Management Practices Adopted by Administrators of Children Library Section of College of Education for Enhancing Information and Communication Technology: Implication for Policy and E-Counselling

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Abstract

Management practices adopted by the colleges of education administrators who are primarily posted to children library section in enhancing ICT seem to be poor. The study examined the challenges associated with the management practices. We adopted a descriptive research design. A total of 73 respondents (Seven Children Library Administrators and 66 ICT officers) were used as the study sample. One instrument was used for collection of data. The respondents were administered the instrument with the help of five brief research assistants. Data analysis was completed using mean and standard deviation for research questions and z-test was used to test the hypotheses. The researchers found that library administrators are facing some challenges in enhancing ICT in the Children library sections of Colleges of Education. It was also found that there was no significant difference between the Children library administrators and the ICT officers on the two hypotheses. The researchers concluded that Children library administrators should adopt certain strategies that will curb the challenges facing the enhancement of ICT in Children libraries for the effectiveness of the college libraries.

Keywords: Management practices, Information and Commendation Technology (ICT), Children Library, College of education, Library administrators.

Introduction

Colleges of Education are also part of tertiary institution in Nigeria. Jekayinfa (2012) stated that federal government, established colleges of education because of their realization of urgent need for the indigenous middle–manpower teachers for speedy teacher education take-off in the country. Generally, colleges of education, which are the parent institutions of college librarians houses a lot of departments including preprimary and primary education to produce highly motivated conscientious and efficient classroom teachers. Primary education department

provides teachers with the intellectual and professional background adequate for their assignment. These goals mainly focus on producing quality teachers for our primary schools. However, all these cannot be achieved if these colleges of education do not have a vibrant library.

A College of education is expected to have a functional library which will help it function tea adequately as a teacher training college. Abubakar (2018) sees College of education Library as any library (weather virtual or physical) established and maintained by an academic institution to facilitate information selection, acquisition, organization, storage and dissemination to members of its community regardless of place and time. Hameed (2014) defined academic library as libraries found in higher institutions of learning only. For the purpose of this research, college of education library are libraries (both virtual and physical) established and maintained by tertiary education for the purpose of supporting the school curriculum, teaching, learning, education and research activities of the college for quality education. Colleges of education libraries are established to support the teaching, research and learning activities of the parent organization; an objective which is achieved through a systematic acquisition, storage, organization and dissemination of entire form of recorded and documental information in all fields pertinent to the goals of a college of education (NCCE 2008). This implies that the achievement of any college library lies on the effectiveness of college administrators' management practices.

The importance of management which is the act of organizing, planning, coordinating, directing and controlling the human and material resources of an organization for the achievement of the organizational goals cannot be over emphasized. College library administrators' management practices are very important for effective management practices. Management practices refer to the working methods and innovations that managers use to improve the effectiveness of work systems (Rafael, David, Nelson and William 2021). The researchers see management practices as many different ways to manage an organization, it could be through Management by Objectives (MBO), Delphi technique, training of staff, introducing schemes for improve quality, introducing various forms of new technology, among others. The administrators of College of education who are the provost, deputy provost, registrar, bursar and the college librarian have major roles to play to enhance effective and quality Information and communication Technology (ICT) in the college library, however, the major role falls on the college librarian as the college library administrator.

Library administrator handles both internal and external administrative matters for the library, providing managerial leadership, strategic planning, resource management,

development, and direction of the overall operations of the University library (UO Libraries 2020). The library administrator takes care of the day-to-day administrative operations of the departments in the library for the smooth functioning and effective management of the college library.

Gaur (2013) sees library management as efficient and effective management of material (Information resources), machinery, men and money to meet the objectives of the library, Gaur (2013) emphasized that there are three important roles of a library manager, which are interpersonal role – playing a figure lead with duties of a ceremonial nature, decisional role – solving unanticipated problems, looking for new ideas and adopt them for change, delegating authority, and informational role – perpetually scanning and monitoring information, disseminating information. The library administrator is also in charge of the departments in library which include digital collections and system departments. These departments manage and provide online access to library resources, identify, digitize and preserve information resources of culture, historical, scholarly, educational, community and civic interest. They also provide technology service to library users, staff and community, creating and maintaining the library website (FIU Libraries 2018), Also Elisha and library (2006) stated in their study that libraries use ICT to provide online access to their resources and also to provide online reference services to users. Being in charge of these departments' means seeing to the enhancement of ICT in Children library of colleges of education.

Information and Communication Technology offers opportunities for higher – order thinking and creativity in processing knowledge. ICT is a diverse set of technological tools and resources used to communicate, create, disseminate, store, retrieve and manage information (Blurton 2011). ICT is also seen as the acquisition, processing, storage and dissemination of information through electronic – based combination of computing and telecommunication. This shows that the use of ICT in Children libraries has become inevitable for human survival in this 21st century, and this got o the introduction of digital library. Digital library is a collection of documents, like books, papers, magazines, files organized in an electronic form and available on the internet or on a digital support updated on a daily bases (Acer for education 2021). Digital library is a library which has computers and collaboration tool that connects those computers that anybody can read any concept from any computer. It gives children access to browse online and gather information online for onward research. It also gives children access to online reference services and helps in e-resources, plagiarizing detection services, online user education, online marketing of resources, social media services photocopy and printing services.

Unfortunately, some colleges of education use of ICT in their libraries seem to be poor and this affects the children's academic performance and their reading habit. Umoren (2015) in his separate study reported that introduction of ICT into educational system is a complex, multifaceted process that involves not just the technology, but indeed, enough in nitial capital for acquiring the technology and also the institutional readiness and long–term financing among others. Odoh (2019) also stated that the use of computers and the internet is still in its infancy in Nigeria. It is against this background that the researchers tend to investigate the library administrators' management practices for enhancement of ICT in colleges of education in South East, Nigeria.

Statement of problem

Information and Communication Technology (ICT) in library plays a very important role in allowing children remote access to educational content. For colleges of education to be relevant and become a prime centre of academic excellence, there is need for enhancement of ICT in the Children libary through the Library administrator's management practices. This is in consideration of their roles in creating technology services to library users and digitalizing the information resources.

However, irrespective of the importance of ICT in college library with regards to the excessive development of technology globally, it is yet doubtful if the college library administrators are practicing effective management practices in enhancing ICT in college libraries. Observations has shown that there are some level of lapses in the application of ICT and introduction of digital library in colleges. This appears to be as a result of poor management practices by the library administrators and as well results to poor quality services offered to the library users which invariably affects the students way of academic research and their academic performance. Having the general believe that the more effective library administrators are, the more likely students will learn better, hence, the problem of this study therefore, is investigating the administrators' management practices in enhancing ICT in Children libraries.

Purpose of the study

The main purpose of this study is to investigate the management practices of Children library administrators in enhancing ICT in colleges of education libraries. Specifically, the study sought to:

1.   Find out the Children Library administrators management practices that enhance ICT in college libraries in South East, Nigeria.

2.   Evaluate the challenges associated with management practices in enhancing ICT in Children libraries.

Research questions

The following research questions guided the study:

1.   What are the Children library administrators' management practices that enhance ICT in college of education in South East, Nigeria?

2.   What are the challenges associated with management practices in enhancing ICT in Children Libraries?

Hypotheses

The following null hypotheses were tested at .05 level of significance.

HO1:   There is no significant difference in the mean ratings of Children library administrators and ICT officers on the library administrators' management practices that enhance ICT in college libraries in South East, Nigeria.

HO2:   There is no significant difference in the mean ratings of Children library administrators and ICT officers on the challenges associated with management practices in enhancing ICT in colleges of Education Libraries in South East, Nigeria.

Research method

The design of the study was descriptive survey design. The area of the study was South East, Nigeria. The population of the study consisted of all the seven (7) children library administrators and sixty-six (66) Information Communication Technology (ICT) officers in the seven (7) federal and state colleges of education in South East, Nigeria as at the time of this study. Census sample technique was used to sample all the 73 respondents because of their size.

The instrument for data collection was a self-structured instrument titled; "Library Administrators Management Practices for Enhancing ICT in Libraries Questionnaire (LAMPEICTLQ)." The instrument has two sections, A and B. Section A contains the personal data of the respondents, white section B addressed the two research questions. The instrument for data collection was a 22 item structured questionnaire by the researchers. The instrument was validated by three experts. One expert from the measurement and evaluation unit, one expert from the education management unit, and one expert from the library and information science unit, all in faculty of education, Chukwuemeka Odumegwu University, Igbariam Campus, Anambra State, To ensure the reliability of the instrument, a trial testing was carried

out with 15 respondents comprising 2 library administrators and 13 ICT officers in two colleges of Education in Delta State. The data collected were analyzed using Cronbach Alpha method to enquire the internal consistency of the items. A reliability coefficient value of 0.81 was obtained indicating that the instrument is highly reliable for the study.

For effective data collection, the researchers briefed five research assistants. The five research assistants was informed by the fact that there are five states in South East, Nigeria namely; Anambra, Enugu, Abia, Imo and Ebonyi States. One research assistant was posted to each state while the researchers monitored and helped in all the states as the need arose. 73 copies of the questionnaire were administered to the respondents with the help of the research assistants. All the copies were correctly filled and returned, given a return percentage of 100%. Mean and standard deviation were used to answer the research questions while hypotheses were tested using z-test at .05 level of significance.

Results

Table 1: Library administrators' management practices that enhance ICT in colleges of education libraries

	Management practices that enhance ICT In COE libraries	Admins=7		ICT ofrs=66		Decision
		X	SD	X	SD	
1.	Information and documentation service	3.04	1.12	2.70	0.99	A
2.	Quality control of the library records	3.07	1.03	3.27	1.01	A
3.	For casting for planning activities and services	3.18	0.73	3.33	0.85	A
4.	Planning and Plan implementation for developing a plan model	3.26	1.01	3.33	0.78	A
5.	Creating and maintaining the library Budget report.	3.32	0.78	3.18	1.07	A
6.	Placing ICT facilities order for supplies for the staff and the library.	2.86	1.08	3.11	0.80	A
7.	Library and ICT facilities maintenance	3.01	1.08	3.13	0.78	A
8.	General data management	3.20	1.01	3.26	0.66	A
9.	Managing and providing online access to library resources.	3.50	0.60	3.62	0.70	A
10.	Digitalizing and preserving information resources	3.59	0.67	3.42	0.50	A
11.	Providing technology service to all.	3.58	0.59	3.48	0.51	A
12.	Creating and maintaining the college Library website.	3.28	0.85	3.37	0.74	A
	Cluster mean	**3.24**	**0.88**	**3.26**	**0.78**	**A**

Source: Field work (2021). X= mean. SD = standard Deviation.

Data presented on table I shows that the respondents agreed that all the items in table 1 are management practices that will enhance ICT in colleges of education libraries. However, library administrators mean ranged from 2.86 to 3.57 while ICT officers ranged from 2.70 to 3.62. In addition, they were grand means of 3.24 and 3.26 and grand standard deviations of 0.88 and 0.78 for library administrators and ICT officers respectively. Thus, the respondents

were generally of the view that the items in table I are the management practices to be exhibited by the COE libraries administrators to help enhance ICT in college libraries.

Table 2

Challenges associated with management practices in enhancing ICT in colleges of education libraries.

S/N	Challenges associated with Management practices in enhancing ICT in college libraries.	Library administrators =7		ICT officers =66		Decision
		x	SD	x	SD	
13.	Inadequate ICT trained personnel	3.51	0.50	2.97	0.92	A
14.	Limited ICT infrastructure in the college library	3.00	0.92	2.97	0.87	A
15.	High cost of accessing services	3.03	0.88	2.88	0.90	A
16.	Poor internet network	2.91	0.81	3.33	0.76	A
17.	Limited power supply	3.33	0.75	3.32	0.66	A
18.	Inadequate security in Colleges	3.02	0.86	3.10	0.81	A
19.	Poor preservation and maintenance of ICT facilities	2.79	0.98	2.79	0.98	A
20.	Inadequate provision of fund in colleges.	3.34	0.67	3.50	0.50	A
21.	Students carelessness in handling library ICT facilities	2.76	0.89	2.74	.86	A
22.	Lack of awareness of the importance of digital library.	2.83	0.97	2.88	0.90	A
	Cluster Mean	**3.05**	**0.82**	**3.04**	**0.81**	**A**

Source: Field work (2021). X = mean, SD = Standard Deviation.

Data presented in table 2 shows that the respondents agree that all the items above are challenges encountered by the library administrators in enhancing ICT in Colleges of Education libraries. The library administrators mean ranged from 2.76 to 3.51 while ICT

officers mean ranged from 2.74 to 3.50. In addition, they were grand mean of 3.05, and 3.04; and grand standard deviations of 0.82 and 0.81 for library administrators' and ICT officers respectively, Therefore, the respondents were generally of the view that all the times in table 2 are challenges facing library administrators in enhancing ICT in college of Education Libraries.

Hypotheses

HO$_1$:   There is no significant difference in the mean ratings of library administrators and ICT officers on the library administrators' management practices that enhance ICT in colleges of Education libraries in South East, Nigeria.

Table 3: z-test of significant difference between the mean ratings of college library administrators and ICT officers on the library administrators' management practices that enhance ICT in colleges of education libraries in South East, Nigeria.

Groups	N	X	SD	DF	Z-cal	Z-cril	Decision
Library Admin	7	3.24	0.88				
				279	0.27	1.96	Not Rejected
ICT Officers	66	3.26	0.78				

The result on table3 revealed that there is no significant difference between the mean scores of library administrators and ICT Officers on the library administrators' management practices that enhance ICT in colleges of education libraries in South East, Nigeria. Thus, the obtained Z-Calculated of 0.27 is less than the Z-Crit of 1.96; therefore, the null hypothesis is not rejected.

HO2:   There is no significant difference in the mean ratings of library administrators and ICT officers on the challenges associated with management practices in enhancing ICT in colleges of education libraries, in South East, Nigeria.

Table 4: z-test of significant difference between the mean ratings of college library administrators and ICT officers on the challenges associated with management practices in enhancing ICT in colleges of education libraries in South East Nigeria.

Groups	N	X	SD	DF	Z-cab	Z-Crit	Decision
Library Admin	7	3.05	0.82				
				279	0.12	1.96	Not Rejected
ICT Officers	66	3.04	0.81				

The result on table 4 revealed that there is no significant difference between he mean scores of library administrators and ICT officers on the challenges associated with management practices in enhancing ICT in colleges of education libraries in South East, Nigeria. Thus; the obtained z-Calculated of 0.12 is less than the z-Crit of 1.96; therefore, the null hypothesis is not rejected.

Discussion

Findings revealed that respondents agreed that the following are children library administrators management practices that enhance ICT in colleges of education – information and documentation service, quality control of the library records, general data management, managing and providing online access to library resources, digitalizing and preserving information resources, providing technology service to all creating and maintaining college library website, library and ICT facilities maintenance, placing ICT facilities order for supplies for the library and the staff, creating and maintaining the library budget report, planning and plan in lamentation for developing a plan model and forecasting for planning activities and services. This is in agreement with the findings of Gaur (2013) who stated that library managers adopt some management techniques like forecasting, budgeting, information and documentation services, computer stimulation techniques, evaluation of operations, general management (MBO), planning and plan implementation and information products and services. The finding indicated that library administrators practice Management by Objective (MBO) that is used also as a total system of planning, collaboration and motivation of staff. These management practices enhance college libraries and lead to effective and efficient use of library and better educational achievement. This makes a lot of positive impact on students' academic performance as it will boost their level and scope of research. The findings in hypothesis I revealed that there is no significant difference between the library administrators and ICT officers on the library administrators and ICT officers on the library administrators' management practices that enhance ICT in colleges of education. This is apparent as the two

means are not statistically different and the calculated z – value indicated no significant difference.

The findings also revealed the following challenges associated with management practices in enhancing ICT in children libraries; inadequate trained personnel, limited ICT infrastructure, in the college library, high cost of accessing services, poor network from the service providers, limited power supply, inadequate security in colleges, poor preservation and maintenance of ICT facilities, inadequate provision of the fund in colleges, students carelessness in handling ICT facilities in libraries and lack of awareness of the importance of digital library. This is in tandem with Victoria and Anthonia (2017), Chisenga (2015), and Kalam et al (2011) who in their different studies emphasized the following as the challenges of ICT adoption by academic lecturers; lack of funds, lack of skilled personnel, lack of ICT facilities and high cost of implementing ICT. It is also in conformity with the findings of Baro and Eze who stated that lack of training, irregular power supply, poor internet connectivity, inadequate facilities (computer), and lack of time were identified as some of the challenges facing ICT libraries.

Contrarily, Uddin and Hasan (2012) stated that problems encountered on the rate of ICT adoption in libraries are political instability and poor economic conditions. This implies that these college library administrators encounter these challenges and therefore lack efficiency in management practices providing effective services to library users. Furthermore, finding from the study showed that there is no significant difference between the mean scores of library administrators and ICT officers on the challenges associated with management practices in enhancing ICT in colleges of education. This shows that the opinions of the respondents are similar and not as a result of random chance.

Conclusion

Based on the findings of this study, it was concluded that there were certain management practices carried out by library administrators in enhancing ICT in the children library sections in colleges. Incidentally, certain challenges made it difficult for effective and efficient management practices. Hence, the recommendations.

Recommendations

Based on the findings of the study, the following recommendations are made:

1.   College library administrators should practice the management practices to enhance ICT in the children libraries.

2.   College library administrators should adopt strategies that will help curb the challenges facing the enhancement of ICT in college libraries for the effectiveness of the college libraries.

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