Information And Communication Technology (ICT) Competence And Job Performance Of Librarians In Universities In Abia State.

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INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) COMPETENCE AND JOB PERFORMANCE OF LIBRARIANS IN UNIVERSITIES IN ABIA STATE.

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ABSTRACT

This study examined the relationship between ICT competence of librarians and their job performance in the libraries of Michael Okpara University of Agriculture, Umudike and Abia State University, Uturu. Three research questions were answered and three hypotheses tested at 0.05 level of significance. The study adopted simple linear correlation design involving Pearson Product Moment Correlation. The population of the study was 136 librarians working in the libraries. The instrument used for data collection was rating scale titled librarians Information and Communication Technology Competency and Job Performance (LICTCJP). The research questions were answered using Pearson Product Moment Correlation (PPMC), while the hypotheses were tested using t-test of the significance of Pearson r. The findings of the study revealed that there is a very high and significant relationship between ICT competence of librarians and; cataloguing and classification of information; Selective Dissemination of Information (SDI) but there is a low but significant relationship between ICT competence of librarians and reference services provided in the libraries. Based on these findings the researchers recommend that ICT competence should be a major criteria for the employment of librarians in various libraries; the university administrations should provide on-the-job ICT training to the librarians in the various libraries; and the librarians should be monitored to ensure that the services provided in the libraries are done using ICT in order to meet up with international standards.

Keywords: Information and Communication Technology, Competence, Librarians, Universities, Job Performance, Libraries.

INTRODUCION

ICT is an acronym for Information and Communication Technology. There is no universally accepted definition of ICT because the concepts, methods and applications involved in ICT are constantly evolving on an almost daily basis. 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 technology 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.

The benefits of ICT in library generally and university libraries in particular are innumerable. Most library functions such as acquisition, cataloguing and classification, serial management, reference services, previously handled manually are now performed electronically using ICTs. This has helped to reduce time spent on doing the jobs and with benefits of ICT to libraries as; being able to automate technological services, to provide efficient references and information services to network operation such as cataloguing, authority control, linter library loans and international bibliographic project. These functions become faster and less cumbersome to perform with the help of ICT facilities.

The university library which has been recognized as "the heart of every academic institution" is one place where the benefits of ICT are prodigious. Modern ICT facilities such as internet, can enable the university library provide content and information dissemination by means such as electronic thesis and dissertations which students and researchers can benefit from millions of pages of relevant information on the web.

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 terms as possession of satisfactory level of skills that include interpersonal and technical components at a certain point in the educational process. Such knowledge and skills are

necessary to perform the tasks that reflect the scope of professional practice. It is a combination of theoretical and practical experiences that make an individual able and willing to take the right decision in daily working environment.

They must be competent in the use of some basic ICT packages like Ms Office, online database, internet searches etc. Similarly, Ikpahandi (2005) advocates skills acquisition requirement in the areas of knowledge of computer, how it functions, imputing and retrieval of information form it… ability to recognize and use ICT based resources. It is therefore pertinent for university librarians to develop the required competencies in the area of ICT to augment the traditional library services. ICT competence of librarians 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, retrievals and delivery using electronic format.

Academic librarians in their work places perform roles by which they give services in the libraries. It becomes a truism that if there are appropriate electronic tools, they could assist (enhance) the job performance of librarians while the availability of information and communication technologies could be catalytic, it stands to note that they bring about changes that necessarily would amount to increase work product.

Information and Communication Technology is a catalyst which enables academic librarians to perform effectively and efficiently in other words, through the use of ICTs, academic librarians will be able to promote knowledge, excellence, literacy and academic productivity by gathering, processing and disseminating relevant information to students, lecturers and University community at large. ICTs have the capacity to influence and affect the job performance of librarians when applied to library operations. In order to maximize the benefits of ICTs, library staff (librarians) need to be trained to acquire the competencies on how to use them.

Statement of the Problem

Information and Communication Technologies (ICT) enhance service provision to library clienteles. Although 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 the librarians possess adequate competence to operate ICT facilities effectively. The overall ICT objectives in university libraries can only be achieved if the

library staff that use these facilities possess the right competencies. Where the needed ICT competencies are lacking in them, the university libraries in Nigeria would probably be cut off from the rest of the world in this era of globalization. This would further cripple the university's basic objectives of teaching, learning and research. It is in the light of this that the present study intends to investigate the Information and Communication Technology competence of librarians working in the university libraries studied and the relationship of this to their job performance in these libraries.

Purpose of the Study

The general purpose of the study is to examine ICT competence of librarians in Michael Okpara University of Agriculture, Umudike and Abia State University, Uturu libraries and the relationship of this to their job performance in the libraries. In specific terms, the study sought to:

1. ascertain the relationship between ICT competence of librarians and cataloguing and classification of information resources;
2. ascertain the relationship between ICT competence of librarians and reference services provided in the libraries studied;
3. examine the relationship between ICT competence of librarians and the provision of Selective Dissemination of Information (SDI);

Research Questions

For the purpose of this study, the following research questions are posed;

1. What is the relationship between ICT competence of librarians and cataloguing and classification of information resources?
2. What is the relationship between ICT competence of librarians and reference services provided in the libraries studied?
3. What is the relationship between ICT competence and the provision of Selective Dissemination of Information SDI?

Hypotheses

The following null hypotheses formulated for this study were tested at 0.05 level of significance.

H_{01}:　There is no significant relationship between ICT competence of librarians and cataloguing and classification of information resources.

H_{02}:　There is no significant relationship between ICT competence of librarians and reference services provided in the libraries studied.

H_{03}:　There is no significant relationship between ICT competence of librarians and the provision of Selective Dissemination of information (SDI).

Literature Review

Concept of Information and Communication Technology

The dawn of information revolution is considered to be one of the marvels of twenty first century. The new technology has not only transformed the shape of modern libraries but also created very many existing possibilities and opportunities. Information and Communication Technology (ICT) is a force that has necessitated not only the upgrading of academic libraries and their information system physically, but also the staff skills development so as to provide the clienteles with efficient service. It is a conveyance of interest between electronic computing and communication, all leading to the rapid development of micro-electronics.

ICT is the digital processing of information by the use of electronic computers. It comprises the storage, retrieval, conversion and transmission of information (Igufueko, 2011). ICT covers all forms of computer communications equipment and software used to create, design, store, transmit, interpret and manipulate information in its various formats such as: personal computers, laptops, tables (Chandler & Munday, 2012). Computer, telecommunication and ICT are inseparable when ICT is discussed. These three form the major components of ICT device in the world today. Thus, the Nigerian National Policy on Information Technology (2004) takes it to mean: computers, ancillary equipment, software and firm ware (hardware) and similar procedures. The term includes any equipment or interconnected or subsystems of equipment, that is used in the automatic acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission or reception, of data or information.

Information and Communication Technology (ICT) has fundamentally changed the practice and procedure for nearly all forms of endeavours both within business and the government sector because of the numerous benefits that accrue from its use. The

imperativeness of ICT in modern librarianship cannot be over emphasized. Ezeani and Ekere (2009) regarded ICT as the highest medium by which, the highest quality service in the library and information profession can be achieved. Nwalo (2000) opined that librarians are duty bound to apply ICT in the 21ˢᵗ century. Faulkner (2000), Nwalo (2009) and Raman (2006) were of the view that the use of ICT has tremendous impact on library operations, resources, services and users. The use of ICT provides quality information handling, especially in academic libraries. It also builds strong and effective communication system. Adebisi (2009) quoting Anachibi stated that ICT provides libraries with capabilities for location including those stored in other computers around the world in websites with the help of internet.

Okere (2005) furthermore, added that, 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. The advent of ICT in libraries has changed manual system of gathering, processing and disseminating information to users and also made information service as well as information access much easier and faster. Tiamuyi (2000) opined that ICT increases effectiveness and efficiency in performing basic data handling task thereby reducing the unit cost of the various library operations. ICT has imparted on housekeeping activities, in libraries such as selection, acquisition, cataloguing and classification often referred to as behind the scene services.

In the recent time, the university library service has been strengthened by the use of information and 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 the National university commission as the government agency charged with the coordination of university development in Nigeria has tried to create a mutual beneficial atmosphere for the universities by creating the Nigerian virtual library project which university libraries in Nigeria are linked to. Through this project, university libraries receive e-resources and online journals for the benefit of their users. Adebisi (2009) referring to Tienderson enumerated some of the benefits of ICT to library users. They are: provision of round-the – clock access to users, access to unlimited information from different sources and providing some current information. 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. Emubchwo and Abdullahi (2006), quoting Garr wrote that through ICT support services like www, network programming software, hardware items like CD ROM, diskette, flash, diskette which can serve as good storage facilities for longer time and record can be reproduced from them at will, the problem of record keeping is reduced to barest minimum.

Notwithstanding the fact that ICT has greatly transformed the world on information gathering, processing and information delivery positively, in terms of speed, accuracy and reduced cost, it has some negative sides. Ekwe (2006) cited some negative sides of ICT as influence on the moral and overall psychological development of students, time consumption and waste on watching programmes, films, worthless video CDs etc. logging on pornography and social bad behaviors, these can bring negative influences on the users most especially the young users. The following are some of the ICT facilities or resources that can be used by libraries for effective job performance. Computers, internet, fax machine, mobile phones and electronic mail.

Level of ICT Competencies Possessed by Librarians

As more university libraries are adapting to the use of Information and Communication Technology (ICT) to augment the traditional services in the library, it is expected that librarians have substantial 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) reported on technical side described Africa as still having the heaviest concentration of countries with low education and competencies. Ekoja (2007) asserted that ICT competency acquisition of librarians in Nigerian university libraries is not enough to enable them use ICTs even when they are available. Only very few librarians who have made effort to acquire competencies in the use of ICTs have put them into practice. Library professionals work in the midst of knowledge repositories which give them abundant opportunities to learn and develop themselves. Noting that this opportunity is not used by library and information professionals, Kaula (2004) opined that; if this assertion is true, then it is as a result of the nature of training they received in years past and failure of some to develop themselves by acquiring ICT competencies on the job. Many librarians in academic institutions rely on the

manual ways of discharging library services and do not bother to acquire competencies to incorporate the fast growing technological trends in the profession.

As far as ICT is concerned, Okojie (2007) believed that a lot of grounds still need to be covered as regards the deployment of ICT to work by library staff. She maintained that many librarians in Nigeria still do not have even the most basic ICT skills and cannot use the internet, despite all encouragements offered by the Nigerian library association to improve ICT competency development among librarians, through such awards as: Dr. James O. Daniels award for best library–based ICT project and the Young Library and Information Professionals (YLIPS) by NLA to encourage creativity and innovation in the use of ICT among young librarians in Nigeria. Discussing on the challenges faced by reference librarians, Anyaogu (2007), lamented, that many reference librarians possess very low range of intellectual and professional competence to assist users. Also Ezeani and Ekere (2007) observed that ICT use is relatively low among practicing librarians especially the older librarians. There is usually inertia on their part. They advised that librarians must reinterpret traditional library skills and explore new ways of putting these skills to work through effective use of ICT. Librarians must be versatile in the use of ICT.

This does not suffice to say that librarians are not making efforts to develop their competencies on ICT. As Anunobi (2004) noted, many librarians and library staff especially the younger librarians with longer years in service are not lagging behind completely in Information Technology. They have some knowledge of computer but the competence to use the application to perform general library tasks is lacking. Library operations in many countries are more or less manual. Because many university libraries presently lack even the basic ICT facilities, this contributes to the low level of competencies of librarians.

ICT Competence of Librarians and Cataloguing and Classification of Information Resources.

For cataloguers that have embraced the new technology, it is no longer acceptable for newly acquired information resources to be held up in the cataloguing section for an undue length of time Cataloguing is the description of documents to make it easy for a researcher to identify the document in a collection when seen. Given the above definition, it can be seen that any library could choose a systematic way of cataloguing materials in its system. As information professionals, it is very dangerous to stay local. We must continue to keep

pace with the changes in our profession, to fulfill the needs of our users, and to fulfill our role as the principal providers of information services. The application of the internet (ICT) is essentially to fast track that process and ensures that books and other resources spend the least period of time in the cataloguing section. Cataloguers that have access to internet have recognized the potential of online catalogue for improving subject access to information. As librarians, who are web _driven now move from home pages to gateways, cataloguers have move to portals to content, a notion which expands more traditional concepts of library collection. We can see from this development that catalogue is now conceived than listing of a holding: It is a critical tool for library access (Zaid,2008). The world cat is a union catalogue that is produced and maintained by online computer library center (OCLC) and its member libraries. The worldcat is accessed via the internet by cataloguers for bibliographic data. Every item in the Dewey Decimal Classification (DDC) and Library of Congress (LC) classification scheme which are the most used schemes in the library world today. Information literacy, refers to a constellation of skills revolving around information research and use. Hence, the library professionals should acquire the skills to access and use efficiently and effectively, the myriad sources of information, information and communication technology (ICT), search techniques and knowledge of e-resources so as to satisfy successfully the various complex information needs of the users (Umeji ,Ejedafiru & Ogheneteja, 2013). Card catalogue is fast disappearing as librarians embrace digitalization, adopt its products, it is ICT competency and literacy that will make the librarian to tap into the benefits derived from open access as this will promote resource sharing and capacity building with little or no hindrances (Itsekor & Ugwunna, 2014).

Markey (2007), in the same line stated that online catalogues provide additional searching possibilities. Such system helps in communicating with one another about which books are held in the libraries and use the computer to borrow various materials from any other library through various inter-library loan systems. He went further to say that libraries can be transformed into a new information service unit, providing electronic cataloguing, electronic online public access cataloguing, electronic acquisition and serial controls, and electronic circulation functions and reference services. The ability to have more than one open window on the desktop now enables cataloguers to copy and paste cataloguing information accurate access points. From your desktop, it is now possible to link easily and cost effectively into bibliographic information, which were previously time consuming

ICT Competence of Librarians and Reference Services.

Considering the continually growing mass of information into what is known as information explosion which was brought by electronic age, dependence on conventional reference service will mean denial of current information. It should be noted that the development of ICT in university library evolved in different directions, one of which is through the library information services. What is now needed is to ensure their optimum application, utilization and maintenance for enhanced reference services. Reference services has long been a cornerstone of the library profession and as such, library users now expect reference librarians to search a combination of print and electronic resources to find the information they need. According to Anyaogu (2007:25), "technological developments have affected not only the format and sources of information that libraries use to provide reference services". Libraries and their resources have partially moved to the virtual world of the internet, as a result, library patrons access the resources from outside of the physical library. In order to reach library users accessing the library through their computers, many libraries are extending their references, to include virtual reference. From the above definition, one will conclude that reference services are professional assistance rendered by librarians to library clientele in order to satisfy their information needs using the available resources manually or electronically. Itsekor and Ugwunna (2014), opined that "digital literacy will empower librarians to be able to locate, organize, understand, evaluate as well as disseminate information with digital technology, thereby bringing about an improved information service delivery. Anyaogu (2007), lamented, that many reference librarians possess very low range of intellectual and professional competence to assist users.

ICT Competence and the Provision of Selective Dissemination of Information (SDI).

Selective Dissemination of information (SDI), refers to tools and resources used to keep library users informed of new resources on specific topics. The main reasons for SDI are to provide users with information that will promote their research and day to day activities. It also relieves users of the problem of sieving through a large number of documents before getting the relevant document. Okoye (2013), found that there is a significant relationship between ICT competencies of librarians and the provision of Selective Dissemination of Information (SDI). According to Madu and Ezeani (2010),

Selective Dissemination of Information (SDI) is very important in this era of information explosion or reflux of information in circulation. According to them, it is a computer meditated information service useful to a wide range of library clientele.

Zaid (2008) maintained that the intervention of the internet has eliminated or reduced the tortuous and repetitive cycle of the service which characterized the traditional model and now create platforms for effective retrieval of information resources. According to him, "the magnitude of materials being passed on the web each day present an unprecedented challenge to the profession in terms of traditional responsibility to organize, provide access to, and preserve information".

Research Methodology

For the purpose of the study, the research design that was adopted for the investigation is a simple linear correlation design involving Pearson Product Moment Correlation (PPMC) approach. A Correlation design is more appropriate for this study because it allows two variables to show if they have a positive or negative relationship. The population of the study was 136 librarians. This included professional and paraprofessional librarians working in the libraries. The instrument used for data collection is rating scale titled Librarians' Information and Communication Technology Competence and Job Performance (LICTCJP) Data that were collected with the instrument were analyzed using Pearson Product Moment Correlation Coefficient (PPMCC). The test of significance for the hypotheses was tested at 0.05 alpha level using t-test statistical tool. **Decision Rule:** If p-value≤0.05, reject null (H0) and accept the alternative (HA).

Data Analyses and Presentation
Table 1:
Research Question 1: What is the relationship between ICT competence of librarians and cataloguing and classification of information resources?
Table 1:

Coefficient of Correlation(r), Coefficient of Determinant(R^2), ICT Competence of Librarians and Cataloguing and Classification of Information Resources.

n	r	R^2	Remark
136	.645	0.416	HR

Presented in Table 1 is the coefficient of relationship between ICT competence of librarians and cataloguing and classification of information research. The coefficient of

relationship between ICT competence of librarians and cataloguing and classification of information research is .645. This coefficient indicates that there is a positive relationship between ICT competence of librarians and cataloguing and classification of information research. This means that as ICT competence of the librarians increases, cataloguing and classification of information research also increase and vice versa. The coefficient also falls within the range .61–.80 for high relationship, indicating that the relationship between ICT competence of librarians and cataloguing and classification of information research is high. The coefficient of determinant of 0.416 indicates that 41.60% of variation in cataloguing and classification of information research in libraries is explained by ICT competence of the librarians.

Hypothesis One: There is no significant relationship between ICT competence of librarians and cataloguing and classification of information resources.

Table 2:

Calculated T-Value(t_{Cal}), Tabulated T-Values(t_{Tab}), $p - value$ of ICT Competence of Librarians and Cataloguing and Classification of Information Resources

n	t_{Cal}	df	$p - value$	t_{Crit}	Decision
136	9.77	134	.000	1.96	Reject

The calculated t-value of 9.77 which is greater than the tabulated t-value of 1.96 and the p-value of 0.000 which is less that the significant value of 0.05 showed that the coefficient of relationship is significant. This significance value (0.000) tells us that the probability of getting a correlation coefficient of .645 in a sample of 136 library staff if the null hypothesis was true (that, there is no significant relationship between ICT competence of librarians and cataloguing and classification of information) is very low or nearly zero. Hence, there is a genuine relationship between ICT competence of librarians and cataloguing and classification of information. This shows that there is a significant relationship between ICT competence of librarians and cataloguing and classification of information.

Research Question 2: What is the relationship between ICT competence of librarians and reference services provided in the libraries studied?

Table 3:

Coefficient of Correlation(r), Coefficient of Determinant (R^2) of ICT Competence of Librarians and Reference Services.

n	r	R^2	Remark
136	.246	0.061	LR

Table 3 presented the coefficient of correlation and the coefficient of determinant between ICT competence of librarians and reference services provided in the libraries. From the table, the coefficient of correlation is .246, while the coefficient of determinant is 0.061. The test of significance below will show if this coefficient is significant. The coefficient of correlation is within the range 0.21 – 0.40 for low relationship. The coefficient of determinant indicates that only 6.10% of the variations in the reference services provided by the librarians is explained by their ICT competence.

Hypothesis Two: There is no significant relationship between ICT competence of librarians and reference services provided in the libraries studied.

Table 4:

Calculated t-value (t_{Cal}), Tabulated t-values (t_{Tab}), $p-value$ of ICT Competence of Librarians and Reference Services

n	t_{Cal}	df	$p-value$	t_{Crit}	Decision
136	2.938	134	.004	1.96	Reject

Table 4 presented the calculated and tabulated t-values and the p-value for the significance of the Pearson. From the table, the calculated t-value of 2.938, which is greater than the tabulated t-value of 1.96 and the p-value of 0.04 which is less than 0.05 indicates that the coefficient of correlation is significant. The null hypothesis three is therefore rejected. Hence, there is a significant relationship between ICT competence of librarians and reference services provided in the libraries.

Research Question 3: What is the relationship between ICT competence and the provision of selective Dissemination of Information (SDI)?

Table 5:

Coefficient of Correlation(r), Coefficient of Determinant (R^2) of ICT Competence and the Provision of Selective Dissemination of Information (SDI)

n	r	R^2	Remark
136	.865	0.748	VHR

Table 5 presented the coefficient of correlation and the coefficient of determinant between ICT competence of librarians and the provision of selective Dissemination of Information (SDI). From the table, the coefficient of correlation is .865, while the coefficient of determinant is 0.748. The coefficient of correlation is within the range 0.81 – 1.00 for very high relationship. The coefficient of determinant indicates that only 74.80% of the variations in the provision of selective Dissemination of Information (SDI) by the librarians is explained by their ICT competence.

Hypothesis Three: There is no significant relationship between ICT competence of librarians and the provision of Selective Dissemination of Information (SDI)

Table 6:

Calculated t-value (t_{Cal}), *Tabulated t-values* (t_{Tab}), $p - value$ *of ICT Competence of Librarians and the Provision of Selective Dissemination of Information (SDI)*

n	t_{Cal}	df	$p - value$	t_{Crit}	Decision
136	19.96	134	.000	1.96	H_{04} is Rejected

Table 6 presented the calculated and tabulated t-values and the p-value for the significance of the Pearson r. From the table 8, the calculated t-value of 19.96, which is greater than the tabulated t-value of 1.96 and the p-value of 0.000 which is less than 0.05 indicates that the coefficient of correlation is significant. The null hypothesis four is therefore rejected. Hence, there is a significant relationship between ICT competence of librarians and the provision of selective Dissemination of Information (SDI) in the libraries.

Discussion of Findings.

The finding of the study on ICT Competence of Librarians and Cataloguing and Classification of Information Resources, revealed that the coefficient of correlation between ICT competence of librarians and cataloguing and classification of information is highly significant. This significant correlation between ICT competence of librarians and cataloguing and classification of information is in agreement with the findings of Umeji, Ejedafiru and Ogheneteja (2013) and Itsekor and Ugwunna (2014) that the relationship

between librarians' ICT competence and the cataloguing and classification of information resources is significant.

The finding of the study on ICT Competence of Librarians and Reference Services Provided in the Libraries revealed that there is a low but significant relationship between ICT competence of librarians and reference services provided in the libraries. The finding that the relationship between ICT competence of librarians and reference services provided in the libraries is low indicates that as ICT competence of the librarians improves, the referencing services they provide improves also but slowly. The finding that the coefficient of correlation between ICT competence of the librarians and referencing services provided in the libraries is significant is in agreement with the findings of Itsekor and Ugwunna (2014). Anyaogu (2007), lamented, that many reference librarians possess very low range of intellectual and professional competence to assist users and this is an indication that technology presents a fundamental challenge to effective provision of reference services in libraries and information centers.

The finding of the study on ICT Competence of Librarians and the Provision of Selective Dissemination of Information (SDI) in the Libraries revealed that there is a very high and significant relationship between ICT competence of librarians and the provision of Selective Dissemination of Information (SDI) in the libraries. The coefficient of correlation was found by means of data analysis to be very high. This indicates that the relationship between ICT competence of librarians and the provision of selective Dissemination of Information (SDI) is very high. This finding is in line with the findings of Okoye (2013) who found that there is a significant relationship between ICT competence of librarians and the provision of selective Dissemination of Information (SDI). Zaid (2008) maintained that the intervention of the internet has eliminated or reduced the tortuous and repetitive cycle of the services which characterized the traditional model and now create platforms for effective retrieval of information resources.

Recommendations

Based on the findings of the study, the researcher made the following recommendations.

1. Since ICT competence correlates significantly with cataloguing and classification of information, reference services provided in the libraries and the provision of selective

Dissemination of Information (SDI) in the libraries, ICT competence should be a major criteria for the employment of librarians in various libraries.

2. The university administrations should provide on-the-job ICT training to the librarians in the various libraries.

3. The librarians should be monitored to ensure that the services provided in the libraries are done using ICT in order to meet up with international standards.

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