ATTITUDE OF SECONDARY SCHOOL TEACHER- LIBRARIANS TOWARDS INFORMATION TECHNOLOGY (IT) FOR EFFECTIVE INFORMATION DELIVERY IN ENUGU STATE SECONDARY SCHOOLS

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Abstract

This paper investigates the attitude of secondary school teacher librarians towards information technology (IT) for effective information delivery in Enugu State. A descriptive survey research design was adopted to gather information from fifteen (15) teacher librarians from fifteen Secondary Schools in Enugu State. The research questions were analyzed using frequency counts, percentages and mean scores. Findings reveal that there is a remarkable availability of information technology resources in the secondary school libraries investigated. The findings also showed that there are a good number of training programmes available for teacher librarians. In addition, it was gathered from responses that the audio visual skills and multimedia skills are not available for training programmes. The attitude of teacher librarians towards information technology is quite positive and encouraging. Lack of confidence was reported as a major problem teacher librarians face in information technology training. Other challenges include epileptic power supply, insufficient support, and inadequate supply among others. It was recommended that the school management should empower the teacher-librarian to develop their knowledge and skills both individually and collectively and also encourage teacher librarians to mentor and guide students in learning process rather than simple presenter of knowledge and keeper of libraries.

Keywords: Attitude, Teacher- Librarians, Information Technology

Introduction

The advancement in innovative and information technologies has provided new possibilities and challenges for the teacher librarians. Information technologies (ITs) are electronic technologies used for accessing, processing, and disseminating information. In the views of Ibrahim (2011), technology is the infrastructure used to create, store, transmit or share information. With the growth in the need for information and access, there's a strong challenge for schools to shift from the traditional method to the knowledge and skills of possible continuous learning. The new technologies for the generation, distribution, processing, teaching and storage of information have brought changes in the nature and format of information and in the effective delivery of information as well. Computer-assisted

instruction tools, such as tapes, videos, computers, CD-ROMs, internet, on-line database, e-mail are applied in education. In response to the technological change, school libraries become the information centre of the school. Today's educators use technology to access information. Therefore, the teacher librarians play an important role in this trend, supporting teachers as they learn about information technologies.

Invariably, the rapid growth in information Technology has placed more demands on the teacher-librarian to learn and acquire skills on how to use the technologies in the course of teaching and dissemination of information. These challenges in the views of Carison and Gadio cited in Enakire and Ogheneruemu (2012), push teacher-librarians to continuously retrain themselves and acquire new knowledge and skills while maintaining their job. In other words, the teacher-librarians should prepare for the information age by bringing computers and computer-related materials into the school libraries and by becoming competent in the new technology.

To help teacher librarians conquer these challenges, training is paramount. Baro and Casials (2003) are of the idea that training should provide teacher-librarians with the following: knowledge and comprehension of culture diversity, knowledge of learning methodology and educational theory, knowledge of information skills, and ways to use information, knowledge of materials which constitute the collections of the library, and of access possibilities, knowledge of literature, means and culture for the youth, knowledge in the field of management/ marketing and knowledge and skills in the field of information technologies. The skills and competencies required by the teacher librarian in the use of information technology are wide ranging. They include but not limited to basic computer skills, library automation, visual information skills, internet searching, multimedia skills, audio visual skills, information management, online cataloguing and classification and so on. They have to equip themselves with the required knowledge and skills to meet the needs in the digital age. Therefore, training is a necessity for teacher-librarians and calls for implementation of training programmes into the school curriculum for teacher librarians.

The implementation of information technology in the school library depends largely on the attitude of the teacher librarian toward information technology. Attitudes play important part in affecting behaviour and must therefore, be taken into consideration in managing staff, especially during processes of change and innovation (Spacey, Guilding and Murray, cited in Eguavoen 2011). According to these, the authors conclude that attitudes are

can be influenced. However, teacher-librarians may have different feeling and attitudes towards the training. It is based on this that the researchers have dimed it necessary to conduct a research to determine their attitudes towards information technology among teacher-librarians in secondary schools in Enugu urban,.

Research Questions

1. What are the types of information technology facilities available in secondary school libraries in Enugu Urban?
2. What are the training programmes available **fo**r teacher librarians in secondary school libraries in Enugu Urban?
3. What is the attitude of teacher librarians towards Information Technology in secondary school libraries in Enugu Urban?
4. What are the factors affecting the attitude of teacher librarians towards information technology utilization in secondary school libraries in Enugu Urban ?

Literature Review

In the Nigerian school system, teacher-librarians can be referred to as qualified teachers who, in addition to their teaching qualification, have a degree, diploma, or certificate in librarianship. According to ASLA cited in Alkasm (2014), teacher librarians are information specialists who work collaboratively with classroom teachers in planning, teaching, and evaluating students. They are important due to their combined knowledge of teaching curriculum, library and information management. On the other hand, a school library is a learning laboratory providing all types and kinds of instructional media essential for the optimum support of the educational programme, providing opportunity for student to work with ideas intelligently, intensively, and exclusively Davies cited in Kapepiso(2012).

Traditionally, teacher-librarians were considered the authority in schools for literature and reading needs (Braxton 2008). In the view of Rosenfeld cited in Schroeder (2010), Teacher-librarians provides support for school literacy programs, encourage the love of reading and nurtured lifelong reading habits by providing access to print collections and promoting independent reading. Although information literacy and inquiry-based learning are vital roles for teacher-librarians, Braxton (2008) indicates that it is essential that their roles also include the fostering of reading in students.

The training of teacher-librarians is essential for effective functioning of school libraries and information society in general. The teacher-librarian need to know the basic and professional skills which include the selection of relevant documents and materials for the school library, organize them and have strong control over their circulation and use in other to achieve the goals of the school. Kapepiso (2012) opined that most teacher librarians are assumed to have little or no on-the-job training in the field of librarianship. This is sometimes due to the problem of staffing because usually one teacher librarian manages the library alone.

For information technology to be successful, teacher librarians need a positive attitude. Attitude is the state of mind of an individual. According to Alkasim (2014), it may be defined as a tendency to feel and behave in a particular way towards objects, people or events. Attitude refers to one's positive or negative judgment about a concrete subject. Attitudes are learnt; they are mouldable and may change with experience of the stimulus objects and with social rules or institutions (Binder & Niederle, 2007). Attitudes toward ICT usage have been defined as a person's general evaluation or feeling towards ICT and specific computer and Internet related activities (Smith, Caputi, & Rawstone, 2000 cited in Abedalaziz, Jamaluddin and Leng (2013). Information Technology does not have an educational value in itself. It becomes important when teacher librarians use it in learning-teaching process. If teacher librarians' attitudes are positive toward IT then they can easily provide useful insight on the use of IT in teaching and learning processes. Positive computer attitudes are expected to foster the use of IT in the classroom (Beckeretals, 2004).

A person's attitude toward a computer is influenced by a variety of aspects, e.g., computer confidence, subject area and years of computer usage (Teo, 2008), age and gender (Kutluca, 2010). For instance, Cavas, Cavas, Karaoglan, & Kisla, (2010) explored Turkish primary science teachers' attitudes towards ICT in education and (then) the relationship between teachers' attitudes and the factors related to teachers' personal characteristics (gender, age, computer ownership at home, and computer experience). The questionnaire was developed by researchers and administered to 1071 science teachers. The results indicated that the Turkish science teachers have positive attitudes toward ICT; no gender differences have been traced in their attitudes towards ICT but differences were found in terms of their age, their computer skills (experience) and their ownership of computers at home.

There are certain factors that are responsible for the attitude of teacher librarians towards information technology. In the views of Freedman, Sears and Carlmith cited in Alkasim (2014), the factors are teacher librarians' attitude to the use of IT, competence of IT, anxiety, and accessibility to technology. Furthermore, among the factors that influence successful attitudes towards information technology are their attitudes and beliefs (Keengwe and Onchwari (2008). According to Braunt cited in Bordbar (2010), teacher librarians' computer competence is a major predictor of integrating IT in teaching. Evidence suggests that majority of teachers who reported negative or neutral attitude towards IT in teaching and learning processes lacked knowledge and skills that would allow them to make "informed decision" (Bordbar, 2010). Therefore teacher librarians feel reluctant to use computer if they lack confidence. "Fear of failure" and "lack of IT knowledge" Balanskat, Blamire, and Kafal(2007) have been cited as some of the reasons for teacher librarian lack of confidence to use IT in their teaching. In the views of Alkasim (2014), one clear obstacle that teacher librarians face towards information technology is their computer skill, in particular, operating the mouse and interpreting the navigation information on a screen.

Research methods

The research design adopted for this study was the descriptive survey. Questionnaire and observation checklist were used to collect data for the study. The questionnaire for the respondents had six sections. Section A was on the background of the respondents which solicited information for name of School, Sex and qualifications. Section B of the questionnaire covered question on the types of information technology available in the secondary schools under study. Section C had question on available IT training programmes for Teacher-Librarians. Section D dealt with attitude of teacher librarians towards information technology and lastly section E had questions on the factors affecting attitude of teacher librarians towards information technology. The observation checklist was specifically used to identify IT facilities available in the school libraries studied. Fifteen schools were randomly selected from the three local governments in Enugu Urban (Enugu East, Enugu South and Enugu North). These Schools are public, mission and private Schools. A self administered questionnaire was sent to a total of 15 teacher-librarians from the secondary schools under study. The schools are Government Secondary School Enugu, Graceland Collage, Enugu, Collage of the Immaculate Conception, Enugu, Queens School, Enugu, Nike Grammar School, Enugu, Spring of Life Intl School, Enugu, Holy Rosary Collage, Enugu, University Secondary School, Enugu, Union Secondary School, Awkunanaw, St Patrick

Secondary School, Emene, Annunciation Secondary School, Emene, Good Shepherd Secondary School, Enugu, Solid Base Secondary School, Enugu, Community Secondary School, Ugwogo Nike and Pinnacle Model Collage Enugu. The data was collected and analyzed using percentages and mean scores and represented in tables.

Results and Discussion

Research Question 1

What are the types of information technology facilities available in the secondary school libraries?

Table 1: Mean Responses on the type of Information Technology available in the school Libraries.

S/no	Types of Information Technology	SA	A	SD	D	Mean	Decision
1	Computers	10	5	-0	0-	4.33	Available
2	Television	5	1	-0	9	2.13	Not Available
3	Photocopier	10	3	-0	2	4.4	Available
4	Scanner	11	4	-0	-0	3.73	Available
5	Printer	12	3	-0	-0	3.8	Available
6	Projector	5	5	-0	5	2.67	Available
7	CD-ROM	11	3	1	-0	3.67	Available
8	VCD/DVD player	5	1	9	-0	2.73	Available
9	Internet facility	14	1	-0	-0	3.93	Available
10	Radio	2	-0	13	0-	2.27	Not Available
11	Video camera	2	-0	-0	13	1.4	Not Available

Going by the ratings in table 1, the available information technology devices available in the school libraries studied are photocopier (4.4) ,computers (4.33) , internet facility (3.93), printer (3.8), Scanner (3.73), CD ROM (3.67),) and VCD/DVD player (2.73). Other devices such as television etc could be said to be limited.

From the findings in this study, it is interesting to see a remarkable availability of information technology resources in the secondary school libraries investigated. The implication of this finding is that the introduction of information technology in these secondary schools will have a great impact on the role of the teacher librarian. This is in line with the views of Shannon (2001), who observed that the introduction of computers for

automation; management; and information storage, access and retrieval has had a major impact on the set of skills school library media specialists need to function effectively.

Research Question 2

What are the available Information Technology training programmes for teacher-Librarians in your School?

Table 2: Available Information Technology Training Programmes for Teacher Librarians.

S/no	Training Programmes	A(%)	(NA)%
1	Online Cataloguing and Classification	11(73%)	4(27%)
2	Basic Computer skills	12(80%)	3(20%)
3	Library automation	9(60%)	6(40%)
4	Organization of information	14(93%)	1(7%)
5	Visual information	9(60%)	6(40%)
6	Internet Searching	14(93%)	1(7%)
7	Audio visual skills	5(33%)	10(67%)
8	Preservation and reservation programme	9(60%)	6(40%)
9	Multimedia skills	3(20%)	12(80%)

Note: A- Available, NA- Not Available.

From the table above, the available training programmes in the secondary schools studied are :online cataloguing and classification (73%), basic computer skills (80%), library automation (60%), organization of information (93%), preservation and reservation programme(60%).On the other hand the following training programmes are not available in the schools studied: audio visual skills (33%) and management skills (20%).

Evidences from the study reveal a great number of Information Technology training programmes for teacher-librarians. The schools studied have a good number of basic training programmes that will equip the teacher librarians with the relevant skills needed in teaching and providing vital information for the students and at the same time enable the teacher librarian to cope with problems in his/her everyday work and that of the student. This is in line with the views of Thenabadu (2002) and Sabolovic (2013). The absence of audio visual skills and multimedia skills as training programmes from the study is a source of worry because the application of these skills in teaching process, increases the students' retention of knowledge and stimulates understanding and attitude thereby making instruction more powerful and immediate.

Research Question 3

What are the attitudes of teacher- librarians towards information technology?

Table 3: Mean responses on the attitude of teacher librarian towards Information Technology.

S/No	Attitude of Teacher Librarians	SA	A	SD	D	Mean	Decision
1	The use of Information Technology stresses me out	3	0	0	12	1.6	Reject
2	Information Technology enhances students training in the Library	12	3	0	0	3.8	Accept
3	The computer is a valuable tool for Teacher Librarians	6	7	2	0	3.27	Accept
4	Information Technology is not conducive for students training in the Library.	1	-0	7	7	1.47	Reject
5	The computer is not conducive to the Teacher-Librarian because it creates technical problems	1	-0	7	7	1.47	Reject
6	Information Technology can't address the needs of the School system	0	-0	2	13	1.13	Reject
7	I can do what the computer can do equally as well	0	1	6	8	1.4	Reject
8	Information Technology gives opportunity to learn more	11	4	0	0	4.0	Accept
9	The use of computer in teaching and learning scares me	0	0	10	5	1.67	Reject
10	Feel compatible with the idea of the information technology as a tool in teaching and learning in the Library.	11	4	0	0	4.0	Accept

Table 4 above indicated the attitude of teacher librarians towards information technology. The finding revealed that the teacher librarians believe that Information Technology enhances students training in the Library(3.8), that the computer is a valuable tool for Teacher Librarians(3.27), that Information Technology gives opportunity to learn more(4.0) and Feel compatible with the idea of the information technology as a tool in teaching and learning in the Library(4.0).

Findings from the study show the positive attitude of teacher librarians towards information technology. This is encouraging and this implies that using ICT in teaching and learning and information dissemination makes teaching and assimilation easy and fulfilling both to the teacher librarian and the students. This concurs with the study carried out by Cavas et al (2010) which indicated that their respondents had a positive attitude towards ICT.

Research Question 4

What are the factors affecting information technology training of teacher- librarians in the Schools?

Table 5: Mean responses on the factors affecting information technology training of Teacher Librarians in the Secondary Schools under study.

S/no	Factors	SA	A	SD	D	Mean	Decision
1	Distance	3	4	3	5	2.33	Reject
2	High cost of embarking on training	4	5	6	0	2.87	Accept
3	Time	0	0	9	6	1.6	Reject
4	No recognition of training by School Authority	3	5	7	0	2.73	Accept
5	Limited training programmes	2	6	7	0	2.66	Accept
6	Poor attitude to training	3	8	4	0	2.93	Accept
7	Inadequate resource	6	4	5	0	3.07	Accept
8	Insufficient support	8	3	4	0	3.27	Accept
9	Technophobia	2	3	10	0	2.47	Reject
10	Lack of confidence	10	2	3	0	3.47	Accept
11	Poor maintenance	6	3	6	0	3.0	Accept
12	Epileptic power supply	7	6	2	0	3.33	Accept
13	Poor infrastructure	6	6	0	3	3.0	Accept
14	Anxiety	0	0	14	1	1.93	Reject

Table 5 shows challenges faced by teacher librarians in information technology training. The items indicated as challenges are lack of confidence(3.47), epileptic power supply(3.33), insufficient support(3.27), inadequate supply(3.07), poor attitude to training(2.93), High cost of embarking on training(2.87), No recognition of training by School Authority(2.73),and Limited training programmes(2.66). Lack of confidence etc scored between 2.47 and 1.6.

One of the greatest factors affecting information Technology training of teacher librarian from the study is lack of confidence. It was noted that this challenge is peculiar with the older teacher librarians who can be referred to as the "Digital immigrants". They form the bulk of the population because the schools studied are quiet old. This concurs with views of Balanskat et al,(2007) and Bordbar, (2010) who noted that teacher librarians feel reluctant to use computer if they lack confidence, fear of failure and lack of IT knowledge .Other challenges revealed in the study are epileptic power supply, insufficient support, inadequate supply, poor attitude to training, High cost of embarking on training, Non recognition of training by School authority, and limited training programmes. These challenges are expected given the poor funding of education generally and neglect of school libraries by the State and

Federal government. From related literature, most of these school libraries get little or no support from the government. Most times they rely on the school management for support which can never be sufficient.

Conclusion/Recommendation

The study examined the attitude of teacher Librarians to Information Technology. The findings indicated the availability of basic information resources in the school libraries. However a great percentage of training programmes are available in the secondary Schools studied. It was observed that there are limited training programmes for Teacher Librarians and this issue should be addressed. The attitude of Teacher Librarians to Information Technology is positive and quiet encouraging. The factors affecting Information Technology training of Teacher Librarians include lack of confidence, epileptic power supply, insufficient support among others. These challenges require quick intervention of the government and School management. Based on these findings, the following recommendations were made:

- The school management should empower the teacher-librarian to develop their knowledge and skills both individually and collectively.
- Encourage teacher Librarians to be mentors guides of students learning process rather than simple presenter of knowledge and keeper of libraries.
- The School Management should find an alternative way to generate power supply such as a standby generator, inverter or solar energy system.
- Regular training of teacher Librarians should be paramount in the activities of secondary schools.
- Teacher librarians should be encouraged to sustain their attitude towards the use of information Technology through sponsorship to conferences and workshops and additional qualification on the use and maintenance of Information Technology.
- Fund should be made available to purchase the necessary information Technology resources for teacher Librarians to carry out their assignments effectively.
- Nigerian School Libraries should be equipped and assisted by government and individuals as well.

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APPENDIX 1

Table 1: Name of Secondary Schools Studied and Number of Teacher- Librarians.

S/no	Schools	No of Teacher Librarian
1	Government Secondary School, Enugu	1
2	Graceland Collage Enugu	1
3	Collage of the Immaculate Conception, Enugu	1
4	Queens Secondary School, Enugu	1
5	Nike Grammar School, Enugu	1
6	Spring of Life Intl School Enugu	1
7	Holy Rosary Collage, Enugu	1
8	University Secondary School, Enugu	1
9	Union Secondary School Awkunanaw	1
10	St Patrick Secondary School, Emene	1
11	Annunciation Secondary School, Emene	1
12	Good Shepherd Secondary School, Enugu	1
13	Solid Base Secondary School, Enugu	1
14	Community Secondary School, Ugwogo Nike	1
15	Pinnacle Model Collage Enugu	1