

**EFFECTS OF POOR IMPLEMENTATION OF THE COLLECTION DEVELOPMENT
POLICY IN JOHN HARRIS LIBRARY, UNIVERSITY OF BENIN.**

BY

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INFORMATION SCIENCE UNIT),
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY.**

MARCH 2025

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
MANAGEMENT (LIBRARY AND INFORMATION SCIENCE UNIT), FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY.**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
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DECLARATION

I, Ayuba Benson, declare that this is an original research proposal work carried out by me in the Department of Educational Management, University of Benin, Benin City.

Ayuba

Date

CERTIFICATION

We, the undersigned certify that this research work was carried out by **Ayuba Benson** with Matriculation Number **EDU2001687** and that the research work is adequate in scope and quality in the Department of Educational Management, University of Benin in partial fulfillment of the award of Bachelors Degree in Library and Information Sciences (BLIS).

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Prof. A.W. Iguodala.
Head of Department

Date

DEDICATION

Dedicated to the Almighty God, whose divine grace and unwavering love have guided me through my undergraduate years at the University of Benin. I am eternally grateful for His provision, protection, and wisdom that enabled me to overcome challenges and achieve this milestone.

ACKNOWLEDGMENT

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TABLE OF CONTENT

TITLE	PAGE
TITLE PAGE	I
DECLARATION	II
CERTIFICATION	III
DEDICATION	IV
ACKNOWLEDGEMENTS	V
TABLE OF CONTENTS	VII
LIST OF TABLES	X
ABSTRACT	XI
CHAPTER ONE: INTRODUCTION	1
Background of the Study	1
Statement of the Problem	4
Purpose of the Study	6
Research Questions	6
Significance of the Study	7
Scope and Delimitation of the Study	8

Operational Definitions of Terms	8
CHAPTER TWO: REVIEW OF RELATED LITERATURES	10
Conceptual Framework	10
Extent to which the collection development policy is implemented in John Harris Library	12
Impact of poor collection development policy implementation on library users, including students, faculty, and researchers.	17
Challenges affecting the effective implementation of the collection development policy.	22
Strategies for improving the implementation of the collection development policy to enhance library services.	27
Empirical Review	32
Summary of the Literature Review	34
CHAPTER THREE: METHODOLOGY	36
Research Design	36
Population of the Study	36
Sample and Sampling Techniques	37
Research Instrument	37
Validity of the Instrument	38
Reliability of the Instrument	38
Method of Data Collection	38

Method of Data Analysis	38
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF THE FINDINGS	39
Questionnaire Response Rate	39
Analysis of the Respondents' Bio-Data	39
Answering of the Research Questions	41
Discussion of the Findings	46
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	50
Summary of the Study	51
Conclusion	52
Recommendations	52
Limitations of the Study	53
Suggestions for Further Studies	54
REFERENCES	55
APPENDIX	59

Abstract

This study examines the awareness and perception of librarians toward the adoption of artificial intelligence (AI) in academic libraries, with a specific focus on John Harris Library at the University of Benin. The research aims to assess the extent and variety of AI technologies utilized, best practices for AI integration, and practical ways to enhance information delivery through AI adoption. Using a survey research design, data were collected from 80 respondents through structured questionnaires and analyzed using frequency counts and simple percentages.

The findings reveal that while AI adoption in John Harris Library is still at a developing stage, there is a growing awareness among librarians regarding its potential to enhance library services. However, challenges such as inadequate funding, insufficient technological infrastructure, and limited staff training hinder effective implementation. The study also highlights the need for a structured approach to AI integration, emphasizing user-centered strategies, staff capacity development, and improved technological investments. Based on these findings, the study recommends increased financial support for AI initiatives, enhanced technological infrastructure, continuous staff training, and regular policy updates to align with evolving user needs. Addressing these challenges through strategic funding and systematic policy evaluation will

ensure that academic libraries effectively integrate AI, improving resource accessibility and enhancing user satisfaction.

Keywords: Artificial Intelligence, Academic Libraries, Collection Development, Library Services, John Harris Library, AI Adoption, Higher Education.

CHAPTER ONE

INTRODUCTION

Background to the Study

The Internet with its divers resources are being used in this 21st century due to massive increase in knowledge and information needs in all sectors also in the academic library world. Tomer (2016) notes that, almost all types of libraries started providing access to the internet since the turn of 21st century thus facilitating continued use of digital and electronic library resources. Academic libraries exist to support its academic community; hence their development is always tied with the development of the Institution. Education system and academic institutions have been dramatically changed because of ICTs revolution. Academic libraries cannot be isolated from this change. They have to change accordingly. The old concept of book-oriented librarianship has long been taken over by user-centred librarianship. Academic Libraries are established in “support of the mission of their parent institutions to generate knowledge, and people equipped with knowledge in order to serve the society and advance the well-being of mankind” (Raja, Ahmad, Sinha, 2009). The main function of all academic libraries is to support the mission, vision and objectives of their parent institutions. The mission of parent institutions is

to generate knowledge, and to equip people with knowledge in order to serve the society and to advance the well-being of mankind (Wen, 2005). Whatever is important to the university must be important to the library and all planning activity needs to be geared towards this (Cox, 2010). Academic libraries are therefore, to support the three main institutional activities teaching, learning and research of their academic community staff, students and researchers.

ICT and digital revolution has radically changed the academic libraries in the 21st century. The major changes in librarianship began in 1980s, since then three important processes of the scholarly world, generation, organization and dissemination of information/knowledge changing constantly. In early 1990's, online public access catalogs (OPAC) originated at Ohio State University in 1975 and at the Dallas Public Library in 1978. During the mid-1990's, CD-ROMs appeared. In the late 1990's, the Internet became the life blood of information sharing and e-book reading. At that time e-books were read by downloading Amazon first version of the Kindle and Barnes & Noble's Nook. Today we are in the digital era... with the emergence of Web 2.0, Library 2.0, RSS, Blogs, Wikis, SMS, Podcasting, Mashups, Tagging, Folksonomies, OSS, OA, etc., libraries worldwide have been adjusting to the shift from the printed era to the digital era (Nonthacumjane, 2011). It is apparent from the ongoing that information environment is completely transformed today, so 21st century academic libraries and librarians have to revamp accordingly with new skills and competencies to equip themselves to assume new roles fitting to 21st century academic library world. This is not an option anymore but the only way to survive and thrive.

According to Akporhonor (2005), academic libraries are those that are affiliated with tertiary institutions such as universities, polytechnics, colleges of education, agriculture, technology, and research institutes. Academic libraries' primary responsibilities, according to Singh and Kaur (2009), are knowledge preservation and access, along with supporting the teaching and research and other goals of their parent institutions. In order to satisfy the needs of their respective communities, which are made up of students, professors, and researchers, academic libraries are at the forefront of offering information services.

Academic libraries play a critical part in research and scholarship at institutions of higher learning, according to researchers. Academic libraries are frequently described as the "heart" or "nerve" of universities. Developments in ICTs have now offered academic libraries an exciting and challenging opportunities that requires them to respond positively in all facets of their services and functions if they are to remain relevant in the 21st century. Thus, academic libraries must devise means of survival.

Academic library services today, in the twenty-first century, are increasingly concentrated in the fields of digital, virtual, or libraries without boundaries, all of which have changed academic libraries and caused transition and change in the academic library environment. The sophistication in the quickly evolving pattern of user information needs is accompanied by the transition and change. A paradigm changes from standalone libraries to library and information networks, from printed publications to digital records, and from ownership to access, according to Singh and Kaur (2009), has taken place. They claim that the change is a result of how ICTs, the Internet, and the web are affecting libraries of all kinds.

ICT advancements have now offered academic libraries an exciting and challenging opportunities that requires them to respond positively in all facets of their services and functions if they are to remain relevant in the 21st century. Thus, academic libraries must devise means of survival. An important facilitator of academic libraries' survival is the development of appropriate skills and competencies, which, in turn, has implications for the librarian's professional identity (Cox & Pinfield, 2014)

According to librarianship Studies and Information Technology (2012) A librarian is a person who is in charge of or works professionally in a library and is responsible for its management and services. The librarian takes care of the library and its resources. A librarian's normal employment is overseeing collection development and acquisitions, cataloging, collections management, circulation, and delivering a variety of services such as reference, information, teaching, and training. Librarians are trained in library and information science and work to provide library services. They often hold a degree in library science. In the United States, the title Librarian is reserved for individuals who have earned an ALA-accredited Master of Library and Information Science or MLIS degree or who have been certified as professionals by a state agency. A single librarian may be responsible for administering the whole duties of a small library, such as a school library, but large libraries, such as a large academic library, may have several personnel to carry out these functions. With intriguing facts and data, the following section highlights a librarian's duties, functions, roles, responsibilities, worth, and importance.

Librarians are regular people who have a wide range of interests. Strong libraries foster strong students, and the librarian is in charge of the library's activities and services. In an

academic setting, high librarian collaboration enhances student performance dramatically. A modern librarian is responsible for the acquisition, maintenance, and dissemination of information in a variety of formats, including books, ebooks, serials, sound recordings, moving images, video recordings, manuscripts, cartographic materials, computer files, photographs and other graphic materials, databases, and digital resources, among others. Acquisitions & Collection Development: Selection and arrangement of resources in accordance with the library's collection development policy, as well as evaluation.

Uwaifo (2012) opined that It is one thing for information to be available and another for people to have quick and easy access to them. The universal technology that facilitates such access is the internet. Tech Target Distributors defined the internet sometimes called simply "the Net," as a worldwide system of computer networks -- a network of networks in which users at any one computer can, if they have permission, get information from any other computer (and sometimes talk directly to users at other computers). It was conceived by the Advanced Research Projects Agency (ARPA) of the U.S. government in 1969 and was first known as the ARPANET. The original aim was to create a network that would allow users of a research computer at one university to "talk to" research computers at other universities. A side benefit of ARPANet's design was that, because messages could be routed or rerouted in more than one direction, the network could continue to function even if parts of it were destroyed in the event of a military attack or other disaster.

Today, the Internet is a public, cooperative, and self-sustaining resource available to hundreds of millions of individuals across the world. Many people use it as their primary source

of knowledge, and it has spurred the development and growth of its own social ecosystem through social media and content sharing.

It is transforming our lives in remarkable ways, and it is becoming increasingly important to librarians and libraries with each passing year. It expands its grip on librarians' daily activities, from delivering documents and purchasing books to accessing databases and providing virtual education. It is one thing to believe that the internet is critical to human survival; it is quite another to wonder whether individuals (particularly librarians) make optimal use of the technology, especially in this age of globalization.

Paper collections have made way for networked, computer-resident, user-searchable collections such as bibliographic databases and Online Public Access Catalogues (OPAC), which eliminate the need for the user to visit the library building. With the digitization of a growing number of collections, as well as developments in computer/communication hardware and software, seamless access to digitized material situated in geographically varied locations has become a reality. As a result, the walls of the library were torn down, and a "Virtual Library" in Cyber Space was created. The Virtual Library introduced new flavors by digitizing not only printed information but also photographs, maps, scenarios, paintings, and sounds and presenting them together in a vibrant performance in a theater-like setting. This study therefore investigates the use of internet by librarians in University of Benin, John Harris Library.

Statement of the Problem

Many library services in Nigerian university libraries are delivered manually, and doing so has proven to be inefficient and time-consuming. Traditional library services limit users to

the resources available solely within the library holdings. Furthermore, access to information is confined to print materials, putting clients at a disadvantage with fewer information resources. There is no doubt that traditional library and information services require reform due to their limitations and deficiencies. In this technological age, services must be redesigned to fulfill the needs of their users while remaining relevant and maintaining their position as information providers.

The shortcomings of traditional library services encouraged university libraries to incorporate information and communication technology into library services. As a result, this study investigates the use of internet by librarians in University of Benin, John Harris Library.

Research Objectives

The primary goal of this research is to investigate how librarians at John Harris University of Benin use internet resources, while the specific goals are as follows:

- 1) Identify the online resources most commonly used by librarians in university of Benin, John Harris Library
- 2) Determine the librarians' level of internet proficiency.
- 3) Determine the reasons why librarians utilize the internet.
- 4) Identify the elements that discourage librarians from using the internet.
- 5) Determine the possible solution to internet challenges in john Harris

Research Questions

The following research questions guide this study:

- 1) What internet resources are most commonly used by librarians in University of Benin John Harris Library?
- 2) What are the librarians' levels of online proficiency?
- 3) What are the reasons that librarians utilize the internet?
- 4) What are the factors that discourage librarians from using the internet?
- 5) What are the possible way out of internet challenges in John Harris?

Significance of the Study

The study, uses of the Internet by Librarians in John Harris Library, University of Benin, will be significant to the library management, librarians and researchers. The findings will be useful to library management in university libraries, particularly in federal universities in South-South Nigeria, in determining which types of social media to use.

Furthermore, the data could be used by library administrators to conduct frequent training programs to keep librarians up to date on the latest developments in web technology. The findings will as well assist the librarians in developing methods to guide their usage of social media for library services.

Also the information will be used by researchers to gain further understanding and improve their research on the relevance, need and uses of the internet facilities to library services.

Scope of the Study

The scope of the study is on the Uses of the Internet by Librarians. Geographically, it covers Librarians of John Harris Library, University of Benin, Benin city, Edo state, Nigeria.

The study will determine how frequently librarians use internet facilities for service delivery. The survey will also determine the extent to which librarians use internet resources to provide services.

Furthermore, the study will look at the internet resources most commonly used by librarians in university libraries. Finally, the study will look into the difficulties librarians have when using the internet to provide services. As a result, this research will be limited to the University of Benin, John Harris Library.

Definition of Terms

Uses: application of internet facilities by librarians. it is the action of using something or the state of being used for a purpose. it is to put into action the internet by librarians.

Internet: the internet is a global computer network providing a variety of information and communication facilities for librarians.

Facilities: applications and programs designed, built, installed, etc., to serve librarians a specific function affording a convenience or service

Librarians: librarians are persons who works professionally in a library providing access to information.

Academic Library: academic libraries are those that are affiliated with tertiary institutions such as universities, polytechnics, colleges of education, agriculture, technology, and research institutes.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter deals with the review of existing literature on Uses of the Internet Facilities by Librarians in John Harris, Library, University of Benin. This chapter will be discussing the literature review under the following sub-headings:

- Concept of the Internet
- Importance of the Internet to Academic and Libraries
- Scope of internet
- Nature of Library Services in Tertiary Institutions
- Librarian in the Changing Environment
- Roles of Librarian in Internet and World Wide Web Environment
- Review of Related Empirical Studies
- Summary of Literature Review

Concept of the Internet

The Internet is a helpful resource for a variety of educational tasks, from research to instruction. The Internet can be thought about in relation to its common protocols, as a physical

collection of routers and circuits, as a set of shared resources, or even as an attitude about interconnecting and intercommunication. Some common definitions given in the past include:

- * a network of networks based on the TCP/IP protocols,
- * a community of people who use and develop those networks,
- * a collection of resources that can be reached from those networks.

Today's Internet is a global resource connecting millions of users (Krol & Hoffman, (1993).

Anderson and Reed (1998) noted that the Internet technology and computers has made it possible for students to be active learners and allowed instructors to be facilitators. Jackson, et al. (2011) remarked that the Internet will level the educational playing field due to its availability to everyone, everywhere, and any time, irrespective of gender, race/ethnicity, income or other socio- demographic characteristics. Thus, as the world transitions increasingly into a knowledge-based economy, the Internet is a key tool that will advance higher education to new heights. Universities all over the world now spend a lot of money on internet access because it shortens the time it takes for knowledge to be created and used, enhances collaboration and idea sharing with researchers in other institutions, regions, or countries, and encourages multidisciplinary research.

Bon (2007) states that the Internet can substitute for expensive hardcopy libraries, by availing students' access to scholarly information resources. Today, it would be difficult to imagine academic survival without the Internet. Online data repositories, library catalogues, journals, news services, student and financial administration systems, online supported or entirely online conducted instruction, as well as digital connection with other students and

lecturers, have all found valuable applications for the Internet. Students today often utilize the Internet for dating, shopping, and other activities. When one considers the ubiquitous and all pervasive communications tool properties of the internet, it is worthwhile to investigate how the internet fits into the daily lives of employees and students at educational institutions. As a result, research has been done in numerous locations to understand how university students and staff utilize the Internet, their motivations for doing so, and other related topics. The internet is very useful to university students and staff in Nigeria because it enables them to have access to timely, accurate and relevant information that cannot be obtained from library shelves.

Internet surfing aids university students' intellectual growth and career readiness, according to Chan and Fu (2009). Libraries are rapidly investing in the provision of Internet services and resources due to the limitless nature of information resources on the Internet, allowing their patrons to have greater access to the material. However, materials might be present in the library and occasionally there might be identified bibliographies relevant to one's field of interest, according to Aguolu and Aguolu (2002), but the user might be unable to locate the material.

Students and researchers are predisposed to get the most information possible and collaborate on a global scale, according to Cisse (2004). Thus, they are exposed to events in their domains of expertise as well as those of other subjects while engaging in democratic and free discourse. Chifwepa (2003) found that the University of Zambia workers used the internet often, with 35 out of 37 employees doing so. Convenience (82%), usefulness (80%), free access to information and software (71%), and ease of use (68%) were the main drivers of such use. at

Nigeria, Jagdoro (2004) found that 45% of graduate students access the Internet in the university's cyber café, whereas only 8% utilized the Internet services available at the library. A higher proportion (38%) did that only on monthly basis where 39% spent one hour on each visit.

Importance of the Internet to Academic and Libraries

A universal platform for publishing, distribution, real-time communication, and broadcasting has emerged on the Internet. Additionally, it can be used to acquire data from users and the World Wide Web, which is regarded as the foundation of the Internet. According to Botto (1999), this technology allows streaming multimedia playback, which may include streaming video, graphics, photographs, photos, texts, and more. In a similar vein, IT Encyclopedia (2001) describes the Internet as simply a large group of computers that are connected by wires and may communicate with one another.

According to Ezomo (2006), the Internet is the portal via which libraries and information centers can access the electronic information era. It offers information produced by numerous international institutions, businesses, and individuals. Additionally, Internet is envisioned as a rich, multi-layered, complex, ever-changing textual environment. The Internet provides several opportunities for the academia in research, lecturing or teaching. It is a mechanism for information dissemination and a medium for collaborative interaction between individuals and their computers without regard for geographic limitation of space (Leiner, Cerf, Clark, Kahn, Kleinrock & Lynch; Postel, 2000; Singh, 2002).

On the Internet, information is created, ranging from straightforward e-mails to sophisticated "documents" (websites) including sounds, graphics, and words. 84 percent of

journal publications and 97 percent of finished research works are currently accessible online, according to Massaquoi (2006). He continues by saying that using the Internet facilitates reading, writing, and exchanging ideas. Similar to this, Yusuf (2006) cites (University Libraries, 2003) who claims that the Internet offers a variety of options for quick access to current and relevant literature, a variety of instruments, online opportunities for instrument validation, simulation of ongoing research, and other things. However, the introduction of new technology, particularly the internet and computers, into the library has had a significant impact on how people use libraries.

Dolon and Schumacher cited in Aharony (2006). The question is to what extent the university libraries in Nigeria meet research information needs, within this era. The new information environment requires that librarians now have new opportunities and new roles to play. IFLA states that regardless of color, nation, age, gender, religion, language, handicap, economic status, employment position, or level of education, all community members have access to the library's resources and services. A library is defined by Ochogwu (2010) as a carefully curated collection of graphic and non-graphic items available for use. It is primarily regarded as a facility responsible for gathering, compiling, and storing recorded data across a variety of media for use in research, study, and consultation. Today's libraries maintain collections that include not only printed resources like articles, books, papers, and periodicals, but also handcrafted preparations, movies, sound recordings, and video accounts, maps, e-diaries, e-boxes, and other media. People can access the information they need in libraries to work, play, learn, and run their businesses.

Scope of Internet

The primary application of Internet connectivity in the early years of its existence was for simple database searches in massive systems like Online Computer Library Centre (OCLC), Research Libraries Information Network (RLIN), Bibliographic Retrieval System (BRS), and DIALOG. The ability to search the Internet has improved along with the expansion of the Internet and the addition of increasingly varied electronic resources. Since 1993, the number of networks, host computers, and users on the Internet has increased at an unheard-of rate. The transmission of official print publications was the only method of information dissemination before the advent of the Internet. (Grothkopf, 1997). In contrast, nowadays a person is able to create a Web page or send an e-mail message for disseminating information. Furthermore, people are able to use e-mail or teleconferencing to exchange information with others in real-time collaborative sessions. World Wide Web (WWW) or Web is the practical and existing real-world application of the age-old dreams of a universal information database - information that would not only be accessible to people around the world, but information that would link to other pieces of information so that only the most useful information would be quickly found by a user. World Wide Web, developed by Tim Berners-Lee of European Particle Physics Laboratory (CERN) (1990), can be defined as a "distributed heterogeneous collaborative multimedia information system". The most fundamental and powerful features of the Web are its:

- Support to distribute information in a number of different sites all over the Internet;
- Capacity to incorporate all types of media objects (video, sound, images, text, etc.) into a single document;

- Utilization of hypertext or hypermedia-oriented architecture in which a document has embedded links to other documents, which can exist locally or anywhere in the world;
- Ability to span the depths of heterogeneous client/server platforms.

One can view from any client platform (DOS, UNIX, etc.) a data object stored on virtually any server platform that supports almost all protocol types i.e. Email (Simple Mail Transfer Protocol), Telnet (Telnet Protocol), FTP (File Transfer Protocol), USENET (Network News Transfer Protocol), Gopher (Gopher Protocol) and Web pages (HyperText Transfer Protocol); • Ability to support construction of information resources all over the Internet; • Revolutionizing the way people access information, and opening new possibilities in areas such as digital libraries, virtual libraries, scientific information retrieval and dissemination, education, commerce, entertainment, government and health care. Many libraries are in transit from the traditional towards the digital library. Not only recent publications, but also many historical library holdings are being digitized. These digital collections allow users from anywhere at any time to consult the material without doing any harm to the fragile documents. Despite numerous digitization projects, electronic media is still not as dominant as print media. There are still a lot of printed pages in our libraries, and we expect this to be the case for a long time to come. The paper-based library will coexist with the digital library for the foreseeable future, because electronic publications are not developing at the expense of print media, but in addition to them (Grothkopf, 1997).

The physical convenience of printed books and people's emotional attachment to them are other reasons ensuring their existence. The equipment that librarians use on a daily basis has changed significantly in recent years. Most libraries now include an Online Public Access

Catalog (OPAC), public PCs equipped with CD-ROM drives, DVD drives, scanners, or terminals connected to the Internet in addition to conventional card catalogs and microfiche readers. More and more libraries are developing web-based home pages from which visitors can access a range of services without going inside a library. The potential to automate the necessary information gathering and transmission to users has also been provided by information push and pull technologies.

Nature of Library Services in Tertiary Institutions

According to Idris, Oji, and Abana (2012), referenced in Maram and Ogun (2016), the purpose of library services is to help students and other library patrons get the information they're looking for. Naturally, the library is enormous and customer-focused (Arua & Chinaka, 2019). An essential service that gives patrons constant access to significant materials is the library service offered by colleges. Therefore, it is necessary for library staff to adjust to the circumstance by providing assistance to students with the aim of enhancing their academic performance (Gualink, 2016). In the meantime, Heath and Salman (2011),

Mostert, and Mugwisi (2014), referenced in Arua and Chinaka (2019), have discussed the necessity for university librarians to assume a functioning role in the field. They consider the role of university librarians to be crucial from this perspective. They should properly coordinate the library's activities as they are the leading members of staff. To do this, librarians are essential in ensuring the efficient delivery of services to students and the entire faculty at the school (Mokhtar & Majid, 2005). Similar to this, school librarians must possess the necessary

information, abilities, intelligence, qualifications, and dexterity to manage the library. Since librarians are the leading members of the library staff in educational institutions, they keep an eye on library problems and report their activities to the university's senior administration (Ojo-Igbinoba, 2015).

Furthermore, according to researchers (Idris, Orji, and Abana, 2012) cited by Maram, & Ogun, (2016), librarians aren't just limited to providing materials to students; rather, they also work to show other clients how to access books and other resources (Saika, & Gohain, 2019). It also includes the maintenance and support of reference sources (Saika & Gohain, 2019).

Librarian in the Changing Environment

The environment in which librarians work is changing due to increased user and staff access to a wider variety of information, faster information acquisition, greater complexity in finding, analyzing, and linking information, constantly evolving technology, lack of standardization of hardware and software, and management of technology investment funds. Numerous authors have tackled the issue of the librarian's function in the new environment of the Internet and the World Wide Web, which are expanding fast. On the one hand, it has been posited that librarians would serve as guides to information seekers in an expanding universe of information in a more dynamic capacity than they do at the moment. In a different sense, the advent of digitized information offers a chance to advance the position of the librarian and gives rise to a new type of librarian known as "The Cyber Librarian" or "Cybrarian" — a specialist in finding information on the Internet (Hathorn, 1997).

On the other end of the spectrum, complete oblivion and eclipse of library professionals is possible in a situation where the knowledge base is broad and diverse and where advancements in areas like Artificial Intelligence and Neural Networks produce effective, affordable, and user-friendly search strategies and methods (Brodie, 1995). However, the scenario for the future could not be as extreme as any of these. This is evident from the facts, such as how the amount of information has greatly risen, and how librarians are best suited to codify and classify this knowledge for simple location both today and in the near future. For the vast majority of people, learning how to use new technology and find information requires guidance, and librarians are well suited to fill this role.

Librarians and Intelligent Agents

The effectiveness and precision of information retrieval have been severely hampered by the increasing proliferation of unstructured material on the Internet and World Wide Web. Additionally, information repositories on the Internet are inconsistent, varied, and occasionally lacking (Bowman et al., 1994). A variety of resource discovery methods have been developed in order to make the best use of this abundance of information. When browsing the Internet, the user uses hypertext links to find the information. It became obvious that manual surfing across a sizable chunk of the hypertext structure is no longer practicable as the size of the Web grew beyond a few sites and a limited number of documents (Koster, 1995). Search engines have been created in order to address this issue and help users find the information they need. A "robot" or "spider" is a term used by several search engines to describe an automated browsing program. A web robot is a piece of software that navigates the hypertext framework of the Web by retrieving

a document, and then repeatedly retrieving all documents that are referenced and building a sizable index database. Web search engines offer thousands of results when a user types in a topic or phrase, many of which may not be pertinent to the user's query. Using the few available searching options, it can be challenging to efficiently and rapidly find important information given the size and scope of such a database (Stanley, 1997).

Intelligent Agents have been created in order to offer a solution to this issue. Operating in software environments like operating systems, databases, or computer networks, intelligent agents are independent and adaptable computer programs. In order to create a new generation of software that can perform common tasks for users based on user preferences, intelligent agent technology combines artificial intelligence (reasoning, planning, natural language processing, etc.) and system development techniques (object-oriented programming, scripting languages, human-machine interfaces, distributed processing, etc.) (Meek, 1995). The Intelligent Agents of the future, albeit still in their infancy, hold the potential to free users from the time-consuming and tiresome searches through a vast, intricate, and widely scattered Web of electronic information. These agents will locate, compile, and evaluate the data that consumers require to solve problems, become better informed and make intelligent decisions (Roesler & Hawjins, 1994).

Many of the jobs that the artificial intelligence field is currently trying to make software agents proficient at have been successfully carried out by librarians. As a result, software agents can be created by studying how human information agents do their duties. (Zick, 2000). The evolution of the librarian's work will be accelerated by intelligent agents, who will make it

possible to complete more difficult electronic activities like compiling a portfolio of material on a certain subject. This need not be taken as a warning because it also presents a chance to free the librarian from the tiresome and frequently dull chore of information searching. Librarians can focus their time on more engaging duties if machines can perform this function (Library Association, 1997).

Qualities of Software to Become Intelligent Agent

It is reasonable to say that the intelligence level of agents can be correlated to the degree to which they implement the following properties or qualities.

Autonomy - Autonomous agents use their knowledge to handle user-defined tasks independent of the user and often without the user's guidance or presence.

Adaptive - Adaptive agents should be able to learn as they react to or interact with external environment, so that their performance improves over time. The external environment may include the physical world: users (humans), other agents, or the Internet and other resources. For this reason, adaptive agents are sometimes called as learning agents.

Collaborative - When the task of finding the same information in different sources is given to sets of agents, they may perform the task in parallel. In order to avoid the duplication, they must work together to establish which agent will carry out each task, and how they will merge the information they collect for presentation to the users. Also, agents should be able to work in concert with other agents, possibly via an agent communication language, to achieve a common goal.

Mobility - This concept refers to the ability of agents to migrate in a self-directed way from one host to another on a network in order to perform their assigned duties.

Modus Operandi of Librarians

When interacting with a user to provide reference assistance, a librarian gains knowledge of and evaluates the user's information needs. Since many customers are unsure of their wants, the librarian and the user collaborate to iteratively refine the information need. The context of the user is discovered during this process, including history, preferences, limitations, etc. The formulation of a search strategy, including the choice of databases, resources, search terms, and operators, is the next possible step for the librarian. He then conducts the search and discovers the data. The user context for each information request, along with previous interactions with the user, help the librarian identify more pertinent information. The selection of a database, the selection of search terms, and the selection of operators are all steps the librarian takes to filter information. He finally gets rid of the bogus drops. Librarians usually arrange search results into customized sets for the user such as sorting the results by relevance, chronological, author alphabetical, collection-wise, and indication of availability of articles in their library. Intelligent Agents also perform similar procedure for providing information to the user (Valauskas, 1997).

Strengths, Weaknesses, Threats and Opportunities for Librarians in the Web

Since the 1800s, technology in the area of librarianship has advanced from writing by hand through electronic pens, typewriters, word processors, and finally computers. Now more than ever, the process of finding reference material is accessible and goes much faster thanks to electronic resources and the Internet. The large card catalogs have already been replaced by

computer databases, and browsing options have increased thanks to new media (Percovitz, 1995). Almost all types of libraries, including public, school, academic, and special libraries, have been impacted by technological advancements. Few libraries have remained unaffected by technology. One of the oldest professions in the world, librarianship requires a new generation of professionals that can grasp and combine technology, information, and other fields (Drake, 1996).

However, to sustain in the field of librarianship, librarians need to equip with technical skills such as knowledge of HTML, programming languages, knowledge of hardware basics and troubleshooting, understanding of software programs, and the skill to search, display, and retrieve data effectively in a variety of information retrieval systems (Morris, 1999). The following are strengths and weaknesses inherent in the library science profession.

Strengths

- By the nature of their profession, librarians are service oriented.
- Librarians are able to identify, evaluate and organize print as well as electronic information resources.
- Librarians understand what the user wants and are very close to the user information requirements than other professionals.
- Librarians are able to train users to search and retrieve information, which is a part of user education in his profession.
- Librarians believe in the value of information sharing and networking.

- Librarians are experienced in knowledge management concepts, which are most identical to the classification, cataloguing, documentation, storing and making information available on networks.
- Last, but not least, ‘human touch’ they can impart.

Weaknesses

- The general feeling of the librarians is that they are threatened by technological change.
- Librarians lack same level of technical knowledge in dealing with computer hardware, software, etc. as the concerned professionals.
- Librarians are no longer acting as controllers of information especially while using Internet.
- They are struggling with the user’s false perception that the Internet can meet all information needs.
- Librarians need to interact with knowledgeable users and IT professionals to understand their specific needs and to add value to their products. (Smee et.al, 1999).

Threats (Challenges)

Is the Internet a threat to librarians? Will the increasing use of Internet lessen library traffic? Can the libraries not online compete with those with online? These are some of the questions that are asked by those who all of a sudden became aware of what is happening in the library and information science field. It is a fact that information is no longer print based alone. It is a fact that Internet has become part of day-to-day life of a majority of academic, business and Government communities. It is every day scene that information resources, library users are

turning to electronic media and phenomenal storage capabilities have been built into DVD-ROMs, portable hard disks, etc. Information, in a nutshell, is digital plus print. If libraries have to stay as information providers this reality has to reflect in their content, constitution, and working. This reality also should reflect in all budgeting and funding action of the libraries. The change that is called for is best viewed as an opportunity to stay tuned to the times rather than something undesirable. Inherent improvement has taken place in the normal work of the librarian and the opportunities that opened up as a result of digitization of information could be summarized as below.

Opportunities

There are numerous opportunities for the librarian in Internet and Web environment in providing information services easily, timely and appropriately to the users.

- **Universal Accessibility of Material** – Same electronic document will be viewed by multiple users simultaneously, which eliminates the waiting periods for popular documents in the library. Rare and fragile historical documents will be scanned and stored for electronic viewing by numerous users around the world for indefinite periods.

- **Patron Initiated Inter-Library Services** – In the cyber library links will be provided for searching electronically stored material as in the traditional method by author, title or subject. Once the appropriate material is located, users can view at their terminal. If the desired material is not located during the search, the user will electronically forward a request to the librarian to arrange the document on inter-library loan from another library.

- **Book and Reading Lists** – Reader’s advisory services have not disappeared from the list of functions libraries traditionally perform. Web versions of book and reading lists are available for users.
- **Online Catalogs** – The catalogs of many of leading libraries these days are available in Web-based and telnet-based formats for platform independent easy browsing.
- **Local Databases** – Creation and provision of access to local information by the librarians has taken new life on the Internet.
- **E-Newsletters** – Communicating the news of the library to its users of both physical and virtual collections takes many forms such as electronic newsletters-bulletins, etc.
- **Virtual Reference Desks** – Earlier, reference librarian was available in person, or on phone. Because of the Web, virtual reference librarian is available via e-mail or through a Web form for providing reference services to the users. Many find that this facility is highly useful as it replaces the rigidity of sticking to timings for person-to-person contact.
- **Virtual Tours** – Virtual tours have been created by the librarian to describe the physical library.
- **Web Forms** – Web forms increasingly allow online provision of services formerly reserved for inside the wall transaction like Inter-library loan form, book and journal requisition form, suggestion form, etc.
- **Cooperative Cataloguing** – Librarians use the Web to assist in cooperative catalog of Web-based resources.

- **Distance Education Support**, provision of access to E-Journals, coordination of Electronic Bulletin Boards, posting guides, and hosting online tutorials are some of the opportunities for librarians in the Web environment.

It is an indisputable fact that knowledge is power in the modern organizations. Acquiring greater skill, wider knowledge and familiarity with the important facets of individuals' work will definitely contribute to the enlargement of one's knowledge base. A knowledgeable librarian is better placed to face the changes and the uncertainties in the emerging scenario. Earlier times, library & information science courses were not very demanding and used to attract mediocre students. This situation is not the same any more. A library & information science student should possess the aptitude and ability to work with modern technologies in the field of information science. In order to serve in the modern information age, the erstwhile traditional librarians would be better placed if they change their mindset and make efforts to become familiar, if not proficient, in the use of modern-day tools.

Role of Librarian in Internet and World Wide Web Environment

The World Wide Web and the Internet are incredibly strong and are changing not only librarianship but also his day-to-day professional operations. Since the development of United States Machine Readable Cataloguing (USMARC) records in the late 1960s and the ensuing proliferation of online catalogs, librarians have been encouraged by technological advancements to become more effective organizers, indexers, abstractors, and archivists, as well as to take on new roles like intermediary, facilitator, end-user trainer/educator, web organizer & designer, researcher, interface designer, knowledge manager/professional a. Although a librarian fills a

variety of tasks within an organization, it might be challenging to pinpoint one as their major responsibility because these positions fluctuate depending on the goals and needs of the company.

Librarians as Search Intermediary

In an organization, the demand for searches by information professionals has not dropped even when librarians started teaching end users how to conduct their own searches. After receiving training and conducting some of their own searches, end users gained an understanding of the difficulties involved in searching, the limitations of specific resources, and the search process in general, particularly on the World Wide Web. Therefore, a more knowledgeable user who still conducts straightforward searches on his own behalf goes back to the librarian or information specialist to conduct more involved searches. The result for librarians has been an increase in burden as a result of the more intricate and time-consuming searches.

Consequently, the search intermediate will always have a function. "A person or mechanism placed physically between IR (Information Retrieval) systems and actual user with the purpose of transforming interactively requests for information to query formulations that suit the retrieval components of one or several IR systems, to model and support the actual user as to his information need and underlying goals, and to provide information of potential value to that user from IR systems," according to Peter Ingwersen (Ingwersen, 1992).

A librarian or information specialist is typically a human mediator. Text-presentations, classification and indexing schemes, and IR methods used in databases and other information sources are all examples of IR systems. However, research in this area is focused on using user interfaces to integrate non-human intermediary functions into online IR systems. Research has

shown that a single librarian or information specialist can save the comparable amount of time as three, four, or even five end users in addition to doing more effective and efficient searches. In other words, when it comes to executing their own information searching tasks, end users are three, four, or five times less effective and efficient than librarians (Griffiths, 1995). This is arguably the most crucial thing to keep in mind since it explains why librarians will still have a place in the rapidly developing world of digital information. In order to query and provide packaged answers, an intermediary will typically be used for more complicated searches. This intermediary will draw on a variety of resources, including print, online bibliographic databases, and the Internet.

Librarian as Facilitator

Electronic documents are now widely available on the Internet, and the World Wide Web now offers support for accessing these documents. Many print journals have moved to the Web, where both free and paid publications are available. In this situation, it is essential for the conventional librarian to develop the skills needed for efficient use of contemporary technology and related applications in order to find and retrieve the widely spread information in cyberspace. In order to properly lead and instruct the information searchers in their use, he must not only become familiar with the subject but also develop a certain level of skill. In order to identify, gather, and organize information infrastructure, such as network access, software access, licenses, and passwords, the traditional librarian must act as a facilitator. If the facilitator had any qualifications, they would be quite similar to those of the librarian. The traditional intermediary position of the librarian, which by its very nature could serve as a foundation for the facilitator

role in a networked society, is likely to come into play (Schreiber & Moring, 1997). The facilitator typically doesn't address all of the users' informational issues. In one way or another, he responds to the users' requirements for communication and information and identifies the resources necessary to meet those needs.

Librarians as End-User Trainer/Educator

Users frequently struggle to keep up with all of the options accessible to them due to the vast rise in the number and variety of information sources available, whether locally or remotely via the WWW. Effective and efficient access to information resources is rare among library patrons. But regardless of how advanced interfaces and search engines become in future information access systems, people will still need to be taught how to use them. Users will need to be aware of the fundamental techniques and resources for information collection. The use of electronic primary journals from numerous publishers, as well as the use of abstracting and indexing databases, databanks, and other resources are all areas in which the librarian would provide instruction. End-user training aspect of librarian would also include organization of information resources, search strategies, tools, information searching skills, awareness of resource constraints and alerts to users on new resources in their subject area. The librarian therefore, has a critical role in the digital library of future as educator or end-user trainer.

Librarian as Web Site Builder or Publisher

The establishment, development, and content-filling of a Web site for the organization and library would greatly benefit from the conventional skill of a librarian in locating, assessing, and organizing the information. Access to external resources, including Web pages dedicated to

their discipline, is provided by an organization's website. Information that an organization manages on its website includes information about courses, directories, statutes, annual reports, etc. Delivering information about the library and its services, such as service times, locations of services, staff information, library regulations, and an interface to the library's Online Public Access Catalog (OPAC), is the job of the librarian while constructing a website.

Librarian as Researcher

In addition to having exceptional research skills, librarians also have a deep understanding of the range and depth of information sources across a wide range of topic areas. More and more, librarians will take part in research teams and play a crucial role in them. Librarians would shift to the beginning of the information production cycle, playing a more significant part in the information creation process, by easing access to information—finding it, evaluating, synthesizing, and packaging. An information specialist who oversees the team's information gathering abilities should be assigned to teams inside an organization.

Librarian as Sifter of Information Resources

The typical definition of sifter or siftware is "software programs to extract unknown, valid, and actionable patterns, associations, changes, anomalies, and rules from large databases." The term "Data Mining" also applies to this procedure. Wide-ranging information resources are accessible through the Internet and Web. The term "sifter" may be used to refer to the knowledgeable librarian who assists users in organizing and making sense of the resources. The people in charge of the tools for filtering, searching, and making sense of the vastness of

cyberspace instead of the conduits or content providers own the future (Saffo, 1994). In other words, the librarian may have a significant role in the developing situation.

Librarian as Knowledge Manager/ Professional

In order to achieve corporate goals, knowledge management (KM) entails the identification and analysis of both available and necessary knowledge, as well as the following planning and control of actions to create knowledge assets. Companies all around the world are understanding the benefits of including librarians in their knowledge management systems. By virtue of the skills acquired as information managers for the organization, librarians may contribute effectively to the process of knowledge production, which includes mechanisms for knowledge capture, exploitation, and protection in addition to the building of the necessary infrastructure. Users, knowledge professionals, and technology specialists are typically three groups of experts who contribute to the construction of the knowledge center in an organization. The people who work in the knowledge center who organize knowledge into systems and structures that make it easier for people to use knowledge resources productively are known as knowledge professionals. They consist of managers, archivists, and librarians among others. If a librarian wants to work as a Knowledge Manager or Professional, they must have a wide range of skills and competence. Along with users, they should be able to extract, filter, and communicate important external knowledge as well as work collaboratively to gather and analyze strategic intelligence throughout the entire enterprise. In the future, librarians would go from being in the background to being at the forefront of the company. They would go from their

conventional position as an outspoken member of a support group with no involvement in any important duties (Seonghee, 1999).

Librarian as Interface Designer

The importance and relevance of interface design will increase in relation to how people access and use digital technologies. Being much more closely involved in and working in collaboration with computer and information scientists on projects like designing, organizing, developing, and maintaining digital library repositories, interfaces, search engines, networks, and Web documents can help librarians get out of their silo mentality. Since they have years of expertise assisting clients in accessing electronic media, including the Internet and World Wide Web, librarians can offer assistance in the creation of technology-based information services and share their personal knowledge of what clients want and need.

Challenges faced when using ICT facilities in library

Challenges of Using ICT for Provision of Library Services. There is awareness that a lot of benefits are derived, through the adoption and use of Information and Communication Technologies (ICTs) in libraries, nevertheless, there are many challenges to be addressed. These include:

- **Limited Financial Resources:** The acquisition and maintenance of the relevant equipment depends on the availability of fund. Mostly, there is paucity of funds in many libraries in Nigeria thereby, leading to inability to acquire, the necessary ICTs that would enable them connect to the internet, make subscription to various online database and obtain software licenses.

- Shortage of ICT Facilities and ICT Skills: The computers are used to receive and store large volumes of information. Likewise, the internet accessibility is made possible through the use of computer, they are used to access Online Public Access Catalogue (OPAC) and also to perform many other routine activities in the library. Shortage of computers and other facilities remains a big challenge to many libraries. Many librarians also lack the ICT skills and this makes it difficult for them to embrace technological innovations.
- Lack of ICT skills places a serious restriction on the application of ICT to provision of library services. Most African countries do not have workable ICT policies which are to act as guideline for implementation of development plans and strategies. When ICT policies are not available or adequately implemented, it can affect the sustainability of a nation's development.
- Poor maintenance of ICT Equipment: Many libraries do not have space and conducive environments for keeping ICT equipment. In addition, most of the ICT equipment are not adequately maintained in most libraries as a result of the maintenance cost which is usually very high. Also, as a result of lack of maintenance culture. • Erratic Power Supply: In developing countries, large areas are still without a reliable supply of electricity (Said, Tukur and Adamu, 2014). Other challenges are; • Insufficient bandwidth.
- Lack of technical IT knowledge by library staff. • Constant change of software and hardware. • Copyright and intellectual property right management

- Staff attitude towards ICT utilisation/technophobia: Many staff shy away from electronic systems for the fear of damaging or deleting important information while keying-in. This slows down the automation processing. The University of Lagos Library management had addressed the problem by putting a PC on every librarian's able and embarked on training them on the use of it. The use of ICTs is easier for younger librarians. Several studies, according to Ezeani (2000) have showed that older librarians find it difficult to use some of these newer technologies.
- Inadequate training and technical/skilled manpower: Staff are trained. However, the training is inadequate as staff need to always acquire more skills especially on the use of software currently used in the library. There should be continuous training and retraining. There is a dearth of technical manpower in the area of ICT in Nigeria. Faulty equipment is abandoned in some libraries because there is no knowledgeable staff to repair them
- Power outage: For the past few years, the nation has been experiencing power outage. There had been problem with the generation and distribution of power by Power Holding Company of Nigeria (PHCN).

THERORITICAL FRAMEWORK

The Sociology of Internet Theory

The sociology of the Internet entails using sociological theory and methodology to study the Internet as a communication and informational medium. The social effects of technology,

including the emergence of new social networks, virtual communities, and modes of communication, as well as problems with cybercrime, are of interest to sociologists.

Sociologists are interested in the Internet in a variety of ways, including as a research instrument (for example, by employing online questionnaires in place of paper ones), a discussion forum, and as a research topic. The Internet is the most recent in a string of significant information discoveries. In its strictest sense, the sociology of the Internet examines online communities (such as those found in newsgroups), virtual communities, and virtual worlds, organizational change sparked by new media like the Internet, and broader social change as a result of the shift from an industrial to an informational society (or to an information society). Through network analysis, online communities can be quantitatively analyzed and at the same time qualitatively evaluated, for example through virtual ethnography. Social change can be investigated using demographic statistics or interpretation.

Review of Related Empirical Studies

Some related studies have been conducted by researchers both within and outside Nigeria on The Uses of Internet Facilities by Librarians. Among such studies are: The study carried out by Jain, (2013) on a paradigm shift in the 21st century academic libraries and librarians: prospectus and opportunities. Academic libraries have undergone a significant transformation as a result of the development of information and communication technologies (ICTs), and as a result, academic librarians now have additional responsibilities to meet the constantly evolving needs of library users and stay relevant in the twenty-first century. The purpose of this study is to discuss the main forces driving change and important paradigms. academic librarians will face

changes, new responsibilities, possibilities, and challenges. The paper also outlines the abilities and capabilities necessary for contemporary academic librarians to meet. Eventually, a solution to these problems is suggested among others that blended librarianship should be a way forward for 21st century librarians.

In another study Jantz (2012) sought to find out the innovation in academic libraries: An analysis of university librarians' perspectives. Few organizations can remain static in the postmodern society, which is an environment characterized by rapid change in social, economic, and political influences. Many case studies have been published on why seemingly obvious innovations have failed, leading researchers to conclude that innovation is very difficult, and innovation adoption is disappointingly slow. Scholars have suggested, either implicitly or explicitly, that the research library and a librarian must change. Martell (2000) eloquently implored librarians “to create a range of services unthinkable in the twentieth century, but mandatory in the twenty-first century, if we are to provide society with the value added services it will need from its professionals.” In his article about the 21st century library, Atkinson (2001) stated: “The new library must be mainly a social gathering place, somewhat noisy, with plenty of coffee.” This quote suggests some rather profound changes will likely occur in the academic library.

Also, Nkamnebe, Udem and Okeke, (2015) on Extent of information and communication technology skills possessed by librarians in university libraries in Anambra State, Nigeria opined that persistent innovations and advances in Information and Communication Technology have substantially modified the way information is acquired, processed, stored, retrieved, and

communicated. This has consequently changed the ways the library, which is visibly and significantly placed in the profession of information management operates, hence creating the need for library and information professionals to be sufficiently skilled in ICT operations which are now necessary for effective information services delivery. However, users are seemingly starved with services which the library professionals are expected to deliver through the use of ICTs. This implies that librarians are possibly not conversant with ICTs that they might be unable to respond to users' needs promptly and render excellent library service to users as well. This is an ugly situation and may likely bring discredit to librarians and library profession in this 21st Century. This study therefore surveyed extent of Information and Communication Technology skills possessed by librarians in the universities in Anambra State, Nigeria. The research design adopted for this study is descriptive survey. The population consists of thirty-three (33) librarians in the five universities in Anambra State. Population was small hence, the whole subjects were studied. Two instruments - achievement test and questionnaire were used for data collection. Data obtained were analyzed using simple percentages, frequencies, and mean rating. Findings of the study include: Librarians in the universities in Anambra State are weakly skilled in ICTs hence their overall average percentage score in ICT skills was 58.3%. Their average percentage scores in dimensions of ICT are as follows: Basic Computing 83%, File Management 71%, Word Processing, 76%, E-mail operations 54%, Automated Cataloguing and Classification/use of OPAC 42%, use of Library Automation Software 56%, use of the Internet/WWW 61%, Information Search and Retrieval 62%, Presentation using Microsoft Power Point, 40%, Database Creation/Management 38%. Average percentage scores showed that

librarians are highly-skilled in Basic Computing, Word Processing, and File Management and are moderately-skilled in Information Search and Retrieval, Internet and World Wide Web. They are weakly-skilled in Library Automation, E-mail operations, and are not skilled in Automated Cataloguing and Classification/use of OPAC, presentation using Microsoft Power Point, Database Creation/Management. Challenges militating against librarians' ICT skills acquisition were identified and solutions were proffered.

In another study Arif, and Mahmood (2012) on The changing role of librarians in the digital world: Adoption of Web 2.0 technologies by Pakistani librarians. A survey was conducted using web-based surveying software (SurveyMonkey) and Pakistan based LIS e-mail discussion groups. Professional librarians serving in all types of libraries participated in the study. Instant messaging, blogs, social networking and wikis were the most popular Web 2.0 technologies. Librarians adopted such technologies in their professional and personal lives. Gender, length of professional experience and place of work have no effect on the frequency of use, while perceived skill level of internet use and perceived ease of Web 2.0 use have a significant effect on the frequency. Lack of computer literacy, and lower availability of computers and internet facilities were the major hindrances of Web 2.0 adoption by librarians. Awareness and training programs could enable librarians to cope with Web 2.0 technologies.

Summary of Literature Review

This chapter explore indepth, the literature on the existing literature on the uses of internet facilities by Librarians in John Harries library at the university of Benin. Documentary sources such as unpublished theses, dissertations, and journal articles make up the majority of the

review of literature. However, as journal articles are the main source of information, a large portion of the literature is focused on them. The review was stratified into five headings. Thus. Concept of the internet, important of the internet to academic and library, Liberian in the changing environment, theoretical framework adopted for the study and a review of related empirical studies. The role of librarians is evolving as a result of the World Wide Web and Internet's integration into the area of librarianship. Although it is difficult to predict with certainty how active the role of librarians would be in this evolving environment, it is certain that their services cannot be dispensed with because they have the required credentials and historically have had the first right to attend to information seekers' needs.

CHAPTER THREE

RESEARCH METHODS

Research methodology refers to all the methods and procedures that bring this research to a logical conclusion. This chapter covers the following sub headings: Research design, Area of the study, Population of the study, Sample and Sampling Techniques, Instruments for data Collection, Validation of Instruments, Method of Data Collection and Method of Data analysis.

The research tools and techniques that were employed in this research were aimed at collecting relevant data that enables the researcher to fulfill the proposed research objective.

Research Design

The research design used for this study is the descriptive survey design which according to Nworgu (2006) is the study that aims at collecting data of a population and describing the data collected in a systematic manner.

Therefore, this research design was chosen since this study involves the collection of data from a population and describing the data collected in a systematic manner. The descriptive survey research design was appropriate for this study, since it is useful for studying a variety of problems involving data for answering research questions and permits the description of the conditions as regard The Uses of [Internet Facilities by Librarians in John Harris Library, University of Benin.

Area of the Study

The area of the study in which the study was conducted is the University of Benin, Edo state Nigeria.

Population of the Study

The population of the study is the LIS lecturers of the University of Benin Library in Benin City, Edo state.

S/N	POPULATION
Para-professionals	58
Professionals	27
Users	5129
Total	5214

Source: Administrative Department John Harris Library

The population consists of 58 para professional and 27 professional staff of John Harris library, University of Benin and a further 5129 users of the services rendered by John Harris library,

bringing the total number of respondents to the study to 5214. The choices of these respondents stem from the fact that they are in best position to know how internet usage influences library service delivery.

Sample and Sampling Techniques

The researcher used Taro Yamane’s formula to determine the sample size from the population.

Taro Yamane’s formula is given as;

$$n = \frac{N}{1+N(e)^2}$$

Where N = Population of study (134)

n = Sample size (?)

e = Level of significance at 5% (0.05)

1 = Constant

$$\begin{aligned} \therefore n &= \frac{5214}{1 + 5214(0.05)^2} = \frac{5214}{1+5214(0.0025)} = \frac{5214}{13.0375} \\ n &= \frac{5214}{13.04} = \underline{399.9} \end{aligned}$$

The sample size therefore is 400 respondents.

Instrument for Data Collection

The instruments employed for data collection were questionnaires. The questionnaire was tagged “The Uses of Internet Facilities by Librarians in John Harris Library, University of Benin.” (UIFLJHLUB). The questionnaire was divided into two sections namely: section A and section B. Section

Data for this study was collected from primary and secondary sources. The primary source of data collected was mainly the use of a structured questionnaire which was designed to elicit

information on uses of the internet facilities by librarians. The secondary source of data collections were textbooks, journals and scholarly materials.

Validity of Instrument

The instrument of this study was subjected to face validation. Face validation tests the appropriateness of the questionnaire items. This is because face validation is often used to indicate whether an instrument on the face of it appears to measure what it contains. Face validations therefore aim at determining the extent to which the questionnaire is relevant to the objectives of the study. In subjecting the instrument for face validation, copies of the initial draft of the questionnaire will be validated by supervisor. The supervisor is expected to critically examine the items of the instrument with specific objectives of the study and make useful suggestions to improve the quality of the instrument. Based on his recommendations the instrument will be adjusted and re-adjusted before being administered for the study.

Reliability of Instrument

It is the extent to which it yields consistent, reproducible estimates of what is assumed to be an underlying true score. In order to produce a reliable result, credible qualitative research methods like interviews, Focus Group Discussion. The questionnaires would be used in obtaining data in this study which is the likert-type scale (a type of rating scale used to measure attitude or opinion) to enable the researcher obtain maximum agreement with the objective of the study. The questions were designed to drive home the question raised in the research questions, provide data to be used in testing the research questions formulated as well as achieve the objectives of the study.

Method of Data Collection

This study is based on the two possible sources of data which are the primary and secondary source.

Primary Source of Data: The primary data for this study consist of raw data generated from responses to questionnaires and interview by the respondents.

Secondary Source of Data: The secondary data includes information obtained through the review of literature that is journals, monographs, textbooks and other periodicals.

Method of Data Analysis

The data collected were analyzed using frequency count and simple percentage for the study. The research questions were answered using simple percentage:

$$\text{e.g. \% of agreed} = \frac{\text{No of Agree} \times 100\%}{\text{Total Number of Respondents}}$$

$$\text{e.g. \% of disagreed} = \frac{\text{No of Disagreed} \times 100\%}{\text{Total No. of Respondents}}$$

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focused on the presentation of results from the analysis of data obtained.

The results are carefully interpreted and presented in table as shown hereunder:

Section 1: Demographic Variables

This section of the study presents data relating to the gender of the respondents which is presented in Table 1.

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	196	49
Female	204	51
Total	400	100

From the Table 1, it shows there were 49% male used for the study and 51% were female.

This shows that there were more female used for the study.

Table 2: Distribution of Respondents by Age

Age	Frequency	Percentage (%)
18-30	206	52
31-40	89	22
41-50	78	19
50 and Above	27	7
Total	400	100

From the Table 1, it shows there were 52% of the respondents were in between 18-30 of age, 22% of the respondents were in between 31-40 age bracket, 19% of the respondents were in age bracket between 41-50 of age while the remaining 7% of the respondents were above 50 of age.

Table 3: Distribution of Respondents by Qualification

Qualification	Frequency	Percentage (%)
B.Sc	167	42
OND/NCE	178	44
HND	54	14
Total	400	100

The Table 3, it shows that 42% of the respondents were B.Sc holders, 44% of the respondents were OND/NCE holders, while the remaining 14% of the respondents were HND holders.

Research Question 1: What Internet Resources are most Commonly used by Librarians in University of Benin John Harris Library?

Table 4: Internet Resources mostly used by Librarians

	Item Statement	Agree	%	Disagree	%
1	The library uses internet to carryout library services such as cataloguing and circulation.	356	89	44	11
2	The library offers selective dissemination of	347	87	53	13

	information (SDI) service.				
3	Internet facilities are used by the librarians for provision of Ebook, E-magazines and E-journals.	328	82	72	18
4	Services such as online reservation and renewal, reader and reference assistance are offered by library using the internet.	389	97	11	3

The data in Table 4 **revealed the internet resources mostly used by librarians**. It was discovered that majority, 89% of the respondents agree that the library uses internet to carryout library services such as cataloguing and circulation, while the remaining 11% disagree, in item 2, 87% of the respondents agree that The library offers selective dissemination of information (SDI) service, while the remaining 13% disagree. In item 3, 82% of the respondents agree that internet facilities are used by the librarians for provision of Ebook, E-magazines and E-journals, while the remaining 18% disagree. In item 4, 97% of the respondents agree that services such as online reservation and renewal, reader and reference assistance are offered by library using the internet, while the remaining 14% disagreed. It is therefore concluded that the internet resources are most commonly used by librarians include cataloguing, dissemination of information (SDI) service, provision of Ebook, E-magazines and E-journals and online reservation and renewal, reader and reference assistance.

Research Question 2: What are the Librarians' Levels of Online Proficiency?

Table 5: Librarians' Levels of Online Proficiency

S/N	Item Statement	Agree	%	Disagree	%
5	The librarians are familiar with the computer hardware and software.	338	85	62	15
6	Basic skills in Microsoft office package and other packages is pished by the librarians.	143	36	257	64
7	The librarians are familiar with online download and uploading as well as	389	97	11	3

	editing of information content online and subscription to websites.				
8	Library automation tools are available for use by the librarians and constant training are organized for them in the various automated areas and internet facilities.	357	89	43	11

The data in Table 5 **revealed the** level of librarian online proficiency. It was discovered that majority, 85% of the respondents agree that the librarians are familiar with the computer hardware and software s, while the remaining 15% disagree, in item 6, 36% of the respondents agree that basic skills in Microsoft office package and other packages is pished by the librarians, while the majority 64% disagreed. In item 7, 97% of the respondents agree that the librarians are familiar with online download and uploading as well as editing of information content online and subscription to websites, while the remaining 3% disagree. In item 8, 89% of the respondents agree that library automation tools are available for use by the librarians and constant training are organized for them in the various automated areas and internet facilities, while the remaining 11% disagreed. It is therefore concluded that the librarians’ levels of online proficiency is high due to vast knowledge they have about computer.

Research Question 3: What are the Reasons that Librarians Utilize the Internet?

Table 6: Reasons Librarians Utilize the Internets

S/N	Item Statement	Agree	%	Disagree	%
9	The Librarians utilizes the internet to be current and updated.	366	92	34	8
10	The internet makes librarian services more effective and less time consuming, hence they use it.	392	98	8	2
11	The internet draws the librarians closer to the	389	97	11	3

users.

12	Librarian becomes more relevant in the 21st century when they use the internet.	386	96	14	4
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The data in Table 6 **on the** extent administrative administration supervision of principals' influence on school climate, 92% of the respondents agree that the librarians utilizes the internet to be current and updated, while the remaining 8% disagree, in item 10, 98% of the respondents agree that the internet makes librarian services more effective and less time consuming, hence they use it, while the remaining 2% had a different opinion. In item 11, 97% of the respondents agree that The internet draws the Librarians closer to the users, while the remaining 3% disagree. In item 12, 96% of the respondents agree that

librarian becomes more relevant in the 21st century when they use the internet, while the remaining 4% disagree. It is therefore concluded that there are many reasons that librarians utilize the internet such current and updated information, more effective in their services delivery, closer to library users and so on.

Research Question 4: What are the Factors that Discourage Librarians from Using the Internet?

Table 8: Factors that Discourage Librarians from Using Internet

S/N	Item Statement	Agree	%	Disagree	%
13	High cost of maintenance and internet subscription can discourage Librarians from using the internet.	338	85	62	15
14	Lack of skilled personnel to train librarians on how to use new and latest internet facilities can discourage librarians use of the internet.	366	92	34	8
15	Attitude of fear can hinder the librarians from using the internet.	366	92	34	8
16	Frequent changes and modifications of ICTs.	392	98	8	2

The data in Table 8 **revealed the** factors that discourage librarians from using internet. It was discovered that majority, 85% of the respondents agree that high cost of maintenance and internet subscription can discourage librarians from using the internet, while the remaining 15% disagree. In item 14, 92% of the respondents agree that lack of skilled personnel to train librarians on how to use new and latest internet facilities can discourage librarians use of the internet, while the remaining 8% had a different opinion. In item 15, 92% of the respondents agree that attitude of fear can hinder the librarians from using the internet, while the remaining 8% disagree. In item 16, 98% of the respondents agree that frequent changes and modifications of ICTs discourage librarians from using internet, while the remaining 14%. It is therefore concluded that there are some factors that discourage librarians from using internet such as high cost of maintenance, attitude of fear, lack of skill personnel to train librarians and many more.

Research Question 5: What are the Possible Way out of Internet Challenges in John Harris?

Table 8: Possible Solutions to Internet Challenges

S/N	Item Statement	Agree	%	Disagree	%
17	Allocation of more funds to the purchase and subscription as well as updating the internet facilities used in the library can help solve the challenge of finance in the library.	389	97	11	3
18	Employment of skilled personnel to train the Librarians can also be a way out of the challenges.	386	96	14	4
19	Developing an effective ICT policy for sustenance and development of library service.	366	92	34	8
20	Organization of seminars and trainings on the need, use and relevance of internet facilities.	392	98	8	2

The data in Table 8 **revealed the** possible solutions to internet challenges. It was discovered that majority, 97% of the respondents agree allocation of more funds to the purchase and subscription as well as updating the internet facilities used in the library can help solve the challenge of finance in the library, while the remaining 3% disagree. In item 18, 96% of the respondents agree that employment of skilled personnel to train the Librarians can also be a way out of the challenges while the remaining 4% had a different opinion. In item 19, 92% of the respondents agree that developing an effective ICT policy for sustenance and development of library service, while the remaining 8% disagree. In item 20, 98% of the respondents agree that organization of seminars and trainings on the need, use and relevance of internet facilities, while the remaining 2%. It is therefore concluded that there are possible solutions to internet challenges such as allocation of more fund, employment of skilled personnel, organization of seminars and trainings and many more.

Discussion of Findings

In research question 1 on the internet resources most commonly used by librarians. The findings from the study revealed that the internet resources are most commonly used by librarians include cataloguing, dissemination of information (SDI) service, provision of Ebook, E-magazines and E-journals and online reservation and renewal, reader and reference assistance. This finding corroborates that of Bon (2007) states that the Internet can substitute for expensive hardcopy libraries, by availing students' access to scholarly information resources. Today, it would be difficult to imagine academic survival without the Internet. Online data repositories, library catalogues, journals, news services, student and financial administration systems, online supported or entirely online conducted instruction, as well as digital connection with other students and lecturers, have all found valuable applications for the Internet.

In research question 2 on the librarians' levels of online proficiency, findings from the study revealed that the librarians' levels of online proficiency is high due to vast knowledge they have about computer. This finding is corroborated with the finding of Nkamnebe et al. (2015) opined that persistent innovations and advances in Information and Communication Technology have substantially modified the way information is acquired, processed, stored, retrieved, and communicated. This has consequently changed the ways the library, which is visibly and significantly placed in the profession of information management operates, hence creating the need for library and information professionals to be sufficiently skilled in ICT operations which are now necessary for effective information services delivery.

In research question 3 on the reasons that librarians utilize the internet. The finding from the study revealed that there are many reasons that librarians utilize the internet such current and

updated information, more effective in their services delivery, closer to library users and so on. The finding corroborates that of Ezomo (2006), the Internet is the portal via which libraries and information centers can access the electronic information era. It offers information produced by numerous international institutions, businesses, and individuals. Additionally, Internet is envisioned as a rich, multi-layered, complex, ever-changing textual environment. Singh (2002) stated that the Internet provides several opportunities for the academia in research, lecturing or teaching. It a mechanism for information dissemination and a medium for collaborative interaction between individuals and their computers without regard for geographic limitation of space.

Furthermore, in research question 4, on the factors that discourage librarians from using the internet, findings from the study revealed there are some factors that discourage librarians from using internet such as high cost of maintenance, attitude of fear, lack of skill personnel to train librarians and many more. This finding is in agreement with the findings of Said et al. (2014). most of the ICT equipment are not adequately maintained in most libraries as a result of the maintenance cost which is usually very high. Also, as a result of lack of maintenance culture.

- Erratic Power Supply: In developing countries, large areas are still without a reliable supply of electricity.

In research question 5 on the possible solutions to internet challenges, the findings revealed that there are possible ways out of internet challenges such as allocation of more fund, employment of skilled personnel, organization of seminars and trainings and many more. This finding is in agreement with the findings of Mokhtar and Majid (2005) that the role of university

librarians to be crucial from this perspective. They should properly coordinate the library's activities as they are the leading members of staff. To do this, librarians are essential in ensuring the efficient delivery of services to students and the entire faculty at the school. Ojo-Igbinoba (2015) similar to this, school librarians must possess the necessary information, abilities, intelligence, qualifications, and dexterity to manage the library. Since librarians are the leading members of the library staff in educational institutions, they keep an eye on library problems and report their activities to the university's senior administration.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study assessed uses of the internet facilities by librarians in John Harris, University of Benin. Five (5) research questions were raised to guide this study. The study adopted descriptive survey research design, the population of the study comprised all the staff of John Harris library, while the sampled population is a total of four hundred (400) respondents. The instrument used for data collection was a self-structured questionnaire, this instrument was validated by the project supervisor and other lecturers in the Department of Educational Management, Faculty of Education, University of Benin. The data gathered was analysed using percentage and frequency count, therefore the findings from the study is as follows:

1. That the internet resources are most commonly used by librarians include cataloguing, dissemination of information (SDI) service, provision of Ebook, E-magazines and E-journals and online reservation and renewal, reader and reference assistance.

2. That the librarians' level of online proficiency is low due to little knowledge they have about computer.
3. That there are many reasons that librarians utilize the internet such current and updated information, more effective in their services delivery, closer to library users and so on.
4. That there are some factors that discourage librarians from using internet such as high cost of maintenance, attitude of fear, lack of skill personnel to train librarians and many more.
5. That there are possible solutions to internet challenges such as allocation of more fund, employment of skilled personnel, organization of seminars and trainings and many more

Conclusion

Based on the various findings that emerged from this study, it could be noticed that there are qualified librarians with adequate ICT skills to implement computerised library operation system, but the development of computerised library operation system was hindered by lack of a defined management policy couple with ever dwindling library budget.

Recommendations

In order to make our society better, based on the findings stated above, the following recommendations were made;

1. The manual system of library operation in the John Harris should be replace with ICT based library operation system.

2. All the library staff should be ICT compliance by having a high proficiency in the use of ICT.
3. Funds should be made available to the university libraries to enable them acquired some modern facilities.
4. The John Harris library should acquire relevant ICT facilities to enhance the management of their holdings.
5. Due to the security challenges in the country, Nigerian academic libraries should adopt the use of computerised exit doors and Closed-Circuit Television (CCTV) surveillance security system to safe guard their staff and their holdings.

Limitation of the Study

1. Problems encountered in this study is that of combining classwork and carrying out this study.
2. Another limitation is that of paucity of literature as it concerns internet facilities by librarians in John Harris, University of Benin and their demographic determinants posed a great challenge to the study as it made discussion difficult.

Suggestion for Further Studies

This study has not covered all the ground on the uses of the internet facilities by librarians in John Harris, University of Benin. Therefore, further research can be carried out on the following:

1. Accessibility and Utilization of library resources by library users.
2. Effect of library resources on the academic performance of secondary school students.

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APPENDIX

University of Benin, Benin City,
Faculty of Education,
Department of Educational Management.
October, 2023.

Dear Sir/Madam,

REQUEST FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

I am an undergraduate student at the department and university above, I am now conducting research for the program at the John Harris Library of the University of Benin on the subject of “Uses of Internet Facilities by Librarians in John Harris, University of Benin”. In order to gather the necessary information for the study, this questionnaire was created. Your response to the inquiry won't be utilized for anything than the aforementioned above.

Additionally, you are kindly asked to answer all of the questionnaire's questions honestly as you can please check the box next to the column that best describes each item by typing [] in the space given.

Thanks for your cooperation

Favour Onyinyechi Nwachukwu
Researcher

SECTION A: BIODATA

Please kindly tick the box that best fit the information given below:

1. Sex: Male [] Female []
2. Age: 18-30 [] 31-40 [] 41-50 [] 51- above []
3. Educational qualification: Postgraduate [] B.Sc. [] NCE, ND & HND [] Others (please specify) _____

SECTION B

Please tick the option that corresponds to your answer. However, note that; strongly agree (SA), agree (A), undecided (UD), strongly disagree (SD) and disagree (D).

S/No	Statement	SA	A	UD	D	SD
What internet resources are most commonly used by librarians in University of Benin John Harris Library?						
1	The library uses internet to carryout Library services such as cataloguing and circulation					
2	The library offers selective dissemination of information (SDI) service.					

3	Internet facilities are used by the Librarians for provision of Ebook, E-magazines and E-journals.					
4	Services such as online reservation and renewal, reader and reference assistance are offered by library using the internet					
What are the librarians' levels of online proficiency?						
5	The Librarians are familiar with the computer hardware and software.					
6	Basic skills in Microsoft office package and other packages is possessed by the Librarians					
7	The Librarians are familiar with online download and uploading as well as editing of information content online and subscription to websites					
8	Library automation tools are available for use by the Librarians and constant training are organized for them in the various automated areas and internet facilities					
What are the reasons that librarians utilize the internet?						
9	The Librarians utilize the internet to be current and updated					
10	The internet makes librarian services more effective and less time consuming, hence they use it					
11	The internet draws the Librarians closer to the users					
12	Librarian becomes more relevant in the 21st century when they use the internet					
What are the factors that discourage librarians from using the internet?						
13	High cost of maintenance and internet subscription can discourage Librarians from using the internet					
14	Lack of skilled personnel to train Librarians on how to use new and latest internet facilities can discourage Librarians use of the internet					

15	Attitude of fear can hinder the Librarians from using the internet					
16	Frequent changes and modifications of ICTs.					
What are the possible way out of internet challenges in John Harris?						
17	Allocation of more funds to the purchase and subscription as well as updating the internet facilities used in the library can help solve the challenge of finance in the library					
18	Employment of skilled personnel to train the Librarians can also be a way out of the challenges					
19	Developing an effective ICT policy for sustenance and development of library service.					
20	Organization of seminars and trainings on the need, use and relevance of internet facilities.					