



**SKILLS AND COMPETENCE OF ACADEMIC
LIBRARIANS IN THE USE OF INFORMATION AND
COMMUNICATIONS TECHNOLOGIES (ICTs) IN ATBU
AND RAMAT LIBRARY UNIVERSITY OF MAIDUGURI**

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ABSTRACT

This study investigated the Information and Communication Technology (ICT) competencies of library staff in ATBU Bauchi and Ramat library University. The objective of the study was to find how competent library staff is in using ICT facilities to do their job. Five research questions were formulated to guide the study on Areas of work staff use ICT, levels of competence, methods of acquiring competencies hindrances to competency acquisition and strategies to improve the situation. Data relevant to the study was collected using questionnaire design sampling technique. A total of 82 copies of questionnaire were distributed out of which were rightly completed and returned. Data were analyzed using percentages and mean scores. Findings revealed that many library staff in university libraries perform Microsoft Word based tasks like typing and printing of documents, can provide online searches using internet but cannot perform effective professional library related duties using ICT. Staff needs ICT competencies in the areas that can assist them handle professional related duties, like internet skills, mastery of library softwares and technical skills. Library staff acquired ICT training mainly through personal practice, on the job training, seminars, conferences and workshops, but preferred training through library schools. The major problems that hindered ICT competency acquisition among library staff are lack of funding, higher authority not willing to release their staff to go for further training, lack of opportunities, lack of ICT training facilities and inadequate curriculum content for ICT in the library schools. Strategies to improve the ICT competencies of library staff are by provision of more ICT facilities in library schools, development of personal

interest by staff to acquire ICT competencies, sponsorship and study grants, study leave to be granted to staff to go for Competency acquisition trainings, also the authority should be willing to release staff for studies and recruit more staff to reduce work load. Suggestions on areas for further studies on ICT competencies of library staff were also made.

KEY: Skills, ICT Competency and Academic Librarians

Introduction

The use of Information and Communication Technology (ICT) facilities in performing library functions is becoming very useful in the Universities because it makes service delivery to users faster and more efficient. ICT provides speedy, accurate and precise information; it also has flexibility of usage by different users. With the presence of ICT facilities like the World Wide Web, and Internet connectivity, individuals can access information from unlimited sources. It also gives users opportunity to work at their own pace and according to their own needs. As noted by Adebisi (2009), in Hinderson (1992), ICT in libraries ensures speedy and easy access to information from unlimited sources.

The term Information and Communication Technology (ICT) evolved from Information Technology (IT). Whereas Information Technology is used to refer to the latest trend and devices that enhance information processing and usage, Information and Communication Technology (ICT) on the other hand is used to represent the process or act of exchanging or sharing information using the existing technological facilities. Nwachukwu (2005) defines ICT as a device or tool that allows for the collection, storage, processing or the communication of information. It is a kit or equipment used for capturing, processing, storing and accessing information. (Ekoja, 2007). ICT devices or equipment which is used to acquire or impart information or knowledge are seemingly endless. They include calculators, photocopiers, computer related devices etc. Although ICT devices are many, for this project work, the emphasis is on computer related ICT devices.

The benefits of ICT in libraries generally and university libraries in particular are innumerable. Chisenga (1995) acknowledges that ICT applications improve service delivery in libraries and allied institutions responsible for information

provision. Most library functions such as, Acquisition, Cataloguing and Classification, Reference services, previously handled manually are now performed electronically using ICTs. This has helped to reduce time spent on doing the jobs and with fewer mistakes. Nwalo (2000) lists some of the benefits of ICT to libraries as: being able to automate technical services; to provide efficient references and information services; to network operations such as cataloguing, authority control, interlibrary loans and International bibliographic project. These functions become faster and less cumbersome to perform with the help of ICT facilities. Ajayi (2001) describes a library transformed into a new information service unit, providing electronic cataloging, On-line Public Access Catalogue (OPAC), electronic acquisition and serials control, electronic inter-library loan and electronic circulation functions. The University library which has long been recognized as the ‘heart’ of every academic institution is one place where the benefits of ICT are prodigious. As the centre of intellectual activities of the university, it has an important role to play to make sure adequate information materials are provided and that adequate assistance is given by the library staff to ensure that the information needs of the staff, students and researchers of the university are met.

As a result, they must be able to use the facilities effectively. . It is therefore pertinent for university library staff to develop the required competencies in the area of ICT to augment the traditional library services. They must develop expertise in and establish program in knowledge search and management support of clientele’s needs. Competence is viewed as demonstrating the knowledge, skills, experience and attributes necessary to carry out a defined function effectively. It is the acquisition of knowledge, skills and abilities at a level of expertise sufficient to be able to perform appropriately a given task in a work place. Wojtezak (2000) defines competence in generic term as possession of satisfactory level of relevant knowledge and acquisition of a range of skills that include interpersonal and technical components at a certain point in the educational process. Such knowledge and skill are necessary to perform the tasks that reflect the scope of professional practices. It is a combination of theoretical and practical experience that makes an individual able and willing to take the right decision in daily working environment.

ICT competencies of academic librarian’s could therefore be viewed to be those relevant skills and knowledge to be acquired by those working in the library to

be able to fully exploit information search, retrieval, and deliver using electronic format. The academic librarians are expected to possess the technique for gathering, processing and disseminating information to users via the electronic format or skills required to effectively source information stored in electronic format, such as basic computer operating skills, internet and electronic document search skills and also storage and information skills. They should also be competent in the use some of library software packages that can enable them handle the professional technical operations in the library like cataloguing, classification and to generate user databases. For this research therefore, competencies and skills will be used interchangeably. All other branch library is administered from the main campus and their services were performed manually until 2005 when ICT was introduced into the library. This has made it possible to provide some of the services online. It has an e-Library with sixty (150) sets of computers fully internet ready; a server where staff, researchers, undergraduate and postgraduate students use the internet facilities for their studies and also printing services are provided for users. The library through the Nigerian Universities' Commission (NUC) Virtual Library subscribes to some foreign journal databases like the AGORA, HINARY, DOAJ, and AJOL. These e-resources are made available to their users online via the library e-library laboratory. It is currently embarking on online cataloguing of its materials using Library of Congress free database; generating user database for circulation using the GLASS software. The e-library laboratory is managed by Higher Library Officer who only has ICT knowledge while the circulation, cataloguing and classification units are headed by professional librarians. The unit heads and some para-professional staff were given On-the-Job training to use LC database and GLASS software's. ATBU Library was established in 1981.

Ramat Library started in 1975 at the same time with the university with a mission, to provide services to support academic activities of the parent institution. It has two libraries, the main campus library and mini campus library all with ICT facilities. Before the introduction of ICT into the library system, all the operations and services in the library were carried out manually. At present, the university library has two ICT laboratories with internet and printing facilities. It provides free internet services to their staff and student users. Also there is a wireless laboratory at the main campus library where users with their personal computers browse. The ICT department of the library is

headed by a systems librarian. The university library provides word processing services to their users, that is, typing project work for students using the Microsoft Word. The university library also embarks on digitization processes.

Statement of the Problem

ICT is an indispensable tool for information service delivery in modern university libraries essentially for its speed, accuracy and high precision. With the aid of ICT, Information is generated quickly with less mistakes and it ensures dissemination of precise and concrete information. Though the ICT facilities have been provided, it is observed that they are not effectively utilized by staff in some university libraries.

Therefore, uncertainty exists about whether Academic librarians possess adequate competencies to operate ICT facilities effectively. The overall ICT objectives in university libraries can only be achieved if the academic librarian that use these facilities possess the right competencies. Where the needed ICT competencies are lacking, then university libraries in Nigeria would probably be cut off from the rest of the world in terms of globalization. This would further cripple the university's basic objectives of teaching, learning and research. To remedy this, there is an urgent need to investigate the ICT competencies of staff working in the Nigerian university libraries and how can these be improved, failing which millions of money spent in acquiring the ICT equipment will be a waste. This in fact is what this study is poised to do.

Objectives of the Study

The objectives of the study are to examine ICT competencies of academic librarians in ATBU and Ramat Library. Specifically, the study will seek to:

1. Identify the areas in which academic Librarians use of ICT in ATBU and Ramat library,
2. Ascertain the levels of ICT competencies of academic Librarians in ATBU and Ramat Library,
3. Determine the methods used in acquiring ICT competencies by academic Librarians in ATBU and Ramat Library,
4. Identify constraints in acquiring ICT competencies by librarians in ATBU and Ramat Library.

5. Determine strategies for improving ICT competencies of academic librarian in ATBU and Ramat Library,

Research Questions

The following research questions are been formulated to guide the study:-

1. In what areas work do academic librarians uses ICT in ATBU and Ramat Library?
2. What is the level of ICT competencies possessed by academic librarians in ATBU and Ramat Library?
1. 3 What are the methods used in acquiring ICT competencies by academic Librarians in ATBU and Ramat Library?
2. 4 What are the problems hindering the acquisition of ICT competencies by academic Librarians in ATBU and Ramat Library?
3. 5 What are the strategies for improving ICT competencies by academic Librarians in ATBU and Ramat Library?

Significance of the Study.

It is expected that the findings of this study when completed will be useful to practicing librarians by exposing them to know the type of ICT competencies they need to possess in order to perform optimally in the profession and develop their competencies in such area of ICT"s. It will also assist Curriculum Developers in the department of Library and Information Science to provide useful information about the type of professional training required by modern information workers. This will help them to plan a rich academic course content that will incorporate ICT competency training programmes. The findings may motivate University Authority to provide the required quantity and quality of ICT facilities that will enhance teaching and learning of Library and Information students. This will also give trainers and educators in the library school a re-direction on focused areas of training and also help them to develop their own competencies on such areas. And the library users will benefit from this because if the librarians are well trained, they will render better services to the users. It will also contribute to existing body of knowledge in the area of library and Information studies that will be beneficial to future workers/researchers in the field of library and information science.

Scope of the Study

This study will covers Information and Communication Technology (ICT) competencies skills on academic librarians in Abubakar Tafawa-Balewa University, Bauchi and Ramat Library University of Maiduguri.

LITERATURE REVIEW

Concept of Information and Communication Technology (ICT) Information and Communication Technology (ICT) is a force that has necessitated not only the upgrading of academic libraries and their information systems physically, but also the staff skills development so as to provide the clientele with efficient services. It is a conveyance of interest between electronics computing and communication all leading to the rapid development of microelectronics. 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. These three form the major components of ICT device in the world today. In this view, Gurari (2009) defines it as simply a combination of technology of computer hardware and software and telecommunication such as telephone systems, CD-Rom, fax machine, sound satellite communication systems etc.

In the recent time, the university library services have been strengthened by the use of Information Communication Technology (ICT) facilities in providing required information to support the Teaching, Learning, and Research programmes of the parent institution. It is because of these immense benefits of ICT that National Universities Commission as the government agency charged with the coordination of University development in Nigeria has tried to create a mutually beneficial atmosphere for the Universities by creating the Nigerian Virtual Library project which University libraries in Nigeria are linked to. Through this project, the University libraries receive E-Resources and Online journals for the benefits of their users. Adebisi (2009) referring to Henderson (1992) enumerated some of the benefits ICT to library users. They are: Provision of speedy and easy to information, provision of remote access to

users, provision of round-the-clock access to users, access to unlimited information from different sources and providing more current information. This has provided solution for the problem of delay in information access and use. It has made information sharing effective and efficient. With blinding speed the internet can link a lone researcher sitting on a computer screen to mountains of data all over the world which may otherwise be too expensive and too difficult to tap.

Competence is viewed as demonstrating the knowledge, skills, experience and attributes necessary to carry out a defined function effectively. It is the acquisition of knowledge, skills and abilities at a level of expertise sufficient to perform appropriately in a given task in a work place. The UK Cultural Heritage National Training Organisation (CHNTO, 2004) refers competence to mean a test to the ability of an individual to do a job or work to nationally agreed standards. According to them, a key concept in the idea of competence is linked to ability to:

- Perform activities within an occupation or function,
- Work consistently to agreed standards person's performance must meet Specific criteria before he or she can be termed competent,
- Transfer skills to a range of situations within, and even external to, the central occupational area. Competence is seen as having dimensions of quality and scope.

The desired quality of performance should be encapsulated into the performance criteria, whereas the scope of the competence can be found in the range statements which describe the different situations in which someone is expected to be able to work. According to Onasanya (1990), competence refers to specialized knowledge, skills, and attitudes which are necessary for effective performance in a position. It means the ability to carry out a given task effectively. ICT competencies are prerequisites for achieving desired performance level. Koneru (2006) is of the view that employability skills today encompasses core key skills, such as communication, teamwork etc, he goes further to say that equipping the information professionals with ICT competence is necessary for: knowing how to use ICT to enhance efficiency; using ICTs to locate information for users; using ICTs to support users"

effective learning and development; and managing effectively the ICT-enabled services and resources.

As more university libraries are adopting the use of Information and Communication Technologies (ICT) to augment the traditional services in the library, it is expected that the library staff have substantial skills and competencies needed to be able to offer high quality service to users visiting the physical library. Likewise it is expected that they have substantial level of knowledge, skills and competencies needed for developing and maintaining electronic services and for dissemination of relevant services and facilities required by web-users. International Telecommunication Union (2007) report on technical side described Africa as still having the heaviest concentration of countries with low ICT education and competencies. Ekoja (2007) asserts that ICT competency acquisition among academic Librarians in Nigerian universities is still below average.

ICT competency acquisition program are necessary for library staff in the university libraries if they are to work effectively using ICT's. The technology is constantly growing rapidly and updates come up every now and then. The Librarians need to move along with the growing trend by constantly developing and updating their competencies in the use of these technologies. Cole (2002), asserts that any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task is referred to as training. He further categorized training in to two broad methods: These are On the job and Off-the job methods. On the job method includes Job instruction, learning from experienced workmates, coaching/counseling, delegation, secondment while Of the job method includes lecture/talks, classroom instruction, programmed instructions, case study analysis and stimulation exercise. Through training, skills are thought and competencies are developed It is the process through which library staff develop new competencies that will transform them from the state of not being efficient to being able to do the do effectively. (Ugwu and Ekere 2010). Many writers have emphasized the need for continuous professional development of library staff in the area of Information and Communication Technology. The Librarians must be trained and re-trained in the use of the technologies. This could be through formal or informal methods. Koneru (2006) opines that training is inevitable to bridge knowledge and skill gaps, so as to meet state of efficiency.

An informed and better equipped staff guarantees efficient services to users, ultimately promoting a good library image. Asadu (2000), explains that attending workshop and conferences both at local, national and international levels also provides training opportunities for professional, especially by donor agencies, software and hardware vendors like UNESCO, EBSCOHOST, HINARY, AGORA, DARE etc vendors. He therefore encourages library staff especially the professionals to be attending the Nigerian Library Association (NLA) organized annual conferences and also to be part of the online discussion forum of the NLA where information on grants, re-skilling and mentoring are usually discussed. Mentoring has been discovered to be another effective method library staff can develop their skills. It is a method of pairing the older, experienced and successful academic librarians with the less experienced ones. In this way, the less experienced staff can learn from the experiences of the older one. Adenuga&Elejo, (2010), conceive the idea as a deliberate attachment of a junior or young librarian to an experienced, senior role model who instructs, guides, influences and brings up the former in training similar to apprenticeship. However, LIS schools teach these modules theoretically because they have inadequate quantities and quality of computers and poor internet access.

RESEARCH METHODS

The design of this study is a descriptive survey. The survey design is chosen because it is considered the most appropriate when studying a population. The population of the study is 82 Library. This included Professional and Para-professionals working in the library. This group was chosen because it provides direct library services which might require the use of ICT's. The instrument to be used for data collection is questionnaire titled the Academic Librarians Information and Communication Technology Competency Questionnaire (ALICTCQ).

This will be developed by the researcher in accordance with the research questions.

S/N	Responses	Frequency	percentage
A	Number of questionnaire distributed	82	100%
B	Number of questionnaire retrieved	80	97.6%
	Number of questionnaire not retrieved	02	2.4

The above table, shows that 82 questionnaire (100%) were distributed, 80 (97.6%) were retrieved. This mean that 97.6% response was recorded in the study as the respondents participated, filled and retrieved the questionnaire.

Table 2: Gender Of the respondents

S/N	GENDER	NUMBER	PERCENTAGE
1	Male	72	87.8%
2	Female	10	12.2%
	Total	82	100%

The above table shows that 106 (87.8%) of the respondents were male, while 80 (12.2%) were female staff that filled the questionnaire.

Research Question 1: What areas of work do academic Librarians used ICT?

Table 3: ICT duty related areas

S/N	No. of Responses	Frequency	Percentage %
I	Word Processing	77	93.9
ii	Provision of online Documents	34	41.5
iii	Online searches	56	68.3
iv	Scanning and uploading	60	73.2
v	Web content creation	24	29.3
vi	Cataloguing	35	42.7
vii	Acquisition	15	18.3
viii	Networking	42	51.2
ix	Inter library cooperation	67	81.7
X	Computer base examination	48	58.5
	Total	80	97.6

The research question 1 was asked to get information on the area of duties respondents. Word Processing 77(93.9%) Provision of online Documents

34(41.5%) respondents Online searches with 56(68.3%) while Scanning and uploading 60(73.2%), Web content creation 24(29.3%), Cataloguing 35(42.7%) responses , Acquisition 15(18.3%), Networking 42 (51.2%) can use ICT to perform. Analyzed data in Table 2 showed that respondents indicated that they can use ICT to perform 2 out of the 9 items with responses above 50%. Word Processing recorded the highest response of 93.9%, followed by Scanning and uploading 73.2% 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.

Research Question 2: What is the level of ICT Competencies possessed by Staff in the University library? Table 4: level of ICT Competency

S/N	No. of Responses	Frequency	Percentage %
1	Word Processing	77	93.9
2	Storing data into primary storage device(e.g hard disk)	50	60.9
3	Storing and copying data into secondary storage devices(e.gdiskert)	50	60.9
4	Retrieving documents from storage devices	66	80.5
5	Presentation skills (e. g Power point)	30	36.6
6	Graphic skills (coreldraw)	12	14.6
7	Excel	10	12.2
8	Scanning and uploading	15	18.3
9	Computer base examination	24	29.3
	Total	80	97.6

77(93.9%) respondents use Word processing; while 50 (60.9%) responses can store and copy data into primary storage devices (eg hard disk; also, storing and copying data into secondary storage devices (eg. Diskettes, flash drive, USB etc) are 50(60.9%) while 66(80.5%) can retrieve documents from storage devices; but 30(36.6%) has the presentation skills i.e power point 12(14.6%) has graphic skills i.e CorelDraw Excel i.e Statistical skills and SPSS, responses are 10(12.2%) Scanning and uploading has 15 (18.3%), and computer base examination responses are 24(29.3%) respectively. The research question 2 was asked to get information from respondents on the level of competence they have on the listed packages.

Research Question 3: What are the methods used in acquiring ICT competencies?

Table 5: Method used in acquiring ICT competencies

S/N	No. of Responses	Frequency	Percentage %
1	Distant learning	60	73.2
2	Online training courses	70	85.4
3	Self study	45	54.9
4	Training Centre based short courses	56	68.3
5	Workshops/Seminars/conferences, and Talk-shows	15	18.3
6	Tutorial package	24	29.3
7	Library school	10	12.2
	Total	80	97.6

From the above Table 7: Preferred method of ICT Training Library School constituted the least with 10(12.2%) while Online training courses constituted the highest with 70(85.4%), Distance learning with 60(73.2%), Self study 45(54.9%) Training Center based short courses 56(68.3%) Workshops/Seminars/conferences, and Talk-shows 15(18.3%) lastly Tutorials package with 24(29.3%) respondents opinion on the method they would prefer to use in acquiring ICT competencies. Analysis shows that out of the 7 options

listed, 4 received positive responses rated above 50%. The option that deals with acquiring ICT training through Library schools recorded the least number of responses 12.2%. Closely followed by 18.3% responses that indicated preference for training through attending Workshops/conferences/Seminars and talk-shows. The item on acquiring Training through Center Based short courses and through Distant- learning also received positive responses, 68% and 73.2% respectively.

Research Question 4: What are the problems hindering the Acquisition of ICT Competencies by Staff?

Table 6: Problems Hindering the Acquisition of ICT Competency

S/N	No. of Responses	Frequency	Percentage%
1	inadequate fund	77	93.9
2	Lack of training opportunities	56	68.3
3	Lack of training facilities and Inadequate curriculum content	45	54.9
4	lack of sufficient staff in the library	22	26.8
5	lack of personal interest among the staff	52	63.4
6	Lack of frequent Workshops/Seminars/conferences	15	18.3

The research question 4 was posed to elicit information from the respondents on the factors that pose constraints to library staff acquiring ICT competencies. The result presented in Table above indicated inadequate funds constituted the highest with 77(93.9%) major constraining factors to competency acquisition. Precisely the analysis revealed that the respondents agreed on all the 6 items with responses of 56(68%), lack of personal interest and above. They include Lack of fund with highest response of 77(93.9%) this is closely followed by Higher authority not willing to send their staff to upgrade themselves with 56(68.3%), Lack of training opportunities, Lack of training facilities and Inadequate curriculum content for ICT equally ranked high with responses of 52(63.4%, 45(54.9% and 22(26.8%) respectively. There was a level of disagreement that work load are not constraints to competency acquisition.

Research Question 5: What are the Strategies of improving ICT Competencies of Staff?

Table 7: Strategies of improving ICT Competencies of staff

S/N	No. of Responses	Frequency	Percentage %
1	Adequate funds should be provided	60	73.2
2	Training opportunities be granted to staff for ICT	70	85.4
3	Trainings Academic curriculum should have more ICT related programmes	65	79.3
4	More hands be recruited to reduce work load for staff to attend ICT training	50	60.9
5	Library staff should develop personal interest in ICT	50	60.9
6	More ICT facilities should be provided in the academic library and Workshops/Seminars/conferences, and Talk-shows should be frequently organize	67	81.7

Sponsorship should be granted to staff for ICT responses are 70(85.4%) constituted the highest followed by More ICT facilities should be provided in the academic libraries with 67(81.7%) trainings Academic curriculum should have more ICT related programmes 65(79.3%)Staff should be granted study leave 50(60.9%) More hands be recruited to reduce work load for academic librarians to attend ICT training 50(60.9%). Library staff should develop personal interest in ICT 50(60.9%).

SUMMARY

The study revealed that although the library staff working in university libraries, have rudimentary knowledge of ICT they lack expertise in the use of ICT facilities. The implication of this is that library staff may loose their professional status if they do not master the use of ICT"s especially in relation to performing their professional's duties. As Danner (1998) points out "the only

way we can maintain our professional status is through doing well those things within our professional expertise by developing ICT competencies to argument the already existing traditional competencies. The finding that library staff in academic libraries needs ICT competencies that can enhance problem solving abilities in the library. This implication is that if the library staff ICT competency needs are met, then they would be better equipped to carry out the library duties efficiently. This will improve the organization of services in academic libraries.

The finding that many library staff would have preferred to pass through library school to acquire ICT Competency training shows that most library schools do not possess adequate quantity and quality of facilities to carry it out such training. For this reason, the staff therefore resorts to acquire training in ICT mainly through self practice. If the library schools are ICT developed, there will be a better coordination of training that will be tailored to the required areas of ICT competence of staff for library services. The finding on insufficient staff in the library, lack of fund also with 77(93.9%), higher authority not willing to send their library staff to upgrade themselves, Lack of training opportunities 56(68.3%), Lack of training facilities 52(63.4%) Inadequate curriculum content for ICT training and lack of training facilities were all accepted as problems. This implies that library staff would perform better if the issue of training and retraining is addressed. They will be better equipped to carry out their duties with ICT facilities. The findings on the Strategies of improving the skills like provision of more ICT facilities in academic libraries, library staff themselves to develop personal interest in ICT, sponsorship to be granted to staff for training in ICT 77(93.9%), developing library schools to have more ICT related programmes, academic libraries to employ more to reduce work load for staff to attend ICT training 70(85.4%), and staff to be granted study leave were identified. This also implies that there is an urgent need to implement these strategies so that the staff can develop their competencies in ICT that will enhance their productivity. Otherwise academic librarians will face great challenges from commercial information vendors.

Conclusion

The research was concluded and discovered that Word Processing rated the highest with a response of 77(93.9%) used, while Acquisition recorded the least with 15(18.3%) Also on the level of ICT competence, word processing recorded the highest frequency with 77(93.9%) respondent's uses and Excel has the least frequency with 10(12.2%) respondents this means that excel is less use. On the method of ICT training, it was discovered that Online training constituted the highest frequency with 70(85.4%) while training in schools

constituted the least with 10(12.2%), this means that more attention goes to online training than in schools. Also, It was discovered that sponsorship would assist to overcome the problems of ICT competence and skills as indicated by the result 70(85.4%). For the factors that pose constraints to library staff acquiring ICT competencies. The result presented in Table 6 indicated inadequate funds constituted the highest with 77(93.9%). Precisely the analysis revealed that the respondents agreed on all the 6 items. They include Lack of fund, Lack of training opportunities, Lack of training facilities and Inadequate curriculum content for ICT equally ranked high with responses of 56(68.3%.) This tallied with the findings of Anunobi (2004), which noted that library staff are not completely lagging behind in Information and Communication Technology (ICT). They had some knowledge of computer but the competence to use the application to perform general library task was lacking.

Recommendations

Based on the findings of this study, the discussion that followed and various implications highlighted, the following recommendations have been made.

1. The University library should dedicate a reasonable percentage of their annual library budget to training. This is because when fund is available more staff can be sponsored further studies, workshops and conference both locally and internationally.
2. The University library should create an internal committee on training that would be responsible for planning training programmes for the library staff. The committee would determine the areas staff needs training based on their work schedule. Every staff should from time to time be given training on areas relevant the work he does.
3. The library management must ensure that they organize interactive sessions for the staff at least on quarterly basis. Through such interactions, the less experienced staff can learn from the experienced staff.
4. The Federal University must make sure that every library staff has access to the use of the ICT facilities available in the library for practices. Time should be allotted to every staff to practice.

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