# Embedded Activities Employed by Embedded Librarians in a Nigerian University of Technology

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*Abstract:* **This study explored various embedded activities employed by embedded librarians in the Federal University of Technology, Owerri. The study was guided by four research questions. Descriptive case study design was used for this study. This design was appropriate for this study because of its in depth knowledge of embedded activities of librarians x-rayed. Focus group discussion involving nine embedded librarians was used to collect data. Data collected which was based on the general opinions and experiences of the participants were analysed qualitatively. The study revealed embedded activities of embedded librarians to include: conducting of orientation classes and information literacy training; engaging in research/project support services (RPS) and accreditation activities etc. It also revealed achievements recorded by librarians, which include recognition, relevance, value and visibility of librarians and the library. Too much work load, time factor, uncooperative attitude of users, lack of facilities, among others were the challenges confronting embedded librarians. Major strategies to curb these challenges include but not limited to reduction of workload of embedded librarians, provision of facilities and cooperation from all stakeholders among others. Following these major findings, recommendations were proffered.**

*Keywords:* **embedded librarianship, embedded librarian, embedded activities, librarian, embedded services, FUTO library, Nigeria.**

## 1.  INTRODUCTION

Prior to the 21st century, information seekers go to the library for their information needs. But today, emergence of information and communication technology has brought unprecedented shift to this; users now prefer to go online in search of information that would satisfy their information needs to using the library or meeting the librarian. Doubtless to say that librarian's job may be threatened at this singular act. Nevertheless, it seems that the introduction of embedded librarianship into the library service might perhaps douse this tension. Embedded librarianship according to Carlson and Kneale [2011] takes a librarian out of the context of the traditional library and places him or her in an "on-site" setting or situation that enables close coordination and collaboration with researchers or teaching faculty.  Embedded librarians are librarians who go outside the library to meet his/her users anywhere they are  and offer library service. Shumaker and Talley [2007] defined embedded librarian  as  a librarian whose utmost aim is to recognize the requirements of one or more identifiable groups, establish a relationship with them and able to offer a customized service fitting their needs. Greyson,  Surette,  Dennett and Chatterley [2013] describes embedded librarians as librarians who present specific services to an individual or group of individuals in an organization. Mensah and Owusu-Ansah [2018] aver that activities of librarian made him/her play more of a collaborative role than playing a supporting role.

The following authors Tumbleson and Burke [2010], Holly and Myers [2012], Andrew [2015] and Kline [2015] have reported that librarians when embedded in university activities are ways to showcase their relevance and that of the library they represent. Visibility of the library and her resources are also enhanced through the activities of embedded

librarianship Ho and Wong [2012] and the visibility of librarians as well [Blake, Mears, Davies, Ballance,  Shipman, Connolly-Brown & Gaines, 2014].  Again, the relationship between the librarian and the patrons is strengthened through the activities of embedded librarians [Ho and Wong, 2012 & Myers, 2012]. Embedded librarian through involvement in the research activities of his/her user group no doubt helps the user in the production of quality research output. Hence, embedded librarian understands the teams' needs, collaborates with them and offers library services in a customized way [Shumaker & Tally, 2009]. Bartnik [2007] stated that EL not only collaborates in research activities but may also serve as co-principal investigators with faculty on research projects. Carrying out and enhancing the activities of embedded librarians is not without challenges.

Consequently, Bartnik, Farmer, Ireland, Murray and Robison [2010] reported on too much work load; Bennet and Simning [2010] on labour intensiveness and Booth, Lowe, Tagge and Stone (2015) on collaborative impediments with the users. Agboola, Manuwa and Aduku [2018] revealed the following as possible challenges confronting the embedded librarians in their duties: unstable Internet and electricity supply, lack of support from the users; inadequate and qualified staff for embedded work; inadequate fund, unwillingness of librarians to work under pressure, inadequate planning of the services to offer the next day and lateness to work by embedded librarian.

Federal university of Technology, Owerri where this study was conducted has a student population of over 24,000 both the undergraduate and graduate students and over 956 faculty staff. The university has nine Schools comprising more than 47 Departments. The library provides the students, faculty and staff of the university with information needs that support the teaching, learning, research and recreational activities. Before 2014, librarians in the Library, Federal University of Technology stayed in their comfort zones waiting for users to come for their information needs. Consequently, most of the jobs librarians do were unrecognized by the library users and entire university community. Again, most of the resources and services of the library were also not widely known.  It was in a bid to close this gap that the concept of embedding librarians in the Schools/Departments emerged. Embedded Librarianship was thus established in Federal University of Technology, Owerri in May 2014 by the University Librarian, Dr. (Mrs.) C.V. Anunobi.  It started with the creation of a new unit called embedded library services unit and appointment of embedded librarians by the library management. The aim for the establishment of embedded librarianship is to increase the visibility and value of the library and librarians to the members of the university community especially the faculty and the students and to create awareness of the resources and services of the library.  The unit started with an appointment of twelve embedded librarians and one coordinator. As at the time of this study, the staff strength of the Unit has risen to twenty- (eighteen embedded librarians, a coordinator and one support staff). The embedded librarians are paired in two's each representing the School in FUTO.

In terms of the facilities the Unit has one official Smart Phone that enabled offering of social media services to the users. Different WhatsApp groups were created to serve the students, the faculty, all the embedded librarians as well as all the academic librarians in the library. The Unit makes use of the ICTs facilities in the library for the execution of embedded library services. But regrettably, the embedded activities employed by embedded librarians to execute their embedded services in FUTO have not been fully captured in the literature. This study which explored the embedded activities employed by embedded librarians in FUTO in South East, Nigeria is intended to fill this gap.

## 2.  LITERATURE REVIEW

### Conceptual framework and Activities of Embedded librarian

Embedded librarianship is one of the approaches recognized by academic library to make visible the importance of academic librarians outside the walls of the library [Mensah & Owusu-Ansah, 2018]. Embedded librarianship is an authoritative way to showcase the impact librarians have outside the traditional functions of the library and why librarians are needed now more than ever before [Carlson and Kneale, 2011]. For example, one of the emerging roles of embedded librarians [Schulte, 2012] asserts is to assist researchers in grant applications, as well as, playing a role of co-principal investigator in literature search to support grant applications. Greyson et al. [2013] identifies three models of embedded librarianship: first, academic librarians who are included in the physical or online lessons; secondly, special librarians who move from their primary location and position their services into the user group they serve; and lastly, clinical librarians who serve as clinical "informationist".

Dewey [2004] states that being embedded involves serving on academic Department committee, offering library services to university functions like grant seeking and departmental research team. It also involves creating collaboration between

librarian and faculty with research assignment design and in inculcating research skills on students. Additionally, Naidoo [2011] avers that embedded librarian needs to embrace these roles: moving out of their comfort zone to meet users, being a team player, has an entrepreneurial mindset, building trusted relationship and securing support from ones organization and colleagues among others. Mensah and Owusu-Ansah [2018] maintains that the development of embedded librarian concept is to make librarians still remain relevant in the midst of their users who now have Internet and can access information irrespective of the location. Kline [2015] reports that without institutional support, funding and sufficient staff, the effort of embedment labour will go unrecognized. Greyson et al.[2013] described embedded librarians as "immediate information service providers who present specific services to an individual or group of individuals in an organization". Embedded librarians assist research groups to identify the relevant literature about the subject of study [Schulte, 2012, Freiburger & Kramer, 2009]. Freiburger and Kramer [2009] also summarized the roles of an embedded librarian in their academic faculty: "She was involved in a number of faculty committees and funding teams, has offered literature searching to help 16 grant requests, and working with faculty, frequently teaching information literacy aspects in different courses. She also conducted several workshops...."p.

In Federal University of Technology, Owerri, embedded librarians were appointed to join hands in meeting the mandate of the university Library which is to provide information resources to the students and faculty to support teaching, learning, research and recreational activities. As the job of embedded librarian demands, they take the services of the library outside the walls of the library and move them closer to the users. In FUTO, embedded librarians in addition to the work they do as embedded librarians also carry out their primary jobs in the library. One of the purposes of appointing embedded librarians is for them to raise the visibility of the librarians and that of the resources and services of the library. The mandate given to embedded librarians in FUTO are contained in the appointment letter issued to them as embedded librarian by the University Library Management as follows:

➢ Serve as a liaison between the Library and the School in the areas of information resources needs and services;

➢ Work with the Dean for the development of their School Library;

➢ Support faculty research and teaching through the provision of information resources;

➢ Support students of the School through orientation, helping to find and access resources for class work, assignment and research;

➢ Coordinate resources for the accreditation of various programmes in the School; and any other job given to them by the University Library.

➢ Engage in any other services needed by the School which is within the ambit of the University Library mandate.

**Source:** *Copied from the appointment Letter given to the embedded librarian by the Library Management*

**Benefits of Embedment of Librarian**

Librarians utilize their opportunity of being embedded librarian to showcase their relevance when embedded in universities activities. These authors Andrew [2015], Kline, [2015], Tumbleson and Burke [2010] affirm that embedding librarians in university activities of teaching and learning is a way of portraying their importance in the cultural and educational life of the university. Holly and Myers [2012] affirm that embedding librarian into a system is one way to help the library and librarian remain relevant. Kesselman & Watstein [2009] suggested that ways of becoming relevant by embedded librarians include: being where the users are, becoming familiar with ones organizational structure; collaborating with faculty in scholarly communication and being abreast of all things related to embedded librarianship.

Embedding librarians with the library users has helped librarians have closer relationship with their library patrons, through this the users appreciate the value of librarians more [Holly & Myers, 2012]. Ho and Wong [2012] stated that collaboration of embedded librarian with the faculty and students has strengthened their relationship. Through this relationship librarians understand better the learning and information seeking behaviours of young generation by giving them guide on what and how to support students learning.

Embedding role of librarians has also helped them to make library services and resources more visible than before Ho and Wong [2012] as well as increased visibility of librarians (Blake et al., 2014). It has also increased the profile of African libraries [Mensah & Owusu-Ansah, 2018].

Embedded librarianship increases the skills of librarians and may likely lead to her job fulfillment especially when they were able to overcome the challenges of embedment [Naidoo, 2011]. Embedded librarians carried out all these activities not without some challenges.

## Challenges of Embedded Librarians

Embedded librarians face a lot of challenges carrying out their duties. Many authors have carried out studies on the challenges of embedded librarians and the challenges they encounter include:

*Increase in Workload of Librarians:* In most embedded library services system, librarians perform not only their roles as embedded librarian but also carry out their primary responsibilities as librarians. This dual function continues to add more work than the embedded librarian can carry. Hence, Bartnik, Farmer, Ireland, Murray and Robinson [2010] assert that administrative duties performed by librarian may take her away from her ideal embedded duties. It can also decrease her connectivity with faculty and fewer research consultations [Dewey, 2005; Bennet & Simning, 2010].

*Labour Intensive:* The practice of embedded librarianship demands that librarians meet their users anywhere they are and deliver library services as demanded by the users. Doing this is an arduous task for librarian. Bennet and Simning [2010] catalogued the activities of embedded librarian and considered them as being labour intensive, these include: librarians meeting her users wherever they are; performing teaching role; setting examination questions and marking of scripts under strict guidelines coupled with their open door policy. Naidoo [2011] saw the predicament of embedding librarians in teaching and suggested reduction of time assigned to librarian to reference desk coverage or other scheduled duties in the library.

*Time Consuming:* Librarians Partnering and collaborating with faculty in the instructional activities is not easy because of individual differences. This is most especially when some faculty staff do not see the value of library services in their instructional activities and those who see librarians as trying to take over their instructional role. It needs a lot of conviction by librarians to get approval from faculty to be part of faculty's instructional activities. Farkas [2008] sees the time librarians used in trying to convince the faculty, who are the content expert as time–consuming. Thus a lot of time is consumed in trying to woo lecturers to enter into terms with embedded librarians.

*Problem of Managing Two Bosses:* Oyelude [2013] in her findings discovered that embedded librarians have more than one boss – the university librarian and the Head of the academic unit where the librarian has relocated to. This is a challenge to embedded librarian although this author did not state that it is a challenge. In this case the embedded librarians would work to satisfy both Heads thus serving two masters at a time.

*Users Resistance:* Users resistance is another challenge embedded librarian will encounter doing her work. Ho and Wong [2012] reported that some course instructors and subject experts are not active in online discussion. Again students are quite apathetic about sharing information with other groups on facebook thereby making Facebook page underutilized. Unfortunately, these are very good avenues/platform where embedded librarian can share information and also collaborate with users. Agboola, Manuwa and Aduku [2018] also affirm user resistance as one of the challenges embedded librarians encountered at Federal University Gashua library, Yobe State.

*Loss of Professional Identity*: Literature has it that embedded librarians may loss their professional identity as librarians [Thomas, 2013; Freiburger and Kramer, 2009 and Greyson et al. 2013], they may be called other names like information scientist, information specialist, documentalists, researchers, weberians and analysts among others. This problem is evident at the University of Arizona when a Dean at the Faculty of Medicine suggested that embedded librarians should change their nomenclature from "College of Pharmacy Liaison Librarian" to "Pharmacy Information Liaison Service", striping the librarian from his actual nomenclature [Freiburger and Kramer, 2009]. In addition, Greyson et al. [2013] support change in nomenclature of librarians when they suggest that librarians, when embedded, are identified with various titles such as information specialist, documentalists, researchers, analysts and so on.

*Inadequate Facilities:* Stable Internet is required to offer successful embedded services. Stable power supply is also required to power the electronic facilities. But in Federal University Gashua Library, Yobe State, embedded librarian experienced unstable network and electricity supply [Agboola, Manuwa & Aduku, 2018].

*Inadequate Skilled Personnel:* Modern technologies like Facebook, Tweeter and blog among others are required to offer embedded services. Librarian assigned with this responsibility must be skillful to apply modern technologies tools to the

services offered. Ironically, some libraries do not have librarians with the requisite skills to offer this service and even those that have are inadequate. Agboola, Manuwa and Aduku [2018] affirm this in their study.

**Purpose of the Study**

The main purpose of this study is to explore the embedded activities employed by embedded librarians of the Library, Federal University of Technology, Owerri,

Specifically the study intends to:

1.  To explore the embedded activities employed by embedded librarians in Federal University of Technology, Owerri.

2.  To explore the achievements of embedded librarians in FUTO

3.  To explore the challenges of embedded librarians in FUTO.

4.  To explore the strategies to curb the challenges of embedded librarians in FUTO

**Research Questions**

1.  What are the embedded activities employed by embedded librarians in Federal University of Technology, Owerri?

2.  What are the achievements of embedded librarians in FUTO?

3.  What are the challenges of embedded librarians in FUTO?

4.  What are the strategies employed to curb the challenges of embedded librarians in FUTO?

## 3. METHODOLOGY

This was a descriptive case study of the Library, Federal University of Technology, Owerri. Nine embedded librarians participated in the study. The study employed focus group discussion (FGD) for data collection. This instrument was used because the participants have similar experiences and therefore fitted in the subject of discussion. The study was guided by four research questions. On each question, the participants were allowed to answer freely their experiences as it affects them. The researcher acted as the moderator while one research assistant recorded the discussion. The participants were allowed to agree and disagree with each other in all the four questions posed. The discussion lasted for one hour. At the end of the discussion, the general opinions and experiences of the participants were analysed qualitatively.

## 4. RESULTS

In this section, the data obtained from the consensus opinions and experiences of the participants involved in the focus group discussion were recorded, organised and analysed qualitatively.

*Research Question 1: What is the embedded Activities Employed by Embedded Librarians in FUTO?*

The aim of this question is to find out the opinions of the participants about the embedded activities they carry out as an embedded librarian.

**Table 1: Embedded Activities Employed by the Embedded Librarians in FUTO**

| s/n | Responses on the Embedded Activities |
|-----|--------------------------------------|
| 1 | Conducting of orientation training for newly admitted students both undergraduate and graduate students and for the newly employed academic staff. |
| 2 | Offering of Research/project support services to the library patrons in the library and in their various locations- online and physical |
| 3 | Conducting Information literacy training and workshops for the students and the faculty |
| 4 | Coordination of resources for the accreditation of various programmes in the School and advisory role to the Deans and HODs on what to do to secure full accreditation |
| 5 | Act as a liaison officer between the Library and the School in the areas of information resources needs and services |

| | |
|---|---|
| 6. | Creation of different whatsApp groups for the students and the faculty. Through this medium alerts/notifications of newly acquired/subscribed resources (print and electronic) by the University Library and services introduced in the library were sent to the users. |
| 7 | Advices the Deans and HODs on the establishment of School or Faculty/Departmental libraries and thereafter organized and arrange them for easy accessibility. |
| 8 | Attempts to partner with faculty in their instructional activities but have not been accepted |
| 10 | Attendance to Departmental Board Meeting if alerted by the Department and attendance to School Board if appointed to represent the University Librarian. We make meaningful contributions about the library through advertisement/marketing of library products and services thus improving the visibility of the library and librarians and building relationship. Flyers containing all the e-resources of the library are shared to them. |

Table 1 revealed the general opinions of the participants on the activities employed by them to carry out their duties. Their responses showed they conduct orientation trainings for all categories of students and the newly employed academic staff. They also conduct information literacy training and workshops for all library patrons. They claimed they involved in the accreditation activities and played advisory roles to both the Deans/HODs on the establishment of Departmental libraries and on the requirements to secure full accreditation. They act as liaison officers between the library and the Schools in the area of information resource needs and services. They created different WhatsApp group platforms to offer library services. They attend to Departmental Board and School Board meetings where they advertise library holdings thus building up relationship and enhancing the visibility of the library and the librarians.

***Research Question 2: What are the Achievements of Embedded Librarian?***

During the focus group discussion the participants were asked to state what they have been able to achieve as an embedded librarian

**Table 2: Achievements of Embedded librarian**

| s/n | Responses on the Achievements of Embedded Librarians |
|---|---|
| **1** | There is an increase in library patronage since they started advertising/marketing the library services and products outside the library. |
| **2** | Librarians' roles have now been recognized by the faculty members many of who confessed that they did not know that librarians can do what they see them doing now. |
| 3 | Students too have recognized the roles of librarians as students were amazed seeing who is willing to assist them carry out their research activities. |
| 4 | University Management has also recognized the worth of librarians. Librarians are now being appointed in academic committees. Librarian now edits the referencing part of one of the institutions journal called FUTO Journal. |
| **5** | University Management gives accolade on the activities of the library during accreditation and has come to realize that without library no programme will scale through during accreditation. |
| **6** | Library users can now interact with librarians online via social media platform especially via whatsApp groups created by embedded librarians |
| **7** | Embedded librarians have introduced personalized library services in FUTO where users can be served one on one |

From the general opinions and experiences of the participants, Table 2 revealed that the marketing strategies employed by the participants have increased the patronage of the library. The library and the librarians have received recognition from all the library patrons and even the University management. Librarians are now appointed in the academic committees. For instance librarian is now assigned to edit the referencing part of one of the institutions journal called FUTO Library. Embedded librarians have created different whatsApp groups where users can interact with librarians. Embedded librarians introduced personalized library services where users can be served one on one.

*Research Question 3: What are the challenges of Embedded Librarian in Federal University of Technology, Owerri?*

During the Focus group discussion, the participants were asked to state the challenges they encounter on their job. The following major challenges were revealed and recorded in this table.

**Table 3: Challenges Encountered by Embedded Librarian on the Job**

| S/N | Responses on Challenges Encountered by the Embedded Librarian |
|---|---|
| 1 | Combination of primary duties, involvement in taskforce work in the library and embedded duties is too much for us. |
| 2 | Embedded duties take too much time from us. We do not have time to do our own personal research work as an academic staff. |
| 3 | Embedding only two librarians to a School with between six – eleven departments is too much for us. It is strenuous for most of us to coordinate especially during accreditation exercise. |
| 4 | Most times faculty members do not cooperate with us, seeing us, for them look as if we are coming to disturb them in their offices or people that have nothing doing in their office or wanderers. |
| 5 | Their uncooperative attitude most times made us to work under pressure during accreditation because initially they will show no interest not until the last minute. |
| 6 | Faculty members only recognize librarians' values during accreditation and after accreditation they see us as second class citizens |
| 7 | Most of us are still floating to do our embedded work. Those of us who were shown accommodation it is un-conducive to do any meaningful work. |
| 8 | There are no Internet facilities and electricity supply in our School/Departments of embedment and as such we cannot even charge our mobile devices while in the School/Departments**.** |
| 9 | We use our personal money to bond data in our individual phones to enable us send WhatsApp messages to the users as the embedded Unit has only one Smart Phone. |
| 10 | We discovered that some of the WhatsApp messages we sent to the faculty were not read by some of them |
| 11 | Some Departments do not always alert us during their Departmental Board meetings even though we have asked them to do so. |
| 12 | They have not incorporated us in their lectures even though we make demands but it sounds alien to them |
| 13 | Some faculty members do not turn up during training and workshop organised for them by the embedded librarians even in their Schools. |
| 14 | Sometimes the faculty members are not readily available in their office so we find it too difficult to reach them for interaction. |

From the experiences of the participants, Table 3 showed that they were subjected to too much work load owing to combination of primary duties and the embedded work. They also complained of uncooperative attitudes they receive from the faculty members. These include: not notifying them sometimes of the Departmental Board meetings, non participation in the trainings and workshops by some lecturers, nonchalant response to WhatsApp messages etc. Most HODs and some lecturers are not readily available for physical interaction with the embedded librarians.

*Research Question 4: What are the Strategies to Curb the Challenges of embedded librarian?*

The participants were asked what they feel can be done to solve these challenges. These are their opinions.

**Table 4: Strategies to Curb the Challenges of Embedded Librarians**

| s/n | Strategies to Curb the Challenges of Embedded Librarians |
|---|---|
| 1 | Our primary duties in the office should be reduced to the barest minimum. |
| 2 | We should only be involved in library taskforce work when the students are on holiday. |
| 3 | Each embedded librarian should not be assigned to more than two Departments |
| 4 | We need maximum cooperation from the users so that our effort will not be in vain |
| 5 | The library management should write a memo to the university management addressing the problems we encounter in our various Schools/Department of embedment and also inform the management about the value of librarians in teaching, learning and research. |

| 6 | Accommodation and enabling environment should be provided to us in the School/Departments where we are embedded. |
|---|---|
| 7 | Stable Internet facilities and electricity supply or alternative power supply should be provided in our Departments of embedment. |
| 8 | Imprest account should be provided to all the embedded librarians to enable us bond data to use in our phones for the delivery of embedded services. |
| 9 | The Deans and HODs should try to help us to talk to their colleagues themselves to enable us receive maximum cooperation from them. |
| 10 | The Deans and HODs should make it compulsory for their colleagues to attend to trainings and workshops we organized. |

Table 4 revealed the strategies suggested by the participants on what would help to curb the challenges they encounter. All the participants suggested reduction of primary duties of embedded librarians so that their workload will be lessened. They said that the library should not involve them in any task force work in the library except when the students are on holiday. The participants suggested they need adequate cooperation from all the stakeholders: library users, the Deans, the HODs, lecturers, library staff and library management and the University management so that they will carry out their embedded roles effectively and efficiently.

## 5. DISCUSSION

The findings of this study on the activities of embedded librarian revealed that embedded librarians in FUTO library carry out many embedded activities that hinged on helping to boost teaching, learning and research activities of both the students and the faculty members in the university. This is evidenced in the orientation they always conduct for the newly admitted students and newly employed faculty of the institution. Again they also conduct information literacy trainings both to the faculty and the students. They teach and guide users in their comfort zone on how to search, evaluate and use the databases acquired by the university library for their teaching, learning and research. They teach them about the referencing tools used in research. Through this training, embedded librarians market the resources and services of the library and the librarians as well. This supports Schulte [2012] who opined that embedded librarian frequently offers research assistant to users and Freiburger and Kramer [2009] who reported that embedded librarian teaches information literacy aspects in different courses and also conducts workshops.

Embedded librarian work with the Deans and HODs to achieve accreditation successes of programmes run in FUTO. They act as a liaison between the library and the Departments in this respect. Embedded librarian goes out to find the information needs of the Departments and conveys same to the Library. From the library, he/she finds an answer; forward same to the department thus building relationship.

Findings on the achievements of embedded librarians have recorded some successes for the library. With their marketing strategies, they have created awareness of every aspect of library services and the resources. Library patronage has also increased. The assistance they offer to students and faculty during the teaching and research activities, their information literacy training for students and faculty and their activities during accreditation of programmes is second to none. Hence, they have helped to increase visibility of librarians and the library as well. This study agreed with Blake et al.[2014] and Mensah and Owusu-Ansah [2018] who stated that activities of embedded librarians has increased the visibility of librarian and has raised the profile of Africa libraries. This study also revealed that both the students and the faculty have now realized what librarians can do. By implication, they appreciated the value of embedded librarians. This study corroborates with the following authors Holly and Myers [2012], Andrew [2015], Keline [2015] and Tumbleson and Burke [2010] who reported that the closer relationship the embedded librarians have with their patrons has increased their value before them and the entire university community. Activities of embedded librarians have worn them recognition. Academic librarians are now appointed as members of academic committees by the University management. For instance librarian is now part of the editor of the institution's Journal (FUTO Journal). Librarians were assigned to edit the referencing part of the journal.

Findings on the challenges of embedded librarians revealed that embedded librarians have many road blocks confronting them. Findings revealed that embedded librarians in FUTO complained of too much work load. Almost all the Schools have not less than four Departments and it is only two embedded librarians covering each School. Again in addition to embedded work, they also perform their primary duties in the library and most times are actively involved in taskforce

work in the library. As a result of this, embedded librarians complained of too much work load. This is in line with Bartnik et al. [2010] and Dewey [2005], Bennet and Simning [2010] who opined that administrative duties of embedded librarians can distract her embedded duties and also affecting her connectivity with faculty and research consultations. Findings also revealed that doing embedded job is labour intensive. The work of embedded librarians in FUTO is intensified during accreditation of programmes. They work round the clock to ensure all the programmes facing accreditation at any particular time receive full accreditation, initial laisser-faire attitude of some faculty not-withstanding. Most times not fewer than five Departments in one School will be facing accreditation same day and the two librarians embedded in that School are expected to cover them. No wonder Bennet and Simning [2010] considered the work of embedded librarian as being labour intensive.

Time factor is another challenge revealed in this study. Embedded librarian needs to attend to the needs of her patrons in addition to her primary duties in the library. During accreditation time is wasted in trying to convince the HODs about their relevance in helping them to secure full accreditation. This is similar to the work by Farkas [2009] who sees effort put in by embedded librarians in trying to convince her patrons as time consuming.

Finding also revealed that embedded librarians receive uncooperative attitude from the faculty members. Some of the faculty members do not read the WhatsApp messages sent to them. WhatsApp is one of the avenues employed by embedded librarians to send messages across to the patrons. Again when trainings are organized by the embedded librarians even in their Schools of embedment, some lecturers do not attend. This attitude is likened to the work of Ho and Wong [2012] where some course instructors and subject experts are not active in online discussion and where students are uninterested to share information with other groups on facebook.

Another major challenge confronting embedded librarians was poor working environment. The environment most of the Schools/Departments provided for the embedded librarians is too un-conducive to work.

Embedded librarians in FUTO also lacked facilities to work with. As at the time of this study, there is no campus Wi-Fi and so most of the embedded librarians bond data using their personal money to do their work in the School/Departments since embedded unit has only one Smart Phone. There is no electricity supply in FUTO so when embedded librarians are outside the library, they would be at cross road to offer online services as most of the Departments have no alternative power supply. This corroborates with the study of [Agboola, Manuwa and Aduku, 2018] who also reported that in Federal University Gashua Library, they lacked stable Internet and electricity supply. No wonder the study recommends constant Internet facilities and constant electricity in other to meet with the demands of the patrons.

*Recommendations*

In the light of the findings the researcher recommends the following:

•   Other University Libraries in Nigeria should introduce embedded librarianship in their services as FUTO library has done, this will enhance good knowledge of librarian's roles in education.

•   Embedded librarians should continue to improve and advance in the service they offer so that the field of librarianship and librarians will continue to flourish, visible, relevant, and invaluable by the library patrons.

•   All stakeholders should join hands to curb the challenges of embedded librarians: the library management, university management and the library patrons (students and faculty). They should all give embedded librarians adequate support and cooperation. For instance, there should be reduction in the workload of embedded librarians by the library management, adequate cooperation from library patrons, provision of facilities and enabling environment by the university management and the faculty among others.

## 6.   CONCLUSION

Embedded librarianship takes a librarian outside the walls of the library to offer services as against the traditional modeled service where librarians wait in the library to be consulted by the patrons. FUTO library has keyed into this new paradigm shift in library service alongside the conventional approach because that is what suits their environment. This was achieved through appointing and embedding librarians in the Schools/Departments where embedded librarians work assiduously in pushing library services outside the library. Activities they performed were x-rayed in this paper. While activities of embedded librarians in FUTO are laudable, they are confronted with many challenges. For embedded

librarianship to be functional and achieve its aim in any library, organization or institution, there must be solid support from the parent institution, the library management, the colleagues and the School/Departments of embedment. When all these parties joined hands to ameliorate the plight of embedded librarians, no doubt the challenges of too much work load, time factor, and uncooperative attitude among others would be reduced to the barest minimum. FUTO embedded librarianship has come to stay and it is proving to be a means to make librarians and library more valuable, recognized and visible in the entire university community.

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