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“Survey of Information, and Communication Technology Skills, Uses and Barriers among Para-professional and Professional Library Staff in Selected Federal College of Forestry Libraries in North-central and South-west, Nigeria”.

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Abstract

The authors of this paper investigated the information, and communication technology (ICT) skills of library staff in Federal college of Forestry Nigeria in order to discover their methods of ICT skills acquisition, level, frequency, the barriers that hinder their effective use of such acquired skills and proffered solutions. A descriptive survey method was adopted using a questionnaire. Study participants included 35 para-professional and professional library staff in Federal College of Forestry Libraries in North-central and South-west, geo-political zones of Nigeria. The data were analyzed using descriptive statistics such as tables, mean, standard deviation and percentages.

Findings showed that library staff in the study zone acquired their ICT skills in a wide variety of professional and informal ways, but majority indicated they acquired their ICT skills from teaching by friends/colleagues. More than half of the respondents rated their ICT skills as high with only few indicated very high. Interestingly, none rated their ICT skills as average, low or very low. They used such skills on daily basis, ranked Microsoft word processing as the major task they use their skills to perform. Poor/ slow internet connection in the library and uncomfortable chairs and tables were identified by library staff as two main barriers that hinder their effective use of ICT skills among others. Library staff agreed to the suggestions that Increase internet bandwidth for fast connection, Library Environment should be conducive and clean, Chairs and tables should be comfortable, and provide alternative source of power supply would enhance ICT Skills acquisition for prompt service delivery in Federal college of Forestry libraries North-central and South-west, geo-political zones of Nigeria.

Keywords: College Libraries, Library Staff, ICT skills, Library patrons, Nigeria

Introduction

Libraries irrespective of the type depends on para-professional and professional library staff for the right service delivery and organization of the system. Agreed that libraries exist because of her information seekers who come in different guise but without the proper organization of the library information resources meant for consulting by library patrons, the libraries would cease to exist as library patrons' and libraries' goals of users' satisfaction would be thwarted. Also, without library staff, libraries all over the world would cease to exist as even the applauded robots and computers need library staff to instruct, input and power them. Library staff undertake these vital tasks by the help of skills acquisition. Therefore, library staff play very crucial roles in either the successful service delivery of the library or failure of the library services to her numerous clients. Due to the above facts, library staff should be held with high esteem in every academic, public or any other library in Nigeria and all over the world. This resonates with Rowley (1996) affirmation that staff are a key resource and account for a significant component of the budget of libraries.

Library staff are of two main categories: para-professionals also known as non-teaching staff, library officers, support staff, library assistants, technical service staff e.t.c. Oberg (1992) defines paraprofessional library staff as personnel classified as library assistants, associates, technicians, and technical assistants. They commonly perform their duties with some supervision by a librarian. This simply means a paraprofessional is a library personnel who is trained to assist a library professional and carries out his/her duties with the supervision of such professional. Some of them are Heads of sections depending on the organization of the libraries. These group of staff render services such as accessioning of numbers to incoming books, sorting out of books, shelving and shelf reading and many other important services in different sections of the library they are deployed to. Some are secondary school certificate holders, Diploma holders, B.Sc./BA holders e.t.c. The second category of library staff are the professionals also regarded as academic staff. They handle teaching tasks of the library. They are mostly Degree; Master's degree holders and other higher certificates. These two groups of library staff play key roles in the success or failure of the library as an organization.

The jobs performed by these two groups of library staff are sometimes interwoven with some starting with manual operations carried out by para-professional and completed via electronic means (use of computers) by professional. Example; some manual operations like shelving, sorting out of books after acquisition, assigning of accession numbers using accessioning machine, moving such books to the cataloguing units for classification process by cataloguers who use both manual and electronic methods before such materials would be placed on the right shelves for library patrons' consultation are done by library assistants (para-professionals). The electronic operations which involves the use of machines (computers) with information fed into and stored are mostly done by professionals and sometimes handled by trained para-professionals. The use of computers for classification (copy cataloguing) of information resources is faster than the use of manual or original method to catalogue books but requires some good knowledge (skills) in ICT by library staff. This is one of the many benefits of information, and communication technology (ICT) to library staff in Federal College of Forestry, Nigeria. As pointed above, the use of computers due to the introduction of ICT in the library profession has resulted in a shift and change in the traditional methods of library operations and services. It is therefore mandatory that library staff must learn new skills via ICT in addition to their already acquired traditional professional methods of service delivery so as to stay relevant and yield maximum performance expected of them in the library in this 21st Century ICT Era. This view is supported by Ajeemsha and Madhusudhan (2014) that staff training and development will play a significant role in equipping library staff for quality library services. Also corroborated by Ezeani and Ekere (2009) assertion that ICT is a medium by which quality service in the library can be achieved.

There is no one size fit definition of ICT that is universally accepted because the methods, concepts, applications of ICT are subjected to constant change which takes place every second, minutes in a fast pattern. Thus, different authors have different definitions for the term ICT. Rouse (2017) opines that ICT is the information infrastructure and component that enable modern computing. She further stressed a term that encompasses all information technology, networking components and application software that allow interaction in a digital world. According to DeWatteville and Gilbet (2000) the term ICT as related to librarianship is the acquisition, analysis,

manipulation, storage and distribution of information using ICT tools as well as making provision of infrastructure for such purposes. UNESCO (2001) defines Information and Communication Technology (ICT) as the scientific, technological and engineering disciplines and management techniques used in information handling and processing. It is a concept which evolves from Information Technology (IT) when the processing of information with electronic technology was integrated with telecommunication. Computer, Information Technology and Communication are inseparable when ICT is discussed.

The advent of ICT has helped in different human facets (such as libraries, hospitals, banks, airports e.t.c) of life. Library staff who are trained in the use of ICT tools use their skills to help the library organize both her enormous print and electronic information resources for easy accessibility by diverse library patrons for the satisfaction of their information quests. The federal college of forestry library is a type of academic library and supports her parent body through provision of information resources of any kind to her numerous library patrons and serving the communities in the area of teaching, learning and research. In reflection to the above, Abubakar (2011) asserts that academic libraries are at the forefront of providing information services to their respective communities which comprise of students, lecturers, and researchers to support teaching, learning and research. And Whong and Ezra (2016) noted that the use of ICT tools in the libraries cannot be over-emphasized as digital libraries are capable of satisfying users; information needs more than capacities of manual system. In the same vein, Satpathy and Maharana (2011) also corroborated the above fact that ICT tools are been used in Libraries to manage library more efficiently and as well cater for users' information need more effectively. Chisenga (1995) acknowledges that ICT applications improve service delivery in libraries and allied institutions responsible for information provision. Adebisi (2009) listed some of the benefits of ICT to library operation to include speed and ease of access to information, remote access, that is, unlimited access which combats the constraint of closing hours that restricted access to a particular time and hours. Achebe (2010) observed that ICT has strengthened operations in the academic library by providing the necessary support for learning, teaching and research of their parent institutions.

According to Ezeani and Ekere (2009), the use of ICT encourages diversity and built a foundation for continuous innovative learning in the academic environments, it also reinterprets traditional library skills, and explore new ways of putting these skills to work through the effective use of ICT. Head (2016) affirmed that the use of ICT is skyrocketing almost every day and libraries are expected to provide services that support wide users' learning and research activities.

This is why Ojiegbe (2010) affirmed that ICT is a force to reckon with for upgrade of academic libraries' services as well as improvement on library staff competencies that provide faculty members and students with dynamic information system and services.

The researchers of this work view ICT skills in library context as the acquired ability obtained or gathered from both theoretical knowledge and practical experience which is used to execute tasks assigned for a desired output in libraries. Acquiring ICT skills by library staff in federal college of forestry libraries is not a matter of choice but mandatory as it is a means of survival and stay relevant on the job in this 21st century. Also, acquiring the necessary ICT skills by para-professional and professional library staff is paramount as it will aid in provision of a good library service delivery to her diverse information seekers, boost self-confidence and competence. This tallies with Maneschijn, Botha and Biljon (2013) assertion that acquiring ICT skills is a matter of prerequisite to meet the demand of today knowledge driven economy.

Para-professional and professional library staff need some basic ICT skills to be able to carry out some of important library tasks such as: trouble shooting of computers, online registration of students, cataloguing and classification, typing, Microsoft excel/spreadsheet, Corel draw, Microsoft word processing, online search of databases and other electronic information resources, itemization using computers, power-point presentation, web designing e.t.c. This agrees with Azino (2014) view that library services require professionally competent staff to meet the needs of its communities. There are various ways of acquiring ICT skills by library staff such as from friends/colleagues, training/workshops organized by library management, reading books, trial and error methods, observing people e.t.c. all aimed towards productivity in their line of duties. The daily tasks performed by library staff in the libraries expose and help them master the traditional methods of library service delivery; therefore, need to get trained in ICT skills so as to develop their ICT competencies and help update their traditional

competencies. Danner (1998) corroborate this fact as he states that the way we can maintain our professional status is through doing well those things within our traditional or professional expertise.

It is therefore one thing for library staff to possess ICT skills and another thing for them to be able to effectively use such skills to perform designated tasks in the library. ICT skills acquired which cannot be put into practice (competence) will amount to waste of time as no result will be seen. This would then call for more training until such skills are mastered and effectively put to practice with adequate confidence on the part of the library staff. ICT skills and ICT competence are inseparable. They go hand in hand and complement one another for optimal library service delivery. Without ICT skills, there can't be ICT competence. Acquired ICT skill balanced with adequate ICT competence yields positive Result. This is in consonance with East (2007) observation that among various desired skills and competencies required of an academic librarian, ICT skills remain the most desirable and important.

According to Seenivasulu (2000), ICT skills is the overall competencies (knowledge, know-how, skills and attitudes) necessary to create, store, analyze, organize, retrieve and disseminate digital information (text, images, sounds) in digital libraries. Information and communication technology (ICT) have changed the landscape of libraries and librarianship. Library resources are being transformed from print to digital and web resources. Information has been disseminated speedily around the globe due to advanced means of telecommunication. Therefore, it is being used extensively and has resulted in tremendous growth of information. Sharp (2003) avers that information professionals must be flexible and acquire skills to incorporate the required technological advances.

Eyitayo (2008) states that lots of information are available on the internet; however, skills are required in order to be able to gather this information on the web, therefore library staff should be conversant with the search engines, metadata, and be able to access them effectively. Bamidele et al (2013), asserted that computer skills are requisite for library work in general while the librarians and library assistants must have a high level of knowledge to troubleshoot and assist users in all areas of service need. People who are information literate can use digital resources effectively and have little technophobia (Farkas, 2006). He added that information literacy (IL) skills facilitate the problem-solving, critical and creative thinking, decision-making, and cooperative learning that prepares an individual for the challenges in society. According to Forster (2013), being information literate allows professionals to be aware of and able to locate, correctly interpret and apply research evidence, professional guidelines and other key sources in a full and complete manner, in a way that promises to achieve the best outcome for their patients or clients.

ICT have potentials of ensuring the dissemination of precise and concrete information as well as facilitating effective link between different categories of people and institutions worldwide (Okore, 2005).

However, “the growing ICT driven information services have posed challenges to library and information professionals” (Ansari, 2013). This view is concurred by Narasapa and Kumar (2016) that ICT revolutionized many traditional library practices which in-turn posed a new challenge, opportunities, and competition for LIS professionals. The study by Sampath-Kumar and Birada (2010) on an investigation in the use of ICT in college libraries in Karnataka, India revealed that application of ICT in college libraries has not reached a very high level and that main constraint to library automation is lack of fund, manpower, competent workforce and training opportunity for librarians. While Chisenga(2004) survey findings on the use of ICT and electronic resources in ten academic libraries showed that, although most libraries had internet connectivity, very few were offering web-based information services to their users. The study however, identifies four barriers to the effective provision of electronic resources in those libraries, namely: lack of strategic planning; lack of adequate or reliable funding; lack of use of Internet to provide information services to users and a lack of consistent training for users in new ICT services.

In summary, a Library staff who is well trained in the area of ICT can confidently put such skills and competence into practice by better rendering efficient services to library patrons without problems and such staff will be sought after as he/she helps to fulfill the library's goal, advertises the library services and thus promotes the good image to library patrons.

Thus, the study is focused on identifying ICT skills, uses and barriers that hinder the effective use of ICT skills of library staff and find out ways of improvement in academic libraries in Selected Federal College of Forestry Libraries in North-central and South-west, Nigeria for excellent service delivery.

Literature review

Several studies have mentioned the necessity of ICT skills for library staff. Here are some of such scholarly reviewed literature.

Baro and Eze (2015) investigated "the level of ICT, information literacy (IL) skills of para-professional and professional library staff in Nigerian Colleges of Education (COE) in the South-South and South-East geo-political zones of Nigeria. The study was aimed at discovering the challenges they face in acquiring these skills and the overall assessment of the respondents revealed that majority (51%) rated their Information literacy (IL) skills as average; 29% rated their skills as high, and 20% as low.

Nkamneben, et al. (2015) examined the "extent of ICT skills possessed by librarians in the universities in Anambra State, Nigeria and they reported that Librarians in the universities in Anambra State are weakly skilled in ICTs."

Adedoyin (2005) also conducted a similar survey among professional, para-professionals and other members of staff of Nigerian university libraries and the result also showed low level of ICT literacy among the library staff. The study concluded that Nigerian university library staff should acquire an enhanced level of ICT literacy. He therefore recommended both staff training and provision of adequate ICT infrastructures for university libraries in Nigeria.

Kumaravel (2006) made comparative survey to ascertain the ICT literacy level among university library staff of Anglo-phone (English speaking) and Franco-phone (French speaking) countries of West Africa. The findings of the survey showed very high level of ICT illiteracy among all levels of library staff both in the Anglo-phone and Franco-phone countries. All the categories of library staff, professionals, para-professionals and other staff have low level of ICT competence.

Okafor (2015) examined the "relevance and adequacy of IT skills set in some Nigerian University in a digital environment. The result revealed that many of the respondents do have knowledge and skills of email use and word process task but lack knowledge of search engines and directories other than Google and Yahoo, respectively."

In the same vein, Vijay kumar and Sweetey (2015) in their study report that "professionals have above average skills for ICT based information retrieval (accessing, searching and use of e-journals). The respondents also have an average level of skill in electronic document delivery and Inter library loan through a network, online Indexing and abstracting services Digital Reference services, Development of Institutional repository, SDI services, and electronic new additional alert."

Peart-Baillie (2005), who investigated the attitudes, knowledge, and skills that all levels of reference staff in New Zealand public libraries hold in relation to IL. The study shows that overall library staff members have a high level of knowledge and awareness of information literacy. The researcher also found that skill levels varied across levels within the library staff. Library assistants had lower levels of skills than the overall sample while holders of library qualifications reported higher skill levels.

Bansode and Viswe (2017) in their study indicate “that the ICT literacy level of the library professionals working in university libraries in Maharashtra is satisfactory. Majority of library professionals has acquired the basic ICT literacy skills which are required to handle day to day library operations, but still few library professionals need to enhance their literacy level in the area of open source library automation software, digital library software, and institutional repository software, etc.”

Chanetsa and Ngulube (2016) in their study “indicated that respondents possessed core skills which include presentation and Information literacy course design skills, reference and research skills, including information and search retrieval skills. Over a third of respondents believe that they needed new skills which includes web design, online cataloguing, classification, knowledge of HTML, virtual reference and online chats, knowledge of the use of mobile technologies like cell-phones and tablet in education, knowledge of the construction of subject portals in teaching, learning, research.”

Wan Dallah and Singh (2005) observed that librarians faced various challenges in the digital environment, which included building the resources, sustaining the resources, and library staff training to fulfill the need of the users in the information age. Nagarajan (2012) assertion who stressed that LIS professionals need to be trained with the latest ICT skills to keep them up to date in order to enhance their performance in providing improved and dynamic information service to users.

The study carried out by Idiodi (2005) reveals that despite the advent of information and communication technology in Nigerian universities, and automation of library systems, very few users have the capability to use information technology effectively in the libraries. The researcher concluded that a high level of computer illiteracy among librarians is one of the major factors militating against promoting higher level of information literacy of library users.

Ekoja (2007) asserts that ICT competency acquisition among library staff in Nigerian universities is still below average. According to him, many librarians and library staff working in the Nigerian university libraries are unable to use ICTs even when they are available. Only very few library staff who have made effort to acquire competencies in the use of ICTs have put them into practice.

Objective of the study

The general objectives are to:

1. investigate how Para-professional and Professional Library Staff in Federal College of Forestry acquire their ICT skills.
2. determine the rating of ICT Skills of Para-professional and Professional Library Staff in Federal College of Forestry
3. determine the frequency of use of acquired ICT skills by Para-professional and Professional Library Staff in Federal College of Forestry
4. investigate the ICT tasks Para-professional and Professional Library Staff can use their ICT Skills to perform in Federal College of Forestry Library.
5. investigate the barriers that hinder maximum use Para-professional and Professional Library Staff ICT skills in Federal College of Forestry Library.
6. determine the suggestions proffer to the above barriers that affect Para-professional and Professional Library Staff ICT skills in Federal College of Forestry Library.

Research questions

- 1: how did you acquire your ICT Skills as Para-professional and Professional Library Staff in Federal College of Forestry?
2. how would you rate your ICT Skills as Para-professional and Professional Library Staff in Federal College of Forestry?
3. how often do you use your ICT Skills as Para-professional and Professional Library Staff in Federal College of Forestry?
4. which of these ICT tasks can you use your ICT Skills to perform as Para-professional and Professional Library Staff in Federal College of Forestry Library?
5. what are the barriers that hinder your maximum use of ICT skills in Federal College of Forestry Library?
6. what are the suggestions proffer to the above barriers that affect your use of ICT skills in the Library?

Statement of the problem

The advent of Information and Communication Technology has played significant roles in prompt service delivery to library patrons who always expect a convenient, accuracy, current information and fast response to their information quests from their institution libraries. The traditional library methods of information delivery which is always cumbersome and time taking cannot achieve this; rather modern information facilities which require skilled and competent staff are needed to start and complete these tasks easily so as to satisfy library information needs with little time and less energy put in by para-professional and professional library staff in academic libraries. Itsekor and Ugwunna (2014) emphasized that ICT has transformed the face of librarianship as the role of library and information science professionals shift from custodian of books to information professionals, with the responsibility of creating, processing, storing, manipulation and disseminating information electronically. And corroborated by Ezeani and Ekere (2009) opinion that the use of ICT encourages diversity and built a foundation for continuous innovative learning in the academic environments, it also reinterprets traditional library skills, and explore new ways of putting these skills to work through the effective use of ICT.

However, not many library staff are well equipped technologically to perform some daily ICT tasks needed for the success of the library information service delivery. Some library staff may possess some ICT skills but may be outdated to match modern ICT facilities and tasks which keep growing and advancing at rapid pace, pose new challenges and require new skills to acquire such competence by library staff. Other challenges such as inadequate ICT networked components, poor/slow internet connection, epileptic power supply and many others pose great challenge to the acquiring and use of ICT skills by para-professional and professional library staff. This study therefore seeks to bridge the gaps by surveying the ICT skills of para-professional and professional library staff in two selected Federal College Libraries in North-central and South-west Nigeria as to enhance full benefits of ICT for optimum library service delivery.

Significance of the study

The findings of this study would help as a pointer to the strength and gray areas of para-professional and professional library staff acquired ICT skills so as to bridge the gaps for better service performance to the organization.

The findings of this study can be used in the design of training programs, courses and also in the evaluation of library staff training need.

The findings may motivate Federal College Library Management to provide the necessary ICT facilities that will enhance training, educating and boost the mental capability of library staff to aid library patrons better and help prepare Library staff to compete in the digital environment and stay relevant on their jobs.

This study will add to existing body of knowledge. Findings of this study can be improved upon by other researchers in the future for newer information in the above topic and subject area.

Theoretical framework

This study adopts the Abbot Model of Change and the Bourdieu's theory.

The Abbot Model of Change.

According to the Abbot Model of Change (1988), the tasks of the professions are human problems amenable to expert service. Professional evolution is dictated by the development of new problems and new knowledge systems and therefore new tools and treatment for these problems necessary. Abbot (1988) quipped that knowledge is the currency of the competition. This assertion clearly points to the view that para-professional and professional library staff are going through some changes following the introduction of ICT to the field of Library Science. This has brought about a change in the way the traditional library operations are handled and thus poses new challenges as library staff are mandatorily required to develop skills and competencies that can ensure them perform their duties effectively with ICT so they stay relevant and retain their positions on the job.

The Bourdieu's Theory explains competition among various professions. According to Bourdieu "individuals and groups compete for dominance within a field". They compete for success; they determine the rules, the standards by which success is determined, the currency of the competition, the players and even the boundaries of the playing fields in such a manner as to perpetuate their advantage and dominance (House and Sutton, 1996). The above theory is evident in two ways: The information profession must wake up and acquire knowledge, competencies and skills to survive in the era of change. Also, this shows a clear warning that there is strong competition among the professions, and that some professions may be disadvantaged by a constraining habitus. As House and Sutton (1996) clearly stated that the game itself is dynamic; competitors who believe that the rules are fixed are disadvantaged." This means that irrespective of the challenges posed by ICT, both para-professional and professional library staff must be flexible, not give and be ready to learn new skills in addition to their previously acquired skills as ICT methods and applications are constantly evolving and aid in better library service delivery. Failure to do so makes them unfit for the job and other library staff who must have learned new skills will compete with them.

Methodology

Thirty-five (35) Para-professional and Professional Library Staff of two Federal College of Forestry Libraries in Jos (North-central) and Ibadan (South-west), Nigeria formed the population size of the study. The Survey research design was adopted for this study. The total enumeration technique was also adopted to cover all the 35-library staff in the entire 2 academic libraries involved in the study. This is in line with Bernard (2012) suggestion that if the population is not so large the entire population should be used for the study. The instrument used for data collection was a self-designed questionnaire. The instrument was validated. This made the instrument valid for the study. Data collected through questionnaire were analyzed using descriptive statistics such as tables, mean, standard deviation, and percentages.

RESULTS

Demographic variables

Table 1: Demographic Distributions of Respondents

| Variables | Frequency | Percentage |
|-----------------------------------|-----------|------------|
| Gender | | |
| Male | 10 | |
| Female | 25 | |
| Total | 35 | |
| Level of Professionalism | | |
| Para-professional | 7 | 20.0 |
| Professional | 28 | 80.0 |
| Total | 35 | 100.0 |
| Working experience (years) | | |
| 0-10 | 8 | 22.9 |
| 11-20 | 21 | 60.0 |
| 21-30 | 5 | 14.3 |
| 31 and above | 1 | 2.9 |
| Total | 35 | 100.0 |
| Age (years) | | |
| 24-34 | 9 | 25.7 |
| 35-44 | 12 | 34.3 |
| 45-54 | 14 | 40.0 |
| 55 and above | 0 | 0.0 |
| Total | 35 | 100.0 |
| Marital status | | |
| Married | 24 | 68.6 |
| Single | 11 | 31.4 |
| Others | 0 | 0.0 |
| Total | 35 | 100.0 |
| Qualification | | |
| Diploma | 6 | 17.1 |
| NCE | 0 | 0.0 |
| Bachelor Degree | 17 | 48.6 |
| Master's Degree | 12 | 34.3 |
| Ph.D. | 0 | 0.0 |
| Others | 0 | 0.0 |
| Total | 35 | 100.0 |

Source: Researchers field work (2019-2020)

Table 1 reveals that 7 (20.0%) of the respondents were para-professional staff, while 28 (80.0%) were professional staff. 8 (22.9%) of the respondents had 0-10 years of working experience, 21 (60.0%) had 11-20 years of working experience, 5 (14.3%) had 21-30 years of working experience while the remaining 1 (2.9%) had 31 years and above working experience. 9 (25.7%) of the respondents were within the age range of 24-34 years, 12 (34.3%) were within the age of 35-44 years, 14 (40.0%) were within the age range of 34-54 years, while none of the respondents was within the age range of 56 years and above. 24 (68.6%) of the respondents were married while 11 (31.4%) were single. 6 (17.1%) of the respondents had Diploma as their academic qualification, 17 (48.6%) had Bachelor degree, 12 (34.3%) had Master's degree while none of them had NCE and Ph.D. 8 (22.9%) of the respondents were male while the remaining 27 (77.1%) were female.

Answering of Research Questions

Research question 1: How did you acquire your ICT skills?

Table 2: Acquisition of ICT skills

| S/N | Statements | SA | A | D | SD | Mean | Std.d | Remark |
|----------------------|--|-------------|-------------|------------|-----------|------|-------|--------|
| 1 | Teaching by friends/colleagues | 24 68.6% | 9 25.7% | 2 5.7% | - - | 3.63 | 0.60 | Agreed |
| 2 | Self-Trial and error method | 16 45.7% | 15 42.9% | 4 11.4% | - - | 3.34 | 0.68 | Agreed |
| 3 | Just Observing People | 12 34.3% | 14 40.0% | 6 17.1% | 3 8.6% | 3.00 | 0.94 | Agreed |
| 4 | Reading Books | 4 11.4% | 28 80.0% | 3 8.6% | - - | 3.03 | 0.45 | Agreed |
| 5 | Training/Workshops organized by Library Management | 10 28.6% | 25 71.4% | - - | - - | 3.29 | 0.46 | Agreed |
| Weighed mean = 3.26 | | | | | | | | |
| Standard mean = 2.50 | | | | | | | | |

Table 2 shows the responses of para-professional and professional library staff to how they acquired their ICT skills. It reveals the weighted mean of 3.26 out of the 4.00 maximum obtainable scores, which is higher than the standard mean of 2.50. This means that the para-professional and professional library staff acquired their ICT skills through the highlighted ways above. Table 2 shows the items rating of each item under para-professional and professional library staff acquisition of ICT skills as follows: Teaching by friends/colleagues (3.63>2.50) is ranked highest among the mean scores follows by Self-trial and error method (3.34>2.50), Training/Workshops organized by library management (3.29>2.50), Reading books (3.03>2.50), lastly, Just observing people (3.00>2.50).

Research question 2: How would you rate your ICT skills??

Table 3: Level of ICT skills

| Level | Frequency | Percentage |
|-----------|-----------|------------|
| Very high | 7 | 20.0 |
| High | 28 | 80.0 |
| Average | 0 | 0.0 |
| Low | 0 | 0.0 |
| Very low | 0 | 0.0 |

Table 3 indicates the responses of the respondents to their ICT skills rating. It shows that 28 (80.0%) of the respondent rate ICT skills as high. 7 (20.0%) rated their ICT skills as very high. While none of the respondents rated their ICT skills as average, low or very low. This implies that majority of para-professional and professional library staff rated their ICT skills high.

Research question 3: How often do you use your ICT skills in the library?

Table 4: Utilization of ICT skills in the library

| Uses | Frequency | Percentage |
|------------------|-----------|------------|
| Daily | 14 | 40.0 |
| Twice a week | 9 | 25.7 |
| Monthly | 7 | 20.0 |
| Occasionally | 4 | 11.4 |
| Rarely | 0 | 0.0 |
| Not at all/Never | 1 | 2.9 |
| Total | 35 | 100.0 |

Table 4 reveals that 14 (40.0%) of the para-professional and professional library staff often utilize their ICT skills daily, 9 (25.7%) utilize their ICT skills twice a week, 7 (20.0%) indicate monthly, 4 (11.4%) indicate occasionally, 1 (2.9%) never utilizes ICT skills while none of the respondents indicates rarely. This implies that few numbers of para-professional and professional library staff often use their ICT skills daily.

Research question 4: Which of these ICT tasks can you use your ICT skills to perform as para-professional and professional library staff in Federal College of Forestry Library?

Table 5: ICT tasks perform with ICT skills

| S/N | Statements | SA | A | D | SD | Mean | Std.d | Remark |
|-----|--|-------------|-------------|------------|-----------|------|-------|--------|
| 1 | Word processing (Microsoft Word) | 26 74.3% | 9 25.7% | - | - | 3.74 | 0.44 | Agreed |
| 2 | General Information Search Strategy using the Internet | 24 68.6% | 11 31.4% | - | - | 3.69 | 0.47 | Agreed |
| 3 | Scanning and Uploading of Documents | 21 60.0% | 14 40.0% | - | - | 3.60 | 0.50 | Agreed |
| 4 | Power point presentation | 11 31.4% | 21 60.0% | 3 8.6% | - | 3.23 | 0.60 | Agreed |
| 5 | Copy cataloguing | 8 22.9% | 19 54.3% | 8 22.9% | - | 3.00 | 0.69 | Agreed |
| 6 | Trouble shoot (Repairs) of Computers | 6 17.1% | 19 54.3% | 8 22.95 | 2 5.7% | 2.83 | 0.79 | Agreed |
| 7 | Microsoft excel/spreadsheet | 15 42.9% | 14 40.0% | 6 17.1% | - | 3.26 | 0.74 | Agreed |
| 8 | Searching Online Databases and E-Resources | 18 51.4% | 14 40.0% | 3 8.6% | - | 3.43 | 0.66 | Agreed |
| 9 | Web designing | 14 | 11 | 9 | 1 | 3.09 | 0.89 | Agreed |

| | | | | | | | | |
|----------------------|---|-------------|-------------|------------|-----------|------|------|--------|
| | | 40.0% | 31.4% | 25.7% | 2.9% | | | |
| 10 | Online Book Selection and Acquisition | 18 51.4% | 13 37.1% | 3 8.6% | 1 2.9% | 3.37 | 0.77 | Agreed |
| 11 | Typing | 19 54.3% | 14 40.0% | 1 2.9% | 1 2.9% | 3.46 | 0.70 | Agreed |
| 12 | Online Registration of staff and students | 17 48.6% | 14 40.0% | 4 11.4% | - - | 3.37 | 0.69 | Agreed |
| 13 | Lecture notes | 14 40.0% | 14 40.0% | 5 14.3% | 2 5.7% | 3.14 | 0.88 | Agreed |
| 14 | Online Training of Staff and Students | 11 31.4% | 16 45.7% | 7 20.0% | 1 2.9% | 3.06 | 0.80 | Agreed |
| 15 | Corel draw and other computer packages | 2 5.7% | 22 62.9% | 8 22.9% | 3 8.6% | 2.66 | 0.73 | Agreed |
| Weighted mean = 3.26 | | | | | | | | |
| Standard mean = 2.50 | | | | | | | | |

Table 5 reveals the responses of respondents to ICT tasks they can use their ICT skills to perform as para-professional and professional library staff. It indicates the weighted mean of 3.26 out of the 4.00 maximum obtainable scores, which is higher than the standard mean of 2.50. This implies that the para-professional and professional library staff use their acquired ICT skills to perform listed ICT tasks. Table 5 shows the items rating of each ICT task performed by para-professional and professional library staff. The rating is as follow: Word processing (Microsoft Word) (3.74>2.50) is ranked highest among the mean scores follows by General Information Search Strategy using the Internet (3.69>2.50), Scanning and Uploading of Documents (3.60>2.50), Typing (3.46>2.50), Searching Online Databases and E-Resources (3.43>2.50), Online Registration of staff and students (3.37>2.50), Online Book Selection and Acquisition (3.37>2.50), Microsoft excel/spreadsheet (3.26>2.50), Power point presentation (3.23>2.50), Lecture notes (3.14>2.50), Web designing (3.09>2.50), Online Training of Staff and Students (3.06>2.50), Copy cataloguing (3.00>2.50), Trouble shoot (Repairs) of Computers (2.83>2.50), lastly, Corel draw and other computer packages (2.66>2.50).

Research question 5: What are the barriers that hinder your use of ICT skills in Federal College of Forestry Library?

Table 6: Barriers that hinder the use of ICT skills

| S/N | Statements | SA | A | D | SD | Mean | Std.d | Remark |
|----------------------|---|-------------|-------------|-------------|------------|------|-------|--------|
| 1 | Poor/slow Internet connection | 28 80.0% | 6 17.1% | 1 2.9% | - - | 3.77 | 0.49 | Agreed |
| 2 | Uncomfortable chairs and tables | 18 51.4% | 7 20.0% | 6 17.1% | 4 11.4% | 3.11 | 1.09 | Agreed |
| 3 | Tight working hour/schedules | 13 37.1% | 14 40.0% | 6 17.1% | 2 5.7% | 3.09 | 0.89 | Agreed |
| 4 | Lack of search skills | 3 8.6% | 24 68.6% | 7 20.0% | 1 2.9% | 2.83 | 0.62 | Agreed |
| 5 | Technophobia or Fear of computers | 1 2.9% | 22 62.9% | 7 20.0% | 5 14.3% | 2.54 | 0.78 | Agreed |
| 6 | Inadequate networked computers and other ICT facilities | 9 25.7% | 23 65.7% | 2 5.7% | 1 2.9% | 3.14 | 0.65 | Agreed |
| 7 | Inadequate library space | 9 25.7% | 15 42.9% | 8 22.9% | 3 8.6% | 2.86 | 0.91 | Agreed |
| 8 | Unconducive library environment (like dirty toilets, no access to water etc.) | 12 34.3% | 10 28.6% | 10 28.6% | 3 8.6% | 2.89 | 0.99 | Agreed |
| 9 | Epileptic power supply | 14 40.0% | 15 42.9% | 4 11.4% | 2 5.7% | 3.17 | 0.86 | Agreed |
| Weighted mean = 3.04 | | | | | | | | |
| Standard mean = 2.50 | | | | | | | | |

Table 6 reveals the responses of para-professional and professional library staff to barriers that hinder their use of ICT skills in Federal College of Forestry Library. Table 6 shows the weighted mean of 3.04 out of the 4.00 maximum obtainable scores, which is higher than the standard mean of 2.50. This means that para-professional and professional library staff agreed that the stated barriers hinder their use of ICT skills. Table 6 indicates the analysis of barriers items hindering use of ICT skills is as follows: Poor/slow Internet connection (3.77>2.50) is ranked highest among the barrier items mean scores follows by Epileptic power supply (3.17>2.50), Inadequate networked computers and other ICT facilities (3.14>2.50), Uncomfortable chairs and tables (3.11>2.50), Tight working hour/schedules (3.09>2.50), Unconducive library environment (like dirty toilets, no access to water etc.) (2.89>2.50), Inadequate library space (2.86>2.50), Lack of search skills (2.83>2.50), lastly, Technophobia or Fear of computers (2.54>2.50).

Research question 6: What is the suggestions proffer to the above barriers that affect your use of ICT skills in Library?

Table 7: Suggestions proffer to barriers hindering use of ICT skills

| S/N | Statements | SA | A | D | SD | Mean | Std.d | Remark |
|----------------------|--|-------------|-------------|------------|-----------|------|-------|--------|
| 1 | Increase internet bandwidth for fast connection | 28 80.0% | 5 14.3% | - - | 2 5.7% | 3.69 | 0.76 | Agreed |
| 2 | Chairs and tables should be comfortable | 22 62.9% | 10 28.6% | 1 2.9% | 2 5.7% | 3.49 | 0.82 | Agreed |
| 3 | Adjust working hour/schedules to enable staff acquire new ICT Skills | 13 37.1% | 16 45.7% | 5 14.3% | 1 2.9% | 3.17 | 0.79 | Agreed |
| 4 | More training | 16 45.7% | 16 45.7% | 2 5.7% | 1 2.9% | 3.34 | 0.73 | Agreed |
| 5 | Use Computers often so as to take away its fear | 15 42.9% | 18 51.4% | 1 2.9% | 1 2.9% | 3.34 | 0.68 | Agreed |
| 6 | Adequate networked computers and other ICT facilities | 15 42.9% | 20 57.1% | - - | - - | 3.43 | 0.50 | Agreed |
| 7 | Adequate library space | 12 34.3% | 23 65.7% | - - | - - | 3.34 | 0.48 | Agreed |
| 8 | Library Environment should be conducive and clean | 23 65.7% | 12 34.3% | - - | - - | 3.66 | 0.48 | Agreed |
| 9 | Alternative source of power supply | 19 54.3% | 14 40.0% | 1 2.9% | 1 2.9% | 3.46 | 0.70 | Agreed |
| Weighted mean = 3.44 | | | | | | | | |
| Standard mean = 2.50 | | | | | | | | |

Table 7 reveals the responses of para-professional and professional library staff to suggestions proffered to barriers affecting their use of ICT skills in Federal College of Forestry Library. It reveals the weighted mean of 3.44 out of the 4.00 maximum obtainable scores, which is higher than the standard mean of 2.50. This means that para-professional and professional library staff agreed that suggested solution to barriers affecting the use of ICT skills. Table 7 also shows the item analysis of suggested solutions to barriers hindering use of ICT skills. The rating is as follow: Increase internet bandwidth for fast connection (3.69>2.50) is ranked highest among the suggestions proffered mean scores follows by Library Environment should be conducive and clean (3.66>2.50), Chairs and tables should be comfortable (3.49>2.50), Alternative source of power supply (3.46>2.50), Adequate networked computers and other ICT facilities (3.43>2.50), Use Computers often so as to take away its fear (3.34>2.50), More training (3.34>2.50), Adequate library space (3.34>2.50), lastly, Adjust working hour/schedules to enable staff acquire new ICT Skills (3.17>2.50).

DISCUSSION OF FINDINGS

Table 1 revealed the demographic information of respondents that professional library staff are more as compared to their para-professional counterpart. More female as compared to their male counterparts were sampled in the two Federal college of Forestry libraries studied. This negates the finding of Bajpai, Kumar and Madhusudhan (2019) who pointed that out of 60 library staff surveyed, 37(61.7%) were male and 23(38.3%) were female. Majority had worked for 11-20 years. 40.0% are in the age bracket of 45-54 years with only 9(25.7%) in the range of 24-34 years. Many 68.6% are married. 17(48.6%) possess a Bachelor degree, only 17.1% hold a Diploma. This aligns with the findings of Baro and Eze (2015) that the majority of the survey respondents hold positions such as Senior Library Superintendents, Chief Librarian, Librarian I and Librarian II. More than half of the respondents worked as a librarian between six and ten years, followed by those who have worked one to five years. Half of the respondents hold bachelor degrees in library science, followed by those who have additional Master's degrees. More than half of the respondents were women.

Table 2 showed that library staff indicated they acquired their skills majorly from friends/colleagues. This disagrees with recent findings of Batool and Ameen (2019) that majority of LIS professional (70 per cent) have chosen workshop/seminars/conferences as the most preferred method of acquiring ICT skills, while 68.3 per cent of each respondent acquired ICT skills through colleagues/friends and self-study/trial and error. Reading of books was scored only 11.4% and disagrees with Lavanya and Santharooban(2018) results on methods of learning online resource usage skills as Self-study (reading books/articles, tutorials, etc.) was scored 74.0%, Family, friend, or colleague with 30.5%, Formal course with 14.3%, Library workshop with 2.6% and attending special training courses and workshops with only 2.9%. Our own finding revealed that Training/Workshops organized by Library Management was scored only 28.6%.

Table 3 revealed the level of ICT Skills as majority of library staff in Federal College of Forestry libraries indicated high level. This negates the finding of Omosor's (2010) study at Delta State Polytechnics in Nigeria which revealed low computer skills among that institution's librarians. Vijay Kumar and Sweetie (2015) in their study report that "professionals have above average skills for ICT based information retrieval (accessing, searching and use of e-journals).

Table 4 summarized respondents' opinions on frequency of use of ICT skills as few 40.0% indicated daily use. However, this is fairly good sign of using ICT skills by library staff. This agrees with the finding of Madhusudhan (2010) which revealed that 62 percent of the respondents made use of electronic resources daily, 18 percent occasionally, and 16 percent two or three times a week, only 4 percent used the e-resources once a week, and none of the respondents reported using e resources once a month.

Table 5 showed the ICT tasks para-professional and professional library staff can perform with their ICT skills. Word processing (Microsoft Word) with 74.3%, General Information Search strategy using the Internet(68.6%), Scanning and Uploading of Documents(60.0%), Typing(54.3%), Searching Online Databases and E-Resources and Online Book Selection and Acquisition with (51.4%) respectively, Online Registration of staff and students(48.6%), Microsoft excel/spreadsheet (42.9%), Lecture notes and Web designing (40.0%) respectively, Online Training of Staff and Students and Power point presentation with (31.4%), Copy cataloguing (22.9%), Trouble shoot (Repairs) of Computers (17.1%), lastly, Corel draw and other computer packages (5.7%). This reveals that only six (6) items were ranked above 50% and interpreted as positive. The other 9 items were below 50% and regarded as negative. This clearly points to the fact that para-professional and professional library staff of the two (2) Federal college of Forestry needs more training. This gives credence to the finding of Ojiegbe (2010) that Word Processing recorded the highest response of 83%, followed by Provision of Online documents with 57%. Responses on the other 7 items were below the 50% average which was considered negative. Carrying out Online searches recorded 45% response, Acquisition recorded 39% and is closely followed by Cataloguing with a 35% response. The other items, Scanning and uploading, Accounting, Web content creation and Networking recorded very low responses of 27.2%; 10.2%; 9.5% and 9% respectively. Chanetsa and Ngulube (2016) in their study "indicated that respondents possessed core skills which include presentation and Information literacy course design skills, reference and research skills, including information and search retrieval skills. Over a third of respondents believe that they needed new skills which includes web design, online cataloguing, classification, knowledge of HTML, virtual reference and online chats, knowledge of the use of mobile

technologies like cell-phones and tablet in education, knowledge of the construction of subject portals in teaching, learning, research.”

Table 6 summarized the barriers that hinder library staff effective use of their ICT skills as follows: Poor/slow Internet connection (80.0%) followed by Uncomfortable chairs and tables (51.4%), Epileptic power supply (40.0%), Tight working hour/schedules (37.1%), Unconducive library environment (like dirty toilets, no access to water etc.) with (34.3%), Inadequate networked computers and other ICT facilities and Inadequate library space recorded (25.7%), Lack of search skills (8.6%) and lastly, Technophobia or Fear of computers which recorded (2.9%). Poor/slow internet ranked highest among others. This negates the finding of Nkanu and Eyo (2013) who found that inadequate electricity supply is the most prevalent problems of utilization of ICT facilities in academic libraries. Two main items namely Poor/slow Internet connection and Uncomfortable chairs and tables were scored above 50% and regarded as positive response. This indicated that they are the main barriers that affect Library staff of the two college libraries under study among other contributory items

Table 7 showed the responses of para-professional and professional library staff to suggestions proffered to barriers affecting their use of ICT skills in Federal College of Forestry Library. The rating is as follow: Increase internet bandwidth for fast connection (80.0%) is ranked highest among the suggestions proffered. This is followed by Library Environment should be conducive and clean (65.7%), Chairs and tables should be comfortable (62.9%), Alternative source of power supply (54.3%), More training (45.7%), Adequate networked computers and other ICT facilities and Use Computers often so as to take away its fear (42.9%) respectively, adjust working hour/ schedules to enable staff acquire new ICT Skills (37.1%) and lastly, Adequate library space (34.3%). Para-professional and professional library staff agreed that the nine (9) listed items could proffer solution to the barriers that affect their effective use of their ICT skills in the College library.

CONCLUSION

Considering the benefits of ICT in Library profession, Para-professional and professional library staff of Federal college of Forestry Jos (North-central) and South-west (Ibadan) are mandatorily required to possess some basic ICT skills and use such skills to manage their libraries effectively and stay relevant on their jobs. Interestingly, this research reveals that library staff of the above two colleges possess high ICT skills. Their knowledge of such skill is limited to performing Microsoft word tasks like typing, general search strategy Microsoft word processing, Searching Online Databases and E-Resources, Online Book Selection, general Information Search Strategy using the Internet, Scanning and Uploading of Documents, and Acquisition. They have low level of ICT skills in advance ICT tasks such as Corel draw and other computer packages, Web designing, Trouble shoot (Repairs) of Computers, Microsoft excel/spreadsheet, Online Registration of staff and students, Online Training of Staff and Students, Power point presentation, copy cataloguing, and Lecture notes. The above barriers are majorly attributed to poor/slow internet connection and uncomfortable chairs and tables among others poorly rated. By implication, library staff under study will find it difficult to tackle some challenges posed by ICT in present day technology driven environment. There is a need for library staff to acquire and improve their ICT skills in the areas mentioned above so as to survive in the era of change, avoid losing their positions due to strong competitions and help provide effective and efficient services to their patrons.

From our findings, we would like to conclude that having high ICT skills do not guarantee high ICT Competence and as such more training is urgently needed in some areas for library staff in these two libraries under study.

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