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Adoption and Use of Information and Communication Technologies (ICTs) in Library and Information Centres: Implications on Teaching and Learning Process

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Abstract

This chapter discusses ICTs adoption and use in libraries and its implication on the educational systems. The survey method is used; data is collected with the aid of questionnaires. The purpose of the study is to find out the present state of ICTs in libraries in Nigeria, the areas where ICTs have impacted the library and educational system, opportunities of ICTs adoption and use in libraries, challenges of ICTs adoption and use in libraries, and remedies to the challenges for effective ICTs adoption and use in libraries. Five universities, each from South-South and South-West Nigeria, are used for the study. The findings reveal that the libraries have adopted and are using ICT facilities for their functions and services. It also reveals that ICT facilities in libraries have impacted the educational systems in several ways. The chapter recommends that government should fund libraries adequately for effective and efficient service delivery.

Chapter Preview

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Introduction

Information and Communication Technologies (ICTs) adoption and use in libraries and information centres simply put implies the application of computers and others communication technologies such as scanners, printers, mobile phones, Internet and so on in libraries and information centres to assist in performing routine activities and render services to users. The routine activities may include selection of materials, acquisition, processing, dissemination and preservation of information materials. The adoption and use of ICTs in libraries and information centres has imparted positively in several ways on service delivery to the users. Academic libraries are established in institutions of higher learning. Their main objective is to support the curriculum of their parent institution, which is the teaching and learning process. The adoption and use of ICTs in libraries and information centres has imparted positively on the standard of teaching and learning in institutions.

Chisenga, (2004), stressed that the adoption and use of information and communication technologies (ICTs) has resulted in the globalization of information and knowledge resources. Bibliographic databases, full-text documents, and digital library collections are always available to users, thereby improving the quality of teaching and learning.

The problems contributing to the digital divide are currently being addressed via hundreds of projects implemented by a multitude of governmental and non-governmental organizations around the world (United Nations, 2003). Norris (2001) opines that the notion of the global digital divide relates to the disparities in ICT use between people living in different parts of the world. Information and Communication Technology (ICT) includes technologies such as desktop and laptop computers, software, peripherals and connections to the Internet that are intended to fulfill information processing and communications functions (Statistics Canada, 2008). In order to support the country's ICT master plan and in line with the country's drive to fulfill Vision 2020, the education system has to be transformed (Chan, 2002). One of the efforts that can be made for this transformation is by the full utilization of libraries and information centers. Students go to the libraries to study, to complete their homework and tasks, to find information, and also for leisure. The libraries provide information and services that are fundamental to function successfully in today's information and knowledge-based society, which equip students with information literacy skills and help them develop life-long learning habits, enabling them to be knowledgeable and responsible citizens (Fadzliaton & Kamarulzaman, 2010). It is evident that if libraries/information centers operate a system allowing student access on a need basis, and by providing the quality and variety of resources, including ICT provision, these significant factors will enhance teaching and learning process. (Islam & Islam 2006)

Maruthi and Nagaraja (2011). (ICT) is used in libraries for selection, acquisition, storage, processing and dissemination of information. They further explained that libraries and information centers have been using ICT based information resources and services to improve teaching and learning in our educational system. And that the use of information and communication technology has become increasingly important in teaching and learning process. ICT based resources and services enable the library and information centres to render services at accelerated pace. This is made possible through E-journals, CD-ROM databases, online databases, e-books, Web based resources and a variety of other electronic resources by complementing the traditional methods of librarianship that is characterized with prints collections and manual service delivery. To buttress this point, Akpoghome and

Idiegbeyan-ose, (2010) explained that the establishment of digital libraries in institution of higher learning in Nigeria has made research work easier and interesting.

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