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LIBRARY AND INFORMATION SCIENCE EDUCATORS AS KNOWLEDGE PILLARS: EXPLORING BEST PRACTICES

BY

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Abstract

Purpose: *This paper examined the role of LIS educators as knowledge pillars in advancing the profession. Specifically, it sought to identify best practices in curriculum design, pedagogy and mentorship that strengthen the capacity of educators to prepare graduates for the evolving knowledge economy.*

Design/Methodology/Approach: *The study employed a multi-site research design. The population for the study comprised 14 universities with accredited LIS programmes in federal, state and private institutions in the South-West. Total enumeration sampling technique was used to include all 14 universities within each site; simple random sampling was applied to select 117 participants, which constituted the sample size.* A total of 70 valid responses were retrieved, representing an 81.9 % response rate. *Questionnaire was used as the instrument for data collection, and the data collected were analysed using descriptive statistics of mean, frequency and percentage.*

Findings: *It was revealed that LIS educators in South-West Nigeria have implemented the CCMAS to a large extent starting from the 2024/2025 session; use of ICT tools, mentorship, and practical/fieldwork exposure are the best practices adopted by LIS educators; the pedagogy employed by LIS educators is online lectures and blended learning, and LIS educators face challenges such as limited resources and facilities, limited access to technology, heavy workload and lack of research funding that hinder their effectiveness in fulfilling their roles as knowledge pillars.*

Practical Implications: *The findings of this study have revealed the relevance of LIS educators in advancing Library and Information Science education through the effective implementation of the national curriculum reforms as stated in CCMAS. This implies that LIS students across the country will now possess the same foundational knowledge to respond to the rapid changes in the knowledge economy, making the labour market competitive.*

Originality/Value: *The value of this work lies in assessing the extent to which library educators conform to the implementation of national curriculum reforms. Its originality lies in the fact that it has not been published elsewhere.*

Keywords: Library and Information Science Educators, Curriculum Innovation, Core Curriculum Minimum Academic Standards (CCMAS)

Introduction

Library and Information Science (LIS) educators are professionals who teach, train, and conduct research in the field of Library and Information Science. They are usually based in universities, colleges, or library schools and are responsible for preparing librarians, information managers, archivists, and related professionals. They pass on knowledge, skills, and best practices needed to manage information resources,

provide library services, and advance the discipline of information science. They shape not only future professionals but also the organisational backbone of knowledge ecosystems (Fakandu, Musa and Ibrahim, 2021). Their dual capacity as academic instructors and information practitioners makes them critical for knowledge retention, dissemination, and innovation within institutions.

Various studies have explored best practices that reinforce their roles in designing and teaching courses in Library and Information Science; conducting research to improve library practices and information management; guiding students in projects, theses, and professional development; and serving as knowledge pillars by shaping the next generation of information professionals in alignment with global education frameworks. However, their effectiveness depends on supportive institutional structures, access to ICT tools, and adherence to evidence-based best practices as stated in the studies of Raju, Chu and Cunningham (2023) and Olubukola, Olufemi and Ibidapo (2025).

Drawing from empirical studies in Nigeria and global best-practice guidelines, LIS education is rooted in long-standing traditions of cataloguing, classification, reference services, collection management, and knowledge organisation. In today's interconnected world, best practices in LIS education are increasingly shaped by global standards, collaborative networks, and emerging technologies. Universities and library schools across the world are aligning their curricula with international frameworks while also addressing local needs. In response to the alignment, the National Universities Commission in Nigeria published the Core Curriculum Minimum Academic Standards (CCMAS), a curriculum reform that emphasises the need for LIS educators to blend these traditional foundations with modern, learner-centred, technology-driven approaches (National Universities Commission, 2023). This approach ensures graduates are not only grounded in core library values but also equipped with the skills required in a digital, knowledge-based society.

While global trends and national curriculum reforms (such as the CCMAS in Nigeria) encourage the adoption of best practices in Library and Information Science (LIS) education, LIS educators in Nigeria often face significant challenges in applying best practices in fulfilling their roles as knowledge pillars. These challenges may be a result of institutional, technology, pedagogical, and professional issues. To this end, this paper explores the

role of LIS educators as knowledge pillars in advancing LIS education in Nigeria.

Research Objectives

The main objective of the paper is to investigate how LIS educators apply best practices in curriculum design, pedagogy and mentorship in library schools in South-West Nigeria. The specific objectives are to:

1. Find out the pedagogical methods LIS educators use in library schools in South-West Nigeria.
2. Ascertain the level of awareness of the newly implemented Core Curriculum Minimum Academic Standards (CCMAS) in library schools in South-West Nigeria.
3. Find out the challenges faced in implementing the CCMAS in the LIS Curriculum.
4. Determine the best practices LIS educators explore to enhance LIS education among library schools in South-West Nigeria.
5. Identify the challenges LIS educators face in fulfilling their roles as knowledge pillars

Research Questions

This study is based on four research questions as follows:

1. What are the pedagogical methods LIS educators use in library schools in South-West Nigeria?
2. What is the level of awareness of the newly implemented Core Curriculum Minimum Academic Standards (CCMAS) in Library schools in South-West Nigeria?
3. What are the challenges faced in implementing the CCMAS in the LIS Curriculum in library schools in South-West Nigeria?
4. What best practices can LIS educators explore to enhance LIS education among library schools in South-West Nigeria?
5. What are the challenges LIS educators face in fulfilling their roles as knowledge pillars?

Review of Related Literature

LIS Educators as Knowledge Pillars

In an increasingly digital and interconnected world, knowledge functions as the bedrock of social, educational, and economic development. The term knowledge pillars represents the essential foundations upon which information is created, organised, preserved and disseminated within society. These include human expertise, technological systems, organisational structures, and cultural practices that sustain knowledge continuity.

While these pillars are vital for building learning societies and ensuring

equitable access to information, libraries and other knowledge institutions are acting as custodians of these pillars (Nonaka & Takeuchi, 1995; IFLA, 2019). Other authors have opined that LIS educators serve as human knowledge pillars, transmitting expertise, mentoring future professionals, and adapting curricula to reflect emerging societal needs (Onuoha, Akidi & Chukwueke, 2019). The authors' position shows that without the human dimension, knowledge infrastructures remain incomplete. To reiterate the position of Onuoha, Akidi and Chukwueke (2019), Hammons (2024), in his study stated that Library and Information Science (LIS) educators have been providing instruction for decades. They are regarded as faculty developers and partners in teaching, advancing pedagogy and embedding information practices across the curriculum. This clearly shows that they are capacity-builders in open knowledge because they are shaping how students locate, evaluate and ethically use information, which is a core knowledge pillar of higher education. However, there has been increasing investigation into their experiences and identities as knowledge pillars as teaching responsibilities are growing.

Global Frameworks and Best Practices in LIS Education

Higher education curricula require regular updates and renewal. As a matter of fact, varied expertise is needed to meet the multifaceted challenges of curriculum development; hence the importance of applying best practices and collaborative approaches. According to Zeivots, Hopwood, Wardak and Cram (2024), Library and Information Science (LIS) education has shifted from narrowly defined professional training toward broad, competency-based preparation that responds to rapid technological and contemporary frameworks which emphasise core disciplinary knowledge, use of ICT tools, research integration, and collaborative curriculum development. This section of the literature review synthesises major international frameworks on curriculum development competency documents, recent trend analyses, and scholarship that together form current best practice in LIS education. Major global frameworks and standards highlighted in the literature are as follows:

The International Federation of Library Associations and Institutions (IFLA) updated its Guidelines for Professional LIS Education Programmes in 2022. These guidelines present Foundational Knowledge Areas (FKAs) and programme elements that are adaptable

to different national contexts and levels of higher education. IFLA positions LIS education as both practice-oriented and research-informed, recommending that curricula should reflect local needs while ensuring graduates achieve internationally recognised competencies. The Guidelines are explicitly competency- and outcomes-focused, highlighting accessibility, digital readiness, and continuous professional development (IFLA, 2022).

In the United States, the American Library Association (ALA) provides both programme accreditation standards and a statement of core competences of librarianship. The most recent updates, including the 2021 revision of the Core Competences and ongoing accreditation standards, outline essential knowledge areas such as leadership, user services, information organisation, technology, and ethical/legal issues (American Library Association, 2021). These documents serve as a model for aligning curricula to practice expectations and for ensuring quality assurance through accreditation.

The Association of College and Research Libraries' (ACRL) framework on curriculum development shifted emphasis from discrete skills to conceptual understanding and dispositions, a change widely adopted in LIS pedagogies and in the design of learning outcomes for courses that prepare graduates to teach and support information literacy across disciplines (ACRL, 2015).

UNESCO's Media and Information Literacy (MIL) curriculum integrates media literacy and information literacy to respond to global challenges such as misinformation, digital divides, and the ethical use of information. The MIL framework is widely recommended for inclusion in LIS curricula to prepare graduates as educators and community leaders in information environments, especially where public education and civic engagement are priorities (UNESCO, 2021).

The Association of College and Research Libraries (ACRL, 2025) stresses programmatic assessment, collaborative projects and information literacy as benchmarks of best practice. The Internationally recognized frameworks reinforce professional pillars by aligning education with practice that combines strong foundations in LIS, interdisciplinary and collaborative projects that strengthen the knowledge ecosystem. From historical perspectives, Smith (2025) traced the development of collaborative projects in LIS education by citing examples of the KALIPER (Kellogg-ALISE) Information Profession and Education Reform project in North America and the LIS curriculum collaborative projects in Europe and

Australia. The author concludes that collaborative projects, interdisciplinary research and research integrations set strategic directions that support collaboration between LIS education within higher education and other sectors.

Roy and Habib (2025) in the study opine that effective collaboration, especially between industry, library and LIS educators, is vital for professional growth as it facilitates exchange of knowledge, skills, innovative practices, and integration of theoretical knowledge with practical experience, which ensures that LIS curricula are responsive to employer and society needs. In addition, Gerts and Wakeling (2025) also reiterate that professional development, mentorship, research integration and interdisciplinary processes such as co-design workshops, research integration, partnerships, employer engagement, etc could improve pedagogical quality and stakeholder buy-in.

Bringing this discussion within the context of LIS education in Nigeria, these global frameworks align closely with the priorities embedded in the Core Curriculum Minimum Academic Standards (CCMAS). Both emphasise standardised yet adaptable curricula, competency-based learning outcomes, and periodic curriculum review, while also creating room for local knowledge systems to be integrated into a broader, internationally relevant LIS education.

The implementation of the National Universities Commission (NUC)'s Core Curriculum and Minimum Academic Standards (CCMAS) for Nigerian Universities, designed to commence in the 2022/2023 academic session, is a good direction in the pedagogical shift in LIS education in Nigeria. CCMAS is an organised curriculum designed with the objectives of improving the standard of Nigerian universities, making graduates from Nigerian universities more employable and equips local, national and international skills with knowledge and character that are globally acceptable (Ogunode, Olaoye and Yakubu, 2023).

The academic content of the curriculum is uniquely structured to provide for 70% of core courses for each programme while allowing universities to utilise the remaining 30% for other innovative courses in their peculiar areas of focus. It is an improved curriculum designed to be implemented through blended learning and developed for the training and development of graduates who are fit to solve the problems confronting the nation and contribute to the knowledge ecosystem. It is noted that many universities have implemented the CCMAS in their curriculum. Studies have shown that

many universities have begun the implementation of CCMAS after the NUC's publication, indicating a transformation shift in Nigerian higher education curricula (Osiyemi, Imoh, Olusanya, Adebayo and Agbajeola, 2026; Ogumode, Msheliza and Mohammed, 2024).

In the challenges facing LIS educators in Nigeria, Akpan-Abasi, Abdulahi and Edet (2026) identified that library schools face challenges such as ICT facilities for teaching and learning, issues of institutional funding, limited access to up-to-date functional workshops and laboratories, etc. Similarly, Oluwo, Soneye and Apetu (2025) studied the key obstacles hindering the effective adoption of CCMAS in Nigerian universities and submitted that inadequate funding, a shortage of qualified personnel, resistance to curriculum changes, infrastructural deficits, and the slow integration of technology into business education.

The global frameworks and Nigerian CCMAS documents point to a convergence around competency-based, ethically informed, and digitally fluent LIS education. This convergence is guided by effective use of ICT tools, mentorship, collaborative projects, research integration and practical/ fieldwork exposure. For instance, Ahaiuzu, Nyemezu and Nsirim (2020) submitted that LIS educators are using basic computer interfaces, mobile and new media technologies for blended learning, but they have yet to adopt a blended learning teaching method. However, studies from the LIS literature in Nigeria have shown that LIS educators play a pivotal role as knowledge pillars by contributing to the knowledge ecosystem in Nigeria, but it appears there is a gap in how they are bridging theory and practice and embedding experiential learning and interdisciplinary linkages into teaching. This is the main thrust of this study.

Methodology

This paper adopted a multi-site survey design, focusing on multiple universities in Nigeria that offer Library and Information Science (LIS) programmes. The multi-site approach was chosen to ensure diversity of perspectives, reduce institutional bias, and capture a more representative picture of how LIS educators and academic libraries function as knowledge pillars. The population for this study comprised 117 LIS educators working in federal, state and private universities in South-West Nigeria. Total enumeration sampling technique was used to include all 14 universities with accredited LIS programmes, ensuring coverage across different states in South-West Nigeria. Within each site, simple random sampling was applied to select respondents. The sample size was 117

participants, comprising Educators in the LIS departments. A total of 70 valid responses were retrieved, representing an 81.9 % response rate. The primary instrument was a structured questionnaire, designed to elicit quantitative data on the role of LIS educators as knowledge pillars.

The questionnaire was divided into six sections: section A captured the demographic information of the participants, including institution, role, and years of experience; section B focused on teaching and curriculum (e.g teaching methods, LIS curriculum); section C assessed participants' awareness and implementation of Core Curriculum Minimum Academic Standards (CCMAS); section D identified best practices and challenges in teaching – barriers faced (infrastructure, training, policy) and recommended solutions; section E examined professional development and collaboration; and section F allowed participants to share their general reflections. Copies of the questionnaire were distributed electronically (via Google Forms) to the respondents across 14 LIS schools in universities in South West, Nigeria. Heads of Departments facilitated access to participants. Data were analysed using descriptive statistics (frequency, percentage) to summarise responses.

Results and Analysis

Table 1: Socio-economic Profile of Respondents

Variables	**Scale**	**N=70 F**	**Percentage %**
Institution	Private	26	37.1
	State	23	32.9
	Federal	21	30
Gender	Male	22	31.4
	Female	48	68.8
Age	Below 30 yrs	2	2.9
	31-40 yrs	14	20
	41-50 yrs	28	40
	Above 50 yrs	26	37.1
Academic Qualifications	Master Degree	16	22.9
	PhD	54	77.1
Academic Cadre	Assistance Lecturer	8	11.4
	Lecturer 11	22	31.4
	Lecturer 1	14	20
	Senior Lecturer	16	22.9
	Professor	10	14.3
Years of Experience	Less than 5 years	22	31.4
	5-10 years	20	28.6
	11-20 years	16	22.9
	Over 20 years	12	17.1

RQ 1: What are the pedagogical methods LIS educators used in library schools in South-West, Nigeria?

Research question one aimed at finding out the pedagogical methods LIS educators used in library schools in South-West, Nigeria. There were sub-constructs that answered the research question. These were integration of emerging technology, pedagogical methods, and if current LIS curriculum adequately prepares students for the job market.

Table 2: Integration of emerging technologies into teaching

S/N	Integration of Emerging Technology	Frequency	Percentage
1.	Occasionally	12	17.1%
2.	Often	28	40.0%
3.	Very often	30	42.9%
	Total	**70**	**100.0%**

Table 2 is on the Integration of emerging technologies into teaching. It was found that a majority of LIS educators very often (42.9%) integrate emerging technology into their teaching and academic activities.

Table 3: Teaching Methods use most frequently

S/N	Teaching Methods	Frequency	Percentage
1.	Group discussions	30	43%
2.	Lectures (Online/Blended learning)	68	97%
3.	Case studies	18	26%
4.	Project-based learning	22	31%

From Table 3, it can be deduced that the majority of the respondents (97%) frequently use online lectures and blended learning as the most common teaching methods used by the LIS educators, closely followed by group discussions (43%), while 26% use case studies as a teaching method used by LIS educators.

The perception of respondents was also sought to know if the current LIS curriculum adequately prepares students for the job market. Table 4 presented the responses.

Table 4: Do you think the current LIS curriculum adequately prepares students for the job market?

S/N	Preparation of Students for the Job Market (Curriculum)	Frequency	Percentage
1.	The current curriculum can be improved	2	2.9%
2.	No	16	22.9%
3.	Yes	52	74.3%
	Total	**70**	**100.0%**

Based on data obtained from LIS educators in Table 4, 74.3% of the LIS educators believe that the current curriculum prepares the students for the job market; 22.9% feel that the curriculum will not prepare the students adequately for the job market.

RQ 2: What is the level of awareness of the newly implemented Core Curriculum Minimum Academic Standards (CCMAS) in Library schools in South-West, Nigeria?

The second research question sought to determine the awareness and application of the Core Curriculum Minimum Academic Standards (CCMAS) by LIS educators in South-West, Nigeria. To determine to what extent LIS educators have implemented the Core Curriculum Minimum Academic Standards (CCMAS) in Library schools, the respondents gave insights in Table 5.

Table 5: Awareness of the newly introduced CCMAS

S/N	Awareness of the newly introduced CCMAS	Frequency	Percentage
1.	No	2	2.9%
2.	Yes	68	97.1%
	Total	**70**	**100.0%**

Table 5 revealed that 97.1% of the respondents are aware of the newly introduced CCMAS, while 2.9% of the respondents indicate that they are not aware of the newly introduced CCMAS.

Another question was raised to find out if the library schools have commenced implementation of the CCMAS and the time of starting the implementation.

Table 6: Commenced implementation of the CCMAS in the Curriculum

S/N	Commenced implementation of the CCMAS in Curriculum	Frequency	Percentage
1.	No	4	5.7%
2.	Yes, fully	46	65.7%
3.	Yes, partially	20	28.6%
	Total	**70**	**100.0%**

Table 6 revealed the result on the commenced implementation of the CCMAS in LIS curriculum of Library schools in South-West, Nigeria. Majority of the LIS educators 65.7% affirm that the commenced implementation of the CCMAS in LIS curriculum is fully implemented, 28.6% responded that it was partially implemented while 5.7% indicated it has not been implemented in library schools.

Table 7: Time of starting of implementing CCMAS in the Curriculum

S/N	Time of starting of implementing CCMAS in the Curriculum	Frequency	Percentage
1.	2023	4	5.7%
2.	1st Semester of last two years	2	2.9%
3.	2022/2023	6	8.6%
4.	2023/2024	22	31.4%
5.	2024/2025	24	34.3%
6.	2025	2	2.9%
7.	2025/2026	4	5.7%
8.	No	4	5.7%
9.	Not sure	2	2.9%
	Total	**70**	**100.0%**

Result from Table 7 showed that 34.3% of the respondents indicated that CCMAS was implemented in their library school in 2024/2025, 31.4% indicated 2023/2024 while 2.9% indicate not sure and 1st Semester of last two years respectively.

Table 8: Extent of Involvement in the implementation of CCMAS

S/N	Extent of Involvement in the implementation of CCMAS	Frequency	Percentage
1.	Minimally involved	2	2.9%
2.	Moderately involved	18	25.7%
3.	Not involved at all	4	5.7%
4.	Very actively involved	46	65.7%
	Total	**70**	**100.0%**

As presented in Table 8, it was discovered 65.7% of the respondents are very actively involved in the implementation of CCMAS, 25.7% are moderately involved, 5.7% not involved at all while 2.9% are minimally involved in the implementation of CCMAS.

Table 9: Adequacy of resources provided for CCMAS

S/N	Adequacy of resources provided for CCMAS	Frequency	Percentage
1.	Adequate	34	48.6%
2.	Inadequate	32	45.7%
3.	Very adequate	4	5.7%
	Total	**70**	**100.0%**

Table 9 showed that 48.6% of respondents reported that adequate resources were provided for CCMAS, 45.7% indicated inadequate resources while 5.7% reported that very adequate resources were provided for CCMAS. Whether the CCMAS adequately integrates emerging area was asked. Table 10 showed the results.

S/N	CCMAS adequately integrates emerging	Frequency	Percentage

	area		
1.	Agree	52	74.3%
2.	Disagree	18	25.7%
	Total	**70**	**100.0%**

The results from Table 10 showed that 74.3% agreed that CCMAS adequately integrates emerging areas, and 25.7% disagreed. This implies that LIS educators agreed that CCMAS adequately integrates emerging areas.

RQ 3: What are the challenges faced in implementing the CCMAS in the LIS Curriculum in library schools in South-West, Nigeria?

Table 11: **Challenges Faced in Implementing the CCMAS LIS Curriculum**

S/N	**Challenges faced in Implementing the CCMAS LIS Curriculum**	**Frequency**	**Percentage**
1.	Inadequate ICT infrastructure	32	45.7%
2.	Limited institutional support	18	25.7%
3.	Time/workload constraints	36	51.4%
4.	Insufficient training	28	40.0%
5	Lack of teaching resources	32	45.7%

Some challenges faced in implementing the CCMAS LIS curriculum, as shown from the table are: time/workload constraints (51.4%), lack of teaching resources and inadequate ICT infrastructure (45.7%) and insufficient training (40.0%). The support needed to enhance CCMAS implementing was raised as a follow up question.

Table 12: **Support Needed to Enhance CCMAS**

S/N	**Support needed to enhance CCMAS**	**Frequency**	**Percentage**
1.	Access to teaching/learning materials	6	8.6%
2.	Capacity-building workshops	10	14.3%
3.	Collaborative networks with other LIS educators	14	20.0%
4.	Improved ICT facilities	32	45.7%
5.	Research and funding support	8	11.4%
	Total	**70**	**100.0%**

Based on the support needed to enhance CCMAS implementation, the majority of the respondents reported that improved ICT facilities (45.7%), collaborative networks with other LIS educators (20.0%), and capacity-building workshops (14.3%) were

some of the key support needed to enhance CCMAS implementation and adoption.

RQ 4: What best practices can LIS educators explore to enhance LIS education among library schools in South-West, Nigeria?

Table 13: Best practices adopted in teaching

S/N	Best Practices Adopted in Teaching	Frequency	Percentage
1.	Practical/fieldwork exposure	40	57.1%
2.	Mentorship	42	60.0%
3.	Collaborative projects	22	31.4%
4.	Research integration	20	28.6%
5.	Use of ICT tools	44	62.9%

Table 13 depicts the best practices adopted in teaching by the LIS educators. The results indicate that 62.9% adopt the use of ICT tools, (60.0%) adopts mentorship and (57.1%) adopted practical/fieldwork exposure as the best practices adopted in teaching.

RQ 5: What are the challenges LIS educators face in fulfilling their roles as knowledge pillars?

Table 14: challenges LIS educators face in fulfilling their roles as knowledge pillars

S/N	Major Challenges of LIS educators	Frequency	Percentage
1.	Heavy workload	40	57.1%
2.	Lack of research funding	28	40.0%
3.	Limited access to technology	44	62.9%
4.	Limited resources and facilities	50	71.4%
5.	Outdated curriculum	10	14.3%

Table 14 showed that LIS educators in South-West, Nigeria faces significant barriers such as limited resources and facilities (71.4%), limited access to technology (62.9%) and heavy workload (57.1%). remain key challenges.

Discussion of Findings

The findings revealed that the majority of LIS educators actively integrate emerging technologies into their teaching and academic activities. This adoption was mirrored in the teaching methods of LIS educators engaging in online lectures and blended learning. The strong preference for these teaching methods marked a

significant shift towards technology-enhanced education in the LIS field, demonstrating educators' responsiveness to digital advancements. This finding contradicts Ahiauzu, Nyemezu and Nsirim (2022) report that, despite LIS educators being able to use basic computer interfaces, mobile and new media technologies for blended learning, they have yet to adopt the blended learning teaching method.

The finding also revealed that LIS educators in South-West Nigeria have implemented the CCMAS to a large extent starting from the 2024/2025 session, with the majority of educators playing active roles in the process. This implies that many library schools have made noteworthy steps in implementing CCMAS, which shows institutional commitment to aligning with NUC academic standards. The finding is in agreement with Osiyemi, Imoh, Olusanya, Adebayo and Agbajeola (2026) and Ogumode, Msheliza and Mohammed (2024) studies, which found that many universities have begun the implementation of CCMAS after the NUC's publication, indicating a transformative shift in Nigerian higher education curricula. In addition, the National Universities Commission (2023) mentioned that the CCMAS is designed to standardise and modernise higher education curricula in Nigeria.

Furthermore, findings show that LIS educators can enhance LIS education in library schools by adopting best practices such as the use of ICT tools, mentorship, and practical/fieldwork exposure. These practices indicate a clear shift toward technology-driven, experiential, and student-centred learning, which are core objectives of the newly transformed curriculum. The finding aligns with the position of the International Federation of Library Associations and Institutions (IFLA, 2022), which affirms that LIS education should be both practice-oriented and research-informed. IFLA best practices are explicitly competency- and outcomes-focused, promoting key elements such as accessibility, digital readiness, and continuous professional development.

Finally, the study revealed that LIS educators face several challenges that hinder their effectiveness in fulfilling their roles as knowledge pillars. The most prominent of these challenges are limited resources and facilities, limited access to technology, heavy workload and lack of research funding. This finding highlighted a crucial need for infrastructure, ICT facilities, workload management, and research funding to support the professional responsibilities of LIS educators. If these challenges remain unaddressed, the roles of LIS educators are at stake. The findings

concurred with Akpan-Abasi et al. (2026), who reported that library schools face challenges such as ICT facilities for teaching and learning, functional workshops and laboratories, etc.

Conclusion

Library and Information Science educators play an essential role as knowledge pillars in determining the future of LIS education. The study examined the role of LIS educators in advancing Library and Information Science education through the effective implementation of national curriculum reforms in CCMAS. The study established that LIS educators in South-West Nigeria have implemented the CCMAS to a large extent. In addition, the study confirmed that the majority of the LIS educators actively integrate emerging technologies into their teaching and academic activities. This adoption is mirrored in the teaching methods of LIS educators engaging in online lectures and blended learning. The study further reported that LIS educators face several challenges that hinder their effectiveness in fulfilling their roles as knowledge pillars. Therefore, to sustain their impact, there is a pressing need for institutional support through improved infrastructure, digital access, manageable workloads, and research funding.

Recommendations

To embrace best practices to build an effective knowledge ecosystem in the LIS Profession, the following recommendations are made:

1. Parent institutions should invest in modern infrastructure, expand digital access, recruit more academic staff, and establish internal research support systems. These strategies will strengthen LIS educators' capacity to fulfil their roles as knowledge pillars and effectively implement the CCMAS through research-informed, technology-driven, and practice-oriented teaching
2. Universities and LIS departments should allocate dedicated budgetary provisions for ICT infrastructure (including high-speed internet, computers, projectors, and LIS-specific software like Koha and DSpace), establish structured mentorship programs pairing students with lecturers and ensure that every core course includes practical or fieldwork components
3. LIS schools should set up a co-design committee with LIS faculty, teaching librarians, subject lecturers, and employer/industry representatives to translate CCMAS cells into programme

learning outcomes and assessment tasks.

4. LIS schools should use employer advisory boards and internship outcomes to align CCMAS with workplace competencies. Outcomes of successful collaborative projects should be documented and published for other Nigerian LIS programmes adapting CCMAS to learn from the outcomes.

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