecilik programlarının tasarlanması için hayat boyu öğrenme amaçlarına yüksek öncelik vermelerinde yardımcı olacaktır.

Anahtar sözcükler: Hayat boyu öğrenme; kütüphane kullanımı; bilgi okuryazarlığı; kullanıcı eğitimi; üniversiteler; akademik kütüphaneler; Nijerya.

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Introduction

Students need quality information beyond that which is obtainable from the classroom to enhance their academic achievements (Adeleke, 2014). Such information are found in different sources that the library collects, processes, organizes, stores and disseminates to diverse categories of users. In order to efficiently and effectively exploit library resources and services, it is important for students to acquire some knowledge about the workings of the library and learn necessary skills for locating, sifting, evaluating and using information sources. These knowledge and skills are taught and learnt in *the Use of the Library* in universities in Nigeria.

The Use of the Library is a vital component of the General Studies Programme in academic institutions in Nigeria. It is an information literacy delivery approach aimed at making students life-long learners. Information literacy, according to the American Library Association (ALA) (2001), is "the ability to identify information needs, access and evaluate appropriate information and communicate effectively to meet those needs." Information literacy has become necessary because of the increasing number of information sources and media as a result of the advances in information and communication technologies (ICT). Information users are often overwhelmed by the volume of data they confront in the cause of searching in the ICT-driven environment and sources hence; it has only become practical for them to acquire and possess information literacy skills.

The ultimate goal of information literacy is to empower individuals to become life-long learners and to enable them to apply knowledge from the familiar environment to the unfamiliar. Information literacy comprises various aspects, namely: Library literacy, computer literacy, media literacy and technology literacy. Others are critical thinking, ethics and communication literacy. The emphasis of the present discussion revolves around library literacy which entails instructions on effective and efficient use of library information resources and services.

The Use of the Library is a library literacy programme approved by the National Universities Commission (NUC) of Nigeria to equip fresh students with basic knowledge of the operations and services of their university libraries. The programme assists students to:

1. Demonstrate profitable use of library resources and services in any format;
2. Effectively and efficiently locate and retrieve information from different sources;
3. Skillfully analyse and evaluate information sources and media;
4. Understand the rules and regulations guiding operations of the library;
5. Be familiar with modern information technologies relating to library resources and services; and
6. Ultimately, become life-long learners.

The course is delivered variously from institutions to institutions either as stand-alone or as component part of the *Use of English* course. The National Universities Commission (NUC) mandated the inclusion of information literacy in undergraduate education curricula by recommending a 2-unit course titled “use of the library, study skills and ICT” for year one students of Nigerian universities (NUC, 2007).

This paper evaluated the fitness of the *Use of the Library* as taught in private universities in Nigeria to make undergraduates life-long learners. The private university is a recent initiative designed to address the perennial problem of incessant closures of state-owned universities occasioned by students’ unrest and work-to-rule actions of both academic and non-academic members of staff that has bedeviled university education in Nigeria. More importantly, the initiative is to provide more opportunities for secondary school leavers who seek undergraduate admissions, which the overstretched facilities of public universities could not accommodate. Major religious organizations in Nigeria have keyed into this initiative since 1999 and established fee-paying private universities which are referred to as faith-based universities in this study. As institutions licensed by NUC to award academic degrees, they are constrained to follow the minimum academic standards for undergraduate programmes which recommended a 2-unit course titled “use of the library, study skills and ICT” for year one students of Nigerian universities (NUC, 2007).

It is therefore just pertinent to evaluate the content/curriculum of this course in the faith-based universities to gauge its relevance to make undergraduates life-long learners who will be able to independently identify, locate, retrieve, evaluate and use the information for desired purposes. Relevance is conceptualized to mean the general suitability, appropriateness and robustness of the course content, its mode and period of delivery to impart the necessary knowledge and skills required by undergraduates to effectively and efficiently use information continually even after school. Continual use of information with little or no assistance to perform tasks and make decisions makes a life-long learner or information literate individual. The extent to which *the Use of the Library* can achieve this among undergraduates in faith-based private universities is referred to as the course’s fitness.

This study, therefore, attempts to answer the following research questions:

1. Is the *Use of the Library* curriculum in faith-based private universities in Nigeria fit for making students lifelong learners?
2. Is the period of delivery of the *Use of the Library* sufficient to make students lifelong learners?
3. Is the mode of delivery of the *Use of the Library* appropriate to make students lifelong learners?

Literature Review

Learning occurs in a range of intended and unintended ways. Intended learning occurs in the classrooms and other controlled settings. It is guided by the endorsed curriculum; which is a description of what, why and how students should learn; thus, not an end in itself but a means to an end (Stabback, 2016). The curriculum, according to Stabback (2016), represents a conscious and systematic selection of knowledge, skills and values: a selection that shapes the way teaching, learning and assessment processes are organized by addressing questions such as what, why, when and how students should learn.

The achievement of the goals and objective of *the Use of the Library* as a course work depends solely on its curriculum which depends largely on teachers/lecturers of the course who are the creators, mediators as well as transmitters of the knowledge (Facer, 2009; Thomas, 2011). The ultimate indicators of curriculum success, no doubts, are the quality of the learning achieved by students and whether and how students use the learning for their personal, social, physical, cognitive, moral, psychological and emotional development and to bring about constructive social change (Stabback, 2016). A good use of library curriculum should, therefore, be inclusive and above all, future-oriented to make students competent in critical thinking, problem-solving, and ultimately, life-long learners via the ability to locate, retrieve, process, evaluate and use information and information materials.

The quality of schooling in *the Use of the Library*, especially in this era of information explosion, should be reflected in a curriculum that is not only high in relevance, but also in currency and adequacy (Stabback, Male, & Georgescu, 2011; Stabback, 2016). These, alongside consistency, practicality, effectiveness and sustainability are useful indicators of a quality curriculum (Stabback, 2016). A relevant curriculum is that which is led by curriculum professionals, planned and systematic, inclusive and consultative, cyclical in nature, well organized and structured, comprises high quality, relevant and appropriate content and contributes to the development of competence (Stabback et al., 2011; Daggett, 2014; Stabback, 2016).

An engaging and flexible curriculum of *the Use of the Library* has a significant impact on students to become life-long learners (Desforjes & Abouchar, 2003). It can inculcate in students the essential information literacy skills needed to survive in their chosen field of knowledge including: ability to locate, retrieve, process, evaluate and use information effectively and efficiently. However, Rasaki (2009) had observed that there were discrepancies in the teaching of *the Use of the Library* in Nigerian Universities. He noted that while some offer it as a credit-earning course, some only have library orientation; while some others cluster it with other general study courses. Although, the course is offered as a credit-earning course in most universities, Rasaki noted that the time and space allotted to the course are not always sufficient to achieve the desired results.

The ultimate goal of *the Use of the Library* as an information literacy approach is to make students lifelong learners. Lifelong learning, according to the 2009 Belem Framework for Action, is ‘the philosophy, conceptual framework and organizing principle for education in the 21st Century’ (The Belem Framework, 2011). It means that if education in the 21st Century would respond effectively to challenges posed by the rapid and constant changes which characterize the age and its development, learning will have to take place throughout life (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2014).

Lifelong learning refers to the acquisition, renewal and change of all sorts of information and skills throughout an individual's life (Demirel & Akkoyunlu, 2017). It is necessary for individuals to adapt to their environment for survival; therefore they need to acquire knowledge, attitudes and technological abilities required to achieve this (Guay, Morin, Litalien, Valois, & Vallerand, 2015). Botha and Makoelle (2012) assert that lifelong learning comprises formal and informal learning activities that occur in various environments with the aim of enhancing personal knowledge, skills, affections and abilities for career development, life adjustment and innovative responses. It also promotes social progress and national development (Pérez & Murray, 2010).

Breivik (2000) enthused that information literacy is a basis for lifelong learning in this era where information increases exponentially and the technologies to access them change rapidly. This has aroused researchers' interest in the topics of information literacy and lifelong learning as observed by Dudziak (2007) in Latin America. This is because the two concepts were considered essential tools for building strong democratic structures in the region.

In their study of the effects of teachers' information literacy on lifelong learning and school effectiveness, Feng and Ha (2016) found a significant positive correlation between information literacy and lifelong learning. Similarly, Demirel and Akkoyunlu (2017) found information literacy to be significantly correlated with lifelong learning tendencies among teachers in University of Ankara, Turkey. Apart from a chapter in a book titled “Information Literacy and Lifelong Learning: A Review of Literature” by Tella (2016) that reviewed literature on the relationship between information literacy and lifelong learning, there is a dearth of empirical reports of any research about these concepts in Nigeria.

As lifelong learners students should possess the following skills as recommended by Demirel and Akkoyunlu (2017):

- i. Reasoning and analytical skills;
- ii. Ability to integrate information from diverse disciplines to synthesize new concepts upon which to draw and carry out reasonable action plans;
- iii. Effective communication skills suited to the message and the audience;

- iv. Ability to use computers and even other devices still to be invented; and
- v. Social skills to communicate and work with people of diverse cultures and expertise.

But does *the Use of the Library* programme in Nigerian universities meet these expectations? The NUC benchmark minimum academic standards for undergraduate programmes in Nigerian universities of April 2007 provided that undergraduates should offer general studies courses in partial fulfillment of the requirements for the award of bachelor degrees in any discipline. The fourth and fifth objectives, as stated in Section 1.7.2 of the document were tailored towards making the students lifelong learners by implication. The fourth objective is “exposing graduates of Nigerian Universities to the rudiments of ICT for computer literacy and ability to live usefully in this ICT age,” and the fifth objective is “preparing students for a post-university life with opportunities for job creation and entrepreneurial skills”. In order to realize these objectives, the document recommended a 2-unit course (GST 121) titled “Use of Library, Study Skills, and Information Communication Technology (ICT)” to be offered by the universities at 100 levels.

Apparently, from the foregoing, the NUC has the after-school life of the students in mind but are the contents of GST 121 adequate enough to achieve these goals? Likewise, are the methods and periods of course delivery appropriate to make the students lifelong learners? These are the puzzles the current study is set out to unravel.

Methodology

The study adopted a qualitative approach using content analysis of curriculum and other related materials for teaching the *Use of the Library* in faith-based private universities in Nigeria. The essence is to determine the fitness of the programme in Nigerian universities to make students lifelong learners. To achieve this, the content of the course was benchmarked against the five information literacy skills expected to be possessed by lifelong learners namely: ability to identify, ability to locate, ability to retrieve, ability to evaluate and ability to effectively use information (ALA, 2001).

The course description for GST 121 (Use of Library, Study Skills and Information Communication Technology (ICT)) in the NUC Benchmark Minimum Academic Standards for Undergraduate Programmes in Nigerian Universities (2007) Section 1.7, page 19 was used to benchmark the information literacy skills expected to be taught by the course. The document was used because it is the minimum standard expected to be met by every university licensed by the NUC of Nigeria. There are 21 topics in the course description and each of them is expected to teach an information literacy skill or sets of skills. For example the course contents benchmarked against ability to identify information include *types of libraries, using library resources*. Similarly, the contents targeted for equipping students with the ability to retrieve information include *understanding library catalogues, understanding classification of library resources and the*

use databases. Meanwhile, the contents benchmarked for the ability to use information effectively are issues on copyright and its implications, bibliographic citations and referencing styles and computer skills. The topics were compared to what was available in the curricula of the universities selected for the study. The presence of the topics in the use of the library curriculum of a university indicated that it was fit for life-long learning.

The course outlines of the *Use of the Library* of ten faith-based universities in Nigeria were perused and analysed with respect to the NUC BMAS to determine their relevance, adequacy and up-to-datedness to equip the students with the skills of a lifelong learner. The universities are Redeemer's University, Ede, Covenant University, Ota, Landmark University, Omu-Aran, Bowen University, Iwo, Fountain University, Osogbo. Others are Joseph Ayo Babalola University, Ikeji-Araakeji, Ajayi Crowther University, Oyo, Babcock University, Ilishan-Remo, Al-Hikman University, Ilorin and McPherson University, Ogunmakin.

The coordinators of the courses in the universities were interrogated via telephone calls to establish the status of the course either as a stand-alone or a component of another general studies course; and its duration of delivery in terms of weeks, semesters or sessions. The contents were examined for the presence topics like information sources and resources, information searching and retrieval techniques, evaluation of information sources, ICT, internet and other related items in their outlines. The investigation spanned four weeks.

Results

The status of the course, *the Use of the Library*, in the universities studied was interrogated from the course outlines and the finding is presented in Table 1. As shown in the table, except for Redeemer's University, all the universities had the course as a standalone programme. The course is offered by 100 levels students in the first semester as a two-credit unit compulsory course and it is usually taught by Librarians. Also, the titles in the various universities of the course reflect the use of library, computer literacy and information communication technology use. It's only in Bowen University where the term "Information Literacy" was specifically used as course title. Moreover, majority of the institutions adopted the title suggested for the course in the NUC BMAS except for a few with slight modifications e.g. Ajayi Crowther University, Oyo which left out study skills and replaced ICT with computers. Also, Babcock University, Ilishan left out ICT but retained "use of library" and "study skills". However, two universities, Bowen and Fountain, adopted different titles entirely.

The duration of the course in nine of the universities is one full semester. In these universities students are taught for two hours in a week but without hands-on experiences. In Redeemer's University, Ede, the course is taught for six weeks in the

first semester as part of the Use of English course. However, this is complimented with other informal training sessions organised by the Library to teach students at all levels on use of electronic resources and the online public access catalogue (OPAC). Such trainings are handled by the Information Literacy unit of the Library and they are aimed at ensuring effective and efficient use of the electronic databases of books and journals within and outside Redeemer's University. The trainings have made the Library to enjoy the goodwill of its patrons; thereby increasing the traffic to the University's website where majority of the electronic resources are hosted.

The classroom approach is the most popular method of course delivery in all the universities studied. In the classrooms, teachers engage students in face-to-face interactions which involve dictations and taking of notes. The instructors have prescribed textbooks for the course in most of the universities however; some of them like Redeemer's University, Ede, have institutional textbooks developed for its teaching which are distributed to the students as part of their registration packages at assumption of studentship.

Table 1. Status of the Use of the Library in Faith-based Universities in Nigeria

Name of University	Course Title	Status of the Course	Number of Academic Credit Units
Al-Hikman University, Ilorin	Use of Library, Study Skills and Information Communication Technology	Standalone and compulsory	2
Ajayi Crowther University, Oyo	Use of Library and Computers	Standalone and compulsory	2
Babcock University, Ilishan	Use of Library and Study Skills	Standalone and compulsory	2
Bowen University, Iwo	Information Literacy	Standalone and compulsory	2
Covenant University, Otta	Use of Library, Study Skills and Information Communication Technology	Standalone and compulsory	2
Fountain University, Osogbo	Introduction to Library and Information Technology	Standalone and compulsory	2
JABU, Ikeji- Arakeji	Use of Library and Communication Skills & ICT	Standalone and compulsory	2
McPherson University	Use of Library and Study skills	Standalone and compulsory	2
Landmark University, Omuaran	Use of Library, Study Skills and Information Communication Technology	Standalone and compulsory	2
Redeemer's University, Ede	Use of English and Communication Skills	Component of the Use of English and compulsory	2

A scrupulous review of the contents of the Use of the Library revealed that there is a slight difference in the topics taught by instructors in all the universities studied. Table 2 presents the outlines of the course in each of the universities with only two not available as at the time of completing this paper. Apparently, the outlines are similar to that of GST 121 as recommended in the NUC BMAS. The outlines suggested that students should be taught about the history and types of libraries, types and uses of library information resources, arrangement of library resources and use of catalogues, and development and use of ICTs.

The outlines also show that the courses emphasized familiarization of the students with the institutions' library services, resources and operations because almost all of them treated library rules and regulations as a module of the course. The implication is that the use of library programme in Nigerian universities is more or less limited to equipping students to use the institutional library facilities effectively.

Covenant University, Otta and Landmark University, Omu-Aran have similar outlines for the use of library course because they are owned by the same parent organization. The course outlines in these two institutions are at variance with the suggested topics in NUC BMAS. There is more emphasis on computer literacy than library literacy in the outlines of Landmark and Covenant Universities.

The Information Literacy, as the use of library course at Bowen University is called, has a completely different content from the NUC BMAS although the context may be similar. It emphasized more on material contents of library resources, how to access and make use of information resources. It could be concluded that the goal of the course at Bowen University is to make the students information literate as the course title has reflected.

Table 2. Contents of *the Use of the Library* in Faith-based Universities in Nigeria

Name of University	Course Outline
Al-Hikman University, Ilorin	Brief history of libraries, library and education, university libraries and types of libraries, study skills (reference services), Types of library materials, using library resources including e-learning, e-materials, etc, understanding library catalogues (card, OPAC), and classification, Copyright and its implications, Database resources, Bibliographic citation and referencing. Development of modern ICT, Hardware technology, input devices, storage devices, output devices, communication and internet services, Word processing skills, etc.
Ajayi Crowther University, Oyo	Definitions of the library, Types of libraries, Sections of the library, Library services, Specialized services, Information carriers, Copyright, Basic reference sources, Understanding library catalogues, Classification, Library and user education.
Babcock University, Ilishan	Not accessible
Bowen University, Iwo	Concept of information, Organization of information, Information access and retrieval tools, Reference sources, Periodical literature, Introduction to electronic databases, Legal issues of information use, Introduction to web searching, Information problems solving Practical sessions.
Covenant University, Otta	Copyright issues, Citation and citation formats, Improving listening and note-making skills, Internet and online databases, Spreadsheet principle of operation, Introduction to MSExcel 2010, Working with formulae and functions.
Fountain University, Osogbo	Brief history of libraries, library and education, university libraries and types of libraries, study skills (reference services), Types of library materials, using library resources including e-learning, e-materials, etc, understanding library catalogues (card, OPAC), and classification, Copyright and its implications, Database resources, Bibliographic citation and referencing. Development of of modern ICT, Hardware technology, input devices, storage devices, output devices, communication and internet services, Word processing skills, etc.
JABU, Ikeji- Arakeji	The Library, Types and roles of libraries, Organization of library materials, Cataloguing and classification, How to locate books in the library, Reference department and its services, Guides to published information, Current awareness services and tools, Library rules and regulations, Application of ICT to libraries.
McPherson University, Landmark University, Omuaran	N/A
Redeemer's University, Ede	Copyright issues, Citation and citation formats, Improving listening and note-making skills, Internet and online databases, Spreadsheet principle of operation, Introduction to MSExcel 2010, Working with formulae and functions.
	Concept of the library, Types of libraries, Types of library resources, Understanding library catalogues (OPAC), and classification, Introduction to electronic databases, Information access and retrieval tools, Introduction to web searching

Discussion

In response to the first research question for the study, the review of the course outlines of the universities against the NUC recommended curriculum has shown that they are relevant and appropriate for making students lifelong learners. The curricula of the *Use of the Library* in all the universities have the necessary ingredients to impart the five major information literacy skills namely: ability to locate information, ability to evaluate information, ability to access information, ability to retrieve information and ability to use information to achieve set goals. Therefore, the course could be adjudged fit to inculcate in students essential skills needed to survive in their chosen field of knowledge and career path. This supports Stabback's (2016) assertion that quality curriculum will guarantee quality learning. This is an indication that professionals were involved in the development of the curricula and that inclusive, consultative and systematically planned procedures were engaged in the developmental process.

The second research question addressed the sufficiency of the delivery periods. The study found out that majority of the faith-based universities offered the course for a whole semester of at least 13 weeks. Since learning has to be throughout life (UNESCO, 2014), teaching information literacy for just one semester out of a minimum of eight semesters for a typical undergraduate programme may be inadequate. This corroborates Rasaki's (2009) finding that "the time and space allotted to the course are not always sufficient to achieve the desired results". Similarly, offering the course in the first year may be ill-timed because the fresh undergraduates are just settling down and they may not be able to appreciate its essence to the extent of giving it the necessary attention required. Personal experience as instructors of the *Use of the Library* has confirmed that majority of the fresh students view the course as just another course they must offer and pass to fulfill graduation requirements.

With this attitude it may be difficult for them to acknowledge and appreciate the information literacy capabilities of the course to the point of exploiting it to become lifelong learners. Therefore, it could be appropriate for universities to review their policy on the timing of the delivery of the course and shift it to a more conducive period when the fresh students would have settled down and in the right frame of mind to understand its essence to transcend just having a degree. Moreover, the universities could tinker with the idea of complimenting the delivery of the course at 100 levels with frequent information literacy training sessions throughout their studentship. At such sessions, the trainers, who are information professionals, would familiarize the students with various strategies for accessing and retrieving information from remote locations in a networked environment. When this is done consistently for their entire studentship in the university they are bound to imbibe the skills and sure to engage them in their afterschool life. This approach is employed at Redeemer's University, Ede and that explains why the *Use of the Library* is taught for only six weeks in the Institution.

The mode of delivery of the *Use of the Library* is also another issue addressed in this study. It was deduced from interrogation of the instructors that the traditional face-to-face classroom approach is the main method of course delivery in all the universities. From personal experience as an instructor, this may not be effective enough to make undergraduates lifelong learners because, as Rasaki (2009) observed, the time and space allotted are not always adequate. The classes are usually very large and necessary infrastructure for effective delivery, such as public address systems and projectors are always lacking. Therefore, many of the learners are not reached. This mode of delivery is also characterized by truancy and absenteeism on the part of the students. When the students come at all, they have been observed to pay little or no attention to the instructors. Some have even been found to be playing with hand-held electronic devices while lectures are on course. This attitude is very much counterproductive to the aim of imparting lifelong learning skills to the students.

In order to mitigate this full integration of the course delivery with information communication technologies (ICTs) is germane. Institutions could exploit the burgeoning ICT culture among students and use this platform they are familiar with to deliver course contents not limited to the *Use of the Library*. This is likely to guarantee a change of attitude towards pedagogy and make students lifelong learners.

Recommendation

The study has shown that the curricula of the *Use of the Library* in faith-based universities in Nigeria are appropriate for making undergraduates lifelong learners. However, the same could not be said about the periods and modes of delivery of the course. In the light of this deficiency, the following recommendations are offered in order to assist the universities to achieve the ultimate goal of making their would-be graduates lifelong learners:

1. The teaching of the *Use of the Library* should be complimented with frequent information literacy training at all levels of every academic programmes in the universities,
2. Information literacy skills training should be made mandatory for all students in their penultimate years of graduation by including it in research methodology courses,
3. Use of ICTs should be integrated with the delivery of course for better appreciation of the students, and
4. Instructors should be trained from time to time in order to be abreast of new trends in information literacy and its modes of delivery.

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