Chapter 50

The 21st Century Library and Information Services for the Enhancement of Teacher Education

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ABSTRACT

This chapter discusses 21st century Library and Information Services for the enhancement of teacher education. The work starts by highlighting the place of teachers in every society. Teachers transform lives. They inculcate worthwhile attitude in the leaders of tomorrow. It is therefore important to ensure that they receive qualitative education on the platform of 21st century libraries. The chapter further discusses the services provided by 21st century libraries among which are Online Reference Services, Selective Dissemination of Information, Current Awareness Services and Online Public Access Catalogue. The opportunities provided by 21st century libraries are highlighted. These include multi-user access to resources, improvement of internal operations, round- the-clock access, etc. This chapter recommends adequate provision of funds, intensification of user education, as well as back-up power supplies for better performance of these libraries. It concludes that 21st century libraries are sine qua non to the enhancement of teacher education and should therefore not be trivialized in any way.

INTRODUCTION

Education is the bed rock of all societies. It is the fulcrum on which the development of any nation revolves (Udemude, 2013). Libraries complement education. It will be impossible for teachers to acquire robust knowledge in the absence of libraries. A well equipped library is *sine-qua-non* to the intellectual, social and spiritual development of a nation and its citizens. (Shubhendu, Kunwar & Ashutosh, 2013, p. 36)

The quality of education received by a nation's populace depends on the quality of its teachers. The Nigeria National Policy on Education (2004) states that no nation can achieve economic, social and technological progress and self sufficiency without having a good system of education to sustain its achievement. Jekayinfe (n.d) posits that training and production of the manpower required for the attainment of national objectives should be framed on the quality and quantity of student teachers.

Various institutions are responsible for the education of teachers. Adeyinka (1988) maintains that different levels of educational institutions are charged with the responsibility of giving training to teachers. These include Grade II Teachers Colleges, Colleges of Education, Institutes of Education as well as Faculties of Education in Universities. Singh (2008) maintains that colleges of education are centres where future teachers that impart various levels of schools are being trained.

Teacher education becomes a success when student teachers have gone through formal course work in the early part of their training, backed up by practical experience which they acquire through teaching practice. At each level of education, libraries remain a necessity to teachers.

WHAT THEN IS A LIBRARY?

The term library originated from a Latin word *liber*, which means collection of books processed, preserved maintained and made accessible for use (Estabrook, 2014). A library also means a building that houses different kinds of print and digital resources, for the purpose of reading, learning and research. Libraries ensure the acquisition, processing, and easy access to learning resources in various formats. They serve wide range of clientele, depending on the library type. Libraries preserve ancient records for past, present and future generations. Ebunuwela, Yaya and Krubu (2011) see libraries as part of the pillars of civilization and insist that no nation can function effectively without the use of library.

Before the advent of ICT, libraries housed printed materials. The 21st century libraries have however witnessed a tremendous turnaround in information generation and retrieval. These libraries no longer hold only printed resources but a combination of prints and electronic databases as well as internet resources which are made available in the library through ICT. The world has indeed become a global village as a result of the availability of internet availability which provides opportunities for library users to navigate the web and harness resources necessary for researches.

Types of Libraries

Libraries are classified into different types. Adigin (2013) posits that libraries are grouped according to types and materials, classes of users, establishing institution and the subject coverage of their collections. The major types of libraries there are public, academic, national school and special.

Academic libraries are those found in universities and other tertiary institutions. They are the nerve centers upon which the activities of the mother institutions revolve. They acquire process, preserve and

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