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ICT SELF-EFFICIENCY SKILLS OF LIBRARY STAFF IN SELECTED PUBLIC UNIVERSITIES IN SOUTHWEST NIGERIA

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Abstract

This study investigated the ICT self-efficiency skills of library staff in selected public universities in southwest Nigeria. The aim of the study is to know the level of ICT self-efficiency skills of the library staff in carrying out their library services. The study considered twelve (12) public academic libraries comprising both state and federal universities. Total enumeration technique was adopted to examine 376 library staff made up of academic librarians and library officers (Professionals and Para-Professionals). The research instrument used for data collection was questionnaire with well-structured items. Descriptive analysis was used for the study, and the results were shown in tables with frequency counts and percentages. It was observed from the findings that some library staff were ICT skilled and self-efficient in handling library services while some were just craving for self-technology development. Majority of library staff in federal universities possessed higher ICT self-efficiency skill than library staff in the state universities. The level of ICT basic skills of the library staff was generally higher than their ICT self-efficiency skills for managing ICT based library services, and skills for managing electronic resources.

Keywords: ICT, Self-Efficiency, Skill, Library Staff, Public University

Introduction

Information and Communication Technology (ICT) is a name that involves varieties of technologies used in manipulating, communicating, and disseminating information such as computer, internet and web 2.0. Web 2.0 is the nomenclature given to the change on how people have started to utilize the world wide web (WWW) from a tool of allotting documents to a platform for connecting people, controlling and managing web applications. It is a computer and internet related technology services provided for library users.

Academic library is the hub of an academic institution. It is an orbit which other elements revolves round. Teaching, learning, and research cannot be effective in the absence of a good and standard academic library. Every information needed by students, researchers, and lecturers in an institution should be provided by its library. This can be achieved when there are adequate library services. There is improvement in library service delivery when ICT is properly applied. Free and unhindered communication exist and made possible to people in any part of the world through ICT. The rapid growth and the use of ICT worldwide has positively affected all areas of the society and library inclusive. Library staff must rise to the challenge, and equip themselves with all necessary skills required for their effective performances and services in the day-to-day activities of the library.

Statement of the Problem

Technology has altered the traditional academic library beyond recognition. These dramatic changes have impacted significantly on the knowledge and skills requirements for LIS professionals practicing in this environment. While there have been studies in other parts of the world that have investigated the knowledge and skills requirements for the digital era academic library environment, to date no comprehensive study has drilled down into this area in the African context. There should be development of a comprehensive skills statements which would provide an objective framework against which professional LIS practitioners in the modern academic library environment in Africa may both measure their existing competencies. Library staff ICT self-efficiency skill is inevitable. Library staff cannot

be effective if there is lack or inadequate skills. They must have right disposition to the proper use of ICT in performing their daily routines. From observation, it has been discovered that ICT is not given proper place in academic libraries of some institutions in Nigeria despite its importance. This research work was conducted to analyze the level of ICT self-efficiency skills of library staff in selected public universities in southwest Nigeria.

Objective of the Study

The main objective of this study is to investigate and know the level of ICT self-efficiency skills of library staff in selected public universities in southwest Nigeria.

Research Question

What level of ICT self-efficiency skills do library staff possess in the selected public universities in south-west Nigeria?

Hypotheses Testing

There is significant difference between the level of ICT self-efficiency skills of federal and state universities' library staff

Scope and Limitations of the Study

The scope of this study is limited to the level of ICT self-efficiency skills of library staff in some selected public universities in the southwest Nigeria comprising six states which are: Ogun, Lagos, Osun, Oyo, Ondo, and Ekiti. The term library staff as connote in this study consisted of academic librarians and library officers working in the academic library. They possess relevant diplomas and degrees in the field of library and information science. The total number of 12 public university libraries (Federal and State) were selected for the research purpose which are:

- 1 Ekiti State University, Ado-Ekiti (EKSU)
- 2 Federal University of Oye Ekiti (FUOYE)
- 3 Adekunle Ajasin University, Akungba Akoko (AAUA)
- 4 Federal University of Technology, Akure (FUTA)

- 5 University of Osun, Osogbo (UNIOSUN)
- 6 Obafemi Awolowo University, Ile-Ife (OAU)
- 7 Ladoke Akintola University of Technology, Ogbomosho (LAUTECH)
- 8 University of Ibadan (UI)
- 9 Lagos State University (LASU)
- 10 University of Lagos (UNILAG)
- 11 Olabisi Onabanjo University, Ago-Iwoye (OOU)
- 12 Federal University of Agriculture, Abeokuta (FUNAAB)

Significance of the Study

The study is significant to the government, library staff, and library management in public universities in south west Nigeria. The findings of this study will provide useful information on the level of ICT self-efficiency skills of the library staff. The information acquired would be beneficial for decision making and thereby bringing in a policy of ICT skill training and adequate provision of funds for the development of ICT self-efficiency skills of the library staff.

Literature Review

ICT Competencies and Skills of Library Staff

Information and communication technology competencies are set of skills required for managing information in diverse forms and media. ICT competency is the ability to use digital technology, communication tools and networking technology to locate, evaluate, create and use information. Some methods of ICT skills acquisition for the librarians includes: Formal education and formal training (such as Master's program); Informal education (such as distance learning, self-study, and training, attending IT training, workshop, seminar, and conference); In-job training or outside the workplace; Informal training and guidance from colleagues, friends, and relatives as well as for self-studying of the user manual; Trial and error, and External courses (Babu, 2007, Beebe 2004, & Kumar and Kaur 2006, cited in Oyedokun, et al (2018). Many libraries are online or in the process of getting online. They are moving beyond

custodian roles to the management of various kinds of digital content. Libraries in Nigeria are greatly gaining the status of an electronic library consisting of electronic materials and services. Nigerian universities and its libraries in their roles as knowledge creators and gatekeepers of knowledge are rapidly experiencing the introduction of various information technologies. Some libraries have implemented an integrated library system (ILS), built digital collections, developed institutional repositories (IRs) and provided electronic services, such as access to the internet, e-journals, e-mail, and workstations for general computing thereby putting more emphasis on electronic and digital information resources (Ayoku, & Okafor, 2015). Technological core competencies for library professionals is seen to be a combination of skills, knowledge, and behaviours related to library technologies. Libraries must be equipped with the required technology and human expertise. The skills of the librarians should match their infrastructure. The leap from the conventional library management system to electronic library management has paved way for great changes in the very structure and manner of the library profession. A library professional should acquire knowledge and skills for the successful application of information technology in libraries. Skills is the ability of a person to do a particular work in time with perfection. Some skills expected from library professionals are: general skills, management skills, and professional/IT skills. The IT skills are: Hardware skill (such as Computer, printer, document scanner, barcode scanner, network switches, cables, modem, UPS, RFID); Software skill (application software and system software); Operating System (a set of instructions for performing the basic task of computers); Content Development Software (such as switching from traditional learning resources to digital learning resources); Database Management System (DBMS). An organized collection of data which can be easily retrieved, updated and managed; Content Management System (CMS). A web-based application intended to create, edit, publish, organize and maintain digital contents; Library Management System (the whole resource planning system of a library which includes all materials, resources, and activities of the library).

Mani, Thirumagal, & Priyadharshini (2019) explained that Information and Communication Technology (ICT) applications have transformed present libraries

into digital libraries, electronic libraries, and virtual libraries. As such, it has become essential for academic librarians to get expertise in ICT skills. In this regard, training is needed for these library professionals in ICT techniques. Today, the world is full of computer-based technology segments and the resources are available more throughout the world. But the humans do not know about the resources and how to coordinate it and the professionals do not have adequate ICT skills. ICT tools empowered a web-based library, which provides services to its users through computer networks. LIS professional plays an important role in the field of information generation and dissemination to the end-users based on information storage and retrieval process tools and techniques. The tools for LIS professional skills are Library Automation; Barcode; Radio Frequency Identification (RFID); MARC 21; Metadata; Retrospective Conversion; Digital Library; Institutional Repository, Network; Internet; Open Source Software, Library Consortium; Library Networking and Resource Sharing; Big Data; Knowledge Management; Web 2.0; Open Access Initiatives; ICT Literacy; Social Networks, DBMS; Digital Divide and Cloud Computing. The soft skills for LIS Professionals are: Flexibility; Communication; Integrity; Positive attitude; Courtesy; Work ethic; Responsibility; Teamwork; and Interpersonal skills (Machendranath, Umesha, Devaraj, & Usha, 2018).

ICT skills can be categorized into various types and levels ranging from basic skills, mediums and advance skills. Innovative and creative skills are required by librarians in the 21st century for them to perform optimally in the academic library. Creativity and innovations in the library and information science mean bringing into existence something new. Creativity involves applying new methods to more familiar ways of reaching users. Creativity in libraries entails the ability of library staff to develop and put into use new services and products especially with the use of modern-day technology, while innovation is the implementation of new ideas to produce a new service or product, modifying or improving on the existing services/products. Services and products that demand creative and innovative skills from librarians which are technology-driven round the clock library services; Virtual learning/e-library services; Digital preservation and cooperation; and Instant messaging (Abidina, & Isa, 2018).

Methodology

Qualitative research methodology with a descriptive survey was adopted for the study. Qualitative research methodology is a way of getting insight into an event of interest in order to have a better knowledge of an organization (Olayemi, et al, 2017). The qualitative research helps to understand and interpret the respondents' individual experience and opinion about instrument. Questionnaire was the instrument used for data collection. Total enumeration was used for the study to represent the total respondents (100%). Total enumeration is a type of purposive sampling technique that involves examining the entire population that have a particular set of characteristics, traits, experience, knowledge, and skills. The data obtained from the questionnaire was arranged and analyzed using frequency counts and simple percentages.

Population of the Study

The population of the study comprises 376 library staff (academic librarians and library officers) of the twelve (12) selected public universities in south-west Nigeria. These public universities are owned by state and federal government. The government is the one responsible for the finance and funding of the public university libraries. The population of the study was used as sample because it is not large. Egbule & Okobia (2001) mentioned it that the entire population can be studied or investigated when the population is not large, when there is enough time to conduct the study, when the sole objective of the study is to provide accurate account of the population, when one has adequate finance to conduct the study and when there is enough manpower to help in the collection of data.

Research Instrument

Research instrument is a tool used by researcher for the purpose of collecting data during a research. There are various types of research instruments for data collection which includes interview, questionnaire, observations, experiment etc. The instrument used to collect data for this study was questionnaire. A survey method with a well-structured questionnaire was used to obtain different views related to the ICT self-efficiency skills of the library staff in selected public University libraries in southwest

Nigeria. The questionnaire consisted of Part A and B. Part A contained the demographic data of the respondents such as: The type of institution, and Position of the respondents. Part B contain items which captured the variables in the study. The questionnaire used 5 Likert's rating scale, ranging from 5 to 1 for the table. Respondents were told to rate based on the questions posed i.e Very High Extent (VHE) = 5, High Extent (HE) =4, Low Extent (LE) = 3, Very Low Extent (VLE) =2, Not at All =1.

Data Collection Procedure

The researcher introduced herself to the respondents and solicited for their cooperation and prompt response. She promised that information obtained from the respondents would be treated confidentially. The questionnaire was administered to the respondents with the help of research assistants. Each of the research assistants was given copies of questionnaire based on the number of respondents in their libraries. The researcher properly educated the research assistants on how to administer the questionnaire to the respondents in order to achieve the objective and purpose of the study. The respondents were given enough time to respond to the questions before retrieval.

Method of Data Analysis

The software used to analyze the data for this study is Statistical Package for Social Sciences (SPSS) version 26. Descriptive statistics distribution such as frequency count, percentage, pie and bar charts were computed on the demographic data of the respondents such as: the type of institution, and position of the respondents. Also the descriptive (frequency, percentage), t-test, and Pearson correlation procedure analyses were used on the level of ICT self-efficiency skills of the library staff putting in mind the available variables.

Results and Discussion of Findings

Descriptive Analysis

The total number of 265 respondents were used for the study, and the response rate from each university library was shown thus: the total number of questionnaire administered at EKSU was 41, out of which 30(73.2%) responded. Total number of 17 copies of questionnaire were administered at FUYOYE, 13 (76.5%) responded. The response rate of AAUA was 11(68.8%) out of the total 16 questionnaire administered there. FUTA had 25 total number of administered questionnaire, 16(64.0%) responded. The response rate at OAU was 23 (60.5%) out of 38 questionnaire administered. Total number of 61 copies of questionnaire were administered at UI, 38 (62.3%) responded. LASU response rate was 33(89.2%) out of total 37 questionnaire administered. UNILAG had 29(85.3%) response rate out of 34 questionnaire administered. 32copies of questionnaire were administered at OOU, 18(56.3%) responded. FUNAAB response rate was 27(71.4%) out of total 38 questionnaire administered.

Demographic Data of the Respondents

Social-demographic characteristics of the respondents using descriptive statistics, frequency and percentage distribution of variables by institution type, and position of the respondents were shown in this section. The results were as seen in Tables 1a & b

Table 1a: Summary of Socio-demographic information of Respondents by Institution Type

<i>Variables</i>	<i>Type</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Institution	Federal	147	55.5
	State	118	44.5
	Total	265	100.0

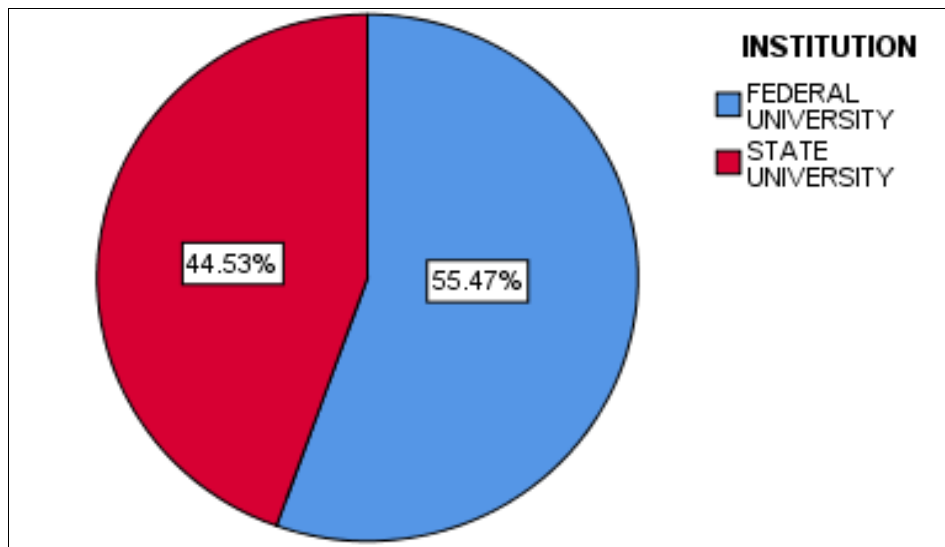


Figure 1: Pie Chart

The institution variable of the respondents showed that most of the respondents were from federal institution with 55.5% while respondents from state university recorded 44.5%.

Table 1b: Summary of Socio-demographic information of Respondents by Position

<i>Variables</i>	<i>Levels</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Position	Library officer	112	42.3
	Library supervisor	09	3.4
	Librarian II	41	15.5
	Librarian I	20	7.5
	Senior librarian	45	17.0
	Deputy University librarian	31	11.7
	University librarian	07	2.6
	Total		265

Table 2b showed the position of the respondents from both federal and state university libraries under study: Library officer 11(42.3%), Library supervisor 09(3.4%), Librarian II 41(15.5%), Librarian I 20(7.5%), Senior Librarian 45(17.0%), Deputy University

Librarian 31(11.7%), and University Librarian 07(2.6%) making the total number of 265(100%) respondents. This was presented in the bar chart figure 2

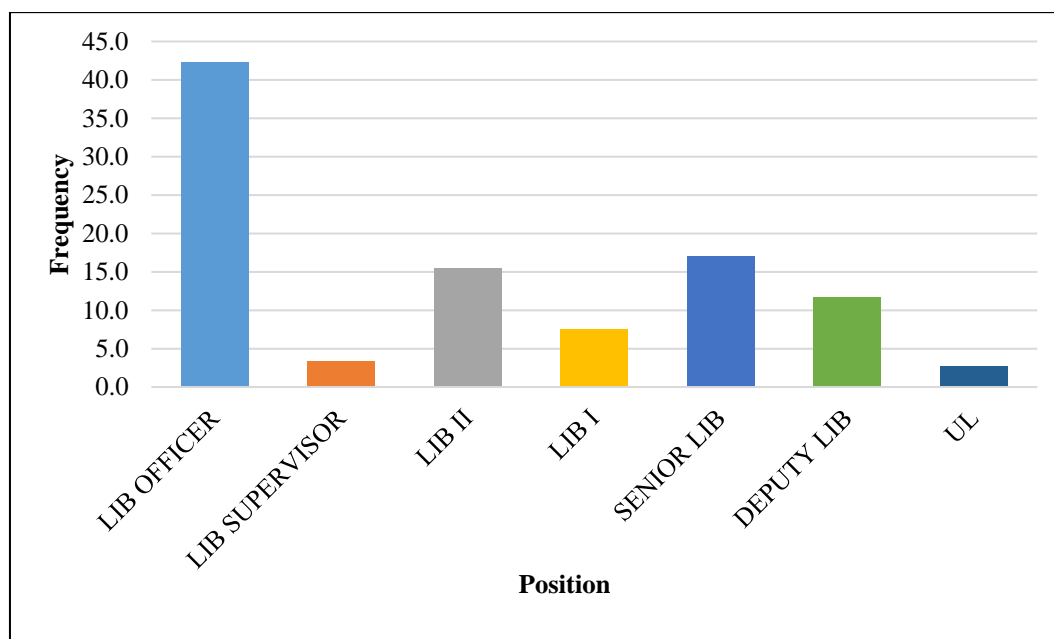


Figure 2 Bar Chart

ICT Self-Efficiency Skills of Library Staff

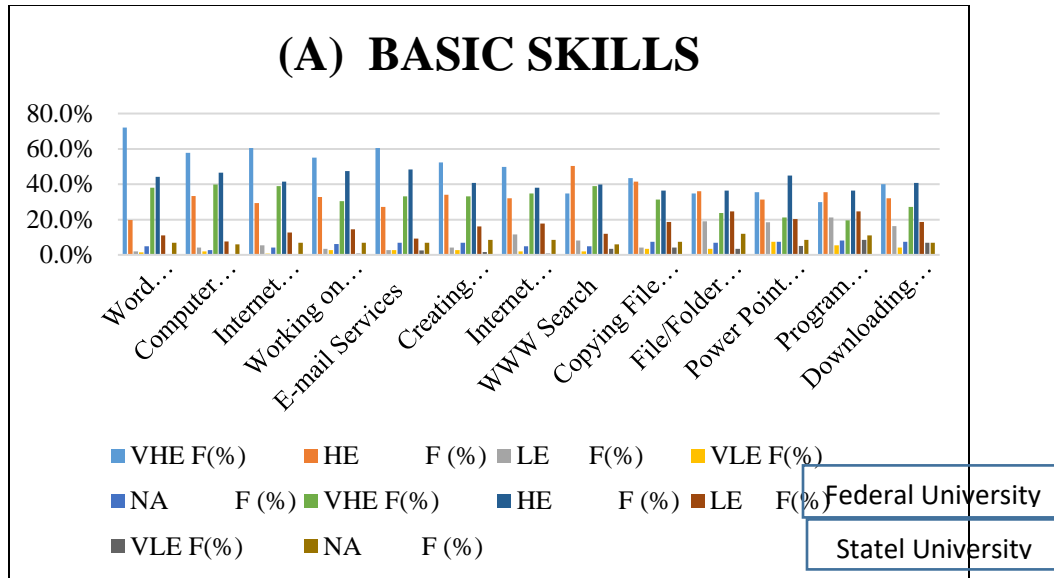
The objective of the study was to know the level of ICT self-Efficiency skills of library staff in federal and state universities. In order to examine this objective, 5 Likert rating scale was adopted. Frequency and percentage count were computed on the data based on institution type. The results were presented in table 2a-c

Table 2a-c showed the frequency and percentage of the level of ICT self-efficiency skills of library staff in federal and state public universities, southwest Nigeria. The table was sub-divided into: Basic Skills; Skills for Managing ICT Based Library Services; and Skills for Managing Electronic Resources.

Table 2a: ICT Self-Efficiency Skills of Library Staff in Federal and State Academic Libraries

Level of ICT Self-Efficiency Skills of Library Staff	Federal Universities					State Universities				
	VHE F(%)	HE F (%)	LE F(%)	VLE F(%)	NA F (%)	VHE F(%)	HE F (%)	LE F(%)	VLE F(%)	NA F (%)
Word Processing	106(72.1%)	29(19.7%)	3(2.0%)	2(1.4%)	7(4.8%)	45(38.1%)	52(44.1%)	13(11.0%)	0(0.0%)	8(6.8%)
Computer Operation	85(57.8%)	49(33.3%)	6(4.1%)	3(2.0%)	4(2.7%)	47(39.8%)	55(46.6%)	9(7.6%)	0(0.0%)	7(5.9%)
Internet Connectivity	89(60.5%)	43(29.3%)	8(5.4%)	1(0.7%)	6(4.1%)	46(39.0%)	49(41.5%)	15(12.7%)	0(0.0%)	8(6.8%)
Working on Computer File	81(55.1%)	48(32.7%)	5(3.4%)	4(2.7%)	9(6.1%)	36(30.5%)	56(47.5%)	17(14.4%)	1(0.8%)	8(6.8%)
E-mail Services	89(60.5%)	40(27.2%)	4(2.7%)	4(2.7%)	10(6.8%)	39(33.1%)	57(48.3%)	11(9.3%)	3(2.5%)	8(6.8%)
Creating Files and Folders	77(52.4%)	50(34.0%)	6(4.1%)	4(2.7%)	10(6.8%)	39(33.1%)	48(40.7%)	19(16.1%)	2(1.7%)	10(8.5%)
Internet Uploading and Downloading	73(49.7%)	47(32.0%)	17(11.6%)	3(2.0%)	7(4.8%)	41(34.7%)	45(38.1%)	21(17.8%)	1(0.8%)	10(8.5%)

WWW Search	51(34.7%)	74(50.3%)	12(8.2%)	3(2.0%)	7(4.8%)	46(39.0%)	47(39.8%)	14(11.9%)	4(3.4%)	7(5.9%)
Copying File from one Disk to Another	64(43.5%)	61(41.5%)	6(4.1%)	5(3.4%)	11(7.5%)	37(31.4%)	43(36.4%)	22(18.6%)	5(4.2%)	11(7.5%)
File/Folder Directory Creation	51(34.7%)	53(36.1%)	28(19.0%)	5(3.4%)	10(6.8%)	28(23.7%)	43(36.4%)	29(24.6%)	4(3.4%)	14(11.9%)
Power Point Presentation Skills	52(35.4%)	46(31.3%)	27(18.4%)	11(7.5%)	11(7.5%)	25(21.2%)	53(44.9%)	24(20.3%)	6(5.1%)	10(8.5%)
Program Software Installation	44(29.9%)	52(35.4%)	31(21.1%)	8(5.4%)	12(8.2%)	23(19.5%)	43(36.4%)	29(24.6%)	10(8.5%)	13(11.0%)
Downloading and Uploading Files from Database	59(40.1%)	47(32.0%)	24(16.3%)	6(4.1%)	11(7.5%)	32(27.1%)	48(40.7%)	22(18.6%)	8(6.8%)	8(6.8%)



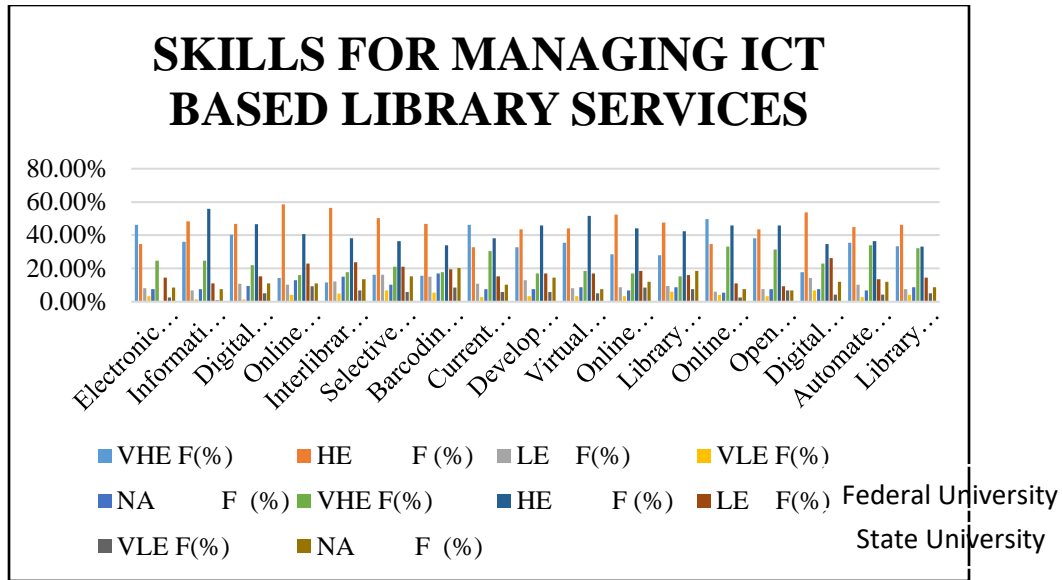
(A) Basic Skills: From the results in the table 2a, it was evident that the level of ICT self-efficiency basic skills of federal library staff was generally higher than that of state library staff. Under the Very High Extent rating scale, the ICT self-efficiency basic skill with highest percentage in federal universities was Word Processing skill with 106(72.1%), while that of state was 45(38.1%). Next to it was Internet Search Connectivity skill, and E-mail Services skill with 89(60.5%) respectively while that of state for Internet Connectivity skill was 46(39.0%), and E-mail Services skill was 39(33.1%), followed by Computer Operation skill in federal with 85(57.8%), and state with 47(39.8%). Level of ICT self-efficiency basic skills for Working on Computer File in federal universities was 81(55.1%), while the state universities was 36(30.5%), followed by Creating Files and Folders skill in federal with 77(52.4%), and state with 39(33.1%). The next skill in federal was Internet Uploading and Downloading with 73(49.7%), and state with 41(34.7%), followed by Copying File from one Disk to Another in federal with 64(43.5%), and state with 37(31.4%). The next basic skill was Downloading and Uploading Files from Database in federal with 59(40.1%), and the state with 32(27.1%), followed by Power Point Presentation skill in federal with 52(35.4%), and state with 25(21.2%). WWW Search skill, and File/Folder Directory Creation skills

in federal were 51(34.7%) respectively, while the state with 46(39.0%) in WWW Search, and 28(23.7%) in File/Folder Directory Creation skill. The skill with least percentage under basic skill in federal universities was Program Software Installation with 44(29.9%), and state with 23(19.5%).

Table 2b: ICT Self-Efficiency Skills of Library Staff in Federal and State Academic Libraries

Level of ICT Self-Efficiency Skills of Library Staff	Federal Universities					State Universities				
	VHE F(%)	HE F (%)	LE F(%)	VLE F(%)	NA F (%)	VHE F(%)	HE F (%)	LE F(%)	VLE F(%)	NA F (%)
Electronic Document Delivery System	68(46.3%)	51(34.7%)	12(8.2%)	5(3.4%)	11(7.5%)	29(24.6%)	59(50.0%)	17(14.4%)	3(2.5%)	10(8.5%)
Information Retrieval	53(36.1%)	71(48.3%)	10(6.8%)	2(1.4%)	11(7.5%)	29(24.6%)	66(55.9%)	13(11.0%)	1(0.8%)	9(7.6%)
Digital Reference Services	46(40.3%)	69(46.9%)	16(10.9%)	2(1.4%)	14(9.5%)	26(22.0%)	55(46.6%)	18(15.3%)	6(5.1%)	13(11.0%)
Online Indexing and Abstracting	21(14.3%)	86(58.5%)	15(10.2%)	6(4.1%)	19(12.9%)	19(16.1%)	48(40.7%)	27(22.9%)	11(9.3%)	13(11.0%)
Interlibrary Loan through Networking	17(11.6%)	83(56.5%)	18(12.2%)	7(4.8%)	22(15.0%)	21(17.8%)	45(38.1%)	28(23.7%)	8(6.8%)	16(13.6%)
Selective Dissemination of Information (SDI) Services	24(16.3%)	74(50.3%)	24(16.3%)	10(6.8%)	15(10.2%)	25(21.1%)	43(36.4%)	25(21.1%)	7(5.9%)	18(15.3)
Barcoding Skills	23(15.6%)	69(46.9%)	22(15.0%)	8(5.4%)	25(17.0%)	21(17.8%)	40(33.9%)	23(19.5%)	10(8.5%)	24(20.3%)
Current Awareness Services	68(46.3%)	48(32.7%)	16(10.9%)	4(2.7%)	11(7.5%)	36(30.5%)	45(38.1%)	18(15.3)	7(5.9%)	12(10.2%4y)
Development of Institutional Repository	48(32.7%)	64(43.5%)	19(12.9%)	5(3.4%)	11(7.5%)	20(16.9%)	54(45.8%)	20(16.9%)	7(5.9%)	17(14.4%)

Virtual Learning Skills	52(35.4%)	65(44.2%)	12(8.2%)	5(3.4%)	13(8.8%)	22(18.6%)	61(51.7%)	20(16.9%)	6(5.1%)	9(7.6%)
Online Bibliographic Services	42(28.6%)	77(52.4%)	13(8.8%)	5(3.4%)	10(6.8%)	20(16.9%)	52(44.1%)	22(18.6%)	10(8.5%)	14(11.9%)
Library Consortium	41(27.9%)	70(47.6%)	14(9.5%)	9(6.1%)	13(8.8%)	18(15.3%)	50(42.4%)	19(16.1%)	9(7.6%)	22(18.6%)
Online Journals	73(49.7%)	51(34.7%)	9(6.1%)	6(4.1%)	8(5.4%)	39(33.1%)	54(45.8%)	13(11.0%)	3(2.5%)	9(7.6%)
Open Access Journals	56(38.1%)	64(43.5%)	11(7.5%)	5(3.4%)	11(7.5%)	37(31.4%)	54(45.8%)	11(9.3%)	8(6.8%)	8(6.8%)
Digital Archives/Subject Gateways	26(17.7%)	79(53.7%)	21(14.3%)	10(6.8%)	11(7.5%)	27(22.9%)	41(34.7%)	31(26.3%)	5(4.2%)	14(11.9%)
Automated Cataloguing and Classification	52(35.4%)	66(44.9%)	15(10.2%)	4(2.7%)	10(6.8%)	40(33.9%)	43(36.4%)	16(13.6%)	5(4.2%)	14(11.9%)
Library Networks	49(33.3%)	68(46.3%)	11(7.5%)	6(4.1%)	13(8.8%)	38(32.2%)	39(33.1%)	17(14.4%)	6(5.1%)	13(8.8%)



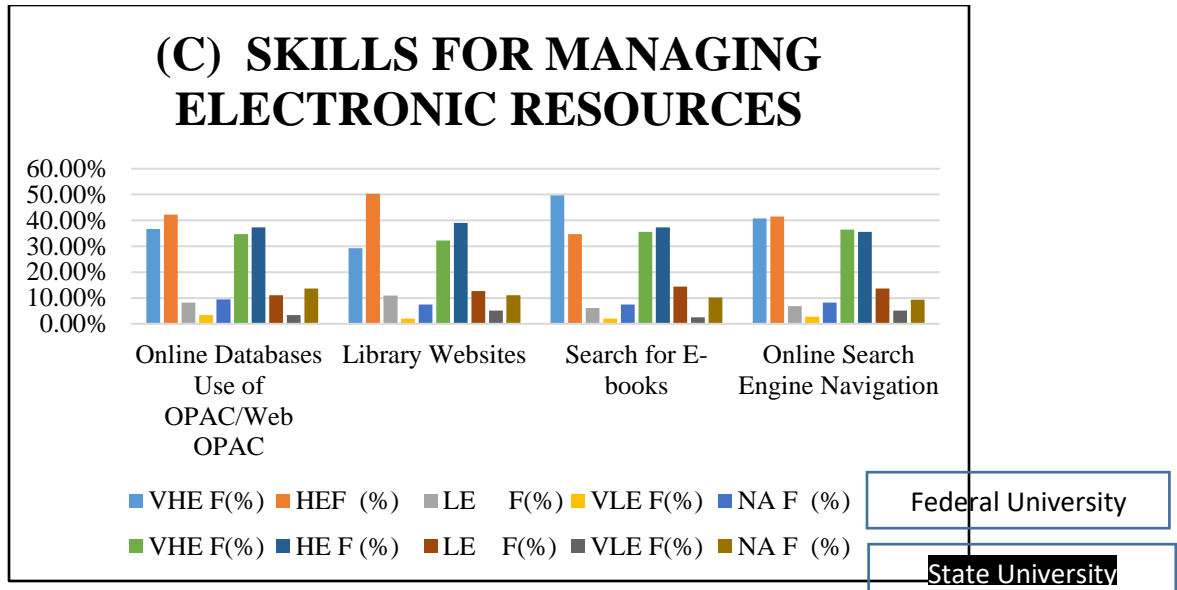
(B) Skills for Managing ICT Based Library Services: The results in table 2b generally showed that library staff in federal universities also possessed higher skills for managing ICT based library services than state universities library staff. Under the Very High Extent rating scale, the ICT self-efficiency skill for managing ICT based library services with highest percentage in federal universities was Online Journals skill with 73(49.7%), while the state universities were 39(33.1%), followed by Electronic Document Delivery System and Current Awareness Services skills in federal with 68(46.3%) respectively, and state with 29(24.6%) for Electronic Document Delivery System, and 36(30.5%) for Current Awareness Services skill. The next was Open Access Journals skill in federal universities with 56(38.1%), and state with 37(31.4%). Information Retrieval skill in federal had 53(36.1%), and state with 29(24.6%). Automated Cataloguing and Classification, and Virtual Learning skills in federal with 52(35.4%) respectively and state with 40(33.9%) for Automated Cataloguing and Classification, and 22(18.6%) for Virtual Learning skill. Library Networks skill in federal was with 49(33.3%), and state with 38(32.2%), followed by Development of Institutional Repository skill in federal with 48(32.7%), and state with 20(16.9%). Digital Reference Services skill in federal universities with 46(40.3%), and state universities with 26(22.0%). Online Bibliographic

Services skill in federal with 42(28.6%), and state with 20(16.9%), followed by Library Consortium skill in federal with 41(27.9%), and state with 18(15.3%). Digital Archives/Subject Gateways skill was slightly higher in state universities with 27(22.9%), than federal with 26(17.7%). Dissemination of Information (SDI) Services was slightly higher in state with 25(21.1%), than federal with 24(16.3%). Barcoding skill in federal was with 23(15.6%), and state with 21(17.87%). The next to it was Online Indexing and Abstracting skill in federal universities with 21(14.3%), and state with 19(16.1%). Interlibrary Loan through Networking was slightly higher in state universities with 21(17.8%), than federal with 17(11.6%).

Table 2c: ICT Self-Efficiency Skills of Library Staff in Federal and State Academic Libraries

Level of ICT Self-Efficiency Skills of Library Staff	Federal Universities					State Universities				
	VHE F(%)	HE F (%)	LE F(%)	VLE F(%)	NA F (%)	VHE F(%)	HE F (%)	LE F(%)	VLE F(%)	NA F (%)
Skills for Managing Electronic Resources										
Online Databases Use of OPAC/Web OPAC	54(36.7%)	62(42.2%)	12(8.2%)	5(3.4%)	14(9.5%)	41(34.7%)	44(37.3%)	13(11.0%)	4(3.4%)	16(13.6%)
Library Websites	43(29.3%)	74(50.3%)	16(10.9%)	3(2.0%)	11(7.5%)	38(32.2%)	46(39.0%)	15(12.7%)	6(5.1%)	13(11.0%)
Search for E-books	73(49.7%)	51(34.7%)	9(6.1%)	3(2.0%)	11(7.5%)	42(35.6%)	44(37.3%)	17(14.4%)	3(2.5%)	12(10.2%)
Online Search Engine Navigation	60(40.8%)	61(41.5%)	10(6.8%)	4(2.7%)	12(8.2%)	43(36.4%)	42(35.6%)	16(13.6%)	6(5.1%)	11(9.3%)

NOTE: VHE- Very High Extent, HE- High Extent, LE-Low Extent, VLE- Very Low Extent, NA- Not at All



(C) Skills for Managing Electronic Resources: This sub-section analyzed the skills for managing electronic resources by federal and state library staff of the concerned universities. Search for E-books skill was higher in federal universities with 73(49.7%), than state with 42(35.6%), followed by Online Search Engine Navigation skill in federal with 60(40.8%), and state with 43(36.4%). The next was Online Database Use of OPAC/Web OPAC skill in federal with 54(36.7%), and state with 41(34.7%). Lastly, Library Websites skill in federal had 43(29.3%), and state with 38(32.2%).

Hypothesis

There is significant difference between the level of ICT self-efficiency skills of federal and state universities library staff

The hypothesis was tested using independent sample t test and the result was presented in Table 3

Table 3: Summary of Independent Sample t-test of level of ICT self-efficiency skills among federal and state Universities library staff

	Institution	N	Mean	Std. Deviation	Independent t-test (t)	Df	p-value
level of ICT Self-Efficiency Skills of Library Staff	Federal University	147	53.91	11.77	2.51*	264	0.13
	State University	118	50.17	12.32			

{t (264) = 2.51*, p<0.05}

Table 3 indicated significant difference in level of ICT self-efficiency skills among library staff in federal and state institutions. It recorded **{t (264) = 2.51, p>0.05}**. Hence, the hypothesis which states that there is significant difference between the level of ICT self-efficiency skills of library staff was accepted.

Discussion of Findings

The finding revealed that majority of the respondents were above average (40%) in basic skills such as Word Processing, Internet Connectivity, E-mail Services, Computer Operation, Working on Computer Files, Creating Files and Folders, Internet Uploading and Downloading, Copying File from one Disk to Another, and some of the skills for managing electronic resources such as Search for E-books, and Online Search Engines. But, their skills for managing ICT based library services were below average except for Online Journals skill, Current Awareness Services skill, and Electronic Document Delivery System skill that were slightly above average

Conclusion and Recommendation

This study investigated the level of ICT self-efficiency skills of library staff in selected public universities in southwest Nigeria. It was observed from the study that some library staff were ICT skilled and self-efficient in handling library services. Majority of library staff in federal universities possess higher ICT self-efficiency skill to some extent than library staff in the state universities. The level of ICT basic skills was higher than ICT

self-efficiency skills for managing ICT based library services, and skills for managing electronic resources. Based on the conclusion, it is therefore recommended that library management should make it a duty to be organizing mandatory, regular and continuous ICT training programs for library staff to develop their ICT skills for efficient and professional handling of ICT facilities in order to catch up with what is in existence in the developed nations.

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