



Curriculum Innovation in Library and Information Science: Stakeholders' Perspectives on Publishing and Records Management Programmes

Hussaini Musa (Ph.D CLN)

University Library Services,
Federal University of Technology, Minna,
Niger State, Nigeria
Email: hussaini.musa@futminna.edu.ng
Telephone: +234 803 620 1118
ORCID iD: <https://orcid.org/0000-0003-1528-8505>

Garba Shambo Mohammed (Ph.D.)

Department of Educational Technology,
Abdulkadir Kure University, Minna,
Niger State, Nigeria

Bala A. Shehu (Ph.D.)

Department of Educational Technology,
Abdulkadir Kure University, Minna,
Niger State, Nigeria

Abstract

Publishing and Printing Technology and Records and Archives Management Technology programmes in the Department of Library and Information Technology, Federal University of Technology, Minna, Nigeria. A descriptive survey design was adopted, using a census of 50 respondents, of whom 43 returned valid questionnaires (86.0% response rate). The instrument was validated by experts and demonstrated satisfactory reliability (Cronbach's $\alpha \geq .70$). Data were analysed using descriptive statistics and independent-samples t-tests at the 0.05 significance level. Findings revealed strong support for the proposed programmes (grand mean = 4.31, SD = 0.83), with respondents recognising substantial benefits (grand mean = 4.46, SD = 0.76), including improved graduate employability and enhanced practical competencies. Institutional readiness was rated positively (grand mean = 3.87, SD = 1.04), although concerns were expressed regarding laboratory and ICT facilities. Funding, shortage of specialists and inadequate laboratory facilities were identified as the major implementation challenges (grand mean = 4.23, SD = 0.86), while stakeholder participation, funding, staff capacity building and industry collaboration were considered critical implementation strategies (grand mean = 4.55, SD = 0.67). Independent-samples t-tests indicated no statistically significant differences between academic librarians and lecturers regarding perceived need, expected benefits or implementation challenges ($t(41) = 1.42$, $p = .163$; $t(41) = 1.40$, $p = .169$; $t(41) = 0.79$, $p = .434$, respectively). The findings demonstrate broad stakeholder consensus on the need and feasibility of the proposed programmes, providing empirical support for curriculum diversification in Library and Information Science education.



Keywords: Curriculum innovation; Library and Information Science education; Publishing and Printing Technology; Records and Archives Management Technology; stakeholder perceptions; curriculum development.

Introduction

Library and Information Science (LIS) education has undergone profound transformation over the past century in response to technological advancement, changing user information needs and the evolving nature of knowledge production. Traditionally, LIS education emphasised cataloguing, classification, reference services, collection development and preservation of printed materials competencies designed for managing physical collections within conventional library settings (Rubin & Rubin, 2020). The emergence of information and communication technologies (ICTs) and later the Fourth Industrial Revolution (4IR), broadened this scope considerably. Libraries adopted integrated library systems, digital repositories and electronic databases, requiring graduates to acquire competencies in information architecture, metadata management, knowledge organisation, digital preservation, information retrieval and research data management (IFLA, 2022; UNESCO, 2021). Artificial intelligence, big data analytics, cloud computing, blockchain and the Internet of Things have since accelerated this transformation further and many LIS schools worldwide now offer specialised programmes in digital curation, records and archives management, publishing studies and knowledge management to serve professionals working across government, media, corporate, healthcare, financial and cultural heritage sectors (Ocholla & Bothma, 2007; Rubin & Rubin, 2020).

This expansion has generated new professional roles such as digital archivists, records managers, data curators, scholarly communication librarians, repository managers, publishing consultants, metadata specialists and information governance officers that require competencies beyond traditional librarianship (IFLA, 2022; Society of American Archivists [SAA], 2020). Publishing now relies on digital workflows, electronic platforms, multimedia production, open-access models and AI-assisted editorial processes, while records and archives management has shifted from paper-based systems to electronic records management, cloud-based storage and information governance frameworks (International Council on Archives [ICA], 2023). Across both developed and developing economies, government institutions, corporations, financial organisations and media industries increasingly require graduates capable of managing electronic document management systems, administering institutional repositories and ensuring compliance with standards such as ISO 15489 (ISO, 2016). The publishing industry has likewise been reshaped by print-on-demand technologies, digital typography and open-access scholarly communication, demanding graduates equipped with copyright management, publication ethics and digital dissemination competencies (UNESCO, 2021). Yet employers consistently report deficiencies in digital publishing, electronic records management, metadata application and archival technologies among LIS graduates (IFLA, 2022; UNESCO, 2021) and relatively few universities, particularly in Africa, offer dedicated programmes in these areas, resulting in shortages of professionals with the specialised knowledge these sectors increasingly demand (ICA, 2023).

Curriculum diversification is therefore an essential strategy for keeping LIS education relevant. Introducing specialised programmes such as Publishing and Printing Technology and Records and



Archives Management can strengthen graduate employability, institutional competitiveness and national labour-market alignment, while requiring active engagement with stakeholders such as academic librarians and lecturers whose professional experience informs programme relevance and institutional readiness.

Nigerian universities face growing pressure to produce graduates equipped for a digitally driven knowledge economy, yet the curricula of many LIS programmes remain oriented toward conventional librarianship. The National Universities Commission (NUC), Nigeria's regulatory body for university education, advocates periodic curriculum review and its 2022 Core Curriculum and Minimum Academic Standards (CCMAS) framework allows universities to allocate up to 30% of curricula to institution-specific content, creating room for specialised programmes (NUC, 2022). Despite this flexibility, dedicated programmes in Publishing and Printing Technology and Records and Archives Management remain limited across Nigerian universities, widening the gap between graduate competencies and employer expectations (Aina, 2013; Issa et al., 2020). This gap is significant given Nigeria's commitments to digital government initiatives, open science and the Sustainable Development Goals, all of which depend on graduates capable of managing digital information resources effectively.

The Federal University of Technology, Minna (FUT Minna) is a leading technology-oriented university with a mandate to promote scientific and technological innovation. The Department of Library and Information Technology has continually reviewed its offerings to remain responsive to developments in information management. The proposed Publishing and Printing Technology and Records and Archives Management Technology programmes align with this mandate, offering competencies in digital publishing, printing technologies, electronic records management, digital archiving and information governance that are increasingly demanded across government, publishing and research sectors. FUT Minna possesses institutional strengths an established department, experienced academic staff, University Library Services, ICT infrastructure and opportunities for interdisciplinary collaboration that could support implementation. However, empirical evidence on stakeholders' perceptions is needed before curriculum expansion proceeds.

Academic programmes succeed more reliably when informed by those directly involved in teaching, professional practice and graduate training. Academic librarians bring practical experience in information organisation and emerging technologies, while lecturers contribute pedagogical expertise, curriculum design knowledge and understanding of accreditation requirements (IFLA, 2022). Examining both groups' perceptions of the proposed programmes' need, benefits, institutional readiness, challenges and implementation strategies provides the evidence base required for sound curriculum planning.

Statement of the Problem

Despite global recognition of the need to diversify LIS curricula toward publishing technology, records management and digital archives, the curricula of many Nigerian LIS programmes remain oriented toward conventional librarianship, creating a possible mismatch between graduate competencies and employer expectations (Aina, 2013; Issa et al., 2020). Employers increasingly require competencies in digital content creation, editorial technologies and copyright management



for publishing roles and in electronic records management, digital preservation and information governance for records and archives roles, yet these are inadequately represented in conventional curricula (Rubin & Rubin, 2020; ICA, 2023; ISO, 2016). Little empirical evidence exists on stakeholder support for establishing such specialised programmes in Nigerian universities and the perspectives of academic librarians and lecturers, key stakeholders in curriculum design, implementation and accreditation, remain particularly underexamined (Issa et al., 2020). At FUT Minna specifically, there is insufficient evidence on whether academic librarians and lecturers perceive the proposed programmes as necessary, beneficial, feasible and aligned with institutional capacity. This study addresses that gap by examining stakeholders' perceptions of establishing these programmes in the Department of Library and Information Technology, FUT Minna.

Objectives of the Study

The general objective is to examine academic librarians' and lecturers' perceptions regarding the establishment of Publishing and Printing Technology and Records and Archives Management Technology programmes at FUT Minna. The specific objectives are to:

1. Determine stakeholders' perceptions of the need for establishing the proposed programmes.
2. Examine the perceived benefits of introducing the proposed programmes.
3. Assess the institutional readiness of the Department to implement the proposed programmes.
4. Identify challenges that may affect establishment and implementation.
5. Determine the level of stakeholder support for the proposed programmes.
6. Recommend strategies for effective establishment and sustainability.

Research Hypotheses

H01: There is no statistically significant difference between the perceptions of academic librarians and lecturers regarding the need for establishing the proposed programmes.

H02: There is no statistically significant difference between the perceptions of academic librarians and lecturers regarding the perceived benefits of establishing the proposed programmes.

H03: There is no statistically significant difference between the perceptions of academic librarians and lecturers regarding the perceived challenges associated with establishing the proposed programmes.



Literature Review

Curriculum Innovation

Curriculum innovation is the systematic process of revising, redesigning, or introducing new programmes, courses and pedagogical approaches to keep academic curricula responsive to changing societal, technological and professional needs. In higher education, this extends beyond periodic content revision to encompass interdisciplinary learning, industry partnerships, competency-based education and experiential learning, to produce graduates whose skills align with labour-market demand (Law, 2022). The 4IR's technologies AI, machine learning, cloud computing, blockchain, big data analytics and IoT have pushed higher education institutions, including LIS schools, to redesign curricula around digital competencies and lifelong learning (Law, 2022).

Within LIS, curriculum innovation has moved from incremental modification of traditional librarianship courses toward comprehensive restructuring reflecting the convergence of information science, information technology, data science, publishing and information governance. A longitudinal analysis of LIS curricula (1997–2020) found a consistent shift toward interdisciplinary programmes incorporating information technology, data management and emerging information professions, while foundational subjects such as information organisation and retrieval evolved to incorporate metadata standards, digital repositories and semantic technologies rather than being eliminated (Chung et al., 2022; Dobreski et al., 2022). The literature emphasises that curriculum innovation should be competency-driven rather than content-driven, incorporating internships, project-based learning and industry certifications to bridge theory and workplace practice (Santos-Hermosa & Atenas, 2022) and that it should be responsive to stakeholders employers, professional associations, accreditation agencies, faculty and industry practitioners whose participation identifies emerging occupational roles and competency requirements (Law, 2022).

In Nigeria, curriculum reform has not fully kept pace with technological change; significant gaps remain in AI, data analytics, digital publishing, electronic records management and digital preservation despite some incorporation of ICT and digital library courses (Olubunmi, 2022; Oladokun & Olatokun, 2026). The proposed Publishing and Printing Technology and Records and Archives Management Technology programmes represent a strategic curriculum innovation intended to broaden LIS education beyond traditional librarianship, strengthen professional specialisation and respond to demand for expertise in publishing technologies, electronic records management and information governance though successful implementation depends on institutional readiness, qualified staff, infrastructure and stakeholder participation.

Emerging Trends in Library and Information Science Education

LIS education has expanded substantially over the past decade to include digital librarianship, research data management, information governance, digital preservation, scholarly communication and AI (Cox & Tzoc, 2023; IFLA, 2022). Universities worldwide have introduced courses on AI applications, data science, digital scholarship and research data management to prepare graduates for technology-intensive workplaces (IFLA, 2022; UNESCO, 2021), alongside



a growing emphasis on data competencies, digital curation and information ethics (Cox & Tzoc, 2023). Competency-based education prioritising measurable, practical outcomes through internships, capstones and industry collaborations has become a defining feature of contemporary LIS curricula (Santos-Hermosa & Atenas, 2022), as has interdisciplinary integration with computer science, publishing, records management and knowledge management (Chung et al., 2022). Open science, open access and scholarly communication have similarly become embedded in LIS instruction, with academic libraries taking central roles in institutional repositories and research visibility (UNESCO, 2021).

In Nigeria, curriculum reforms have increasingly targeted alignment with national digital transformation strategies, though gaps in AI, digital publishing, electronic records management and data analytics persist (Oladokun & Olatokun, 2026). Collectively, these trends indicate that LIS education is evolving from a library-centred discipline toward a multidisciplinary profession, a shift that provides strong justification for introducing specialised programmes such as those proposed in this study.

Publishing and Printing Technology

Publishing and Printing Technology has evolved from manual typesetting and offset printing into a digitally driven discipline encompassing electronic publishing, online editorial systems, digital typography, multimedia production, print-on-demand technologies and open-access dissemination (Clark & Phillips, 2019). Digital publishing has transformed how scholarly, educational and commercial content is produced and distributed, requiring professionals skilled in content management systems, metadata creation, copyright management and AI-assisted editorial processes (International Publishers Association [IPA], 2023). AI has further reshaped the field through automated copy-editing, plagiarism detection and workflow automation, while the growth of open-access scholarly communication has created demand for expertise in institutional repository management, licensing and bibliometric analysis (UNESCO, 2021). Despite these global developments, specialised education in Publishing and Printing Technology remains limited within Nigerian universities, where most LIS programmes cover only introductory publishing topics, underscoring the rationale for a dedicated programme at FUT Minna.

Records and Archives Management

Records and archives management has similarly transitioned from paper-based systems to electronic records management, digital preservation and information governance frameworks, driven by international standards such as ISO 15489 (ISO, 2016) and the growing complexity of digital recordkeeping (ICA, 2023). A dedicated Records and Archives Management Technology programme would equip graduates with competencies in electronic records management, digital preservation, archival description, metadata standards, cybersecurity awareness, legal compliance and digital repository management competencies increasingly required to support digital transformation initiatives. Integrating such a programme into the Department of Library and Information Technology aligns with global trends toward interdisciplinary information education spanning libraries, archives, records centres and corporate organisations and represents a curriculum innovation capable of strengthening institutional capacity and graduate employability.



Stakeholder Participation in Curriculum Development

Stakeholder participation is a fundamental principle of curriculum development, since programmes are more likely to remain relevant and sustainable when informed by those directly involved in education, professional practice and industry (Billett, 2020). Employers, professional bodies and accreditation agencies increasingly influence curriculum through competency frameworks and internship opportunities, strengthening links between institutions and labour markets (OECD, 2023). Within LIS specifically, academic librarians and lecturers constitute the most significant stakeholder groups given their combined practical and pedagogical expertise (IFLA, 2022) and their active participation enhances institutional ownership and the likelihood of successful implementation, whereas limited involvement risks programmes that fail to reflect labour-market needs (Billett, 2020). Nigeria's NUC actively encourages such stakeholder engagement under the CCMAS framework (NUC, 2022), reinforcing the importance of examining academic librarians' and lecturers' perceptions before establishing the proposed programmes at FUT Minna.

Empirical Review

Several studies inform this research while leaving the present gap unaddressed. Chung et al. (2022) documented a longitudinal shift in North American LIS curricula (1997–2020) toward data science, digital scholarship and research data management, though the study examined curriculum documents rather than stakeholder perceptions. Dobreski et al. (2022) similarly found, through syllabus analysis, that cataloguing and classification courses had expanded to incorporate metadata standards and linked data, without exploring institutional readiness or stakeholder support for new programmes. Santos-Hermosa and Atenas (2022) identified competency requirements for open knowledge and open science through expert consultation, recommending curriculum reform but addressing global frameworks rather than institution-specific innovation.

In Nigeria, Olubunmi (2022) found through documentary analysis that universities had incorporated ICT courses but not adequately integrated AI, data analytics, or electronic records management, recommending stronger university–industry collaboration but without empirically examining stakeholder views. Oladokun and Olatokun (2026) surveyed LIS educators and found broad support for integrating AI, digital preservation and data science, identifying infrastructure and funding as major barriers but did not investigate Publishing and Printing Technology or Records and Archives Management Technology specifically. Issa et al. (2020) similarly found that inadequate funding, obsolete curricula and limited ICT infrastructure affected LIS programme quality generally, without addressing perceptions of new specialised programmes.

Outside Nigeria, Cox and Tzoc (2023) found increasing inclusion of research data management, digital curation, metadata and data stewardship in postgraduate LIS curricula, concluding that interdisciplinary approaches and collaboration with research communities are essential for preparing future information professionals, though publishing technology and archives management were not the focus of their study. Franks (2023) examined contemporary trends in records and information management education through professional competency analysis, highlighting growing demand for electronic records management, information governance,



cybersecurity and cloud-based records systems and concluding that universities should establish dedicated records management programmes to meet expanding labour-market needs. Similarly, the International Council on Archives (2023) emphasised that digital transformation has fundamentally altered archival practice and recommended strengthening archival education through specialised academic programmes though, being policy-oriented, it does not present empirical evidence of stakeholder acceptance. Research on stakeholder participation more broadly (Billett, 2020; OECD, 2023) confirms that collaborative curriculum development enhances relevance and ownership, but discusses this conceptually rather than in relation to specific new LIS programmes.

Collectively, existing studies support integrating emerging technologies and practical competencies into LIS curricula, but no known empirical study has examined stakeholder perceptions regarding the specific establishment of Publishing and Printing Technology and Records and Archives Management Technology programmes in Nigerian universities, or at FUT Minna in particular. This study fills that empirical and contextual gap.

Theoretical Framework

Diffusion of Innovation Theory

The Diffusion of Innovation (DOI) Theory, developed by Rogers (1962, 2003), explains how innovations are introduced, communicated, adopted and institutionalised within a social system. The rate of adoption depends on stakeholders' perceptions of five attributes: **relative advantage, compatibility, complexity, trialability and observability**. Within higher education, DOI theory has been widely applied to explain the adoption of curriculum reforms and educational technologies, since successful implementation of new programmes depends heavily on how stakeholders perceive their relevance, feasibility and compatibility with institutional goals. In this study, the proposed programmes represent educational innovations whose adoption can be explained through stakeholders' perceptions of need, benefit and institutional compatibility.

Stakeholder Theory

Stakeholder Theory (Freeman, 1984) explains how organisations should recognise and balance the interests of individuals and groups who influence, or are affected by, organisational decisions. In higher education, stakeholders include academic staff, students, employers, professional associations and regulators, whose engagement ensures curricula remain relevant and aligned with accreditation standards and labour-market needs. Academic librarians and lecturers constitute two critical stakeholder groups whose combined professional and pedagogical perspectives provide essential evidence on the feasibility and sustainability of the proposed programmes.

Integration of the Theories

Combining DOI and Stakeholder Theory provides a comprehensive framework: DOI explains the characteristics of innovations that influence adoption, while Stakeholder Theory explains the importance of involving relevant stakeholders in decision-making. Together, they suggest that successful curriculum innovation requires both that the proposed programmes be perceived as

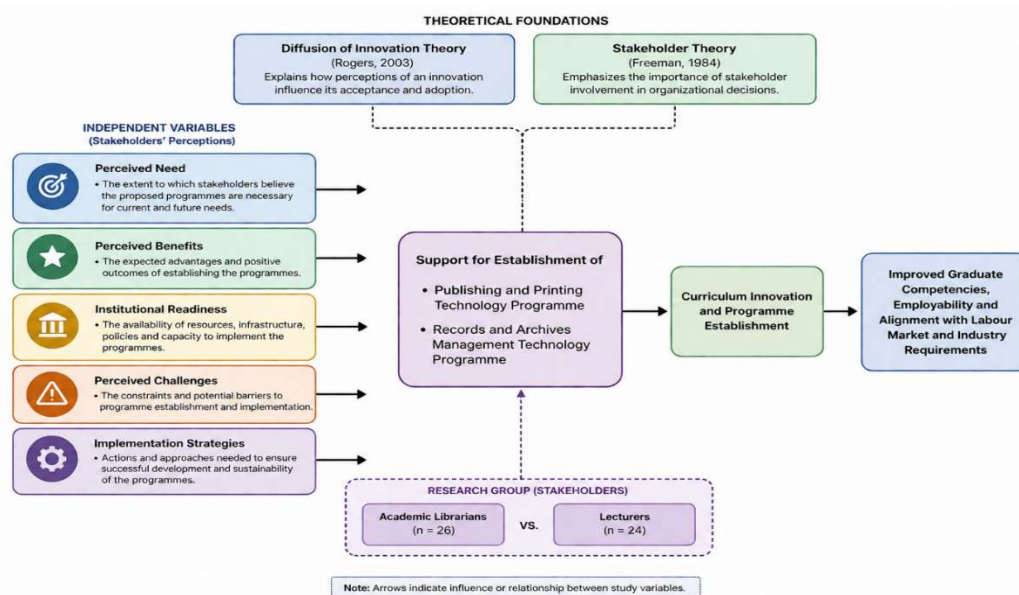


relevant and compatible with institutional needs and that the stakeholders responsible for teaching and implementation actively evaluate and endorse the changes.

Conceptual Application to the Study

Theory	Key Construct	Application to the Study
Diffusion of Innovation Theory	Relative advantage, compatibility, complexity, trialability, observability	Explains stakeholders' perceptions of the need, benefits and feasibility of introducing the proposed programmes
Stakeholder Theory	Stakeholder participation, engagement, collaboration, shared decision-making	Explains why academic librarians and lecturers should be involved in curriculum development and programme establishment

Figure 1: Conceptual Framework for Stakeholders' Perceptions on the Establishment of Publishing and Printing Technology and Records and Archives Management Technology Progra



The conceptual framework in figure 1 integrates Diffusion of Innovation Theory (Rogers, 2003) and Stakeholder Theory (Freeman, 1984) to explain stakeholders' perceptions of the proposed programmes. Academic librarians and lecturers constitute the principal stakeholder groups and their perceptions are examined across five dimensions perceived need, perceived benefits, institutional readiness, perceived challenges and implementation strategies which collectively influence stakeholder support for establishing the programmes, ultimately shaping enhanced graduate competencies and improved alignment of LIS education with industry demands.



Methodology

This study adopted a descriptive survey research design to collect quantitative data and examine respondents' perceptions without manipulating variables (Creswell & Creswell, 2023). The study was conducted at the Federal University of Technology, Minna (FUT Minna), focusing on the University Library Services and the Department of Library and Information Technology. The study population consisted of 50 respondents, comprising 26 academic librarians and 24 lecturers, and a census approach was adopted due to the manageable population size (Taherdoost, 2020). Data were collected using a structured questionnaire developed from relevant literature on curriculum innovation, LIS education, publishing technology, and records and archives management. The instrument consisted of six sections covering perceived need, expected benefits, institutional readiness, challenges, and implementation strategies. Validity was established through expert review, while reliability testing using Cronbach's Alpha produced an overall coefficient of 0.83, indicating good internal consistency (Taber, 2018). Data collection was conducted through printed questionnaires and Google Forms after obtaining necessary approval. The collected data were analysed using SPSS version 29 and R, employing descriptive statistics such as frequency, percentage, mean, and standard deviation, while inferential tests including Independent Samples *t*-test and Mann–Whitney U test were used to test hypotheses at a 0.05 significance level. Ethical principles, including informed consent, confidentiality, anonymity, and voluntary participation, were maintained throughout the study.

Results

Response Rate

Of 50 questionnaires administered, 43 were correctly completed and returned, representing a response rate of 86.0%, while 7 (14.0%) were not returned well above the 70% threshold considered adequate for statistical analysis and generalisation.

Table 5.1 Response Rate

Questionnaire	Frequency	Percentage (%)
Administered	50	100.0
Returned	43	86.0
Not Returned	7	14.0
Total	50	100.0

Demographic Profile of Respondents

Table 5.2 Demographic Characteristics of Respondents (n = 43)

Variable	Category	Frequency	Percentage (%)
Gender	Male	28	65.1
	Female	15	34.9
Age (Years)	Below 30	3	7.0
	31–40	14	32.6



Highest Qualification	41–50	17	39.5
	Above 50	9	20.9
	Bachelor's Degree	3	7.0
Academic Rank	Master's Degree	23	53.5
	PhD	17	39.5
	Assistant Lecturer/Librarian	4	9.3
	Lecturer II/Librarian II	9	20.9
	Lecturer I/Librarian I	11	25.6
	Senior Lecturer/Senior Librarian	12	27.9
	Associate Professor/Principal Librarian	5	11.6
Years of Experience	Professor/University Librarian	2	4.7
	Below 5 years	5	11.6
	5–10 years	12	27.9
	11–15 years	14	32.6
Department	Above 15 years	12	27.9
	University Library Services	22	51.2
	Dept. of Library and Information Technology	21	48.8

Male respondents formed the majority (65.1%) and most respondents (39.5%) were aged 41–50, indicating an experienced respondent pool. A majority held Master's degrees (53.5%) or PhDs (39.5%), reflecting adequate qualification to provide informed opinions. Senior Lecturer/Senior Librarian was the largest rank group (27.9%) and 32.6% of respondents had 11–15 years of experience, reflecting substantial expertise. Respondents were nearly evenly split between University Library Services (51.2%) and the Department of Library and Information Technology (48.8%), ensuring balanced stakeholder representation.

Table 5.3 Respondents' Perceived Need for the Establishment of the Proposed Programmes (N = 43)

S/No.	Statement	SA	A	UD	D	SD	FX	$\bar{X}$	SD	Decision
B1	Growing need for Publishing and Printing Technology programmes in Nigerian universities	23	16	2	2	0	189	4.40	0.82	Agree
B2	Records and Archives Management Technology is essential for modern information management	26	14	2	1	0	194	4.51	0.70	Strongly Agree
B3	Existing LIS programmes do not adequately address emerging industry needs	12	15	7	6	3	156	3.63	1.22	Agree



B4	Proposed programmes align with current labour market demands	24	15	3	1	0	191	4.44	0.70	Agree
B5	Programmes will strengthen professional specialisation in LIS education	27	13	2	1	0	195	4.53	0.70	Strongly Agree
B6	FUT Minna should introduce these programmes as soon as possible	22	16	3	2	0	187	4.35	0.86	Agree
Grand Mean								4.31	0.83	Agree

The grand mean of 4.31 (SD = 0.83) indicates agreement that the proposed programmes are necessary. B5 (strengthening professional specialisation) scored highest (4.53), followed by B2 (essentiality of records/archives management, 4.51). B3 (existing programmes' inadequacy) scored lowest (3.63, SD = 1.22), showing greater variation but still indicating overall agreement above the 3.50 threshold. Overall, the findings demonstrate substantial stakeholder support for establishing the proposed programmes.

Table 5.4 Respondents' Perceived Expected Benefits (N = 43)

S/No.	Statement	SA	A	UD	D	SD	FX	$\bar{X}$	SD	Decision
C1	Proposed programmes will improve graduate employability	28	12	2	1	0	196	4.56	0.67	Strongly Agree
C2	Programmes will support Nigeria's digital transformation agenda	25	15	2	1	0	193	4.49	0.70	Agree
C3	They will enhance practical and entrepreneurial skills	29	11	2	1	0	197	4.58	0.67	Strongly Agree
C4	They will improve research and innovation in LIS education	24	15	3	1	0	191	4.44	0.70	Agree
C5	Programmes will increase university–industry collaboration	21	15	4	2	1	182	4.23	0.98	Agree
C6	They will enhance the reputation and competitiveness of FUT Minna	26	13	2	2	0	192	4.47	0.83	Agree
Grand Mean								4.46	0.76	Agree

The grand mean of 4.46 (SD = 0.76) confirms agreement that significant academic, professional and institutional benefits are expected. C3 (entrepreneurial skills, 4.58) and C1 (employability, 4.56) scored highest, while C5 (industry collaboration, 4.23) scored lowest but remained above



the acceptance threshold, indicating overall consensus that the programmes would strengthen graduate outcomes and institutional development.

Table 5.5 Respondents' Perceptions of Institutional Readiness (N = 43)

S/No.	Statement	SA	A	UD	D	SD	FX	$\bar{X}$	SD	Decision
D1	University has qualified academic staff to run the programmes	18	17	5	2	1	178	4.14	0.96	Agree
D2	Adequate classrooms and laboratories are available	9	12	8	10	4	141	3.28	1.25	Undecided
D3	University possesses sufficient ICT facilities	10	14	7	9	3	148	3.44	1.19	Undecided
D4	Library resources are adequate to support the programmes	16	18	5	3	1	174	4.05	0.95	Agree
D5	University management is likely to support establishment of the programmes	20	16	4	2	1	181	4.21	0.93	Agree
D6	Department is academically prepared to implement the programmes	17	17	6	2	1	176	4.09	0.97	Agree
Grand Mean								3.87	1.04	Agree

The grand mean of 3.87 (SD = 1.04) shows respondents perceived reasonable readiness overall. D5 (management support, 4.21) and D1 (qualified staff, 4.14) scored highest, while D2 (classrooms/laboratories, 3.28) and D3 (ICT facilities, 3.44) fell in the Undecided range, indicating reservations about physical infrastructure. Overall, respondents perceived adequate human resources and leadership support but flagged infrastructure and ICT facilities as areas needing investment before implementation.

Table 5.6 Respondents' Perceived Challenges to Establishment (N = 43)

S/No.	Statement	SA	A	UD	D	SD	FX	$\bar{X}$	SD	Decision
E1	Inadequate funding may hinder programme establishment	30	10	2	1	0	198	4.60	0.63	Strongly Agree
E2	Shortage of qualified specialists may affect implementation	24	14	3	2	0	189	4.40	0.79	Agree
E3	Limited laboratory and printing facilities may constrain the programmes	27	12	2	2	0	193	4.49	0.77	Agree



E4	Accreditation requirements may delay programme approval	16	15	7	4	1	170	3.95	1.02	Agree
E5	Resistance to curriculum change may affect implementation	10	13	8	9	3	147	3.42	1.22	Undecided
E6	Financial constraints may affect long-term sustainability	28	11	3	1	0	195	4.53	0.70	Strongly Agree
Grand Mean								4.23	0.86	Agree

The grand mean of 4.23 (SD = 0.86) confirms agreement that several challenges could affect implementation. E1 (funding, 4.60) and E6 (sustainability, 4.53) scored highest, while E5 (resistance to change, 3.42) scored lowest and fell in the Undecided range indicating respondents view resistance to change as a lesser obstacle compared with financial and infrastructural constraints.

Table 5.7 Respondents' Perceived Implementation Strategies (N = 43)

S/No.	Statement	SA	A	UD	D	SD	FX	$\bar{X}$	SD	Decision
F1	Stakeholders should participate actively in curriculum development	29	11	2	1	0	197	4.58	0.67	Strongly Agree
F2	Industry experts should contribute to curriculum design	26	14	2	1	0	194	4.51	0.70	Strongly Agree
F3	Academic staff should receive specialised training before commencement	27	13	2	1	0	195	4.53	0.67	Strongly Agree
F4	Adequate funding should be provided before implementation	31	10	1	1	0	200	4.65	0.61	Strongly Agree
F5	Modern laboratories and practical facilities should be established	28	12	2	1	0	196	4.56	0.66	Strongly Agree
F6	Continuous curriculum review should be institutionalised	25	15	2	1	0	193	4.49	0.70	Agree
Grand Mean								4.55	0.67	Strongly Agree

The grand mean of 4.55 (SD = 0.67) indicates strong agreement with the proposed strategies. F4 (funding, 4.65) ranked highest, followed by F1 (stakeholder participation, 4.58), F5 (laboratories, 4.56), F3 (staff training, 4.53) and F2 (industry involvement, 4.51). F6 (continuous curriculum



review, 4.49), though lowest, still indicated agreement. Overall, respondents view funding, stakeholder engagement, staff capacity building, industry collaboration, facilities and continuous review as indispensable for successful, sustainable implementation.

Test of Research Hypotheses

Hypothesis One (H₀₁)

An Independent Samples *t*-test was conducted to determine whether academic librarians' and lecturers' perceptions of the need for establishing the proposed programmes differed significantly. Normality and homogeneity of variance assumptions were satisfied.

Table 5.8. Independent Samples *t*-Test: Perceived Need

Respondent Category	n	M	SD	Mean Difference	95% CI	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>	Decision
Academic Librarians	22	4.42	0.46							
Lecturers	21	4.21	0.51	0.21	[-0.09, 0.51]	1.42	41	.163	0.43	Not Significant

Level of significance = .05

An independent-samples *t*-test showed no statistically significant difference between academic librarians ($M = 4.42$, $SD = 0.46$) and lecturers ($M = 4.21$, $SD = 0.51$) in their perceived need for the proposed programmes, $t(41) = 1.42$, $p = .163$, $d = 0.43$. The mean difference was 0.21, 95% CI [-0.09, 0.51].

Hypothesis Two (H₀₂)

Table 5.9. Independent Samples *t*-Test: Perceived Benefits

Respondent Category	n	M	SD	Mean Difference	95% CI	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>	Decision
Academic Librarians	22	4.56	0.42							
Lecturers	21	4.37	0.47	0.19	[-0.09, 0.47]	1.40	41	.169	0.43	Not Significant

Level of significance = .05.

An independent-samples *t*-test indicated no statistically significant difference between academic librarians ($M = 4.56$, $SD = 0.42$) and lecturers ($M = 4.37$, $SD = 0.47$) regarding perceived benefits, $t(41) = 1.40$, $p = .169$, $d = 0.43$. The mean difference was 0.19, 95% CI [-0.09, 0.47].



Hypothesis Three (H₀₃)

Table 5.10. Independent Samples *t*-Test: Perceived Challenges

Respondent Category	n	M	SD	Mean Difference	95% CI	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>	Decision
Academic Librarians	22	4.31	0.48							
Lecturers	21	4.15	0.53	0.16	[-0.15, 0.47]	1.04	41	.304	0.32	Not Significant

Level of significance = .05.

An independent-samples *t*-test revealed no statistically significant difference between academic librarians ($M = 4.31$, $SD = 0.48$) and lecturers ($M = 4.15$, $SD = 0.53$) regarding perceived challenges, $t(41) = 1.04$, $p = .304$, $d = 0.32$. The mean difference was 0.16, 95% CI [-0.15, 0.47].

Discussion

Perceived Need for Establishing the Proposed Programmes

Academic librarians and lecturers generally agreed on a strong need to establish the proposed programmes ($\bar{X} = 4.31$), reflecting broad recognition that the existing LIS curriculum requires diversification to respond to changing information environments and labour-market demands. This aligns with Chung et al. (2022), who reported that LIS education has expanded beyond traditional librarianship into interdisciplinary specialisations and with Olubunmi (2022) and Oladokun and Olatokun (2026), who both emphasised the need for continuous curriculum review integrating emerging technologies. The finding is also consistent with Diffusion of Innovation Theory (Rogers, 2003), which suggests stakeholders support innovations perceived as advantageous over existing practice.

Expected Benefits of Establishing the Proposed Programmes

Respondents agreed that establishing the proposed programmes would generate substantial benefits ($\bar{X} = 4.46$), particularly improved graduate employability, entrepreneurial competencies, research and innovation and institutional competitiveness. This corroborates Santos-Hermosa and Atenas (2022) and Dobreski et al. (2022), who found that modern LIS curricula increasingly integrate practical, technology-driven competencies that enhance graduate adaptability, as well as Nigerian evidence from Olubunmi (2022) and Oladokun and Olatokun (2026). These findings support Stakeholder Theory (Freeman, 1984), reflecting curriculum development that meets stakeholder and societal expectations.

Institutional Readiness for Programme Establishment

Respondents perceived reasonable institutional readiness ($\bar{X} = 3.87$), expressing confidence in staff, library resources and management support, but less certainty regarding classrooms,



laboratories and ICT facilities. This is consistent with Law (2022), who argued that successful curriculum innovation requires institutional commitment and adequate infrastructure and with Oladokun and Olatokun (2026) and Olubunmi (2022), who identified infrastructure and ICT facilities as recurring constraints in Nigerian LIS reform. From a Stakeholder Theory perspective, institutional readiness depends not only on resources but on stakeholder confidence in the University's implementation capacity suggesting FUT Minna would benefit from targeted infrastructure investment.

Perceived Challenges Associated with Programme Establishment

Respondents identified inadequate funding, financial sustainability, limited laboratory and printing facilities, shortage of qualified specialists and accreditation requirements as significant challenges ($\bar{X} = 4.23$), while resistance to curriculum change was not considered a major obstacle the only item to fall in the Undecided range. This aligns with Law (2022) and Olubunmi (2022), who identified financial and infrastructural constraints as recurring barriers to curriculum innovation in Nigerian higher education generally and with Oladokun and Olatokun (2026), who identified inadequate technological infrastructure and insufficient specialised expertise as major barriers to integrating emerging technologies into Nigerian LIS education specifically. The findings also reflect Diffusion of Innovation Theory's emphasis on organisational readiness and the availability of enabling resources as prerequisites for successful adoption: although respondents strongly supported the proposed programmes in principle, they recognised that adequate financial investment and infrastructural development remain necessary preconditions for implementation.

Implementation Strategies for the Proposed Programmes

Respondents strongly agreed ($\bar{X} = 4.55$) that adequate funding, stakeholder participation, staff capacity building, industry collaboration, modern laboratories and continuous curriculum review are necessary for successful implementation. This supports Freeman's (1984) Stakeholder Theory and is consistent with Santos-Hermosa and Atenas (2022) and Law (2022), both of whom emphasised collaborative, continuously reviewed curriculum development. Overall, successful implementation will require coordinated efforts among university management, academic staff, professional associations and industry stakeholders.

Discussion of Hypotheses

The independent-samples t-tests showed no statistically significant differences between academic librarians and lecturers regarding the need for the proposed programmes, $t(41) = 1.42$, $p = .163$, the expected benefits, $t(41) = 1.40$, $p = .169$, and the anticipated challenges, $t(41) = 1.04$, $p = .304$. Thus, all three null hypotheses were retained. These findings indicate strong agreement between the two groups on the relevance of the proposed programmes, their potential to enhance graduate employability and innovation, and the implementation challenges. The results align with previous studies on curriculum innovation in Library and Information Science education (Chung et al., 2022; Olubunmi, 2022) and support the propositions of Diffusion of Innovation Theory and Stakeholder Theory that shared professional perspectives promote acceptance of curriculum reform.



Practical Implications

The broad consensus among academic librarians and lecturers regarding the need, benefits and implementation strategies for the proposed programmes provides empirical evidence to support curriculum innovation and policy decisions across several stakeholder groups.

For FUT Minna, the findings provide evidence for the University Senate and Academic Planning Unit in considering programme introduction, while identified infrastructure and funding concerns provide a basis for strategic resource planning. For the National Universities Commission (NUC), the findings may inform curriculum review and accreditation, encouraging flexibility within the BMAS and CCMAS frameworks to accommodate specialised programmes supporting national digital transformation priorities. For professional bodies such as the Librarians' Registration Council of Nigeria and the Nigerian Library Association, the findings highlight opportunities for closer collaboration on curriculum design, competency standards and continuing professional development. For employers in libraries, archives, publishing and government agencies, the proposed programmes offer potential to reduce skills gaps and improve workforce readiness, underscoring the value of sustained university–employer collaboration. For other LIS schools in Nigeria, the findings offer evidence to encourage similar curriculum diversification, practical training and industry partnerships elsewhere in the sector.

Overall, these implications extend beyond FUT Minna, offering evidence-based guidance for institutional decision-making, national curriculum reform and the broader modernisation of LIS education in Nigeria.

Conclusion

This study examined academic librarians' and lecturers' perceptions regarding the establishment of Publishing and Printing Technology and Records and Archives Management Technology programmes in the Department of Library and Information Technology, FUT Minna. The findings revealed strong consensus on the need to diversify the existing LIS curriculum to address technological developments, labour-market demands and the evolving information profession, with respondents agreeing that the proposed programmes would bridge existing skills gaps, improve graduate employability, strengthen entrepreneurial competencies and enhance university–industry collaboration and institutional competitiveness.

While the University was perceived to possess qualified staff, library resources and institutional support, improvements in laboratory facilities, ICT infrastructure and funding are needed for successful implementation. Respondents identified inadequate funding, shortage of specialised personnel, limited facilities and accreditation requirements as the main challenges, while strongly endorsing stakeholder participation, funding, staff capacity building, industry collaboration, modern laboratories and continuous curriculum review as essential strategies. Hypothesis testing revealed no statistically significant differences between academic librarians and lecturers on perceived need, benefits, or challenges, indicating broad stakeholder consensus.

Overall, the study concludes that establishing the proposed programmes is both desirable and feasible, provided adequate institutional support, infrastructure, funding and stakeholder



collaboration are ensured. These findings contribute to the growing body of knowledge on curriculum innovation in LIS education and provide evidence to support policy formulation and programme development in Nigerian universities.

Recommendations

Based on the findings, the following recommendations are made:

1. FUT Minna should establish the proposed programmes, initiating the necessary academic and administrative processes for introducing Publishing and Printing Technology and Records and Archives Management Technology within the Department of Library and Information Technology.
2. Recruit and develop specialised academic staff in publishing technology, records management, archival science and information governance, with continuous professional development for existing staff.
3. Establish modern publishing and printing laboratories equipped with contemporary printing technologies, desktop publishing software and digital publishing tools.
4. Strengthen records and archives management laboratories, equipped with electronic records management systems, digitisation facilities and digital repository technologies.
5. Improve ICT infrastructure and learning resources, including internet connectivity, specialised software and institutional repositories.
6. Promote collaboration with industry and professional organisations publishing houses, printing companies, archives and professional bodies to facilitate internships, industrial training and graduate employment.
7. Secure regulatory approval and accreditation through close collaboration with the NUC and relevant professional bodies.
8. Provide sustainable funding mechanisms for programme development, infrastructure, staff recruitment and long-term sustainability, potentially through government agencies, development partners and private-sector collaboration.
9. Institutionalise periodic curriculum review in consultation with employers, professional bodies, alumni and students to ensure continued relevance.
10. Conduct continuous programme monitoring and evaluation to assess programme effectiveness, graduate outcomes and stakeholder satisfaction.

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