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# ADOPTION OF INTEGRATED CURRICULUM DEVELOPMENT AS A TOOL TO PROMOTE INFORMATION PROFESSION, NIGERIA

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**ADOPTION OF INTEGRATED CURRICULUM DEVELOPMENT AS A TOOL TO PROMOTE INFORMATION PROFESSION IN NIGERIA**

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**Abstract**

Information is an integral aspect of human existence. The increase in knowledge has led to so many subject, themes and project to be accomplished in the learning experience of students and teachers resulting in information overload as the case maybe. To curtail this menace of information overload there is need to streamline searching and learning from wide array of subject matter leading to the development of curriculum that will suit each profession. The natural learning and students experience can be regarded as integrated curriculum that seeks to identify the need of education in this changing and dynamic world thus, proffering educational reforms to inculcate adequate learning experience. There are components that make up integrated curriculum like acquiring the right skill, content and higher level of thinking, learning around themes, establishing relationship among related discipline, emphasize in-depth understanding of concept, making learning lifelong, accommodate varieties of learning style and theories, establishing relationship with the industry and encourages active learning participation especially in real-life experience. Integrated curriculum establishes distinction among varied discipline. The adoption of integrated curriculum to the information profession will bring out the expected dynamism and innovation expected of information professionals in Nigeria thus with lot of real-time experience required for future employability acquired from Library and Information Science school. Also, the issue of curriculum development can be reduced when there is harmonized curriculum that is integrating among Library and Information Science schools.

**Key Words:** Curriculum, Integrated Curriculum, Information, LIS, Information Profession

**Word Count:** 233 words

**Introduction**

Information profession is going through a transitory process as such the profession need to keep abreast of happenings in the world by constantly updating the curriculum in Library and Information Science (LIS) schools in Nigeria. The curriculum presents a holistic approach of all the courses taught in schools and the process required to accomplish the study experience. Curriculum refers to the knowledge and skills students are expected to learn, like the learning standards or learning objective they are expected to meet, the units and lessons that teachers teach;

the assignments and projects given to students; the books, materials, videos, presentations and readings used in a course, and the tests assessments and other methods used to evaluate student learning (Education Reform, 2015).

LIS schools nation-wide should be able to develop curriculum that should serve as guideline to avoid the problem of teaching out of context thus graduating incompetent personnel that cannot face competition in the information society. It is observed overtime that most library schools have different curriculum and in some instances the information and communication technology overshadows the traditional causes living a lacuna in the profession. Edegbo (2011) discovered that ICT application to library and information services appears to be accorded appreciable emphasis. The influx of ICT into the curriculum in some institutions offering the LIS courses has led to the deviation of the core existence of library and information profession using Abia and Delta State universities as example (Edegbo, 2011). The above proliferation of ICT courses in LIS curriculum could be as a result of no unified curriculum to be used in all the library schools.

Furthermore, Oparah (2006) noted that though there are library science courses offered like reference service, the contents do not provide for electronic sources or the application of ICTs to such courses. Oparah observed that until 1999; there was no uniform or harmonized curriculum for Nigerian University Library and information science schools. This availed the individual school develop their curriculum which could not be highly integrating especially as regards the involvement of other courses from other discipline. The paper will present the definition of curriculum, concept of integrated curriculum and information profession, adoption of integrated curriculum to Information profession, integrated curriculum as a tool to promote information profession with recommendations.

**CURRICULUM**

Curriculum can be referred to as the sum activities of a student throughout the period of schooling. According to Ocholla (2000), curriculum is a fundamental part of any education or training programmes largely because it provides not only a list of courses or modules offered in a programme, but it also gives information on content, purpose, method, time / duration, trainers and location or situation of a programme or course all of which are essential in a successful dispensation of manpower training and education. The curriculum should be able to contribute to the learning, research and development of graduate having in mind that curriculum is the totality

of all experiences of a student before graduation. Thus, curriculum spells out lessons and academic content of the courses taught and the method and approach to achieve by getting positive outcome. The curriculum is developed to cover intricate aspect of the information profession. There seems to be rigidity in designing the curriculum and the method adopted in designing which could confine the total learning experience to the traditional method.

The curriculum developed should be dynamic and regularly reviewed to earnest the changing need and demand of organizations and institution teaching information profession. Curriculum of LIS schools seems to concentrate on ICT as such the "lure of modern communication technology" has taken a large role in LIS Education (Edegbo, 2011). Majanja (2007) looking at the Sub-Saharan, discovered that LIS school's curriculum development has shown considerable strides in infusing ICT competence as most LIS schools have developed relevant ICT modules and / or merged relevant ICT knowledge in traditional modules. The tilt in curriculum to ICT might be considered incomplete when there are inadequate courses from other discipline to complement therefore, it will be appropriate to adopt integrated curriculum to promote information profession.

**CONCEPT OF INTEGRATED CURRICULUM**

The conventional curriculum most times do not incorporate other disciplines courses but the integrated curriculum makes teaching exciting especially has it include courses from other disciplines and add technical skill outside of the course work that will be required for employment in future. Several authors attempted to define integrated curriculum some of which are works of Shoemaker (1989) as an education that is organized in such a way that it cut across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflect the real world which is interactive.

Integrated curriculum can also be seen as the process of envisaging new trend in teaching while preparing for the future. Chernus and Fowler (2010) referred to integrated curriculum as the combination of academic and technical content in programs that focus on problem solving, active engagement in projects and real world applications of the knowledge and skills taught. Integrated curriculum in the context of linked learning approach, refer to the instructional method and materials for multidisciplinary teams of teachers to organize their instruction so that students are encouraged to make meaningful connections across subject areas (Steinberg, 1997).

The approach of integrated curriculum is dynamic and allows for the application of initiative in making suitable learning experience to student. Students derive satisfaction in learning when all that is being taught is not only academic but a part of technical and vocation skill of great reward for future employability. There are several disciplines known to have adopted integrated curriculum in course design to enhance participatory learning and interaction between the learner and the teacher.

The definition of the integrated curriculum by different authors can be summarized as: combination of subject, emphasis on project, sources that go beyond textbooks, relationships among concepts, thematic units as organizing principles, flexible schedules and flexible students grouping. The summary exposes students to varieties of subject areas that incline to varied discipline, also dynamism is emphasized with the variety of project topic incorporating different variables from different discipline. Interconnecting different disciplines by picking specific subjects of another discipline that could improve the standard and quality of education of library and information school graduate. Flexibility of approach in classroom management has made integrated curriculum a must to adopt in the information profession (Lake, 2000).

Another evolving concept around integrated curriculum is the multidisciplinary integrated curriculum that exist in the combination of some key subjects relating to the information profession. Example can be programing, entrepreneurship, physics, creative art, book publishing, physiology having a close relationship that present lessons that centers round a career issue (Steinberg, 1997). The multidisciplinary integrated curriculum have enriched goals to increase active learning instead of passive classroom instruction thus engaging the student in the teaching process. In this instance the students are the focus aligning real-life experience in the teaching process that connect to the interest of the students and future career. The goal of multidisciplinary integrated curriculum is to develop student education and career planning skills. This can be achieved by exposing the students to professionals and programmes that will allow for right career choice and to further in higher institution with accumulation of varieties of knowledge.

Integrated curriculum is an educational approach that prepares students and professionals for lifelong learning. There is a strong belief among those who support curriculum integration that schools must look at education as a process for developing abilities required by life in the twenty-first century, rather than discrete, departmentalized subject matter (Everette as cited in Lake,

2000). The idea of integrated curriculum is required from the preschool to the post-secondary to facilitate lifelong learning that will have a lasting impression on the students at the long run prepare graduate who are refined to perform their duties outside the box.

Furthermore, other goals of multidisciplinary integrated curriculum goals are to reach diverse populations and build community support for improving higher education by engaging stakeholders in education, industry, and other support groups to help members of the diverse population acquire relevant skill and demonstrate mastery of what is being learnt.   In addition, Steinberg (1997) outlines the goals of multidisciplinary integrated curriculum as follows to:

i)      **Increase Active Learning**: is a shift of classroom instruction from passive to active.

ii)      **Develop Students' Educational and Career Planning Skills**: by providing a career connections with professionals in many jobs within a career area.

iii)      **Reach a Diverse Population**: students are able to express their interest, demonstrate unique skills and master high-level academic and technical material by applying a variety of learning styles.

iv)      **Build Community Support for Improving High Schools:** by engaging key players in the industry, education and community-based stakeholders in their local areas by creating support for schools and proactive education improvement policies and providing future employment opportunities for students.

## DRIVING FORCE FOR INTEGRATED CURRICULUM

There are several driving factors to the development of integrated curriculum ranging from the students' performance to the teaching pattern. The explosion of knowledge, increase of state, mandates related to myriad issues, fragmented teaching schedules, concerns about curriculum relevancy, and a lack of connections and relationships among disciplines have all been cited as reasons to move towards an integrated curriculum (Jacob, 1989). Studies revealed that students assimilate fast when there is integration in teaching and learning process. There is a body of research that supports the notion that learning is best accomplished when information is presented in meaningful connected pattern this include interdisciplinary studies that links multiple curricula area (Lake, 2000).

Other rationale follows that curriculum integration put to use in classroom, the brain research points towards interdisciplinary learning, thematic teaching that is responsive for to student learning style (Shoemaker, 1991. Pp. 793-797). Students learn more where there is meaningful display of the context of what is being taught. Also, when the teacher apply required knowledge in teaching mode and also move in line with the development of modern technology to meet the global standard. Lipson (1993) presented an enduring argument for curriculum integration to represent a way to avoid the fragmented and irrelevant acquisition of isolated facts, transforming knowledge into personally useful tools for learning new information.

**INTEGRATED CURRICULUM AND THE INFORMATION PROFESSION**

Integrated curriculum is applied and applicable in every level of education from the primary to tertiary education. The paper will focus on the adoption of integrated curriculum in the information profession placing emphasis on library and information science (LIS) schools in Nigeria. The world is becoming a global village as such the trend of things that existed in some decades ago could be actually regarded as obsolete therefore it is essential to update the curriculum on regular basis and to achieve such require lots of effort on the teacher and the institution part. The teachers should be professional with adequate training that will impact on the students. Sometimes, when the training received is not quality it translate into the classroom thus leading to the graduation of incompetent personnel.

Organizations and institutions are willing to employ graduates of LIS schools who make good use of the knowledge acquire overtime to proffer solutions when required. The quality of graduate could result as a product of proficient trainers and instructors with probably right curriculum sufficient to cover several subject areas in information profession. The technological development in the society has influenced the way library schools operate despite the development the traditional pattern of teaching takes hold especially fundamental courses in the profession. It is on this note that graduates of library schools mirror their trainers. The curriculum of LIS schools usually mirrors what is being offered to train library and information professionals' knowledge and skills to become qualified personnel in the field, but also meet challenges the ever changing information society bring (Chu, 2006).

The question is being asked if the LIS curriculum is enriched to meet the changing need of employers and satisfy the expectations of users in the ICT driven world. Although, attempt are

made by library schools to design curriculum that will fit into the rapidly growing digital world but in developing nation like Nigeria seemed to be faced with lots of challenges that hinders the information profession. New trends and development worldwide emerge as posing great challenge for library and information science education in Nigeria (Igwe, 2005).

The challenges that affects the process of adopting integrated curriculum could range from inadequate human and capital resources, insufficient and proficient information professionals in the aspect of curriculum development, inadequate infrastructure to accommodate diverse populations. In developing a curriculum the future of the graduate should be considered one is not expected to deliver what is not owned and acquire in the workforce. To attain a quality education at every academic level requires a revision of curriculum at regular interval thereby integrating other discipline causes where required. Also, the LIS school curriculum should adopt integrated curriculum to be able to fit and survive in the information society.

## LEVELS OF CURRICLUM INTEGRATION DEVELOPMENT

There are different levels of integrated curriculum development according to Forgarty (1991) enlisted ten (10) level of curriculum integration as:

| S/N | NAME | DESCRIPTION | ADVANTAGES | DISADVANTAGES |
|---|---|---|---|---|
| 1 | Fragmented | Separate and distinct disciplines | Clear and discrete view of a discipline | Connections are not made clear for students, less transfer of learning |
| 2 | Connected | Topics within a discipline are connected | Key concepts are connected, leading to the key review, reconcept utilization and assimilation of ideas within a discipline | Discipline are not related, content focus remain within the discipline |
| 3 | Nested | Social, thinking and content skills are targeted within a subject area. | Gives attention to several areas at once, leading to enriched and enlarged learning | Students may be confused and loosed sight of the may concept of the activity and lesson |
| 4 | Sequerred | Similar ideas are taught in concert, although subjects are separate | Facilities transfer of learning across content areas | Requires ungoing collaborations and flexibility, as teachers have less |

| | | | | autonomy in sequencing curricula |
|---|---|---|---|---|
| 5 | Shared | Team planning or teaching that involves two disciplines, focuses on shared concept, skills or attitude | Shared instructional experiences with two teachers on a team, it is less difficult to collaborate | Requires time, flexibility, commitment and compromise |
| 6 | Webbed | Thematic teaching using a team as a base of instruction in many disciplines | Motivating for students, help students see connection between ideas. | Theme must be carefully and thoughtfully selected, to be meaningful, with relevant and rigorous content |
| 7 | Threaded | Thinking skills, social skills, multiple intelligences, and study skills are 'threaded' throughout the discipline | Students learn how they are learning, facilitating future transfer of learning. | Disciplines remains separate |
| 8 | Integrated | Priorities that overlap multiple disciplines are examined for common skills, concept and attitudes. | Encourages students to see interconnectedness and interrelationships among disciplines, students are motivated as they see these connections | Require interdepartmental team with common planning and teaching time |
| 9 | Immersed | Learners integrates by viewing all learnings through the perspective of one area of interest | Integration takes place within the learner | May narrow the focus of the learner |
| 10 | Networked | Learners direct the integration process, through selection of network of experts and resources | Proactive with learner, stimulated by new information, skills or concept | Learners can be spread too thin, effort becomes ineffective |

Integrated curriculum allows for synergistic teaching whereby two courses are taught almost simultaneously in the same class without any curriculum content. The process allows students have a good idea of the relationship between the course in curriculum and its application before graduation. This process explains the method through which the academic experience of a student is complete by not only focusing on the academic content but required skill to necessitate proficiency after graduation. According to Bonds, Cox, and Gantt-Bonds (1993) Synergistic teaching does more than integrate; it presents content and skills in such a manner that nearly all learning takes on new dimensions, meaning, and relevance because a connection is discerned between skills and content that transcends curriculum lines. In a synergistic classroom,

simultaneous teaching of concepts and skills without regard to curriculum areas would have a greater effect that the sum of learning skills and concepts in individual subject areas.

**IMPLEMENTING INTEGRATED CURRICULUM TO INFORMATION PROFESSION**

There are four steps identified by Jacob (1991) in the successful implementation of integrated curriculum, they are:

1. Conduct action research to learn about current resources and best practices.
2. Develop a proposal for integration.
3. Implement and monitor the pilot program, with continual assessment of students and the program.
4. Adopt a program and continue to assess.

The points alighted above will be situated in information profession with the appropriate approach to achieve the implementation process.

1. **Conduct action research to learn about current resources and best practices in the information profession:** in order to implement integrated curriculum in information profession there is need to conduct research of current resources and best practices in the LIS schools and libraries. The current research in information profession curriculum will encapsulate strategizing means to find out seasoned librarians and information professionals in the different institutions willing to impact the upcoming generation. Also, developing an integrated curriculum require scanning of other department to identify suitable courses that will advance the information profession.

The current action research is expected to provide adequate understanding of where the problem of the discipline lies, it will also allow for close evaluation of the existing curriculum to strategize substantial approach to achieve integrated curriculum as a nation. It is pertinent to identify the available current resources in the LIS schools that will contribute to the implementation of integrated curriculum and the relevance to information the profession. The different countries LIS schools' curriculum should be visited in order to harmonize the curriculum into a standardized one that can be adopted in LIS schools across the world.

**2. Proposal for Integrated Curriculum Should be Developed Across LIS Schools:** After going through the LIS schools to identify the problem, current resources and best practice there is need

to develop a convincing proposal that ensure the implementation of integrated curriculum for information profession. The proposal will contain all the procedures outline to achieve integration of LIS curriculum. The prospects and the challenges will be put into writing, with categories of people required to participate in the development of the curriculum. Time allotted to the project development will be specified in the proposal and modalities of how to achieve the task. The proposal for integrated curriculum should be made accessible for addition and amendment by the house which comprises of all the accrediting body of the information profession. Also the association should have their input on the curriculum. When the curriculum is good to be owned as a property of the house, it should be voted and accepted as a tool to promote development in the information profession.

3. **Implement and Monitor the Pilot Program, with Continual Assessment of LIS Schools Program by the Accrediting Body of the Information Profession.** The implementation and monitoring process of the pilot program of integrated curriculum in LIS schools should be given a trial to determine the sustainability of the curriculum. The integrated curriculum should be allowed for use in LIS schools to determine if it will be of ultimate benefit to the profession or catastrophe as the case maybe. If tested and found worthy of use and continuation it is formalized and standardized as a bench mark for the profession. This process will eliminate the problem of curriculum facing information profession. It will also expose the information profession to the world at large because the profession will become visible and relevant to the development of a nation owning that the world is committed to a standardized curriculum not limited to a particular nation but unified globally. The implementation of integrated curriculum will harmonize what is being taught in all LIS schools making graduate from different library school acquire the same training at the end on the program.

**The Adopted Integrated Curriculum in LIS schools should be Assessed to Ensure Continuous Use to Enhance the Information Profession.** The adoption process is when it becomes the property of the house (LIS schools and the affiliated associations and registration council all over the world) can be used in the different capacity of the profession. After adoption the integrated curriculum should be evaluated and reviewed at regular interval to ensure currency and up datedness especially as it concerns the expectation of the employers. The integrated curriculum will be publicized and made accessible to LIS schools and members of the public so that at any time it can be accessible by the public to determine the richness of LIS school

curriculum. There should be continuous use of the integrated curriculum with regular follow-up on its relevancy, currency, and up datedness.

## ADOPTING INTEGRATED CURRICULUM AS TOOL TO PROMOTE INFORMATION PROFESSION

LIS schools in Nigeria seem not to operate with the same curriculum. Oparah (2006) emphasized that never LIS schools appear to operate modified curricula of the older schools with a review which shows that while some emphasizes more library science courses others strife to strike the balance between library science and information profession. In some institutions in Nigeria the proliferation of ICT courses in the curriculum seem to be overwhelming with less attention on the core courses that are the basis of the profession. It is in light of this that the integrated curriculum when appropriately used will help strike the balance between the courses in the old and modern LIS schools in Nigeria.

It is essential that LIS schools adopt integrated curriculum because it give room for expansion and exploration of other means through which learning experience can be one of a kind. Integrated curriculum combines academic and technical content in programmes that focus on problem solving, active engagement in projects and real world application of knowledge and skills taught (Chernus and Fowler, 2010). Integrated curriculum avails students the opportunity to learn in real world environment thus creating a link between theory and practice. Observation reveals that students learn better when courses are taught in real-world context, when classroom learning connects to the workplace and when abstract concepts or knowledge are linked to real problems (Stasz, 1997 as Cited by Bailey and Matasuzuka, 2003).

Integrated curriculum establishes a relationship between high-level academic and in-demand technical skills required to promote transition from tertiary institution into the work-life. By providing students with both high-level academic and in-demand technical skills, curriculum integration may help promote transitions to post-secondary education and career (Bradby, Malloy, Hanna and Dayton, 2007). The goal of integrated curriculum is to provide graduate with vast array of knowledge and skill sufficient for future employability. Integrated curriculum keeps open the possibility of additional education and training (Chernus and Fowler, 2010).

Integrated curriculum is the combination of academic and technical skills, theory and practice in the context of real world problem has been used in professional training for decades in such field as medicine, health sciences, architecture, business, engineering, law, law and social work (Chernus, Sanborn, Hoachlander, Rahn, Alt, Jackson, Klein, Ramer, and Rossi, 2001). Overtime, integrated curriculum has been applied in virtually every profession, information profession seem not to have fully welcomed the idea as such brought a set-back in the quality of graduate produced. The adoption of integrated curriculum in information profession involves planning to include other discipline courses that could allow for adequate training of competent professionals for future workforce.

Aschroft (2005) emphasizes that formal education of information professionals, has to take into account the diversity of information work in the 21$^{st}$ century. Ashcroft envisage a future relevance of information profession by developing a curriculum for information professionals that is globally recognized and can give edge to the profession. Integrated curriculum keep the profession abreast of recent technologies and technical skills that should be learnt before graduation from LIS schools. Consideration of different courses from other disciplines that can be of utmost benefit to the profession should be considered. The courses taught in LIS schools should range from management sciences to courses like statistics, accounting, to ICT courses like database programming, web design, and software development, to courses from Mass communication, business administration, accounting, law, marketing, public health, and political science.

The courses from Mass communication department will assist information profession in public relations and strategies to project the profession to the world at large. Also, courses from computer department will inform the profession of new technologies and ways to which it can be applied to the profession. Accounting and business administration exposes information professional to methods in which books can be accounted for by understanding statistics and accounting principles to allow for accountability of resources in the library. Other courses from law will allow professionals to be aware of ethical issues and law guiding information use also the issue of copyright, fair use and consequences of crime committed in the library.

ICT seems to have greater attraction to the information profession thus drifting attention to technologies and somehow loosing the focus of the discipline. Minishi-Majanja (2007) established that looking at the sub-saharan, the LIS curriculum development has shown considerable strides

in infusing ICT competence as most LIS schools have developed relevant ICT modules and merged relevant ICT knowledge in traditional modules. It was discovered that most LIS schools teach these module theoretically because they have inadequate quantities and quality of computers and poor internet access despite the availability of the computers in large amount in most library school it is not optimally utilized as a result of poor power supply, inaccessibility to the internet, lack of maintenance culture, poor funding of the resource centres and laboratory (Edegbo, 2010).

In addition, incorporating other disciplines into the LIS schools' curriculum should not relegate the traditional library courses. Different nations establishes its law on the operation of each profession and considerations of curriculum content requirement. Some countries forfeit the traditional library courses which are key to the existence of the information profession. The American Library Association (ALA) accredits courses based on the schools vision rather than on the national standards. It was revealed that librarians in ALA accredited schools need not take any course in cataloguing and classification which is considered by others and argued to be of extreme importance to the profession (Gorman, 2004).

Moreover, it was argued that the gap between what is being taught in many LIS schools and what is being practiced there seems not to be harmonized in curriculum. This affect the graduate and professionals from schools where all the key courses are replaced. The accrediting body should have standard set that could guide the curriculum used in the LIS schools. Though ICT is one of the driving force in the society today the foundational courses that makes the profession unique should not be tampered with. The Charted Institute of Library and Information Professionals (CILIP) in the UK states:

> *In assessing a course, the professional body will be primarily concerned with its relevance to current and developing practice in librarianship and information science, rather than purely academic issues. In view of the wide range of skills and expertise now needed for the efficient provision of information and the effective management of library and information services, the professional body does not seek to stipulate precise requirements for course content. Courses submitted should however; provide students with appropriate knowledge and skills to enable them to enter the profession (Edegbo,2011).*

The whole essence of CILIP is to provide integrated curriculum fovourable for the present and future state of the profession. This integration will allow for the exposure of LIS schools what is expected in the labour force and be proactive to prepare graduate for the best practice. Accrediting body should ensure standard and quality curriculum. It is also important to unify the curriculum of the profession in the different countries so that the issue of nomenclature and suituatedness will be eliminated.

**BENEFITS OF INTEGRATED CURRICULUM TO INFORMATION PROFESSION**

1. Integrated curriculum will expose the information professionals to be real-time practice different from the academic work and reveals expected labour requirement for the profession from school.
2. Integrated curriculum makes the discipline visible in every profession thereby demonstrating the relevance of the profession to the world at large.
3. Allows for equal participation of the learner and the teacher thus studying outside strict academic condition.
4. Innovativeness on the part of the teacher because the teacher will always strife to introduce new method of teaching and will also introduce new development in the profession.
5. Integrated curriculum makes the teacher updated and kept abreast of modern development in the profession.
6. The student is exposed to future work conditions with lots of exposures to practice.

**RECOMMENDATIONS AND CONCLUSION**

The paper presented strategies in implementing integrated curriculum as a tool to promote information profession. The study recommends that adopting integrated curriculum will reduce the issue of redundancy in teaching and learning approach thus, the adoption of this method will increase the visibility of information profession globally. Integrated curriculum rightly applied will bring about harmonized bench mark that will be used globally therefore it is recommended that on a national level the curriculum used in LIS schools should be integrated and made accessible and available. The integrated curriculum should be revise and renew regularly to keep the profession abreast of changes in the profession therefore promoting the employability of the information profession in any part of the country and in diaspora. In addition, the integrated curriculum adopted will increase the admission in LIS schools because prospective candidates are

aware of the intended course of study and its relevance to the society. It is recommended that when the curriculum is implemented and exceeds the expectation of the profession especially in the aspect of graduates from library schools, it should be publicized. Research work from the graduate should be made visible to the world to see what the information profession is doing. It is recommended that the integrated curriculum when adopted used be used by the profession accrediting body as standard to accredit library school thereby avoiding the problem of each school developing its own curriculum thereby deviating from expectations of the profession. In conclusion integrated curriculum should be adopted in information profession in order to keep abreast in global development of the profession and thus create avenues for youth to be interested in the course. Also, to develop articulate minds that will move the profession from the old and traditional ways of doing things to seeing things in the global perspective.

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