Academic Performance and Training of Library and Information Science (LIS) Undergraduates in Nigeria

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Abstract

The study aims to determine the academic performance of Library and Information Science (LIS) undergraduates in Nigeria. There is an established relationship between academic performance and the quality of graduates from universities. Consequently, high academic performance will improve the quality of services that will be rendered by university graduates and vice-versa. This makes academic performance to be crucial for a professional course like Library and Information Science (LIS), therefore, necessitating the need for the evaluation of the academic performance of LIS undergraduates in Nigeria. Hence, a descriptive research design was adopted for this study and 14 universities from the federal, state and private categories in the six geopolitical zones of Nigeria, were enumerated. The proportionate sampling technique was adopted to select 40% of 200 to 400 Level LIS undergraduates in each university, making a total of 1526. Primary and secondary data collected were analysed using descriptive statistics like percentages, frequencies, pie charts and columns. The result showed that the academic performance of most of the LIS undergraduates was on average. Thus, much is still desired to improve the quality of the academic performance of the LIS undergraduates. Therefore, the need for an enhanced attitude toward learning to raise quality librarians and information professionals.

Keywords: Academic performance, Library and Information Science, LIS undergraduates, Nigeria, universities.

Introduction

Universities are designed to develop lifelong learners and create encouraging learning and teaching environment for imparting skills, behaviour, and attitude required for relevant positions in government, business, industry and other professions. They are established to convey knowledge, skills and competencies as well as graduates who are well equipped to compete favourably in the international market (National Universities Commission (NUC), 2014). Universities are to come up with learning outcomes, evaluation of the fulfilment of the outcomes as well as engage the students in a process for continuous improvement over the years to meet the outcomes (Oakleaf, 2011). The Benchmark Minimum Academic Standards (BMAS) document clearly stated that the philosophy of universities generally is to produce quality high academic graduates endowed with ethical standards and practical exposure for self or industry employment and become an asset to the nation (NUC, 2018).

Students constitute an essential asset of any university, and it is anticipated that undergraduates will develop skills, and attitudes and acquire knowledge while in the university. More specifically, undergraduates studying Library and Information Science (LIS) programmes are in the university to become librarians and information professionals. They are exposed to training in library and information science, information and communication technology (ICT), and also, information management courses. After their training, undergraduates can work in financial institutions, industries, libraries or anywhere as information professionals. The library schools are tertiary institutions of learning with a specialisation in the training of librarians and information professionals. LIS undergraduates are expected to have the ability to assimilate information and concepts. Hurst-Wahl (2010) avers that LIS undergraduates are full of energy ideas tand believe in the power of information.

LIS undergraduates are expected to be furnished with techniques, practical skills and appropriate

theoretical knowledge needed to build and improve work performance while in library schools (LRCN, 2017). Therefore, like other undergraduates, they engage in standard structured lectures, assignments, group discussions, seminars, writing term papers, continuous assessments, and examinations. They are taught to collect, organise, preserve and disseminate information resources. All of these are used in the evaluation of their overall performance culminating in academic success. Thus, academic performance is crucial to the overall success of the LIS undergraduates, just like undergraduates in all other disciplines.

Academic performance could be defined as the extent to which undergraduates obtain their educational objectives, goals, and outcomes. These include performance measured regarding practical examinations, continuous assessments and assessments of essays, practical exercises, and reports. Several assessment instruments/measuring scales have been used in universities to express the overall performance of undergraduates since the inception of the course unit system. However, the Cumulative Grade Point Average (CGPA) is the key assessment instrument used in the course unit system (CUS) of university education. The CUS is a system in which academic programmes are designed with courses that are weighted and classified into various levels for undergraduates (Ajadi, 2015). Academic performance is highly relevant to undergraduates as it determines their year of graduation, career after education and path towards postgraduate programmes based on the class of degree obtained. Moreover, academic performance of undergraduates influences the socioeconomic development of a nation.

Generally, there are observations that the academic performance of undergraduates in Nigeria is declining. Onoyase (2014) and Olufemi, Adediran and Oyediran (2018) observed that most of the graduates from universities in Nigeria in recent times are no longer at par with their international colleagues going by the quality of services rendered after graduation. In 2019, Daily Trust reported on the 127,023 graduates for the 2018/2019 academic session from 36 universities in Nigeria out of which only 1.8% had 1st Class degrees. This is of great concern because an established strong association exists between academic performance and the economy of a nation (Organisation for Economic Co-operation and Development (OECD), 2018; Okedigba, Adedigba and Okedigba. 2019).

Zakariya and Bamidele (2015) ascribed low academic performance to factors like poor infrastructure, academic weakness and emotional problems among others while high academic performance is associated with factors such as quality teaching and learning processes, and availability of infrastructure in universities, peers influence, and parents' financial level. Olusola, Omoregie, Emmanuel and Olushola (2016) noted that the academic performance of Nigerian undergraduates is of great concern and necessitates interventions to assess the factors that could improve the academic performance of the undergraduates in various disciplines.

Academic performance is found to have a strong correlation with positive socioeconomic development (Steinmayr, Meißner, Weidinger and Wirthwein, 2017), therefore, is a crucial aspect of the educational lives of undergraduates in the university, and in the case of LIS undergraduates, it is the key to their future careers as librarians and information professionals. Given this, this study is set out to determine the level of the academic performance of library and information science undergraduates in Nigeria. Evaluation of the academic performance will bring to light the quality of education received by LIS undergraduates in Nigerian universities.

Statement of the problem

Academic performance is an indication of the quality of education in higher institutions and the extent to which undergraduates obtain their educational objectives and goals. There is an established relationship between academic performance and the quality of graduates from universities as well as the progressive socioeconomic development of a nation. Consequently, to national development. Thus, the evaluation of academic performance is germane in the assessment of the quality of the education and training of LIS undergraduates since it impacts directly on the quality of services rendered as librarians and information professionals. However, recent studies have shown that the level of academic performance of undergraduates in Nigeria is declining, LIS undergraduates are not excluded and consequentially, poor quality graduates. Therefore, efforts to improve academic performance will increase the quality of LIS graduates and services rendered to society.

Objectives of the study
The objectives of the study are to;
- determine the level of academic performance of LIS undergraduates in Nigerian universities, and
- provide useful information for the

improvement of the training of LIS undergraduates in Nigerian universities.

Literature Review

Library and information science (LIS), a discipline with a body of interrelated concepts and techniques, encompassed all aspects of information management and library operations organised into various courses and taught at the university level to produce practitioners with recognised professional certification. LIS is concerned with the entire information transfer process, which is continuously evolving to incorporate new topics like database management, information architecture, and management, among others (University of Michigan, 2014). LIS education introduces undergraduates to theories, research, and methodologies, as well as the practice of library and information science. This is expected to enable them to cultivate an understanding of information representation and organisation, information construction, content, gatherings and use, and information technology (University of Michigan, 2014).

LIS undergraduates are expected to engage in learning, gain expertise and complete academic programmes to get them ready for the workplace (Rhodes, 2008). They are required to acquire knowledge and develop skills and attitudes while at the university to combat the challenges of globalisation (National Universities Commission, 2014; Okebukola, 2015). According to IFLA (2012), "LIS [undergraduates] are required to acquire a broad general education as a significant component of the total educational programme for the library/information professional." LIS undergraduates are being educated and studying in an information world that keeps changing with technological changes and innovations. The LIS graduates of this generation become a part of the profession that continues to anticipate and respond to future challenges of the information age.

Librarian's Registration Council of Nigeria (LRCN, 2017) expressively stated that the LIS programme is expected to expose the undergraduates to education and training that would enable them to meet the requirements of employers or self-employment. Accordingly, some of the outcomes of education and training in LIS for undergraduates in Nigeria are to produce library and information professionals for all types of libraries, inspire the spirit of enquiry and creativity among the professionals that will ensure that they understand the role of information and emerging concepts in a complex, multi-cultural, multi-ethnic and largely non-literate society like Nigeria, to provide adequate intellectual guidance needed to adapt to changing situations and to understand the role of ICT in managing information (LRCN, 2017).

In light of these objectives, more ICT courses were incorporated into the LIS curriculum following the guidelines of the Benchmark Minimum Academic Standards (NUC, 2014) to ensure that the education and training of the undergraduates are in line with the world's best practices. Therefore, LIS educators are encouraged to implement ICT in the curriculum to guide the undergraduates in use, enhance their attitude to learning, improve upon the academic performance of the undergraduates, and thus, remain relevant in practice and demands of the profession (LRCN, 2017).

Academic performance, as one of the principal goals of a university, is usually measured by examination results (Kyoshaba, 2009). Universities are established to impart knowledge and skills that enhance excellent academic performance in undergraduates to produce high-quality human resources for the nation's workforce. Academic performance is, therefore, any academic input that produces academic outcomes (Division of Student Affairs, Obafemi Awolowo University, 2015). Such outcomes are not limited to excellent results obtained through test and examination scores but also include the learning achievements of undergraduates at the end of an academic programme. Thus, academic performance is well-defined as the degree to which undergraduates achieve educational objectives, goals, and outcomes.

Academic performance is crucial to the overall success of undergraduates. This statement is true because it reflects the accomplishments of specific set goals of the university. Even after university education, academic performance determines whether an undergraduate will have opportunities to proceed on postgraduate programmes as well as influences the vocational career of the undergraduates. There is also a substantial nexus between high academic performance and the positive socioeconomic development of a nation (Steinmayr, Meißner, Weidinger and Wirthwein, 2017). This was one of the reasons for revising the BMAS by NUC, to appraise the relevance and standard of university education in Nigeria and for the integration of courses like peace and conflict as well as entrepreneur studies which are essential platforms for improving the competencies, knowledge, skills and dispositions of all Nigerian graduates thereby encouraging global competitiveness

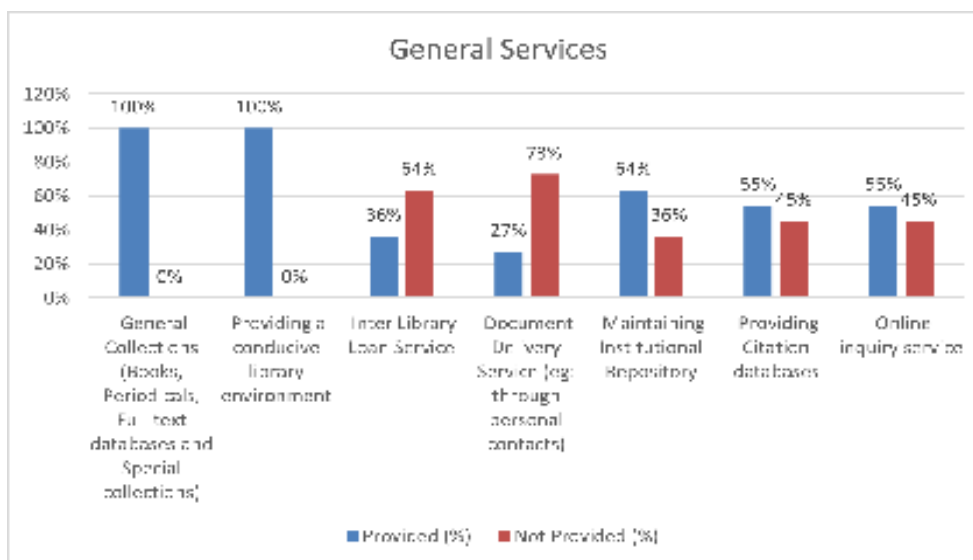**Figure 1.** Research Support Services Provided (General Services)

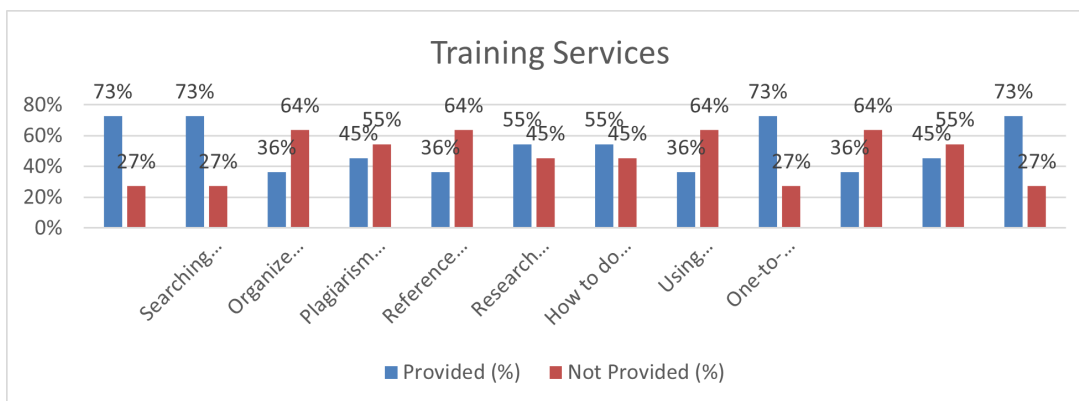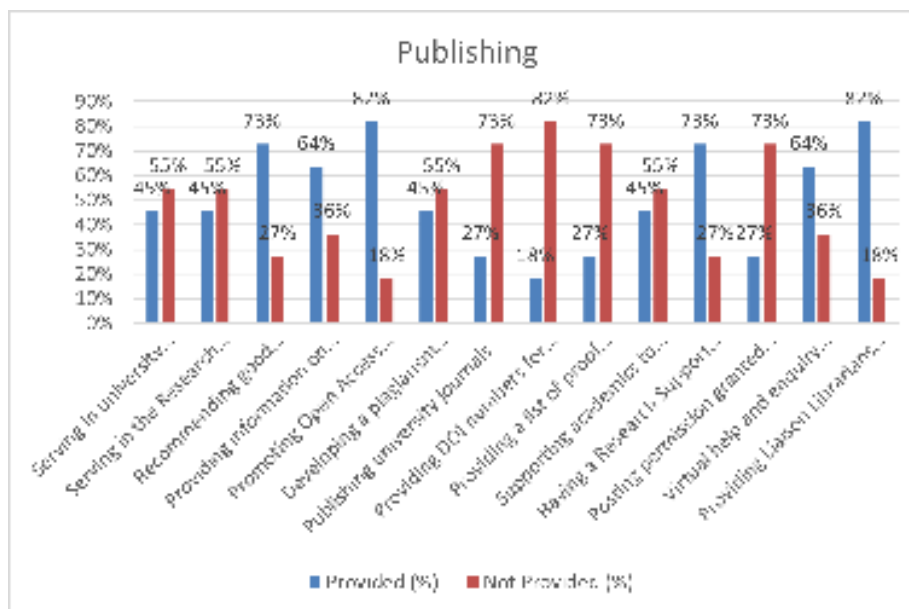**Figure 2.** Research Support Services Provided (Training services)

Figure 3. Research Support Services Provided (Publishing services)

and capability to meaningfully contribute to the socio-economic development of the country (NUC, 2014). These submissions prompted the Organisation for Economic Co-operation and Development (OECD) to organise the Programme for International Student Assessment (PISA), an international study on academic achievement, to guide education policy decision-makers by collecting information to analyse the strong points and weaknesses of the educational system of a nation (OECD, 2018).

Relevant theories of academic performance

Researchers view academic performance as a significant predictor of performance at all levels of education (Ruban and McCoach, 2005; Fenollar, Roman and Cuestas, 2007). Fenollar et al. (2007: p. 874) opined that the social-cognitive theory of motivation by Dweck is a very relevant view to understanding academic performance. According to the theory, students' performances are a function of longing to accomplish specific goals. The focus has been on two principal achievement goals: learning (also called mastery or task-oriented) goal and performance (also called ego-oriented) goal (Fenollar et al., 2007). Elliot and his colleagues reported these goals to construct as approach and avoidance forms of regulation (Elliot and Church, 1997; Elliot and McGregor, 2001). These goals, according to them, are independent, each having a discrete impact on academic performance. For example, the learning approach goal has a more positive impact than learning-avoidance goals and performance-avoidance goals.

Undergraduates with a learning goal orientation attempt to master a specific task to improve themselves regardless of the number of slip-ups they might make. They extend their learning further than the minimum obligatory and follow the learning process. Learning goal-oriented undergraduates are also more likely to participate in self-regulation and tend to accomplish higher tasks, learn more, and carry on after failure, compared to performance-goal-oriented undergraduates (Miltiadou and Savenye, 2003). Performance-goal-oriented undergraduates are worried about positive appraisals of their aptitudes in contrast to others. They want to look smart, and they try not to seem inept, they usually run away from responsibilities that are challenging and show stumpy tenacity in the presence of demanding obligations. Therefore, they rarely retain the information they learn (Elliot and Dweck, 1988; Miltiadou and Savenye, 2003). In terms of work avoidance goals, however,

there are opinions that it should be separated from learning and performance goals as there is a little study to establish the existence of such a goal (Nurmi, Aunola, Salmela-Aro, and Lindross, 2003; Fenollar et al., 2007). The relationships between all these factors are shown in Figure 1.

Figure 1. An Integrative Model of the Antecedents of Academic Performance
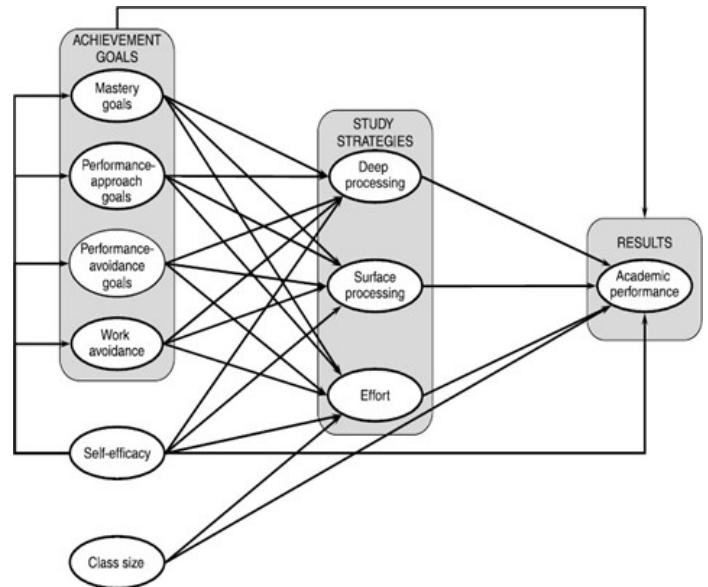
(Source: Fenollar, Roman and Cuetas, 2007: p. 875)

Within the study strategies, the overall effort used in the process of studying is referred to as effort. Literature has shown that undergraduates with mastery goals, are task or learning goals oriented and they always put more effort into learning because of the desire to build up skill, knowledge and comprehension (Murphy and Alexander, 2000). Undergraduates with such goals are interested in cultivating their competence and expertise (Vermetten, Lodewijks, and Vermunt, 2001). They have a belief that their success or failure depends on personal effort, and thus, engage in profound strategic developments. Intrinsically, it is not shocking that such undergraduates will make efforts to cultivate the necessary skills to enrich their learning. LIS undergraduates, who desire to achieve specific academic goals, will therefore, need to put to make use of available facilities in addition to the learning process towards the achievement of academic excellence.

Methodology
Study Population

The study population consists of all the full-time Levels 200, 300 and 400 LIS undergraduates in the 23 LIS schools in Nigerian universities accredited

to offer LIS degree programmes. Direct-entry and 100 level LIS undergraduates were not included in the study population because they had no CGPA for the previous session. Furthermore, the LIS schools were found in the three groups of universities in Nigeria, that is, federal, state, and private-owned universities located in the six geopolitical zones of Nigeria. The total population of undergraduates in the LIS schools in the 200 - 400 levels was 7115 (See Appendix Table 1).

Study Design

The descriptive research design was adopted. Specifically, an ex-post facto design of the correlational type was used for this study.

Sampling Techniques

Two-stage sampling technique was adopted. The 23 universities were first stratified into federal, state and private-owned. One federal university was randomly selected from each of the six geopolitical zones, one university from each of the five geopolitical zones that had state universities offering LIS, and three private universities in South-east, South-south and South- west enumerated, to give a total of 14 universities. Secondly, a proportionate sampling technique was employed to select 40% of 200 to 400 level LIS undergraduates in each university, making a total of 1526 (See Table 2).

Table 2. Distribution of the study sample

S/N	Universities	University Ownership	Population				Sample			
			200L	300L	400L	Total	200L	300L	400L	Total
1	Abubakar Tafawa Balewa University, Bauchi	Federal	62	54	118	234	25	22	47	94
2	Ahmadu Bello University, Zaria	Federal	420	218	277	915	168	87	111	366
3	University of Calabar	Federal	92	65	63	220	37	26	25	88
4	University of Ibadan	Federal	47	41	62	150	19	16	25	60
5	University of Ilorin	Federal	69	26	57	152	28	10	23	61
6	University of Nigeria, Nsukka	Federal	47	41	41	129	19	16	16	51
7	Ambrose Ali University, Ekpoma	State	126	185	155	466	50	74	62	186
8	Imo State University, Owerri	State	177	121	157	455	71	48	63	182
9	Kwara State University, Malete	State	68	32	65	165	27	13	26	66
10	Tai Solarin University of Education, Ijebu-Ode	State	155	140	58	353	62	56	23	141
11	Umaru Musa Ya'adua University, Katsina	State	147	133	181	461	59	53	72	184
12	Adeleke University, Ede	Private	11	24	32	67	4	10	13	27
13	Benson Idahosa University, Benin City	Private	5	3	5	13	2	1	2	5
14	Madonna University, Anambra	Private	10	14	10	34	4	6	5	15
Total			1436	1097	1281	3814	574	439	512	1526

Data Collection Instruments

Two instruments, a questionnaire and the university records bearing the CGPA of the LIS undergraduates were used for data collection. The university records were used to validate the self-reported CGPA by the LIS undergraduates. The CGPA was then categorised in High, Medium and Low, based on the 5-Point grading scale approved by the National University Commission (NUC) used in Nigerian universities. These are 1st class (4.5 – 5.0) and 2nd class upper (3.5 – 4.49) – High; 2nd class lower (2.5 – 3.49) – Medium; and 3rd class (1.5 – 2.49) and Pass (1.00 – 1.49) – Low. For UI and KWASU however, who used the 7-Point grading scale and 4-Point respectively, the grade points were aligned with that of other universities.

Data Analysis

Data collected were analysed using descriptive statistics like percentages, frequencies, pie charts and columns. The Statistical Package for Social Sciences (SPSS 23) software was used.

Results
Socio-Demographic Profile of Respondents

Eighty-one point eight percent (81.8%) copies of the questionnaire administered to the LIS undergraduates were found usable and valid for analysis out of which 477 (38.2%) were in 200 level, 347 (27.8%) in 300 level and 425 (34.0%) were in 400 level. The majority of the LIS undergraduates (71.9%) were within the age bracket of 18 to 24 years and the female respondents were 1.6% more than the male. (See Table 3).

Table 3. Socio-demographic Profile of Respondents

Socio-Demographic Profile	Categories	Frequency (N) (n=1249)	Percentage (%)
Year of Study	200	477	38.2
	300	347	27.8
	400	425	34.0
	Total	**1249**	**100**
Age Range	Below 18	20	1.6
	18-21 years	392	31.4
	22-24 years	506	40.5
	25 and above	331	26.5
	Total	**1249**	**100.0**
Gender	Male	590	47.2
	Female	659	52.8
	Total	**1249**	**100.0**

Table 4. Breakdown of the Data on CGPA from the LIS Departments

CGPA	200L		300L		400L		Total	
	N	%	N	%	N	%	N	%
1st Class Grade	9	0.7	8	0.6	11	0.9	**28**	**2.2**
2nd Class Upper Grade	177	14.2	113	9.0	154	12.3	**444**	**35.5**
2nd Class Lower Grade	229	18.3	152	12.2	203	16.3	**584**	**46.8**
3rd Class Grade	56	4.5	68	5.4	44	3.5	**176**	**14.1**
Pass Grade	7	0.6	6	0.5	12	1.0	**25**	**2.0**
Total	478	38.3	347	27.8	424	33.9	**1249**	**100**

Level of Academic Performance

To determine the level of the academic performance of LIS undergraduates in Nigeria, respondents were asked to state their CGPA for the previous session, that is, 2016/2017 session. The university record, bearing the CGPA of the LIS undergraduates for the same session was also collected from each of the universities and used to validate the self-reported CGPA as presented in Table 4. Furthermore, the level of the academic performance of the respondents as categorised is presented in Figures 2a and 2b.

Figure 2a. Level of the academic performance of LIS undergraduates in Nigerian universities based on cumulative grade point average
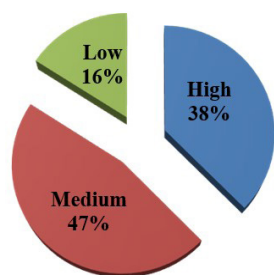
Figure 2b. Level of the academic performance of LIS undergraduates in Nigerian universities based on cumulative grade point average by year of study
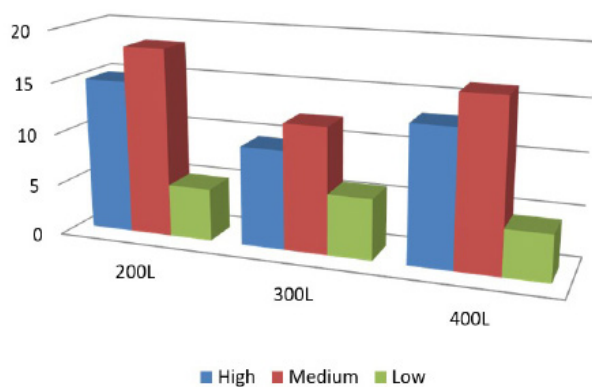
The data in Fig 2a showed that the level of the academic performance of close to half of the respondents (46.8%) fell within the medium category, 37.7% were within the high category while 16.1% of the respondents were within the low category. It is therefore evident from the result that the level of the academic performance of the majority of the respondents is medium, that is, within the 2nd Class Lower grade. In addition, the analyses of the CGPA based on the year of study of the respondents as shown in Fig 2b revealed that, out

of the 46.8% of the respondents that were within the medium category, 18.3% were in 200L, 16.3% were in 400L while 12.2% were 300L undergraduates. For those that fell within the high category, respondents in 200L had the highest percentage (14.9%), followed by those in 400L (13.2%) and the least were those in 300L (9.6%).

Further analyses of the level of the academic performance of the respondents by the year of study of respondents in each university are as presented in Figures 3a - 3c.

Figure 3a. The level of the academic performance of 200L LIS undergraduates in Nigerian universities based on their cumulative grade point average
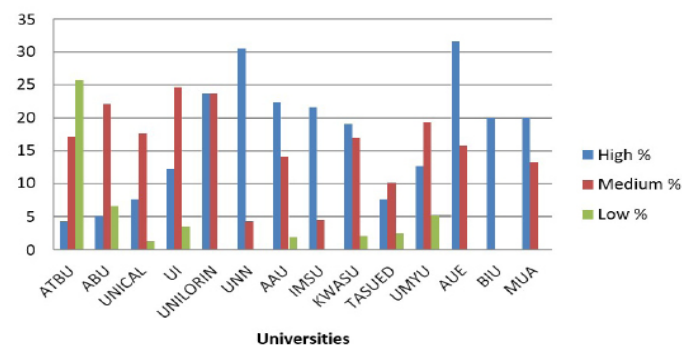

Figure 3b. The level of the academic performance of 300L LIS undergraduates in Nigerian universities based on their cumulative grade point average
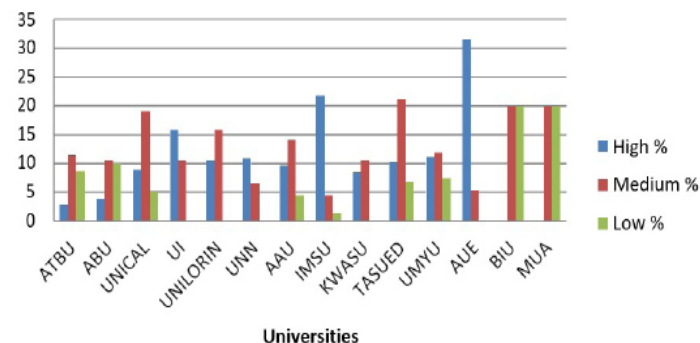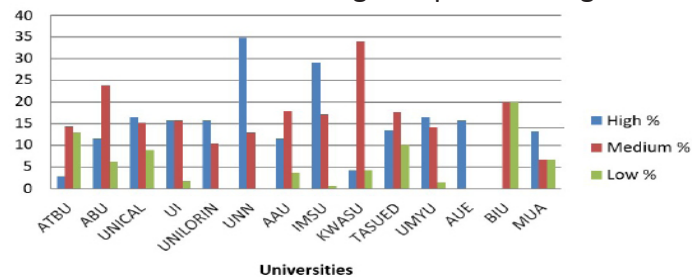

Figure 3c. The level of the academic performance of 400L LIS undergraduates in Nigerian universities based on their cumulative grade point average

Figs 3a – 3c revealed that all the universities had undergraduates with a high level of academic

performance in all the years of study except BIU and MUA. For those in 200L, UNN had the highest number of respondents (34.8%) in the high category; KWASU had the highest number of respondents (34.0%) in the medium category while BIU had the highest number of respondents (20.0%) in the low category. For 300L, AUE had the highest number of respondents (31.6%) in the high category; TASUED had the highest number of respondents (21.2%) in the medium category while BIU and MUA had the highest respondents (20.0%) in the low category. For those in 400L, AUE and UNN had the highest number of respondents in the high category, 31.6% and 30.5% respectively. UI had the highest in the medium category (24.6%) while ATBU had the highest in the low category (25.7%). It could also be seen that all the respondents in 200L from AUE and 400L from BIU were in the high category. UNILORIN and UNN did not have respondents in the low category in all the years of study.

Therefore, the findings show that the academic performance of UNN, UNILORIN, UI, IMSU and AUE is high because the universities had more of the respondents in the 1st Class and 2nd Class Upper grades. The academic performance of ABU, UNICAL, AAU, KWASU, TASUED, UMYU, BIU and MUA is medium because most of the respondents were in the 2nd Class Lower grade while the academic performance of ATBU is low because the majority of the respondents were in the 3rd Class and Pass grades. Thus, the academic performance of LIS undergraduates in Nigerian universities is above average.

Discussion

Academic performance has received considerable attention as researchers have long been interested in exploring variables that contribute positively or that could promote high academic performance among undergraduates. Universities are established to impart knowledge and skills that could promote high academic performance. This is to produce high-quality human resources which are likely to become national assets. Besides, high academic performance is needed to tackle the technological demands of the future working places for the LIS undergraduates.

All the universities surveyed under this study except UI and KWASU used the old 5-point grading scale in the Nigerian University System (NUS). While UI used a 7-point grading system, KWASU had adopted the new 4-point grading scale in line with the newly approved 4-point grading scale for Nigerian universities by the National Universities Commission

(NUC) to align the different grading scales of CGPA (NUC, 2015; Lawal, 2018). Recently, UI also implemented the new grading scale in the 2016/17 academic session (Kehinde, 2017).

In this study, as earlier defined, academic performance was classified as high (CGPA 3.5 – 5.0), medium (CGPA 2.5 – 3.49) and low (CGPA 1.00 – 2.49). Accordingly, 37.7% of the LIS undergraduates in all the universities surveyed fell within high academic performance while 46.8% were within the medium academic performance. Thus, 84.5% of the LIS undergraduates performed above average. This is contrary to the general belief that the academic performance of undergraduates in Nigeria is low (Onoyase, 2014; Zakariya and Bamidele, 2015; Olusola, Omoregie, Emmanuel and Olushola, 2016).

However, much is still desired to improve the quality of the academic performance of the LIS undergraduates. LIS undergraduates in Nigerian universities like any other in countries all over the world are expected to engage in learning, gain skills and acquire a broad general education. They are expected to develop knowledge of information representation and organisation, information architecture, content and collections, information needs and uses, and information technology as well as develop world best practices even while in the university (Rhodes, 2008; IFLA, 2012; University of Michigan, 2014; LRCN, 2017). Thus, it is required of the LIS undergraduates to acquire high grades.

Moreover, considering the academic performance in the individual universities studied, five universities (UNN, UNILORIN, UI, IMSU and AUE) had more LIS undergraduates with high academic performance, eight universities (ABU, UNICAL, AAU, KWASU, TASUED, UMYU, BIU and MUA) had majority of the LIS undergraduates within the medium category while ATBU had more LIS undergraduates with low academic performance. Thus, there is variation in the academic performance of the LIS undergraduates in the various universities. Some of the factors that could cause these variations could include differences in entry requirement, curriculum, learning environment (facilities) and socioeconomic factors to mention a few (Steinmayr, Meißner, Weidinger and Wirthwein, 2017).

Hence, each university must have basic entry requirements as this determines the quality of the undergraduates and their academic performance. Studies have also shown that the mode of admission or point of entry determines academic performance

(Joe, Kpolovie, Osonwa and Iderima, 2014). For high academic performance, therefore, each university must be stringent in the mode of admission of LIS undergraduates. In addition to this, each university must endeavour to improve the content of learning by fully implementing the approved LIS curriculum by NUC, to improve the academic performance of the undergraduates (LRCN, 2017).

Furthermore, there is a need to enhance the quality of learning and the learning environment to improve the academic performance of the LIS undergraduates. One of such ways to improve learning is through the introduction of ICT and other appropriate courses using emerging technologies. Consequently, this could help in having undergraduates with sound intellectual minds, who would acquire a significant component of the total educational programme and would eventually deliver effectively and quality library and information services (Ruban and McCoach, 2005; Fenollar, Roman and Cuetas, 2007; LRCN, 2017).

Thus, LIS undergraduates in Nigeria must develop a learning goal orientation as propounded by the social-cognitive theory of motivation by Dweck (Elliot and Church, 1996; Elliot and McGregor, 2001), so that learning can be extended beyond the classroom and what is required especially in the application of technology for learning. With such orientation, the undergraduates will always have the desire to build up knowledge, skill and comprehension (Murphy and Alexander, 2000). This is, therefore, a call for the LIS undergraduates to have personal convictions which are needed to execute the actions required to obtain the desired academic performance.

Conclusion

This study found that the academic performance of LIS undergraduates in Nigerian universities is on average. The majority of the LIS undergraduates in all the universities surveyed fell within the medium level of academic performance based on their Cumulative Grade Point Average (CGPA). Only one university had more undergraduates with low academic performance in all the years of study.

Hence, the study shows that LIS undergraduates in Nigeria must be encouraged to develop learning or mastery goal orientation. With such a learning goal, the undergraduates will be interested in cultivating their competence and expertise. They will believe that their success or failure depends on personal effort. Thus, they will put in more effort to cultivate the necessary skills to enrich their learning towards the achievement of academic excellence.

Recommendations

1. The academic performance of LIS undergraduates in Nigerian universities calls for concern. Therefore, there is a need for advocacy from all the stakeholders in the training of the LIS undergraduates to seek means of improving the learning process in the university to enhance the academic performance and raise quality librarians and information professionals.

2. There is a need for a concerted effort by NUC and LRCN for the inclusion of courses aimed at enhancing learning goal orientation in the LIS curriculum.

3. The findings of this study brought to the fore the need for an enhanced attitude to learning and improving the academic performance of LIS undergraduates in Nigerian universities if they are to be prepared to meet the demands and expectations of the contemporary labour market.

Declaration Of Interest

The authors declared that there are no known conflicts of interest associated with this study.

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17	Imo State University, Owerri	State	SE	1992	455
18	Kwara State University, Malete	State	NC	2009	165
19	Tai Solarin University of Education, Ijebu-Ode	State	SW	2005	353
20	Umaru Musa Ya'adua University, Katsina	State	NW	2006	461
21	Adeleke University, Ede	Private	SW	2011	67
22	Benson Idahosa University, Benin City	Private	SS	2002	13
23	Madonna University, Okija	Private	SE	1999	34
Total					7115

Source: *Librarians' Registration Council of Nigeria (LRCN), 2016 and Academic Planning Establishments of the universities, 2016*

(NB: NC – North-central, NE – North-east, NW – North-west, SE – South-east, SS – South- south, SW – South-west)