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**IFE**

**PSYCHOLOGIA**

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# EDITORIAL

The compilation of each new edition of our journals brings fresh challenges: scholars with different interest and concerns, current thinking and research to present and elucidate, past standards to try to exceed. This is more so in a competitive world where one must excel always. We have enjoyed grappling with these challenges again in the production of this Volume 21 Number 2, 2013 of our senior journal, IFE PSYCHOLOGIA.

One of our goals is to provide an integrated approach to psychology. Another is to show psychology as a dynamic discipline made up of people trying to explain different aspects of human behaviour and experience – sometimes agreeing and sometimes not – but asking important questions and trying to answer them scientifically.

In all, we have in this Volume, an unprecedented number of brilliant articles. They are thirty nine!

We hope you will enjoy this final outcome of our effort.

Sincerely,  
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## **Library 2.0: Perception, Knowledge and Reception among Information Professionals at Covenant University Library.**

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The research was done to examine the perception, knowledge and reception attitude of Information professionals at Covenant University Library. The nature of Lib 2.0 was briefly explained. The research paper also captured problem factors that hinder successful implementation of Library 2.0. The results show that a high level of awareness of Library 2.0 applications among information professionals. Blogs, RSS, IM and other Web 2.0 tools and services can assist Information professionals in their efforts to present information and better connect with their clients, especially the younger generations of Internet users. Though the librarians hold positive perceptions on library 2.0 applications, and indicated willingness to learn more on the utilization of 2.0 tools, they highlighted several impediments in implementing Library 2.0.

*Keywords:* Web 2.0; Library 2.0, Academic libraries, library service, Information professionals

Gutsche (2010) observed that an increasing number of positions in libraries are moving closer to the technical end of the scale and that consequently technology competencies are starting to comprise an “ever growing piece of the performance pie, impacting every job in the library” She contends that new competencies must be defined and that “everyone who works in a library must stay nimble and ready to receive new knowledge and skills”. According to Salter (2003) “the librarian of the 21st century will be the product of what we observe about ourselves and the critical self analysis that follows”.

Globally, library 2.0 is recognized as the contemporary or modern practice of handling and supporting information services in library and information establishments, although majority of academic libraries in developing countries are yet to embrace this new business paradigm. Library 2.0 provides the new business paradigm that is useful in providing and supporting information services in academic libraries. The digital environment has been rapidly changing the information landscape leading to new and competitive information services. Digital solutions have brought changes in the creation, storage, distribution, access and

delivery of information in academic libraries. The online information environment implies the need for academic libraries to implement library 2.0 solutions.

Academic libraries have been known as “place-based” service providing institutions and users visited the library to consult use the physical collection of books, journals, CDs, etc. Recently there has being rapid changes in the field of Information and communication technologies (ICT), libraries and information centers have been completely transformed. The advancement of technology and the emergence of the internet transformed the information space and enabled access to information also outside the library walls.

### *Literature Review*

Library 2.0 is a change in the “interaction between users and libraries in a new culture of participation catalysed by social web technologies” (Holmberg, Huvila, Kronqvist-Berg, & Widen-Wulff, 2009). Library 2.0 is revolutionizing libraries and the Library and Information Science profession (Casey, 2005). Christine Mackenzie (2007), suggested that Library 2.0 has forever changed the “library brand.” Libraries are no longer about books or even

information. Instead, libraries are about "facilitating people to participate, interact and create, to provide the means for that to happen". Similarly, U.S. LIS educator, Michael Stephens, noted that Library 2.0 is breaking down the barriers "librarians have placed on service, barriers of place and time, and barriers inherent in what we do" (Stephens & Collins, 2007).

In the present knowledge based economy, library 2.0 has emerged as one of the drivers, constituting the fundamentals of developing and building modern information services. The transition from industrial based economy to knowledge based economy in the 21st century, needs effective and efficient provision of information services that attain the goals and objectives of academic libraries. In the knowledge based economy, the main mission of academic libraries is to provide high quality information services to the clients. The real market value of library and information establishments is build on technological innovations and customer based services.

In the last five years, blogging LIS professionals have begun to compile their vision for librarian 2.0. In 2005, Stephen Abram, vice president of Innovation for Sirsi Dynix, declared that "librarian 2.0 is the guru of the information age". Abram observed that the Web 2.0 movement was laying the groundwork for exponential growth and was having a dramatic impact on the way people live, work, and play. He noted that librarian 2.0 has the "ability, insight and knowledge to influence the creation of this new dynamic and guarantee the future of our profession". Stephen Abram challenged the information professional to become 'Librarian 2.0'. How has this transition taken place? How can we measure it? We have to bear in mind the difficulties of defining Library 2.0. As Partridge, Helen L., Lee, Julie M., & Munro, Carrie (2010) says, 'regardless of how library 2.0 is ultimately understood, it will require a new type of LIS professional'.

The concept Library 2.0 was born in October 2005 at the Internet Librarian Conference 2005, when Michael Stephens of Saint Joseph County Public Library

addressed the idea in relation to a typical library website. The term "Library 2.0" was invented by Michael Casey on his blog Library Crunch (2) as a term comes from the fusion between the terms Business 2.0 and Web 2.0. Casey suggested that libraries, especially public libraries, are at a crossroads where many of the elements of Web 2.0 have applicable value within the library community, both in technology-driven services and in non-technology based services. Also, he described the need for libraries to adopt a strategy for constant change while promoting a participatory role for library users.

Maness (2006) further defined "Library 2.0" as "the application of interactive collaborative, and multimedia web-based technologies to web-based library services and collections." As the community change, libraries must not only change with them, they must allow users to change the library. It should constantly seek new ways to allow communities to seek, find and utilise information. Thus, there is a necessity to understand the concept of Library 2.0 and the opportunities it creates for libraries to provide content and services to their communities of users. Libraries have been affected by technological advancement in many ways before, but what signifies the penetration of Library 2.0 is the emphasis on "user-centeredness" or user-participation. Library users are more enticed to use library services as Library 2.0 empowered them through active participation and communication with the library personnel. In the age where libraries are threatened by the Internet, Library 2.0 could be deployed as a strategic marketing tool for libraries.

Maness (2006) highlights that there is paradigm shift for librarianship as Library 2.0 demands libraries to focus less on secured inventory systems and more on collaborative discovery systems. Increasingly, librarians will need to play a facilitation role to allow users to interact and create content for themselves. Library 2.0 where sharing is the norm, recognises that the users utilises information as a community rather than individual.



Librarians need to understand the wisdom of the clients and their changing roles. With Library 2.0, the creation and delivery of content is not primarily done solely by the librarians. Web 2.0 technologies allow the user communities to participate in the creation of the content together with librarians. The appearance of blogs and wikis has enormous implications for libraries. Increasingly, blogs are becoming another form of publications and libraries need to look into ways to include them in their collection development and archival. Librarians will need to re-think the notions of being "authoritative" and "reliable". Social networks such as MySpace, Facebook, Twitter etc have open up new ways of users to connect to each other, engage in discussion and share content dynamically with other users.

In the past year, there has been a sharp increase in the number of such sites with huge number of users. Libraries can make use of these opportunities to be present in such spaces and make connections with their users to answer their questions. Maness (2006) suggests that the face of the library's web-presence in the future may look very much like a social network interface. Tagging and social bookmarking have become common activities in websites such as Flickr and Del.ious.us. Tagging and social bookmarking tools help Librarians Bridge the gap between the library's need to offer authoritative, well-organised information and their patrons' web experience (Rethlefsen, 2007). Web 2.0 tools can allow the users to search both standardised and user tagged subjects, whichever makes most sense.

The 2.0 phenomenon was not really about tools. It was more a state of mind, a way of thinking. It was about participation and collaboration (Melville, 2009). Hicks and Graber (2010) emphasize the sociological and philosophical elements and link them with the way educational theory has now embraced a constructivist approach, and what this could mean for the way students learn.

Libraries in the more developed world have already experimented with Library 2.0 and they have enjoyed the new paradigm of a

more enhanced relationship with library users through participation and two-way communication using Lib 2.0 tools. According to Bradley (2007), the Lib 2.0 applications that can be utilized and have been utilized by many libraries such as in the use of blogs or weblogs, RSS, Instant messaging, social networking, podcasts, photo-sharing, mashups and many more. For example, the Ohio University library and University of Alberta are using RSS feeds to announce arrivals of new books (Farkas, 2007). Kelly (2008) reported that Heriot Watt University Library launched their blog in 2006 and it was linked with the library website. The blog contained news, views, information and advice from the Library. The Portsmouth City Library (UK) is using Wikis to engage their readers which customized service such as wiki for book lovers and readers, and inviting them to share experiences through reviews and recommendations. There is also 'teen wiki' to support the teenagers reading groups in Portsmouth.

Unfortunately, the Library 2.0 experience is not being equally experienced by all libraries in the world, particularly those in the developing world. While the literature is replete with success stories from libraries that have adopted Library 2.0, this concept is still new to some libraries in developing countries. Although most library system today is bundled with 2.0 technologies, librarians in developing countries are still at the early stage of getting themselves familiarized with the 2.0 tools such as instant messaging, podcasting, blogging, and social networking. Miller (2005) had warned on the possible 'by passing' of the libraries, as users are more in tune with online resources such as Wikipedia, Google, Amazon, or Ebay which are more responsive and appealing to their needs. As such, libraries in developing countries must act fast to reap the potentials of Library 2.0. It is against this background that this study was set out in order to investigate the perceptions of librarians at the Covenant University on Library 2.0 applications.

**Objectives of the Study**

The objectives of the study were:

- To study librarians' awareness and acceptance of Library 2.0 applications.
- To study librarians' perceptions of Library 2.0 applications.
- To identify factors that will influence the successful implementation of Library 2.0 applications in libraries.

Centre for Learning Resources, Covenant University is located in Ota, Ogun State, Nigeria. It started its operations in October, 2002. It is fully automated and uses Millennium library software which is web based. The library has a collection of over 110, 000 volumes of books, 40,000 journal titles, and over 9 online databases which contain thousands of electronic journals and textbooks. The total population size of professional librarians in this study is 20 are all MLIS and M.Info.Sc holders. As Library 2.0 is considerably new to the Nigerian Academic environment, the findings of this study would contribute to the understanding of librarian's perceptions

*Table 1*

| <b>Computer expertise</b> | <b>Very High</b> | <b>High</b> | <b>Average</b> | <b>Low</b> | <b>Very Low</b> |
|---------------------------|------------------|-------------|----------------|------------|-----------------|
| MS Word                   | 18(100%)         | -           | -              | -          | -               |
| MS Power point            | 14 (78%)         | 3 (17%)     | 1 (6%)         | -          | -               |
| MS Excel                  | 14 (78%)         | 3 (17%)     | 1 (6%)         | -          | -               |
| MS Access                 | 5 (28%)          | 6 (33%)     | 7 (39%)        | -          | -               |
| Web Browser               | 18(100%)         | -           | -              | -          | -               |
| Search Engines            | 18(100%)         | -           | -              | -          | -               |

From Table 1 above, it was found that, 18(100%) respondents rated their skills as very high MS word. In the case of MS Power Point, 14 (78%) respondents rated themselves as having very high level of computer expertise in using MS PowerPoint, 3 (17%) rated themselves as having high level of expertise, and only 1 (6%)rated their expertise level as average. With regard to expertise in MS Excel, 14 (78%) rated themselves as very high, 3 (17%)as high and 1 (6%) as average.

on the use of lib 2.0 applications in the library. Such findings would also be useful in moving academic libraries in synchronization with today's web generation.

**Research Findings**

At the time of the research work, 20 questionnaires were distributed, 18 (90%) librarians responded to the distributed questionnaire. Four respondents (13%) were male and Fourteen respondents (78%) were female. This reflects the female dominance in library profession in Covenant University.

The respondents came from different divisions of the library in which there were 7(39%) were from Classification Section, while 11(61%) were from Cataloguing.

The Respondents were asked to indicate their perceived level of computer expertise using the Likert-Scale (very high, high, average, low and very low). This section includes questions on their expertise in the use of Microsoft applications, web-browsers and search engines.

Regarding to web browser expertise, 18(100%) rated themselves as 'very high' in using web browser. The findings further revealed that 18(100%) rated themselves as having a very high expertise in using search engines. Information on the above indicates the librarians' expertise on basic application tools in libraries, which could also indicate readiness in adopting Web 2.0 tools.



Table 2

|  | YES | NO  |
|--|-----|-----|
| Did you know if Web 2.0 applications are employed in libraries?  | 3   | 17% |
| I have heard about Web 2.0 applications being employed in libraries, but do not know how   | 15  | 83% |
| I have heard about Web 2.0 applications employed in libraries, and have seen some of the applications, but do not use the applications | 3   | 17% |
| I have heard about Web 2.0 applications employed in libraries, and use some of the applications  | 10  | 56% |

The respondents were asked to indicate their awareness with regard to the following statements in Table 2. 3 (17%) respondents were not aware of Web 2.0 applications being employed in libraries. The other 15 (83%) respondents who indicated awareness of Lib 2.0, admitted to the following: (a) 3 (17%) respondents have

heard about Web 2.0 applications employed in libraries, but do not know how, (b) 2(11%) respondents have heard about Web 2.0 applications being employed in libraries and have seen some of the applications, but do not use it, and (c) 10(56%) respondents have heard about Web 2.0 applications in libraries and have used some of its applications.

Table 3

In Table 3, Respondents were asked to indicate their level of utilization with regards to the Web 2.0 in general.

| Web 2.0 Tools                    | Frequency/ Percentage |
|----------------------------------|-----------------------|
| Read blogs                       | 17 (94%)              |
| Add posts to blogs               | 3 (17%)               |
| Read Wikipedia                   | 18 (100%)             |
| Add entries in Wikipedia         | 1 (6%)                |
| Use RSS feeds                    | 3 (17%)               |
| Participate in social networking | 17 (94%)              |
| Use and Add pictures in Flickr   | 2 (11%)               |
| Use Twitter                      | 5 (18%)               |
| Use Facebook                     | 18 (100%)             |

Almost all respondents, i.e. 29(97%) read blogs. Very little number of respondents 3(17%) had added posts to blogs. The findings also showed that 18 (100%) of the respondents had read entries in Wikipedia, but only 1(3%) had added entries in Wikipedia. 3 (17%) respondents had used

RSS feeds and 17 (94%) had participated in social networking. 2 (11%) respondents said that they had used and added pictures from and to Flickr respectively. The finding also showed that 5 (18%) make use of Twitter, while 18 (100%) make use of Face book.

Table 4

As regards the acceptance of Web 2.0 applications in libraries, respondents were asked to indicate their level of acceptance using 5 Likert-scale of *Strongly Agree (SA)*,

*Agree (A)*, *Unsure (US)*, *Disagree (D)* and *Strongly Disagree (SD)*. The result for each of the question is as shown in the Table below.

|  | SA      | A       | UN     | D      | SD    |
|--|---------|---------|--------|--------|-------|
| Do you agree that libraries should provide library blogs that are linked to library homepage?          | 12(67%) | 4(22%)  | 2(11%) | -      | -     |
| Do you agree that librarians should have individual library blogs that are linked to library homepage? | -       | 10(56%) | 4(22%) | 3(17%) | -     |
| Do you agree for libraries to use wikis to collaborate with users?                                     | 6(33%)  | 2(11%)  | 6(33%) | 3(17%) | 1(6%) |
| Do you agree for libraries to utilize social tagging to the users?                                     | 2(11%)  | 9(50%)  | 5(28%) | 2(11%) | -     |
| Do you agree for libraries to participate in social networking with users?                             | 16(89%) | 2(11%)  | -      | -      | -     |
| Do you agree for libraries to create RSS feeds for users?  | -       | 9(50%)  | 6(33%) | -      | -     |
| Do you agree for libraries to use Instant Messaging with users   | -       | 13(72%) | 5(28%) | -      | -     |
| Do you agree for library to utilize podcasts for users   | -       | -       | -      | -      | -     |

Majority 16(89%) of the respondents agreed that the library should provide library blogs and that it should be linked to the library homepage. Only 2(11%) of the respondents were unsure about the move. A total of 10(56%) respondents agreed that librarians should have library blogs and linked to the library home page while only 4(22%) of the respondents indicated they were not sure, and 3(17%) disagreed with the move. It was also found that 8 (44%) of the respondents agreed with the statement that library should use wikis to collaborate with users, while 4(22%) of the respondents indicated their disagreement, and 6(33%) of the respondents also were not sure with the statement. The table also indicated that, 11(61%) of them agreed that libraries should utilize social tagging to the users, 5(28%) of the respondents were unsure and the remaining 2(11%) respondents disagreed.

Majority of the respondents 11(61%) supported that libraries should participate in social networking with users, while 5(28%) of the respondents were unsure with the statement, and only 2(11%) of the

respondents disagreed with the statement. It was also found that, 9(50%) of the respondents agreed that the library to create RSS feeds for users. Finally, 13(72%) of the respondents supported the idea of using instant messaging (IM) with users. On the overall, majority of the respondents had shown their agreement with regards to the acceptance of the Web 2.0 applications in the library.

*Table 5*

Respondents were asked to indicate their training needs on the use of Library 2.0 using 5 Likert-scale of *Very Important (VI)*, *Important (I)*, *Somewhat Important (SI)*, *Not Important (NI)* and *Not Important at all (NIA)*. Table 5 below shows that majority 16(89%) of the respondents indicated that training on introduction to Web 2.0 technologies and tools were important, while only 2(11%) respondent indicated this training as somewhat important. 17 (94%) respondents indicated that workshop on using blogs were important, and only 1(6%) respondent was not interested in such training.

| Training                                       | VI      | I      | SI     | NI    | NIA |
|--|---------|--------|--------|-------|-----|
| Introduction to Web 2.0 technologies and tools | 13(72%) | 3(17%) | 2(11%) | -     | -   |
| Workshops for using blogs                      | 16(89%) | 1(6%)  | -      | 1(6%) | -   |
| Workshops for using wikis                      | 5(28%)  | 8(44%) | 4(22%) | 1(6%) | -   |
| Workshops for using social networking          | 5(28%)  | 8(44%) | 4(22%) | 1(6%) | -   |

|  |        |         |        |       |   |
|--|--------|---------|--------|-------|---|
| Workshops for managing tags                | -      | 17(57%) | -      | 1(6%) | - |
| Workshops for using instant messaging (IM) | 7(39%) | 5(28%)  | 5(28%) | 1(6%) | - |

When asked about workshop on using wikis, majority of the respondents 13(72%) rated it as important, with another 4(22%) of the said it was somewhat important. Again, only 1(6%) respondent indicated that the workshop on using wikis as not important. More than half 13(72%) of the respondents indicated workshops for social networking was important, while 4(22%) of the respondents said it was somewhat important, and only 1(6%) respondent indicated that the workshop on using social networking is not important. The study also found that, 17(57%) respondents said that such workshop was important, and only 1(6%) respondent indicated that it was not important. Finally, with respect to workshop on IM, 12 (67%) respondents indicated such workshop as important, while another 5(28%) perceived it as somewhat important, and only 1 (6%) said it was not important to have a workshop on IM. Thus, majority of the respondents had indicated trainings on the various

applications of Web 2.0 in libraries as important.

Table 6

Respondents were given an open-ended question that sought their opinion on factors that could contribute in successfully implementing Library 2.0. All responses were analyzed and grouped under common term. The highly cited factors were that of 'management support' (mentioned 16 times), followed by 'knowledge & skills of staffs' and 'equipments & infrastructures' (mentioned 10 times). The remaining factors indicated were 'training', being mentioned by 14 (78 %) respondents, 'willingness to change' and 'budget' (13 times). Other factors listed were 'good collaboration (library & users)', 'response from users', 'proper planning', 'internet access', 'staffs commitment & cooperation', 'librarian awareness', 'promoting & marketing strategies' and 'time availability'. There was only 1(6%) respondent who was concerned with 'maintenance' factor.

| Factors   | Frequency | Percentage (%) |
|---|-----------|----------------|
| Management support                                    | 16        | 89             |
| Knowledge & skills of staffs                          | 10        | 56             |
| Equipments & infrastructures (software, hardware etc) | 10        | 56             |
| Training  | 14        | 78             |
| Willingness to change                                 | 13        | 72             |
| Budget  | 13        | 72             |
| Good collaboration (library & users)                  | 17        | 94             |
| Response from users                                   | 15        | 83             |
| Proper planning                                       | 9         | 50             |
| Staffs commitment & cooperation                       | 9         | 50             |
| Internet Access                                       | 18        | 100            |
| Librarians' awareness                                 | 17        | 94             |

|                                 |   |    |
|---------------------------------|---|----|
| Promotion/ marketing strategies | 2 | 11 |
| Time availability               | 2 | 11 |
| Maintenance                     | 1 | 6  |

**Conclusion**

In as much as this study only addressed a small sample of the professional Librarians in one University, the findings are still useful in gauging the readiness of other professional librarians in embracing Library 2.0. Having majority of the librarians being aware of Web 2.0 tools coupled with having computer expertise, Library 2.0 has made its way into the Nigerian Academic libraries.

The findings also went further to indicated the trend where the librarians are mainly active users of the Web 2.0 tools. Their willingness to attend trainings shows huge potential of encouraging them to be contributors as well. On the overall, the study found that covenant university librarians hold positive perceptions on Web 2.0 applications. The findings also indicated that most of the librarians had positively accepted and bought the idea of Web 2.0 applications in the library. However, a minimal number of them were not favourable of some tools such as those for social networking and instant messaging. It could indicate their fear that social networking tools and IM would have some negative effects particularly in delivering library services.

The librarians indicated the importance of attending workshops on Library 2.0. This is another positive indication of their openness in venturing into a more open, flexible, and interactive communications with library customers. Though they listed several factors of concern in implementing Library 2.0, these factors reflected their understanding that Library 2.0 is a 3-dimensional environment where librarians, management support, and users must be taken into consideration.

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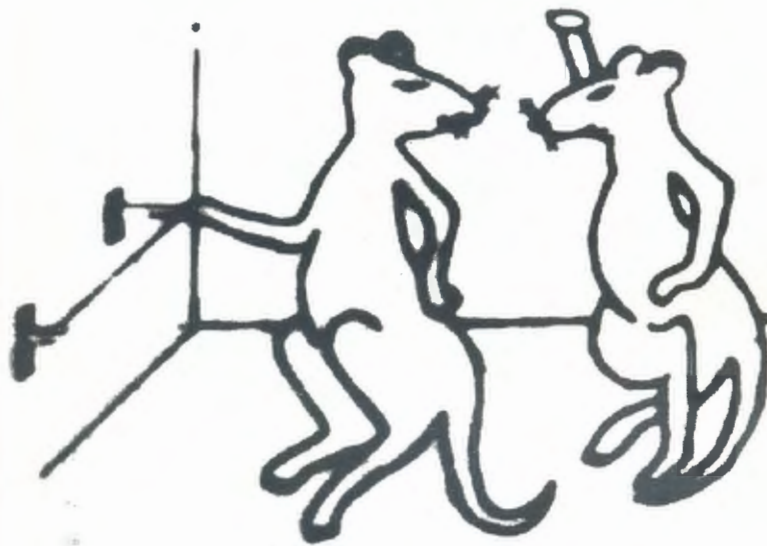
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'Boy, have I got this guy conditioned!  
Every time I press the bar down  
he drops in a piece of food"