

**ACQUISITION OF INFORMATION AND COMMUNICATION
TECHNOLOGY (ICT) AS DETERMINANTS OF ICT SKILLS OF
LIBRARY STAFF IN EDO STATE**

Faith Imuetinyan IGBINOBA

EDU1402934

**DEPARTMENT OF EDUCATIONAL MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

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**A RESEARCH STUDY SUBMITTED TO THE DEPARTMENT
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OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF
SCIENCE (EDUCATION) DEGREE IN LIBRARY SCIENCE**

OCTOBER, 2022.

CERTIFICATION

We, the undersigned, certify that this research work was carried out by **Faith Imuetinyan IGBINOBA**, under my supervision in the Department of Educational Management, Library and Information Science, Faculty of Education, University of Benin, Benin City.

DR. (MRS.) M.G. EKHORUTOMWEN
(Project Supervisor)

Signature and Date

REV. SIS. DR. P. EKEJIUBA
(Project Coordinator)

Signature and Date

PROF. O.K. OMOROGIUWA
(Dean, Faculty of Education)

Signature and Date

DEDICATION

This project is dedicated to God Almighty, my creator who has been the source of my strength throughout this program and through every aspect of my life.

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ABSTRACT

The study examined the acquisition of Information and Communication technology (ICT)/as determinants of ICT Skills of library staff in Edo State libraries. The specific objectives of the study were aimed at examining the frequency of acquisition of ICT in libraries, frequency of use of ICT in libraries, various ICT tools acquired in libraries, perception of library staff towards the acquisition of ICT, level of ICT skills of library staff as well as challenges encounter by the library staff in the use of ICT.

Six research questions were raised for this study. The study adopted the descriptive survey research design. The population of the study was 135 respondents drawn from both national and public libraries in Edo state. The sample size for this study was 135 respondents and the total enumerative sampling technique was used. The instrument used for data collection was the questionnaire. The data collected were analyzed using descriptive statistics.

The findings from the study indicated that libraries acquire information and communication technologies very often; the level of ICT skills of library staff in Edo State libraries is very high; frequency of use of the ICT tools in the library is high as majority of the ICT facilities are used on a daily basis; and the perception of library staff towards the acquisition of ICT in Edo State Libraries is very good. Based on the findings, the researcher recommended that Libraries should acquire.

CHAPTER ONE

INTRODUCTION

Background to the Study

The use of Information and Communication Technology (ICT) facilities in carrying out library functions is becoming very useful in the Academic environment as it facilitates the services of the library to be delivered more effectively and efficiently. Information Communication Technology (ICT) has remained a catalyst in the issue of national advancement and development. Information, as power is effectively an infinite resource and a vital tool needed for the development of all sectors in any nation. It is therefore, imperative that application in libraries would go a long way in satisfying the information need of its users. It is worthy of note, that the emergence of ICT has impacted greatly on the quality of information provided through libraries. It also enables proper and adequate provision of library services to library users from all disciplines.

ICT is a generic term that refers to the technologies that are used to collect, store, edit and communicate information in various format Raji, (2018). The use of ICT improves access to digital information, narrows down the digital divide and also improves standard of living. Adoption of ICT in libraries is a way of improving on information services provided in libraries. This is an era, when people need to access timely information with ease, and this can only be done through the application of ICT to library services. It is also a way of contributing

to sustainable development of the nation, since timely and effective provision of useful information can assist in building up a society

Information and communication technology are diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information, via voice, data, text or images. Rouse, (2017) is of the opinion that ICT is the information infrastructure and component that enable modern computing. She further stressed that is a term that encompasses all information technology, networking components and application software that allow interaction in a digital world.

In the changing information age, library professionals have to gain extensive knowledge and skills about developing technologies and improve their skills to manage these technologies. Computers, connectivity, and electronic Information Communication Technologies (ICT) have given a solid foundation for revolutionary changes in the information handling capabilities of academic libraries and information centers all over the world. The competency of the library staff is the ability to do something successfully and efficiently. It is the skills, quality, the ability needed to perform a task. It also tends to describe the level of proficiency of an individual in executing a particular task or job. Competency is the ability, skills, attributes, proficiency of an individual to perform or do something efficiently.

There is hardly any human endeavor that advent of ICT has not transformed, one of which academic library is not an exception. The use of ICT is skyrocketing almost every day and libraries are expected to provide services that support wide users' learning and research activities. Most libraries of the world had experience technology advancement, globalization and digitization of information, as pointed out by (Emiri, 2015), which resulted in increased use of ICT tools in everyday communication, work and activities in the library. The ability to use and operate word processors, data management, spreadsheet, data analysis applications constituted the hallmark of ICT competencies which is now essential job requirement for position of a librarian today. The degree of ICT proficiency require varies from one position to another based on the tasks and duties involved.

Library staff must be versatile in the use of ICT. However, this does not suffice to say that library staffs are not making effort to develop their competencies on ICT. As (Anunobi, 2014) noted, many library staff especially the younger staff with lower 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 academic libraries in the country 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 library staff. This lack of the necessary ICT tools in libraries has hindered the development of

library staffs in terms of improving on their ICT skills. It is therefore seen that the acquisition of ICT can to a great extent determine the ICT literacy level of the library staff.

Academic libraries are very positive with the integration of ICT tools into library operations such that most of them are now equipped with information infrastructure and various ICT based resources and services (even though not adequate in some cases) to cater for information need of users Bansode et al., (2015). Some ways in which library staff can acquire ICT skills as outlined by Babu, (2007) cited in Oyedokun et al., (2018) are; formal education (such as master program), informal education (such as distance learning, self-study and training, attending IT training, workshop, seminar and conference). ICT skills acquisition could be in form of on the job training or outside the work place.

Ayoku et al., (2015) study of ICT skills acquisition and competencies among librarians in Nigeria universities, indicated some constraint to ICT skills acquisition by librarians to include: lack of interest in ICT skills acquisition (conservative), technophobia (fear of technology), nonchalant attitude, ignorance and apathy, poor funding of library, insufficient skilled personnel to trained librarian in the country, limited training opportunities, and lack of motivation.

Though ICT skills, particularly in relation to the internet are essential, some of the more basic skills that are important to the information professional should not be abandoned. Even though several studies are documented with regard to the

skills required by library professionals in an electronic environment, relatively less research has been undertaken with respect to library staff in Edo State Libraries. It is on this note that the researcher sought to investigate the acquisition of information and communication technology (ICT) as determinants of ICT skills of library staff in Edo State Libraries.

Statement of the Problem

With the advent of the Information and Communication Technology, the roles of library have changed in meeting the needs of the individual library users. The use of ICT has so far helped libraries in meeting its role of information provision. It has helped the library and library staff to fulfill their role in the society – being to inform, educate and provide for recreational needs of their users by providing the relevant information resources. The acquisition of ICT tools in the library by the library staff has in recent time attracted attention from professionals in the field and stakeholder in the library profession. There are concerns about the cost of ICT tools acquired in the library. The acquisition of ICT in a library is a very important stage in the library collection building process as it determines whether the library will join the global information economy or isolated from it. The acquisition of ICT tools also reveals the level of ICT skill/knowledge of the library staff. Despite the seemingly numerous benefits associated with the use of ICT in libraries by library staff, they still find difficulty in using the different ICT tools to meet the unending needs of the users.

Observation and interactions with library staff revealed that non availability of ICT tools may be a factor responsible for the adequate ICT skills among library staff. Some of the staff believes that the acquisition of information and communication technology in libraries will help improve the level of library staffs' ICT skills. It is on this note that the researcher sought to examine acquisition of information and communication technology (ICT) determinants of ICT skills of library staff in Edo State libraries.

Research Questions

The following research questions will guide this study:

1. What are the various information and communication Technology acquired by Edo State Libraries
2. What is the frequency of use of the ICT tools in the library?
3. How often do the libraries acquire information and communication technology?
4. What is the level of ICT skills of library staff in Edo State Libraries?
5. What is the perception of library staff towards the acquisition of ICT in Edo State Libraries?
6. What are the challenges encountered by the library staff in the use of ICT?

Purpose of the Study

The main purpose of this study is to examine the acquisition of ICT as determinants of ICT skills of library staff in Edo State libraries. Specifically, this study seeks to:

1. Determine the various information and communication technology acquired by Edo State libraries
2. Know the frequency of use of ICT tools in the library
3. Ascertain how often the libraries acquire information and communication technology.
4. Determine the level of ICT skills of the library staff in Edo State.
5. Examine the perception of library staff towards the acquisition of ICT in Edo State Libraries
6. Identify the challenges encountered by the library staff in the use of ICT.

Significance of the Study

The study will be of great benefits to library staff, library management, library users, and researchers. Library staff will benefit from this study as the findings from this study will enhance their awareness of ICT. The study will be of significant importance to library staff on the long run, as the recommendations from the study will help to improve the ICT skills of library staff. Library management will gain from this study as the findings from this study will guide them in the formulation of policies that will help improve the overall ICT skills of library staff.

The study will be of important value to library users, who as a result of the findings from this study will receive effective services for the library staff who should have gained immensely from this study. Finally, this study will be of immense value to researchers, as the findings from this study will serve as a valuable literature for future researchers in similar subject area.

Scope and Delimitation of the Study

The scope of this study focuses on the acquisition of information and communication technology as a determinants of ICT skills of library staff in Edo libraries. Effort will be made by the researcher in identifying the various ICT facilities acquired by Edo State libraries. Geographically, the study will be based Edo State. The population scope will be the three categories of library staff (professional, Para-professional and non-professional) in the library.

Operational Definition of Terms

The following words were defined as used in the study:

Acquisition: This refers to the process or the act of obtaining ICT tools for the library. Acquisition in Library deals with the purchase of new library materials such as books and computers.

ICT Skills: This refers to the competencies or set of competencies needed by library staff to use efficiently, the elementary functions of information and communication technologies to retrieve, access, store, produce, present and arrange information, and to communicate and participate in collaborative works via the internet.

Information and Communication Technology: They are diverse set of technological tools and resources used to communicate and to create, disseminate, and manage information in the Library.

Library Staff: This refers to human resources or different categories of staff in library responsible for managing the library operations and answering of users query through the use of ICT.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a comprehensive review of related literature on acquisition of information communication technology (ICT) as determinants of ICT skills of library staff in Edo State Libraries. It is reviewed under the following sub-heading:

- ✓ Information and Communication Technology Acquired in Libraries.
- ✓ Frequency of Use of the ICT Tools in the Library.
- ✓ Frequency of Acquisition Information and Communication Technology.
- ✓ Level of ICT Skills of Library Staff.
- ✓ Perception of Library Staff towards the Acquisition of ICT.
- ✓ Challenges encountered by the Library Staff in the Use of ICT.
- ✓ Appraisal of the Reviewed Literature.

Information and Communication Technology Acquired in Libraries.

It is no longer news that the advent of ICTs have transformed the library and information world and has affected all library operations and services. The convergence of ICT in academic libraries has brought about the maximum utilisation of all the technologies that enable the handling of information of various formats within the library. Onuoha and Obialor (2015) argued that ICT has influenced the traditional library services in the process of identifying,

acquiring, processing, organizing, storing, retrieving and dissemination information.

Omini et al., (2019) identified library operations that could be carried out with ICT, these include; acquisition, cataloguing, circulation, serials control, selective dissemination of information services and preparation of management information. According to Sokari et al., (2019) using technologies on operations peculiar to the library has improved efficiency in resource organization service delivery and dissemination of information making them effective and easy while at the same time eliminating repetitive and routine tasks in the library. According to Ogunsola et al., (2015) librarians have begun to adopt new designations to reflect their new roles, i.e, information scientists, system librarians, digital librarians and information managers etc. Uzohue et al., (2016) observed that the common theme behind ICT application in the library is to enhance library functions and make service delivery such as selection, acquisition, arrangement, storage, retrieval, dissemination of information relevant to users.

The development and availability of ICT in academic libraries today have not only increased and broadened the impact of information service but also brought services to users' doorsteps. Also, application of ICT in libraries placed more emphasis on effective and efficient information services. Their applications in libraries have indeed continued to ease and promote quick and timely access to and transfer of information services that are found dispensed round the globe. In

his study on the availability and use of ICTs in collection management, Egharevba, (2018) listed the following ICT facilities acquired in the library which includes; computers, DVDs, CDs, Internet and telephones.

Some of the ICTs acquired in libraries are personal computers, CD-ROM, telefacsimile (fax), network, electro copying (scanning) and Internet. To further corroborate with this assertion, Aliyu, (2015) explained that communication satellite, cable television networks, wireless telephone systems, computer network system and Internet are among the ICT facilities usually acquired by libraries. These, according to Aliyu, have communicative powers that have made great impact on the society. Information technology as found in the libraries today are combination of computers, storage devices and telecommunications. While computers provide storage and retrieval capabilities, telecommunications provide capabilities for the transfer and or communication of data and information from one workstation to another in the library. In the research instrument designed to determine the types of ICT facilities acquired and used for the provision of library and information services in Nigerian University libraries.

Blakes, (2016) In a related development, in a study conducted on ICT availability and resource sharing in some academic libraries in Nigeria designed a research instrument to measure the status of ICT equipment/tools in the universities. The ICT resources listed includes computers, uninterrupted power supply (UPS), scanners, satellite dish, antenna, CD-ROM, Internet connectivity,

website, automated LAN and automated WAN. Other include telephone (GSM), printer, software programme, E-mail, V-SAT main server, modem, telephone landline, telephone network, telex and fax.

Frequency of Use of the ICT Tools in the Library.

Information and communication technology (ICT) in libraries is holding a strong position in every ramification of library holdings and services. The introduction of ICT in librarianship necessitated retooling and acquisition of the skills required to operate in the global information society. The capacity of users to exploit the ICT depends on the level of literacy, education and mastery of the technologies convened. Students, especially those in the universities use the electronic information resources for various academic purposes. These purposes include; doing class assignments, writing term papers, augmenting class works, retrieving current literature for studies, following blog discussions on subject area of interest, searching for scholarship opportunities, searching for internship placement and for research purposes.

Bamiro et al., (2015) posited that the electronic ICT mode of communication provided by the Internet helps in sending and receiving messages at a very fast and cheap rate. ICT tools are used frequently and on a daily basis by users. Besides the use of ICT (Internet for e-mail), one can listen to international radio station research and education on the Internet. Furthermore, students can read

books and other materials, speak to press round the globe and read national dailies of other countries electronically.

Borrego et al., (2017) stated that majority of the respondents from the consortium of Academic libraries of Catalonia indicated that they exclusively use ICT for their work. The use of ICT tools and books is vital for academic and research activities. For instance, Science Direct adequately supports researches in the fields, of natural science, medicine, engineering, food science and social studies. Despite the gains of the use of electronic resources for general academic activities, many students still possess some characteristics that hinder them from optimally utilizing these resources. This may adversely affect their academic performance as well as their research outpour. It is also worthy to note that the gains and benefits accruable from the use of ICT resources can only be obtained if the resources are not just only made available but, also accessible to users.

The study by Akpojotor, (2016) also reported that library users are skilled in the use of ICT tools, thus suggesting high level of familiarity with e-resource use in the Library. Similarly, in South Western Nigeria, Azubuike, (2016) empirical research on utilisation of e-resources in the library, found that there is high level of usage of ICT tools among male students.

Frequency of Acquisition of Information and Communication Technology.

Libraries are now shifting towards complete automation, and as such, ICT tools are being acquired in the library from time to time. Libraries acquire ICT

tools on a monthly basis in a bid to enhance the performance of their operations, service or process by self-activating, self-controlling, or automatic means. The ultimate aim of acquiring information and communication technology is to relieve information experts from the day to day routine works of library so as to focus better on the library clientele.

Dhamdhere, (2015) described knowledge as raw facts that are yet to be processed which is known as data; information is generated based on facts. Knowledge is viewed as an understanding that includes descriptions; facts, information as well as acquired skills via experience. Knowledge sharing is the process of transporting the personal knowledge from one person to another. Tangaraja et al., (2016). Frost, (2017) stressed that in facilitating knowledge sharing, knowledge management must comprehend with the users' requirements, complexities and potential challenges with controlling sources of knowledge and handling knowledge.

Enakrire, (2015) lamented on the importance of ICT on knowledge sharing. The author stressed that ICT facilitate easy access and retrieval of information from the library's e-resources without physical visitation to the library wall. The study further confirmed that availability and accessibility of ICT tools and skills seem to be in greater effect, as librarians in South Africa were able to use them to disseminate information as well as sharing knowledge and other library routines. The findings of Enakrire, (2015) supported the result of Quadri et al., (2017)

which found that adequate ICT infrastructure is essential for the successful accessibility and utilization of libraries electronic information resources needed for teaching, learning, research (TLR). The authors further submitted that competencies of ICT skills to access enormous amount of information combined with the ability of students and librarians to convey this information from a particular place to another has tremendous influence on sending; storing; retrieving, sharing as well as disseminating information in the libraries.

The need to actualize knowledge sharing, has propelled many libraries to do away with the idea of local self-sufficiency in collection of facts and information bearing materials which now requires a type of cooperation that would in turn, dictates the needs for fast response computerized union catalogues and their ancillary network apparatus.

As the need for ICTs in libraries increases, so also the acquisition and frequency of acquisition of ICTs in libraries increase. There exist many benefits for those libraries with the requisite well withal to harness the innovation of ICT for greater effect. Although, the reason many academic libraries nowadays strive to get on the bandwagon of having ICTs in their operations could be seen more as a response to satisfy one of the National University Commission's (NUC) preconditions for accreditation than a conviction born out of professional consideration and efficiency. ICT as a tool has a provide a solid basis for library transformation as it helps to achieve numerous results within a short period of

time. Although, there is a popular misconception that ICT tools will replace library staff, but this isn't true as ICT tools will only enhance and improves the effectiveness and efficiency of the library staff.

Level of ICT Skills of Library Staff

Developments in the field of library and information science over time have brought about a shift from the traditional/mechanical to automated/digital systems with the use of ICTs. Hence the call for remarkable skills and competencies from librarians and other library staff.

The rationale for the establishment of a university library is to support the university functions of teaching, learning, research and community services in such a manner that is consistent with supporting the mission and objectives of the parent institution (Whong et al., 2016).

Academic libraries are known for their duties of serving as gatekeeper and custodian of their parent institutions information resources through their processes of collection development, users instructions, circulation and reference services, SDI, CAS, etc. using physical materials, but the advent of ICT has transformed the processes which now poses opportunities and challenges that shake up the whole operations of information service delivery Ayoku et al., (2015). Today users of information are millennial, who preferred to use the internet as their primary source of information and considered going to the library as last resort or port of call for information.

With the foregoing facts and assertions, university libraries in Nigeria are now witnessing a radical integration of ICT tool into library routines and operations as pointed out by Ayoku et al., (2015). This development calls on librarians to assume a new role and acquires skills and competencies relevant to today information handling and management as demanded by today knowledge society and users' preference for remote access to information.

The developments of technologies demand that institutions involved in the provision of services adopt and implement them. Emerging technologies have been integrated into the library and information services for effective and efficient library services delivery. This integration however means nothing if librarians lack Information and Communication Technologies (ICTs) competencies to utilize them. Skills are essential or excellent job performance libraries as a matter of necessity should prepare librarians for emerging technologies to enable them handle different jobs as required by different ICT tasks. The level of ICT competencies required varies from one position to another depending on the tasks and duties involved Oyedokun et al., (2018). For example, for a librarian to be able to perform word processing, navigate around toolbars, desktop publishing and use office suites, basic computer competency is required. Working in web2.0 environment, librarians should be competent in the use of various social media platforms such as Facebook, Twitter, LinkedIn, interest,

yahoo and blogs. They also need to be able to retrieve information from various search engines such as Google and Altavista.

Kumar, (2017) identified the use of ICT tools to include: communication technology such as emails, voicemail, telephone, fax, video conferencing and internet; also remote control technology which provides a platform to work with a remotely located computer system to access all subscribed e-resources anytime anywhere as well as library security such as Closed-Circuit Television (CCTV), Radio Frequency Identification (RFID) and Quick Response (QR) Code Technology. Doyle (2019) identified online collaboration, email management competency, online research skills, desktop publishing, word processing skills social media management, data management and retrieval skills as competencies required by librarians. Ocholla (2003) in his own vein stressed the competencies of librarians required to perform effectively and efficiently in digital age including computer literacy, word processing, spreadsheet, database management, online search, text digitization, content management, document management, library automation, web design and development.

ICT competencies of librarians are those technological and or computer skills and knowledge required by librarians to be able to fully exploit information services in the wake of new technology. Oyedokun et al., (2018) viewed ICT competencies of library staff 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 delivery using electronic format. It is the acquisition of knowledge, skills and abilities at a level of expertise sufficient to be able to perform appropriately and professionally a given task in a work place.

Okore, (2015) suggest skills to learn and use the ever changing technologies; communication and inter-personal skills; ability to market the library services and management skill. Computer literacy deals with the knowledge of computer that is necessary to function in today s world, internet literacy means the understanding of how to use the Internet to obtain information in time of need and share same with others. The demand for information professionals that will function effectively in the electronic based environment has been on the increase thus the need for library staff to possess requisite skills. In fact, traditional library training and educational qualifications obtained by most library staff are no longer enough. In addition to communication, interpersonal skills, library staff in the electronic information age should, also possess such skills as: Expertise in the use of innovative emerging technologies to design and develop web-based applications, programmes and services. Assist users to locate access, store and transform electronic information resources, services and, instructions across multiple applications, databases, networks, platforms and systems.

Having knowledge of designing, developing, launching and maintaining of digital content management and assessing, evaluating, recommending and testing

various methodologies, policies and standards for utilizing computer software in the process of creating and preserving digital collections and resources.

A study conducted by Choi et al. (2016), discovers that library staff need skills and knowledge in technology such as digital library architecture and software, technical and quality standards, web markup languages, database development, management and web design skills. Professional obligations expected of library staff in a global economy calls for computer, networking and internet related literacy and skills.

Perception of Library Staff towards the Acquisition of ICT in Edo State Libraries.

Perception denotes a belief or opinion, often held by people and based on appearances. The perception of library staff towards acquisition of ICT is a determinant of use of ICT in the library.

It is a truism that the introduction of information and communication Technology (ICT) is causing series of disturbances between the professional librarians and libraries in general as older technologies and systems are displaced by new ones. The university services particularly require the use of ICT to provide effective and excellent services. In an information economy, the drivers of economic growth would be the ICT infrastructure. Hence, university libraries in Nigeria are caught in a vicious cycle-lack of ICT infrastructures which automatically reduces the demand for communication services, which further

constrains future investment in the infrastructure. Though another source of threat is that ICT provide opportunity for a technology driven library to bypass the traditional print library.

For ICT systems to be successful, it is pertinent that the staff needs an encouraging and good perception to ICT. Perception has been suggested to influence behavior, use and success of new technologies in the library. Social psychologists, Fishbein et al., (2015) submitted in the Theory of Reasoned Action (TRA) that an individual's behaviour is determined by one's intention to perform the behaviour, and that this intention is influenced jointly by an individual's perception and subjective norm (the latter is a measure of how people are influenced by their peer's opinions). Applying this understanding to an individual's acceptance of management information systems, the Technology Acceptance Model (TAM)

The success of any initiatives to implement technology in an educational program depends strongly upon the support and perception of people involved. Many library staff in Nigeria does not have a good perception of ICT tools in the library, Olofinsawe observed that only a insignificant number of library staff have a good understanding and perception of how the ICT work in the library.

Furthermore, it has been suggested that if library staff believed or perceived proposed computer programs as fulfilling neither their own or their student's needs, they are not likely to attempt to introduce technology into their teaching

and learning. Among the factors that affect the successful use of technology in library is library staff perception towards computers.

Challenges Encountered by the Library Staff in the Use of ICT

Despite its vitality in library parlance and its potentials for enhancing services and operations there are obstacles which hamper effective utilization of ICTs in libraries. These obstacles, which generally hinge on facilities, skills acquisition and planning, comprise the following: lack of funds/economic barriers, lack of ICT infrastructure, Poor and inadequate telecommunication facilities, poor level of computer literacy, low level of ICT skills, lack of functional ICT policy/strategy, resistance to change, cultural factors, etc. Finance plays a critical role in ensuring the availability and utilization of ICT facilities in libraries. But, sadly enough, this appears to be the greatest challenge for most libraries.

Qasim et al., (2015) also identified some factors that affect the use of electronic information as; lack of technical knowledge, lack of terminals, difficulty in language, slow downloading speed, poor networking, inappropriate library timing and lack of supports from library staff.

Finance is a great problem to use technologies. Without economy, libraries can't afford the purchase of innovative technologies. Money makes an important role in the effective utilization of emerging technologies. Without finance, libraries can't implement technologies. Library practitioners can't implement

expensive library software and databases from their organizational allocated funds. They are compelled to perform services by old methods. They can't purchase effective software and databases like the leading libraries of the world. Only some libraries can afford the acquisition of the expensive technologies otherwise libraries lacking in funds can't manage the application of technologies. Library practitioners have to face many problems due to the lack of finance. They can't take any decisions related to technology implementation independently. Okiy, (2015) survey of ICT in Nigerian university libraries highlighted economic barrier as one of the obstacles to ICT utilization in libraries.

ICT infrastructure and equipment is another important element in ensuring an effective and efficient library services in libraries, but most often this is not available in sufficient quantity to guarantee satisfactory services to library users. Okiy, (2015) indicated 'lack of ICT infrastructure' as one of the barriers to ICT utilization in Nigerian university libraries, while Onyeneke, (2017) also identified unavailability of ICT resources (Internet, e-mail, online video conference, fax machines, digital cameras, digital scanners, information sources etc.) as one of the barriers to ICT utilization in libraries of tertiary institutions in Nigeria. Similarly, Afolabi et al., (2016) highlighted among others, "high cost of ICT equipment' as a barrier to ICT integration in library services, while Mohammed, (2017) identified limited hardware' as one of the barriers militating against complete automation in Ghanaian and Nigerian university libraries. The

provision of adequate ICT infrastructure/equipment in libraries therefore is a necessity if libraries must meet their obligation of satisfying users need through ICT-driven library services. Public libraries, whose scope of coverage is wide, both in terms of audience and subject area must ensure that ICT infrastructure/equipment is in place if they are to provide effective service to their patrons.

Another significant problem that is posing a serious threat to ICT usage in libraries is poor and inadequate telecommunication facilities. Okiy, (2015) stated poor and inadequate telecommunication facilities as a factor that is affecting the introduction of ICT in providing effective library services to users.

Afolabi et al., (2016) also indicated poor infrastructural facilities in African countries as a major barrier in applying ICT in library services. In the same vein, writing on automation in Ghanaian and Nigerian university libraries, Mohammed, (2017) identified absence of reliable infrastructure as a militating factor against successful implementation of the exercise. Haliso, (2017) also concurred that, in assessing the availability and utilization of information and communication technology and job performance of library staff in South Western Nigeria inadequate infrastructure' was discovered to be a major constraint in realizing this feat. It is obvious from the discussion that academic libraries are in the fore front in the application of ICT facilities in their services, but despite their enthusiasm in this direction, the provision of adequate infrastructure poses a big challenge for

them. Libraries in Nigeria, who are slow in adopting ICTs in their operation and services, should learn from the experience of academic libraries and brace up for this challenge. Such proactive posture would enable them to be better equipped in providing effective and efficient library services using ICT facilities.

Furthermore, Afolabi et al., (2016) highlighted inadequate skilled manpower as barrier to ICT integration in library services, while Nwachukwu, (2016) also stated poor computer literacy skills as impediment to ICT application in federal university libraries in Nigeria. Mohammed, (2017) also stated that inadequate ICT professional staff was one of the militating factors against complete automation of Ghanian and Nigerian university libraries. University Librarians lack expertise of exploring relevant information from internet resources. The library staff is also not usually enough skilled to conduct information literacy programmes to train the users to make an effective utilization of technologies. Lack of finance and technical expertise are major problems that are being faced.

Resistance to change and lack of cultural considerations sometimes create problems in some libraries when ICTs are introduced into the system. Change is said to be the only constant phenomenon in life, as it ensures development and progress in the society. But sometimes, people are averse to change due to fear of the unknown. Similarly, developments that fail to take the people's culture into cognizance may not have the desired effect on the people and the society. As a

result, innovations to do with ICT utilization in libraries are sometimes viewed with ambivalence.

Appraisal of the Reviewed Literature

The aim of this literature review was to highlight writings made by scholars in areas related to this study. The literature materials reviewed so far have a lot of information to offer in respect of this study whose focus is on the acquisition of information and communication technology (ICT) as determinants of ICT skills of library staff in Edo State libraries. The review was done in different area such as Frequency of acquisition of ICT in libraries, frequency of use of ICT in libraries, Various ICT tools acquired in libraries, perception of library staff towards the acquisition of ICT, level of ICT skills of library staff as well as challenges encounter by the library staff in the use of ICT. None of the literature reviewed specifically dealt with the acquisition of information and communication technology (ICT) as determinants of ICT skills of library staff in Edo State libraries. This is the gap in knowledge observed which this study is meant to fill.

CHAPTER THREE

METHODOLOGY

This chapter describes the methods and procedures to be used by the researcher in carrying out the study. The procedures and methods is structured under the following sub-headings: Design of the Study, Population of the Study, Sample and Sampling Technique, Research Instrument, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection, Method of Data Analysis.

Design of the Study

The study will employ a descriptive survey research design to gather information on the acquisition of information and communication technology (ICT) as determinants of ICT skills of Library Staff in Edo State Libraries. According to Nworgu (2015), “a descriptive survey design is one in which a group of people or item is studied by collection and analyzing data from only a few people or items considered to be representative of the entire group” (p.91). This research design was chosen because it is based on the view and opinions of the respondents as well as the record available area of study. The survey research design is also widely employed in the study of significant problems in library and Information Science.

Population of the Study

The population of this study is 135 library staff in Edo State Public Library and National Library office in Edo State. The figure consists of the three categories of staff in the library namely: professional, Para-professional and non-professional. The figure was retrieved from the offices of the heads of both libraries. The breakdown of the figure as retrieved from both libraries is presented in Table 3.1.

Table 1: Population Size

Category of Staff	National Library	State Public Library
Professional	15	18
Para-professional	23	42
Non-Professional	14	23
	52	83
Total		135

Sources: office of the head of both libraries under review (filed report,2022)

Sample and Sampling Technique

The sample size for this study is 135 library staff. The researcher adopted the total enumerative sampling technique to investigate the entire 135 library staff in Edo State public library and national library, Edo State. The entire population of this study was adopted because the population is not large and the researcher has enough time and fund to conduct the study. This is in line with Osuala (2005) who opined that the entire population can be studied if the population is not large and when the researcher has enough time and fund to

conduct the study. Hence, the researcher adopted the entire population as to obtain accurate data and desirable level of precision.

Research Instrument

Instrument that will be used in this study for the collection of data is the questionnaire. A questionnaire titled “Acquisition of information Communication Technology as Determinants of ICT Skills of r Library staff Questionnaire (AICTDISLSQ)” was designed by the researcher. The instrument was divided into seven different sections.

Section A will elicit information on the background of the respondents with items such as gender, age, and years of experience. Section B will collect data on the various information and communication technology acquired by Edo State Libraries. This section has multiple items and it has 4-point scaling of strongly disagree. Section C concentrated on the frequency of use of the ICT tools in the library. It was measured using a four (4) points scaling with 4, 3, 2, 1-point value attached to them respectively.

Section D addressed the frequency to which libraries acquire information and communication technology. The section comprised of multiple items with 4-point scaling of strongly agree, agree, disagree and strongly disagree. Section E focused on the level of ICT skills of library staff. It is made up of multiple items with a weighted four-point scaling. Section F and G addressed the perception of library staff towards the acquisition of ICT and the challenges encountered by the

library staff in the use of ICT. Both sections are made up of four-point scaling with a 4, 3, 2, 1 weighting. (See Appendix- 1 for the detailed questionnaire)

Validity of the Instrument

The Instrument was designed by researcher and validated by the researcher's supervisor. The researcher's supervisor studied the items and assessed the suitability of the language, the adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. The corrections, comments and observations made were used to modify the final questionnaire used for the study. This ensured face and content validity of the instrument.

Reliability of the Instrument

To ensure the reliability of the instrument, the test-retest method of reliability was used to determine the consistency of the opinion of the respondents. The instrument was administered twice to 20 library staff at the Delta State Public Library, Asaba (which is outside the scope of the study), within an interval of two weeks. The Pearson Product Moment Correlation Co-efficient r was used in analyzing the responses received from the library staff. This yielded a reliability coefficient of 0.89 and it is considered adequate for the study. (see appendix II)

Method of Data Collection

The questionnaire will be self-administered by the researcher in order to ensure high rate of return and also to ensure that all respondents are given the opportunity to receive and complete the questionnaire. This is also to enable the researcher to cover all the areas that will be used for this study. A one-week period will be used for the administration and completion of the questionnaire.

Method of Data Analysis

The data will be analyzed using descriptive statistics. Frequency will be used in analyzing the data received for the research questions. This is because of the descriptive nature of the data. The researcher will also employ the use of tables in analyzing the result of this study.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results and discussion of findings in line with the research questions asked. This chapter is discussed under following subheadings:

- ✓ Questionnaire response rate
- ✓ Analysis of the respondent's bio-data
- ✓ Answering of the research questions
- ✓ Discussion of findings

Questionnaire Response Rate

This section explains the response rate from the questionnaire administered to the respondent. It is expressed in form of the total number of questionnaire administered, total number retrieved and found useful as well as the percentage of valid/useful questionnaire.

Questionnaire Response Rate

Table 2: Questionnaire Response Rate

Number of Questionnaires Administered	Number of Questionnaires Returned	Percentage of Questionnaires Returned
135	121	90%

A total of 135 copies of the questionnaires were distributed to the respondents and 121 questionnaires were retrieved and found usable, resulting to

a 90% response rate. This response rate is considered adequate for this study as it is more than the universally accepted response rate for most studies which is 60%.

Analysis of the Respondents' Bio-data

Gender distribution of the Respondents

Table 3: Gender Distribution of the Respondents

Gender	Frequency	Percentage (%)
Male	43	36
Female	78	64
Total	121	100

Table 4.2 shows that there are more female respondents 78(64%) than their male 43(36%) counterparts. This implies that female library staff participated more in the study than their male counterparts.

Age of the Respondents

Table 4: Distribution of the Respondents by Age

Age	Frequency	Percentage (%)
20-30 years	2	1.7
31 40 years	59	48.8
41-50 years	40	33.0
51- 60 years	14	11.5
60 years and above	6	5.0
Total	121	100

Table 4.3 shows the age distribution of the respondents. The table reveals that 48.8% of the respondents are within the age bracket of 31-40 years, 33% are within 41-50 years, 11.5% are within 51 - 60 years, while 5% indicated that they

are within 60 years and above. This implies that majority of the respondents are within the age bracket of 31-50 years.

Table 5: Distribution of the Respondents by Staff Cadre

Staff Cadre	Frequency	Percentage (%)
Professional	29	24
Para-Professional	61	50
Non-professional	31	26
Total	121	100

Table 4.4 shows that there are 29 professional staff representing 24% of the total respondents, 50% are para-professional, while 26% are non-professional. This implies that there are more para-professional staff than professional staff in the various libraries under study.

Answering of the Research Questions

Research Question One: What are the various Information and Communication Technology acquired by Edo State libraries?

Table 6: Various Information and Communication Technology Acquired in Libraries

ICT FACILITIES	Agree		Disagree		Total
	No.	%	No.	%	
CD ROMs	74	61	47	39	121
Scanner	91	75	30	25	121
Photocopier	71	59	50	41	121
Projector	81	67	40	33	21
Online Databases	65	54	56	46	121
Uninterrupted Power Supply	61	50	60	50	21
Printer	70	58	51	42	121
Computers (Laptop and Desktop)	91	75	30	25	21
Reuter	81	67	40	33	121
Digital Camera	48	40	73	60	121

Table 4.5 shows that CD ROMS (61%), scanner (75%), photocopier (59%), projector (67%), online databases (54%), uninterrupted power supply (50%), printer (58%), computer (laptop and desktop) (75%) and router (67%) are the various information and communication technologies acquired by libraries. This implies that CD ROMS, scanner, photocopier, projector, online databases, uninterrupted power supply, printer, computer (laptop and desktop) and router are the various information and communication technologies acquired by libraries in Edo state

Research Question Two: What is the frequency of use of the ICT tools in the library?

Table 7: Frequency of Use of ICT Tools in the Library

ICT FACILITIES	Daily		Weekly		Occasionally		Never		Total
	N	%	N	%	N	%	N	%	
CD ROMs	87	71.9	13	10.7	12	9.9	9	7.4	121
Scanner	66	54.5	19	15.7	21	17.4	15	12.4	121
Photocopier	71	58.7	33	27.3	11	9.0	6	5.0	121
Projector	66	54.5	19	15.7	21	17.4	15	12.4	121
Online Databases	61	50.4	35	28.9	19	15.7	6	5.0	121
Uninterrupted Power Supply	98	81.0	14	11.6	4	3.3	5	4.1	121
Printer	61	50.4	35	28.9	19	15.7	6	5.0	121
Computers(Laptop and Desktop)	71	58.7	33	27.3	11	9.0	6	5.0	121
Reuter	61	50.4	35	28.9	19	15.7	6	5.0	121
Digital Camera	21	17	39	32	31	26	30	25	121

Table 4.6 shows the frequency of use of the ICT tools in the library. The table reveals that CD ROMs (71.9%), Scanner (54.5%), Photocopier (58.7%), Projector (54.5%), Online Databases (50.4%), Uninterrupted Power Supply (81%), Printer (50.4%), Computers (Laptop and Desktop) (58.7%) and Reuter (50.4%) are used daily in the library. This implies that the frequency of use of the ICT tools in the library is high as majority of the ICT facilities are used on a daily basis. Research Question Three: How often do the libraries acquire information and communication technology?

Table 8: Acquisition of Information and Communication Technologies in Libraries

ICT FACILITIES	Very Often		Often		Not Often		Total
	N	%	N	%	N	%	
CD ROMs	87	71.9	13	10.7	21	17.4	121
Scanner	66	54.5	19	15.7	36	29.8	121
Photocopier	71	58.7	33	27.3	17	14.0	121
Projector	50	41	17	15	53	43.8	121
Online Databases	67	55.4	41	34	13	11	121
Uninterrupted Power Supply	50	41.3	12	10	59	49	121
Printer	67	55.4	35	28.9	19	15.7	121
Computers (Laptop and Desktop)	74	61	21	17	26	21.5	121
Reuter	58	47.9	23	19	40	33	121
Digital Camera	39	32	21	17	61	50.4	121

Table 4.7 reveals that CD ROMs (71.9%), Scanner (54.5%), Photocopier (58.7%), Online Databases (55.4%), Printer (55.4%) and computers (Laptop and Desktop) (61%) are very often acquired in libraries, while digital camera (50.4%) are not often acquired. This implies that libraries acquire information and communication technologies very often.

Research Question Four: What is the level of ICT skills of library staff in Edo State Libraries?

Table 9: Level of ICT Skills of Library Staff in Edo State Libraries

ICT Skills	Very High		High		Low		Very Low		Total
	N	%	N	%	N	%	N	%	
I can effectively use the library OPAC to search for specific library materials	61	50.4	35	28.9	19	15.7	6	5.0	121
I Can convert hard copy information to softcopy and vice versa	98	81.0	14	11.6	4	3.3	5	4.1	121
I can use effectively the different ICT facilities in the library	99	81.8	19	15.7	2	1.7	1	0.8	121
I can navigate my way through the computer, Printer and photocopier in the library	87	71.9	13	10.7	12	9.99	9	7.4	121
I can store information from digital sources by printing or saving to disk/flash drive	71	58.7	33	27.3	11	9.0	6	5.0	121
I can migrate data from manual formats into digital formats	87	71.9	9	7.4	17	14.0	8	6.6	121
I can access information in a digital format	66	54.5	19	15.7	21	17.4	15	12.4	121
I can send/receive information using ICT facilities	61	50.4	35	28.9	19	15.7		6	5.0
I can download information using digital technology	71	58.7	33	27.3	11	9.0	6	5.0	121

Table 4.8 shows the level of ICT skills of library staff in Edo State Libraries. The study revealed 50.4% can effectively use the library OPAC to search for specific library materials, 81% can convert hard copy information to softcopy and vice versa, 81.8% can use effectively the different ICT facilities in the library, 71.9% can navigate their way through the computer, printer and photocopier in the library, 58.7% can store information from digital sources by printing or saving to disk/flash drive, 71.9% can migrate data from manual formats into digital

formats, 54.5% can access information in a digital format, 50.4%% can send/receive information using ICT facilities, 58.7% can download information using digital technology. This implies that the level of ICT skills of library staff in Edo State libraries is very high.

Research Question Five: What is the perception of library staff towards the acquisition of ICT in Edo State Libraries?

Table 10: Perception of Library Staff towards the Acquisition of ICT in Libraries

Perception of Library Staff	SA		A		D		SD		Total
	N	%	N	%	N	%	N	%	
I feel that the acquisition of ICT in libraries will give access to unlimited information from different sources	67	55.4	27	22.3	19	15.7	8	6.6	121
I understand, that the acquisition of ICT in libraries will help eliminate duplication of efforts	66	54.5	19	15.7	21	17.4	15	12.4	121
I think acquisition of ICT will enhance the work efficiency of library staff	61	50.4	35	28.9	19	15.7	6	5.0	121
I perceive that acquisition ICT in the library will bring about easy access to information by the library users	87	71.9	9	7.4	17	14.0	8	6.6	121
I know that the acquisition of ICT in the library will make the library more appealing to library users.	71	58.7	33	27.3	11	9.0	6	5.0	121

Table 4.9 reveals that 55.4% feel that the acquisition of ICT in libraries will give access to unlimited information from different sources, 54.5% understand that the acquisition of ICT in libraries will help eliminate duplication of efforts

50.4% think acquisition of ICT will enhance the work efficiency of library staff if, 71.9% perceive that acquisition ICT in the library will bring about easy access to information by the library users, while 58.7% know that the acquisition of ICT in the library will make the library more appealing to library users. This implies that the perception of library staff towards the acquisition of ICT in Edo State Libraries is very good.

Research Question Six: What are the challenges encountered by the library staff in the use of ICT?

Table 11: Challenges Encountered by the Library Staff in the Use of ICT

Challenges	Agree		Disagree		Total
	No.	%	No.	%	
Inadequate infrastructure e.g. electricity, accommodation (lighting)	74	61	47	39	121
Inadequate ICT facilities e.g. Computers, Internet connectivity.	64	53	57	47	121
Low level of ICT skills of staff	89	74	32	26	121
Staff resistance of ICT introduction in libraries	30	25	91	75	121
Personal lack of interest among staff	91	75	30	25	121
Lack of adequate training and re-training	70	58	51	42	121
Frequent Obsolescence of hardware and software	101	83.5	20	16.5	121

Table 4.10 revealed that inadequate infrastructure e.g. electricity, accommodation (lighting) (61%), inadequate ICT facilities e.g. computers, Internet connectivity (53%), Low level of ICT skills of staff (74%), Personal lack of interest among staff (75%), Lack of adequate training and re-training (58%) and frequent obsolescence of hardware and software (83.5%) are the challenge encountered by library staff in the use of ICT. This implies that the challenges

encountered by the library staff in the use of ICT include inadequate infrastructure e.g. electricity, accommodation (lighting), inadequate ICT facilities e.g. computers, Internet connectivity, Low level of ICT skills of staff, Personal lack of interest among staff, Lack of adequate training and re-training and frequent obsolescence of hardware and software.

Discussion of Findings

This section discusses the findings of the study. The findings are discussed drawing inferences from author's views in the literature review and relating them to the researcher's point of view based on the result of the study.

Various Information and Communication Technology Acquired in Libraries

The study revealed that CD ROMS, scanner, photocopier, projector, online databases, uninterrupted power supply, printer, computer (laptop and desktop) and router are the various information and communication technologies acquired by libraries in Edo state. This finding is in agreement with Drisu (2009) that internet, E-mail, GSM handset, Television system, CD-ROM, Websites/pages, Audio tapes, uninterrupted power supply, printer, computer (laptop and desktop) and CDs.

Frequency of Use of ICT Tools in the Library

The study revealed that the frequency of use of the ICT tools in the library is high as majority of the ICT facilities are used on a daily basis. This finding is in

conformity with Bamiro, Oluleye and Tihamiyu (2015) that the ICT mode of communication provided by the Internet helps in sending and receiving messages at a very fast and cheap rate. Ureigho, Oroko and Ekuyota (2016) explained that ICT tools are used frequently and on a daily basis by users. Besides the use of ICT (Internet for e-mail), one can listen to international radio stations on research and education on the Internet.

Acquisition of Information and Communication Technologies in Libraries

The study revealed that libraries acquire information and communication technologies very often. This finding is in agreement with Okojie (2016) that libraries acquire ICT tools on a regularly basis in a bid to enhance the performance of their operations, service or process by self-activating, self-controlling, or automatic means.

Level of ICT Skills of Library Staff in Edo State Libraries

The study revealed that the level of ICT skills of library staff in Edo State libraries is very high. This finding contradicts Choi and Rasmuseen (2016) assertion that library staff need skills and knowledge in technology such as digital library architecture and software, technical and quality standards, web markup languages, database development, management and web design skills.

Perception of Library Staff towards the Acquisition of ICT in Libraries

The study revealed that the perception of library staff towards the acquisition of ICT in Edo State Libraries is very good. This finding contradicts Samuel (2012)

that many library staff has poor perception of ICT usage in the library and as such, trainings and re-training on the use and functions of ICT in the library should be carried out for all the categories of staff in the library.

Challenges Encountered by the Library Staff in the Use of ICT

The study revealed that the challenges encountered by the library staff in the use of ICT include inadequate infrastructure e.g. electricity, accommodation (lighting), inadequate ICT facilities eg. computers, Internet connectivity, Low level of ICT skills of staff, Personal lack of interest among staff, Lack of adequate training and re-training and frequent obsolescence of hardware and software. This finding conforms to Okuonghae (2018) assertion that lack of funds/economic barriers, lack of ICT infrastructure, Poor and inadequate telecommunication facilities, poor level of computer literacy, low level of ICT skills, lack of functional ICT policy/strategy, resistance to change and cultural factors are the challenges encountered by the library staff in the use of ICT facilities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on the summary of the study, conclusion, recommendations and contribution to knowledge.

Summary of the Study

The study explored acquisition of information and communication technology (ICT) as determinants of ICT skills of library staff in Edo State libraries. Public and national libraries in Edo State were used for this study. The purpose of the study was to frequency of acquisition of ICT in libraries, frequency of use of ICT in libraries, various ICT tools acquired in libraries, perception of library staff towards the acquisition of ICT, level of ICT skills of library staff as well as challenges encounter by the library staff in the use of ICT. One hundred and thirty-five (135) copies of questionnaire were administered and one hundred and twenty-one (121) questionnaires was retrieved from the respondents and found usable, resulting to a response rate of 90%. The summary of the research findings are as follows:

1. CD ROMS, scanner, photocopier, projector, online databases, uninterrupted power supply, printer, computer (laptop and desktop) and router are the various information and communication technologies acquired by libraries in Edo state.

2. The frequency of use of the ICT tools in the library is high as majority of the ICT facilities are used on a daily basis.
3. The study revealed that libraries acquire information and communication technologies very often.
4. The level of ICT skills of library staff in Edo State libraries is very high.
5. The perception of library staff towards the acquisition of ICT in Edo State Libraries is very good.
6. The challenges encountered by the library staff in the use of ICT include inadequate infrastructure e.g. electricity, accommodation (lighting), inadequate ICT facilities e.g. computers, Internet connectivity, Low level of ICT skills of staff, Personal lack of interest among staff, Lack of adequate training and re-training and frequent obsolescence of hardware and software.

Conclusion

It is obvious from the study that ICT has brought Nigerian libraries into a larger pool of resources. The use of the internet and its resources being an integral part of ICT has added values to the services provided by Nigerian libraries. Acquisition of current and usable information services through the use of ICT is expected to facilitate community development. That community development can through the elimination of all inhibitions to and provision of ICT facilities in all the existing libraries in Nigeria. However, the level of ICT competence of

library staff can be improved upon if necessary measures such as regular ICT capacity building among others are taken. This will no doubt reduce rather than widen the digital divide.

Recommendations

Based on the conclusions and findings from this study, the following recommendations are made:

1. The library management should organize periodic training and re-training of library staff in order to improve their understanding of ICT facilities.
2. Libraries should acquire more information and communication technologies in order to meet with the ever increasing pace of the information world.
3. Library management should ensure that certain infrastructures such as electricity, lighting and air conditioner should be made available in the library to enable effective use of the different ICT facilities in the library.
4. Periodic orientation should be given to library staff on the emerging ICT facilities.
5. Library staff should be motivated enough with the positive impacts of time management.
6. Looking at the distraction tools that enables time wastage, like Phones, Television, internet etc. The staff should see the positive impact of these

tools and convert them to positive use for their academic growth and success.

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APPENDIX I- QUESTIONNAIRE

Department of Educational Management,
Faculty of Education,
University of Benin,
Benin City.
20th October , 2022.

Dear Respondent,

I am an undergraduate student of library and information science and I am currently conducting a research work on "acquisition of information and communication technology (ICT) as determinants of ICT skills of library staff in Edo State libraries".

I therefore solicit for your support in completing this instrument. Please note that any information supplied by you in this questionnaire shall be treated with utmost confidentiality and professionalism.

Thank you for your anticipated cooperation.

Igbinoba Faith Imuetinyan

Researcher

SECTION A: BIODATA

Instruction: please tick [V] where appropriate

1. Gender: Male [] Female []
2. Age: 20-30years [] 31-40years [] 41-50years [] 51-60years [] 61 years and Above []
3. Category of Staff: Professional [] Para-professional [] Nonprofessional []

Section B: Various Information and Communication Technology Acquired in

Libraries

4. The following are the Information and communication technology acquired in libraries

ICT Facilities	Agree	Disagree
CD ROMs		
Scanner		
Photocopier		
Projector		
Online Databases		
Uninterrupted Power Supply		
Printer		
Computers(Laptop and Desktop)		
Reuter		
Digital Camera		

Section C: Frequency of Use of ICT Tools in the Library

5. What is the frequency of use of the ICT tools in the library?

ICT Facilities	Daily	Weekly	Occasionally	Never
CD ROMs				
Scanner				
Photocopier				
Projector				
Online Databases				
Uninterrupted Power Supply				
Printer				
Computers(Laptop and Desktop)				
Reuter				
Digital Camera				

Section D: Acquisition of Information and Communication Technologies in Libraries

6. How often do the libraries acquire information and communication technology?

ICT Facilities	Very Often	Often	Not Often
CD ROMs			
Scanner			
Photocopier			
Projector			
Online Databases			
Uninterrupted Power Supply			
Printer			
Computers (Laptop and Desktop)			
Reuter			
Digital Camera			

Section E: Level of ICT Skills of Library Staff in Edo State Libraries

7. What is the level of ICT skills of library staff in Edo State Libraries?

ICT Facilities	Very High	High	Low	Very Low
I can effectively use the library OPAC to search for specific library materials				
I can convert hard copy information to softcopy and vice versa				
I can use effectively the different ICT facilities in the library				
I can navigate my way through the computer, printer and photocopier in the library				
I can store information from digital sources by printing or saving to disk/flash drive				
I can migrate data from manual formats into digital formats				
I can access information in a digital format				
I can send/receive information using ICT facilities				
I can download information using digital technology				

Section F: Perception of Library Staff towards the Acquisition of ICT in Libraries

8. What is the perception of library staff towards the acquisition of ICT in Edo State Libraries?

Perception of Library Staff	SA	A	D	SD
I feel that the acquisition of ICT in libraries will give access to unlimited information from different sources				
I understand that the acquisition of ICT in libraries will help eliminate duplication of efforts				
I think acquisition of ICT will enhance the work efficiency of library staff				
I perceive that acquisition ICT in the library will bring about easy access to information by the library users				
I know that the acquisition of ICT in the library will make the library more appealing to library users.				

Section G: Challenges Encountered by the Library Staff in the Use of ICT

9. The following are the challenges encountered by the library staff in the use of ICT?

Challenges	Agree	Disagree
Inadequate infrastructure e.g. electricity, accommodation (lighting)		
Inadequate ICT facilities e.g. computers, Internet connectivity.		
Low level of ICT skills of staff		
Staff resistance of ICT introduction in libraries Frequent Obsolescence of hardware and software		
Personal lack of interest among staff		
Lack of adequate training and re-training		