

## ICTs Competencies for Service Delivery among Academic Librarians in Institutions of Higher Learning in Yobe State, Nigeria

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### **Abstract:**

*This study examines the ICTs competencies for service delivery among academic librarians in institutions of higher learning in Yobe state. The objectives of the study is to find out the types of ICTs facilities available for services delivery among academic librarians in institutions under study, to find out the types of services provided with ICTs in libraries under study, ascertain the level of competencies/ skills of the librarians, to find out the sources of acquiring the ICTs skills of the librarians and the challenges associated with the use of ICTs for service delivery among academic librarians in institutions under study. A cross sectional survey designed was used for the study. A self-develop questionnaire was used to collect data from a sample of 133 librarians selected from seven (7) higher institutions of learning in Yobe state. A statistical tool such as tables, frequencies and percentages was used. The findings of the study have indicated that the types of ICTs that are available in higher institutions of libraries in Yobe state are: computer, internet, CD-ROM, Telecommunication device, emails etc. also ICTs facilities are used at limited level by the librarians in the circulation, acquisition, serial and reference services units. The findings also show that ICTs competencies of academic librarians were low. The challenges associated with the use of ICTs in libraries for service delivery by academic librarians were lack of funds; inadequate professional staffs to handle the ICTs facilities, lack of staff, training, electricity outage, poor internet connectivity and ways of improving on the above ICTs challenges were suggested. The recommendations of the study are to improve on the effectiveness of the ICTs competencies among academic librarians for service delivery in institutions under study. Adequate funding should be provided, there is need to improve on the ICTs skills of the library staff through the provision of more opportunities for staff training and development by the libraries.*

**Key words:** - Information communication Technology (ICT), Academic Librarian, Libraries, Higher Institution.

## **INTRODUCTION**

Information and Communication Technology (ICT) is holding a strong position in every aspect or branches of library activities and services. The introduction of ICT in librarianship demanded the provision and acquisition of the skills required to control it, in the global information society. The capacity of library staff and users to exploit the ICT depends on the level of literacy, education and mastery of these technologies. Menuo (2002) noted that the situation on ground requires the provision of knowledgeable information specialists as the potentials of the information age cannot be realized without expanding the scope of information and computer literacy. Menuo (2002) He repeated that people should be sensitized to be able to use separate computers, use computer networks, primarily the internet, use basic applications such as word processing, spreadsheet, and electronic mail and possibly more advanced ones such as production of web pages, construction of websites, use of digital multimedia equipment and programs etc. The use of the above listed computer applications can enable you find information resources on the internet easily. Nwachukwu (2005) defines ICT as a device or tool that allows for the collection, storage, processing or the communication of information. It is a kind of equipment that is used for capturing, processing, storing and accessing information. Ekoja, (2007) Opined that ICT devices or equipment's which are used to obtain or communicate information or knowledge are apparently endless. They include calculators, photocopiers, computer related devices etc. The benefits of ICT in libraries generally and academic libraries in particular are so much. Chisenga (1995) acknowledges that ICT applications improve service delivery in libraries and associated institutions responsible for information provision. Most library functions such as, Acquisition, Cataloguing and Classification, Reference services, previously handled manually are now performed electronically using ICTs. This has helped to reduce time spent on doing the jobs and with fewer mistakes. Ajayi (2001) describes by saying that any library that transformed its

activities into a new information service unit, by providing electronic cataloging, On-line Public Access Catalogue (OPAC), electronic acquisition and serials control, electronic inter-library loan and electronic circulation functions. Such library serves the centre of intellectual activities of the institutions, and it has an important role to play in making sure that satisfactory information materials are provided as well as assistance is given by the library staff to ensure that the information needs of staff, students and researchers of such institutions are met. With the availability of the ICT facilities, the professional librarians, Para-professionals and other staff working in Yobe state higher institutions of learning libraries who are the custodian and gossipmongers of information are challenged on how to use the new ICT facilities to find information, store, disseminate, and process it to library users. The implication is that the library staffs that are at the forefront of information provision in these higher institutions of learning libraries must possess adequate ICT competencies to be able to maximize the new ICT facilities in terms of usage to full benefits. Abdulganiy, A.O (2000) points out that the new information technology cannot be fully demoralized if there is no adequate level of ICT competencies among the library staff. Given this, staff's working in Yobe state higher institutions of learning libraries are now expected to be aware of and capable of using and demonstrating emerging Information and Communication Technologies (ICTs) knowledge. They must be competent in the use of some basic ICT packages like the MS Office, Online databases, internet searches etc. Similarly, Ikpaahindi (1999) advocates skills acquisitions requirement in the areas of knowledge of computer, how it functions; imputing and retrieval of information from it... ability to organize and use ICT based resources. It is therefore, pertinent that Yobe state higher institutions of learning library staff to develop the required competencies in the area of ICT to augment the traditional library services. They must develop expertise in and establish programmed in knowledge search and management support of clientele needs.

**Competence** is viewed as demonstrating the knowledge, skills, involvement and attributes necessary to carry out a defined role effectively. It is the acquisition of knowledge, skills and abilities at a level of capability sufficient to be able to perform properly a given task in a work place. Wojtezak (2000) defines competence in generic term as ownership of satisfactory level of relevant knowledge and acquisition of a range of skills that include interpersonal and technical components at a certain point in the educational process. Such knowledge and skill are necessary to perform the tasks that reflect the scope of professional practices. It is a combination of academic and practical experience that makes an individual able and willing to take the right decision in daily working environment.

**ICT competencies of library staff** could therefore, be viewed to be those relevant skills and knowledge to be acquired by those staff working in the library to be able to fully adventure information search, recovery, and delivery using electronic format. The library staff working in Yobe state higher institution of learning libraries is expected to possess the technique for gathering, processing and disseminating information to users via the electronic format or skills required to efficiently source information stored in electronic format, such as basic computer operating skills, internet and electronic document search skills and also storage and information skills. They should also be fit in the use of some library software packages that can enable them handle the professional technical operations in the library like cataloguing, classification and to generate user databases.

#### **STATEMENT OF THE PROBLEM.**

ICT is a vital tool for information service delivery in modern libraries basically for its speed, correctness and high precision. With the aid of ICT, Information is generated quickly with less mistakes and it ensures dissemination of accurate and precise information. Though ICT facilities have been provided, it is observed that they are not effectively utilized by the library staff of some Yobe state higher institutions of learning libraries. Therefore, indecision exists about whether the

library staff possesses the adequate competencies to operate the ICT facilities effectively. The overall ICT objectives in many libraries can only be achieved if the library staff that use these facilities possess the right competencies on how to use it. Where the needed ICT competencies are lacking in them, then such higher institutions of learning libraries in Yobe state particularly would probably be changed off from the rest of the world in terms of globalization. This would further cripple the higher institutions basic objectives of teaching, learning and research. It is based on the above problems that this study investigates the ICT competencies of staff working in higher institutions of learning libraries in Yobe state and how it can be improved.

#### **RESEARCH QUESTIONS**

The following research questions have been formulated to guide the study:

1. What are the types of ICTs facilities available in Institutions of Higher learning in Yobe State?
2. What types of services are provided with the ICTs in the Libraries under study?
3. What is the level of ICT competencies/skills of the Librarians in the libraries under study?
4. What are the sources of acquiring the ICT skills of the librarians?
5. What are the challenges associated with the use of ICTs in service delivery in the libraries under study?

#### **OBJECTIVES OF THE STUDY**

The general purpose of the study is to examine ICT competencies of library staff in Yobe state higher institutions of learning libraries. Specifically, the study will seek to:

1. Identify the types of ICTs facilities available in Institutions of Higher learning in Yobe State.
2. Identify the types of services provided with the ICTs in the Libraries under study.
3. Ascertain the level of ICT competencies/skills of the Librarians in the libraries under study.

4. Determine the sources of acquiring the ICT skills of the librarians.
5. Identify the challenges associated with the use of ICTs in service delivery in the libraries under study.

### **Literature review**

Information and Communication Technology (ICT) is a force that has necessitated not only the advancement of academic libraries and their information systems physically, but also the staff skills development so as to provide the patrons with efficient services. It is a conveyance of interest between electronics computing and communication all leading to the rapid development of microelectronics. UNESCO (2001) defines Information and Communication Technology (ICT) as the scientific, technological and engineering disciplines and management techniques used in information handling and processing. It is a concept which evolves from Information Technology (IT) when the processing of information with electronic technology was combined with telecommunication. Computer, Information Technology and Communication are inseparable when ICT is discussed. These three form the major components of ICT device in the world today. In his view, Gurari (2009) defines ICT as simply a combination of technology of computer hardware and software and telecommunication such as telephone systems, CD-Rom, fax machine, sound satellite communication systems etc. Meyer (1997) sees ICT as the hardware, software, telecommunication technology, human skills and intellectual content that permit the study, design, development, implementation, support, management or use of intellectual expression. ICT encompasses hardware, software and all other forms of intellectual contents and human skills that can enhance information gathering, processing and dissemination. The imperativeness of ICT's in modern librarianship cannot be over emphasized. Ezeani and Ekere (2009) regard ICT as the highest

medium by which the highest quality service in the library and information profession can be achieved. Faulkner (1997); Ramana (2006) and Nwalo, (2009) are of the view that the use of ICT has incredible impact on library operations, resources, services, and users. The use of ICT provides quality information handling, especially in academic libraries; it also forms strong and effective communication system. Adebisi (2009) referring Anachobi (2007) quotes that ICT provides libraries with capabilities for location, storage, retrieval and dissemination of information including those stored in other computers around the world in websites with the help of Internet. Okore (2005) furthermore adds that, ICT have potentials of ensuring the dissemination of precise and accurate information as well as smoothing effective link between different categories of people and institutions worldwide. In the recent time, the modern library services have been reinforced by the use of Information Communication Technology (ICT) facilities in providing required information to support the Teaching, Learning, and Research programmes of their parental institutions. Adebisi (2009) referring to Henderson (1992) enumerated some of the benefits of ICT to library users. They are: Provision of easy and speedy information, provision of round the-clock access to users, to access unlimited information from different sources and providing more and current information to users. This has provided solution for the problem of delay in information entrance and use. It has made information distribution easier and effective. With amazing speed the internet can link a lone researcher sitting on a computer screen to mountains of data all over the world which may otherwise be too expensive and too difficult to tap using the traditional library system.

**ICT Competencies/skills of the Librarians:** Competence is viewed as demonstrating the knowledge, skills, experience and powers necessary to carry out a defined function effectively. It is the acquisition of knowledge, skills and abilities at a level of know-how adequate to perform appropriately a given task in a work

place. According to Onasanya (1990), stated that: competence refers to particular knowledge, skills, and attitudes which are necessary for effective performance in a position. It means the ability to carry out a given task effectively. According to Wojtezak (2000), such knowledge and skills are necessary to perform responsibilities that reflect the scope of professional practices; however, he warns that those competencies only are not equal to proper professional qualification. Similarly, Larzen (2006) agrees that it is a combination of academic knowledge, skills and practical experience that make an individual able to take the right action in the daily working environment. Regardless of training, competency would grow through experience and the extent of an individual to learn and adapt.

**Sources of acquiring the ICT skills of library staff:** Nwakamma (2003) and Marmwin (1996), Said that, the staff must be trained and re-trained in the use of the technologies. This can be through formal or informal methods. ICT competency acquisition programmes are necessary for library staff particularly in academic libraries if they are to work effectively using ICT's. The technology is continuously growing and new ones come up every now and then. The staff needs to move along with the growing trend by constantly developing and upgrading their competencies in the use of these technologies. Cole (2002) asserts that any learning activity which is directed towards the acquisition of specific knowledge and skills for the determination of an occupation task is referred to as training. Ugwu and Ekere(2010) stated that: many authors have emphasized the need for continuous professional growth of library staff in the area of Information and Communication Technology. Koneru (2006) pronounces that training is inevitable to bridge knowledge and skill gaps, so as to meet states of efficiency. An informed and better equipped staff guarantees well-organized services to users, eventually promoting a good library image. It is ICT training that enables academic libraries staff not only to be better equipped with competencies but also to render information services successfully to

patrons. Training in ICT helps the staff in building confidence; understanding ICT; exploiting the developments; and grasping the capabilities and implications of the new technologies. Aguolu and Aguolu (2002) discourses that no library professional would be able to meet her obligation if the library management did not stand to keep up with current literature in various discipline, and develop their staff through seminars, conferences, workshops, refresher courses and through a conscious study of new developments in the field. They further recommends on the job training, which according to them is the employers' responsibility to provide on the job training to their new employees as part of their orientation programme. Ekoja (2007) proceedings that Librarians especially those that were trained in the traditional library schools must prove that they are willing to be trained and be retrained in ICT skills, if not they are going to become irrelevant in this ICT age. In their own view, Beckett and Hager (2002) and Babu (2007) outline some ways library staff can acquire and develop their ICT competencies. These methods are: through formal continuing education such as Masters programme, informal education (distance learning), education through colleagues, self-study (learning by doing), training by suppliers, attending IT programmes, participation courses, workshops and conferences. Competency acquisition programmes can be internally, that is organized within the workplace, or externally, outside the workplace. Larsen (2006) acknowledges that all the different methods are good. The outcome of participation in formal continuing education is quite simple to amount a new degree. The outcome of training courses, conferences and seminars might be of very high value for the individuals, but the organizational training course organized locally or internally for the entire staff or a department was revealed to have a measurable impact to inspire new activities. Elejo, (2010), conceive the idea as a deliberate attachment of a junior or young librarian to an experienced, senior role model who instructs, guides, influences and brings up the former in training similar to apprenticeship.

### **ICT challenges facing Libraries/ Librarians:**

Findings by Makara (2002), and Ugboma (2006) identified lack of supply as one of the challenges to acquisition of skills and capability development in ICT for library staff in academic library. Balarabe (2005) the yearly budgetary allocation of many libraries is small and this is compounded by largely poor financial provision for staff training and development as well as the fact that some of the employers and superior officers in the profession are morally less helpful to their subordinates for active participation in long programmes. Jordan (2003) features the barrier towards adequate ICT proficiency gaining in developing countries to both lack of IT literacy and the fact that many local schools fail to integrate ICTs into their curriculum. Likewise many curriculum designers of the local library schools are not literate in ICT, therefore cannot incorporate ICT related programmes into their curriculum. Nwachukwu, (2005) agreeing with Turner asserts that it is glaring that in Nigerian library school environment; the basic ICT tools as observed by Turner are not readily available. According to Balarabe (2005) and Minish-Majanja (2007), Curriculum developments have shown considerable studies in infusing ICT competency programmes as most library schools have developed relevant ICT modules and/or emerged relevant ICT knowledge in traditional modules.

### **Methodology**

The study is a survey of seven (7) higher institutions of learning libraries in Yobe State Nigeria namely Federal University Gashua, Federal College of Education Technical Potiskum, Federal Polytechnic Damaturu, Yobe State University Damaturu, MaiIdriss Aloomo Polytechnic Gaidam, Umar Suleiman College of Education Gashua, and College of Administrative and Business Studies Potiskum. Quantitative method of data collection was adopted using a questionnaire-survey research design. The questionnaire was administered on the sample that was drawn from the population of the study. Academic librarians at the Yobe state higher

institutions of learning were the population of the study.

### **Research design**

This study will apply quantitative research methodology using survey research design which is from the school of post-positivism that is called critical realism. It is believed that reality is objective and it exists independently of human thoughts, believes and knowledge. Survey research design is define as a method of investigation that uses questionnaire base on statistical survey in other to collect information about how people think and act. Cross-sectional survey design will be used because it has the advantage of measuring current attitude, practice, and perception of people towards certain action and provide information in a short period of time.

Survey research design has been use by many researchers to select a sample from the population intended to be studied and from which generalization will be made. It has the advantages of using many different kinds of information and it is easy to use. It involves the collection and analysis of data about people or materials with the intention to relate existing and required standards and to identify information which is likely to be used to improve the exiting condition of people or things. Survey research design is the most appropriate for this study because it will enable the researcher to find out the competencies academic library staff have in using information and Communication Technologies (ICTs) facilities in their libraries and how it can be improved.

### **Preliminary Survey**

Putting into consideration the research problem, objectives and significance of the study, the researcher fingered it was necessary to carry out preliminary study in order to find out the ICTs competencies of academic librarians in institutions of higher learning in Yobe state. These are fundamental aspect of the study, hence the need to conduct this preliminary investigation. The finding will provide the researcher with useful information that will help in redefining the research problem,

and in determining the scope of the study as well as decision on the population of the study.

### **Population of the Study**

Population is the set of all element objects, or events that are of concern for a giving Study. Abdulsalami (2005) declared that "the population for the study is the totality of individuals, objects, events or constructs about which the researcher is concerned." This study is specifically focusing on the ICTs competencies for service delivery among academic librarians in institutions of higher learning in Yobe state. Therefore, the population of this study included all the librarians in the seven (7) selected higher institutions of learning in Yobe state that has functional ICTs facilities. While some institutions are owned either by state or federal government, the table below shows the higher Institutions in Yobe State, location, proprietors, year of establishment librarian's population and ICTs availabilities.

**Table 1 Higher institutions of learning libraries in Yobe State**

SS/ NO	NSNAME OF INSTITUTION	LOCATIO N	PROPRIETORS	YEAR OF ESTABLISH MENT	N0 OF LIBRARI ANS	ICT AVAILABI LITY
1	Federal University Gashua Yobe State	Gashua	Federal government	2014	14	NOT INSTALL
2	Federal college of Education Technical Potiskum Yobe State	Potiskum	Federal government	1988	20	YES
3	Federal polytechnic Damaturu Yobe State	Damaturu	Federal government	2000	20	YES
4	Yobe State University Damaturu	Damaturu	Yobe State government	2006	30	YES
5	Umar Suleiman College of Education Gashua Yobe State	Gashua	Yobe State government	1989	19	YES
6	College of Administrative and Business Studies Potiskum Yobe State	Potiskum	Yobe State government	1956	20	YES
7	Mai Aloomaldriss Polytechnic Gaidam Yobe State	Gaidam	Yobe State government	2003	11	YES
8	College of Agriculture Gujba Yobe State	Gujba	Yobe State government	2004	07	NO
9	College of Legal and Islamic Studies Nguru Yobe State	Nguru	Yobe State government	1988	07	NO
10	School of Nursing Damaturu Yobe State	Damaturu	Yobe State government	1993	05	NO
11	School of Health and Technology Nguru Yobe State	Nguru	Yobe State government	2003	05	NO
	TOTAL				158	

**Source:** Directory of polytechnics and colleges of education in Nigeria available at <http://www.nigeria.embasy.gov/ngeriapolytecnic.htm>.obtained on 26/09/2012

Based on the result of the preliminary study conducted, it was discovered that out of the eleven (11) higher institutions of learning libraries in Yobe state, only seven (7) have ICT facilities. They are: Federal University Gashua, Federal College of Education Technical

Potiskum, Federal Polytechnic Damaturu, Yobe State University Damaturu, Mai Aldriss Aloomaldriss Polytechnic Gaidam, Umar Suleiman College of Education Gashua and College of Administrative and Business Studies Potiskum. The table below will show the list of

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higher institutions of learning libraries that has ICT facilities. On the other hand, the ICT Competencies of most academic librarians in institutions of higher learning in Yobe state is unsatisfactory. This is because some of the Librarians are under utilizing the ICTs facilities provided in their libraries and there is also the problem of power outage by the power holding company of Nigeria

#### DATA ANALYSIS AND INTERPRETATION OF FINDING

Data analysis is purely the understanding of the rare data of an investigation and the means by which the research problems or hypothesis are tested. The method of data analysis in this study was based on the use of the descriptive statistics. Using the descriptive statistics, results were brief and organized in meaningful way. Descriptive statistics are methods that allow for the use of these samples to make overviews about the populations from which the samples were drawn. This enabled the researcher to made decision or inferences by taking data patterns.

The Statistical Package for Social Science (SPSS v.16) it is one of the most popular and widely used for preparing and executing electronic data analysis. In addition to that it enables the researcher to record variable and handles missing values among others. Taking these into consideration, this study used (SPSS v.16) in the computation of data analysis of the collected. The 'data was organized and logically presented under the following headings:

.4.1 Section A: present analysis on the background information of the respondents (bio-data).

4.2 Section B: present analysis on the Availability of ICTs Facilities.

4.3 Section C: present analysis on the Services provided with the ICTs.

4.4 Section D: present analysis on the ICT Competency/skill of the Librarian.

4.5 Section E: present analysis on the sources of acquiring the ICT skills.

4.6 Section F: present analysis on the Challenges Associated with the use of ICTs

#### Response Rate of Librarians

A total of 140 copies of questionnaires were distributed to the librarians in institutions of higher learning under study out of this number only 133 were returned and found useful. This response rate represents 92.2% of the total responses. The success achieved from the high response of the study was accredited to the personal involvement of the researcher in the distribution and collection of the questionnaires when he paid visit to the higher institutions of learning under study and the assistance of some library staff in the distribution and collection of the questionnaires in institutions under study. They ensured that copies of the questionnaire distributed to respondents were returned before leaving the library, the researcher jointly with some staff of the institutions under study. Explained to the librarians the need for them to objectively responses to the questions in the questionnaire as this will help the researcher in coming up with results which could be important outcome to the whole libraries and the institutions in general.

**Table 4.1 Questionnaire Response Rate**

S/NO	INSTITUTIONS	QUESTIONNAIRES DISTRIBUTION	QUESTIONNAIRES RETURNED	PERCENTAGES %
1.	FUG	15	14	10.52
2.	FC(E)T POT	21	20	15.04
3.	FEDPOLY DT	21	20	15.04
4.	YSU	31	30	22.56
5.	CASB POT	21	20	15.04
6.	COEGA	20	19	14.29
7.	MIAPOLY	11	10	7.51
	TOTAL	140	133	100.00

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As shown in table 4.1 the highest number of questionnaires returned was from Yobe State University Damaturu with 30 representing 22.56% of the total questionnaires, followed by FCE (T) Potiskum with 20 representing 15.04% questionnaires were returned. In Federal Polytechnic Damaturu 20 were also returned representing 15.04% closely following them, is Umar Suleiman College of Education Gashua where 19 questionnaires were returned representing 14.29%, while College of Administrative and Business Studies Potiskum 20 copies of questionnaires were returned representing 15.04% of total questionnaires. And Mai Idriss Alooma Polytechnic returned 10 questionnaires representing 7.51%. These responses rate were found adequate being 92% which was the maximum acceptable response rate.

**Section A: Personal Information on the Respondents**

**Table 4.2: Gender of the respondents**

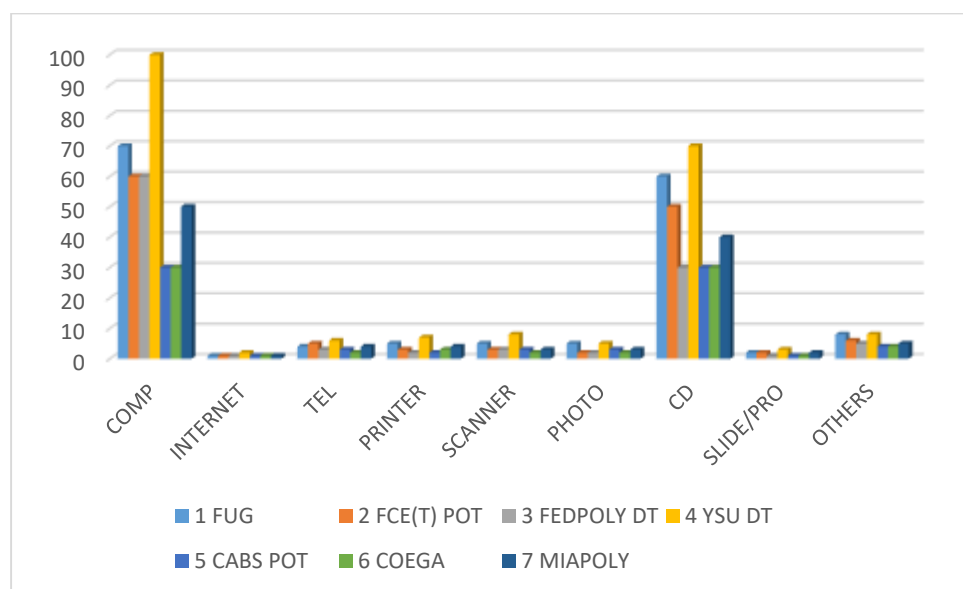
Gender	Frequency	Percentage
Male	95	71.43%
Female	38	28.57%
<b>Total</b>	<b>133</b>	<b>100%</b>

As indicated in table 4.2 majority of the respondents 95 (71.43%) were male. While female were only 38 (28.57%) of the total respondents. The finding shows that males were the majority of the respondents in all the higher institutions of learning libraries in the state. This could be attributed to the fact that female enrolment figure in institutions of higher learning were mostly low when compared with that of their male counterparts. This is similar to Gambari (2007) in his study conducted on utilization of information by undergraduate students in three Northern University libraries which revealed that majority of the respondents were males which constituted 72% while female were only 28%.

S/NO	INSTITUTISS	COMP	INTERNET	TEL	PRINTER	SCANNER	PHOTO	CD	SLIDE/PRO	OTHERS
1	FUG	70	1	4	5	5	5	60	2	8
2	FCE(T) POT	60	1	5	3	3	2	50	2	6
3	FEDPOLY DT	60	1	3	2	3	2	30	1	5
4	YSU DT	100	2	6	7	8	5	70	3	8
5	CABS POT	30	1	3	2	3	3	30	1	4
6	COEGA	30	1	2	3	2	2	30	1	4
7	MIAPOLY	50	1	4	4	3	3	40	2	5

**Section B: Table 4.3 Types of ICT Facilities Available in Higher Institution Libraries.**

Chart



ICT were available in the institutions of higher learning libraries, such as computer, printer, internet, slide projectors, scanner, photocopier, television, CD-ROM and others.

The finding revealed that higher institutions libraries in Yobe State were not left out in the provision of ICT facilities to their institutions libraries having realized the importance of ICT in improving teaching, research, learning and development and also for retrieving,

storing and dissemination of information fast to users. Similarly, Smith (2005) stated that due to ETF and TETFUND intervention to higher institutions of learning in Nigeria, it has made ICT facilities available in these higher institutions of learning libraries. Tella (2007) observed that ICT as new technology that embrace all form of digital communication infrastructure, has been used to simplify availability and access to information.

**Section C Table 4.4 How effective are these services provided with the ICTs**

S/NO	SERVICES	FREQUENCY	PERCENTAGE
1	VERY EFFECTIVE	16	12.03%
2	EFFECTIVE	20	15.04%
3	NOT VERY EFFECTIVE	85	63.91%
5	UNDECIDED	12	9.02%
	TOTAL	133	100%

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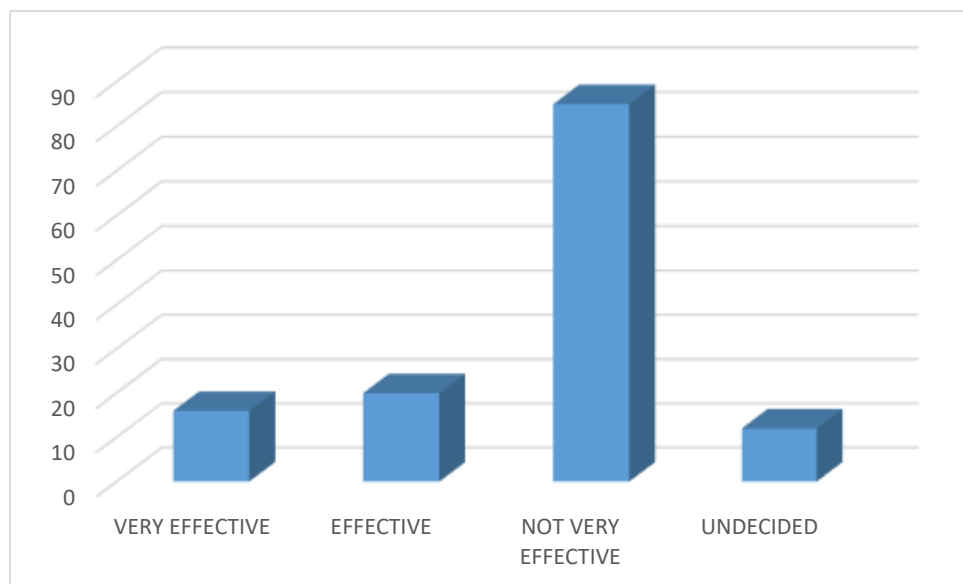


Table 4.4 above reveals that 16(12.03%) respondents indicated that the services provided with ICTs in their higher institutions of learning libraries is very effective, 20(15.04%) respondents indicated that the services provided with ICTs in their libraries is effective, while 85(63.91%) indicated that the services provided with ICTs in their libraries is not

very effective and 12(9.02%) remain silent by choosing undecided. This corresponds with Zaid (2004) in his study on library computerization in Nigeria are at the stage of automating their services. And also in Gama (2007) in his study also reported that ICTs application and services is low if likened with developed countries.

**Section D Table 4.5 Are you satisfied with the level of ICTs competency/skill you have in providing service in your library.**

S/NO	LEVEL OF COMPETENCY/SKILL	FREQUENCY	PERCENTAGE
1	YES	42	31.6%
2	NO	91	68.4%
	<b>TOTAL</b>	<b>133</b>	<b>100%</b>

As shown in the above table 4.5 42(31.6%) respondents said that they are satisfied with the level of their ICTs competency/skill. While 91(68.4%) respondents said that they are not satisfied with their level of ICTs competency/skill in rendering services to patrons of their libraries.

**Section E Table 4.6 What problems did you face when acquiring the ICTs skill.**

S/NO	PROBLEM FACE	FREQUENCY	PERCENTAGE
1	LACK OF TRAINING FACILITIES	25	18.78%
2	LACK OF FUND	75	56.4%
3	INADEQUATE CURRICULUM	11	8.27%
4	LACK OF INTEREST	11	8.27%
5	LIBRARIANS NOT WILLING TO SEND THEIR STAFF	11	8.27%
	<b>TOTAL</b>	<b>133</b>	<b>100%</b>

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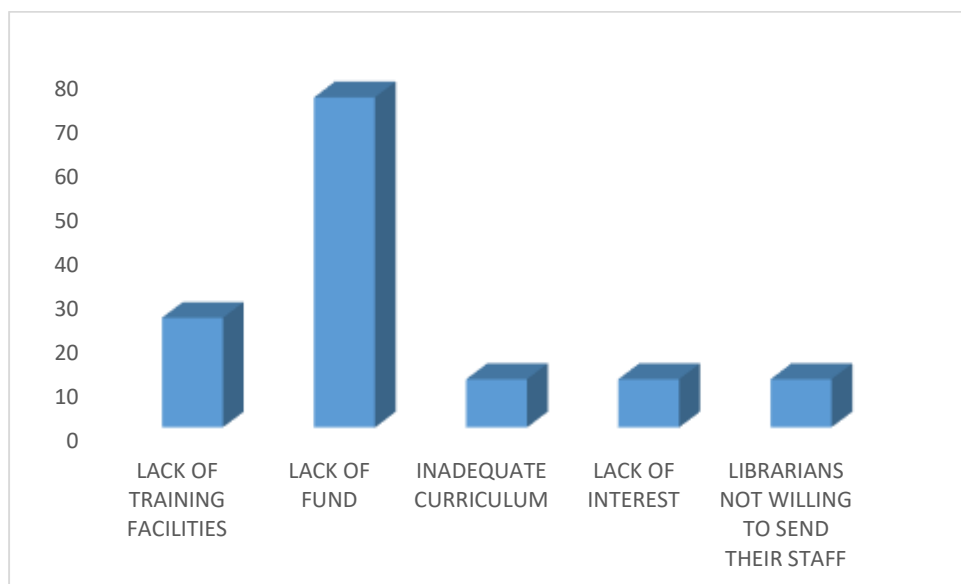


Table 4.6 above shows that 25(18.78%) respondents face the problem of lack of training facilities when acquiring ICTs training skill, 75(56.4%) respondents face the problem of lack of fund, 11(8.27%) respondents face the problem of lack of adequate programmed for the acquisition of the ICTs training skill, 11(8.27%) respondents face the problem of lack of developing interest in learning the ICTs skill and another 11(8.27%) respondents face the problem of not been to acquire the ICTs training skill by their librarians.

**Section F Table 4.7 Challenges associated with the use of ICTs.**

S/NO	CHALLENGES	FREQUENCY	PERCENTAGE
1	INADEQUATE FUND FOR THE PURCHASE OF ICT FACILITIES	60	45.11%
2	POOR ELECTRICITY SUPPLY	50	37.59%
3	POOR MAINTENANCE CULTURE	15	11.28%
4	LACK OF TECHNICAL EXPERTISE	08	6.02%
	<b>TOTAL</b>	<b>133</b>	<b>100%</b>

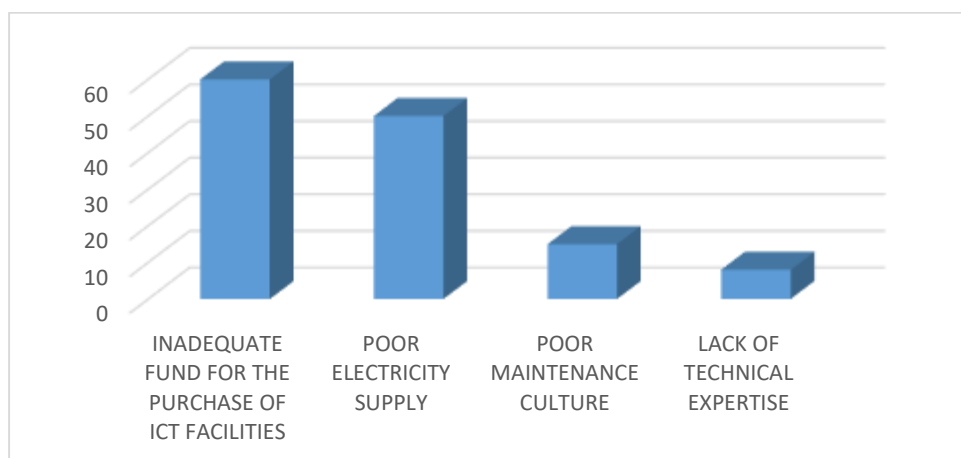


Table 4.7 above highlighted several challenges faced by the librarians/libraries when using ICTs. 60(45.11%) indicated inadequate fund for the purchase of ICTs facilities as one of the major challenges librarians/libraries are facing followed by poor power supply with 50(37.59%) respondents complaining on lack of electricity as one of their major challenge. Other major challenges indicated is poor maintenances culture with 15(11.28%) respondents impatient on. And 08(6.02%) respondents complained on lack of technical expertise as one of their major challenges. However, this findings corroborate to the study conducted by Kumar(2005) which stated that inadequate power supply, poor internet connection owing to small bandwidth were the major element hindering ICTs use in Africa.

#### **Summary of the Findings**

Finding of the research on the gender of academic librarians revealed that majority of the respondents numbering 95(71.43%) are male librarians, while the female librarian were 38(28.57%) in number. The finding shows that all the seven (7) higher institutions of learning libraries that have available functional ICT facilities choosing yes. The finding also shows that the numbers of ICT facilities available in institutions of higher education libraries is computer with 420 in numbers follow by CD-ROM with 310 in numbers. While others such as printers with 26 in records and photocopiers which are up to 20 in numbers, there are also eight (8) functional internet connectivity with Yobe State University having two (2) functional internet connectivity and the other higher institutions of the study area each has one functional internet connectivity. However, the finding on how effective are the services provided with the ICTs reveals that some of the respondents 16(12.03%) and 20(15.04%) said it is very effective and effective respectively. While the large numbers of the respondents 85(63.91%) said the services provided with ICTs

is not very effective and some of the respondents 12(9.02%) chooses undecided.

The findings shows that the level of ICTs competency/skill of the librarians in provision of services to client is low with 42(31.6%) respondents saying yes, while 91(68.4%) respondents saying no.

Regarding the finding on the problem face when acquiring ICTs skill, many librarians said they are facing problem of lack of fund with 75(56.4%) respondents, while 25(18.78%) respondents said that what hinders them not to acquire ICTs skill is lack of sufficient training facilities and 11(8.27%) respondents both of them responded by saying is lack of interest from them, some said it is shortage of adequate ICTs curriculum, while others said that it is lack of will from their librarians for not agreeing them to acquire the ICTs skill.

It was found out in the study that the challenges associated with the use of ICTs are: inadequate fund, poor electricity supply, lack of basics ICT skills, poor internet connectivity, breakdown of the ICT facilities and lack of technical support with poor maintenance culture. These hinder the effective use of ICT by librarians of higher institutions of knowledge libraries particularly in the study area.

#### **Conclusion**

Information and communication technology (ICT) was introduced in higher institutions of learning libraries in order to provide higher quality information services in support of teaching, learning and research for academic staff as well as acquisition of knowledge and accomplishment of academic responsibilities by staff and students of such institutions. Opinions were asked from respondents on ICTs competencies for service delivery among academic librarians. Majority of the respondents said academic librarians need to be ICT expert for them to be relevant in this information age. Many academic librarians are

not competent in handling the ICTs facilities of their libraries.

The study revealed that there is high number of male librarians in the study area than the female librarians and that computer and CD-ROM are the most available ICTs facilities in the study area libraries. Among other things it was also found out that librarians in the study area cannot effectively providing library services with the ICTs of their libraries. It was also discovered that one of the major problem face when acquiring ICTs training skill is lack of fund. It was revealed that the Challenges associated with the use of ICTs include: poor electricity supply, lack sufficient fund to boost ICTs activities and services, etc.

The recommendations arising from the finding will guide the Nigerian higher institutions administrator in setting priority for strategic planning in the area of ICTs and the study area in particular.

#### **Recommendations**

In this section recommendation encouraged by this study were document in the light of issues 'outlined surrounding the ICT competencies for service delivery among academic librarians in institutions of higher learning, the use of ICT in higher institutions libraries is very necessary and important the variable alongside the type of ICT, level of ICTs competency/skill of the librarians, and challenges associated with the use of ICTs. It would be meaningful to conclude by making some recommendation that may help to improve the ICTs competencies for service delivery among academic librarians in the institutions under study.

The authority of the higher institutions libraries in Yobe State, should try to improve on acquisition of adequate computers in their ICT centers for staff that did not have ICTs skill can be train by those with the knowledge that is a sort of on the job training. This would happen if the authority of such institution cannot send their

staff to schools or workshop to acquire the needed ICTs skill.

- 1) The authorities of the higher institutions libraries in Yobe State, should provide solar power supply or standby generator set to the ICT centers in their institutions to restrain electricity outage which greatly affects ICT service provision in Nigerian for the ICT facilities provided in the institution libraries to optimally be used, government should put more effort in providing steady electricity supply.
- 2) The study revealed, there are many problems surrounding the ICTs competencies of academic librarians, it is suggested that academic librarians need to be motivated to obtain ICT skills for it can provide them with knowledge on how to manipulate the computer and the internet.
- 3) The authorities of the higher institutions of learning libraries in Yobe State, should provide ICT service center in the departments, faculties, and if possible student common room and the student hostels. They can even collaborate with NGOs INGO towards improving the ICT facilities in their higher institutions of learning libraries.
- 4) Some academic librarians and staff still lack the knowledge of how to locate information from the ICT facilities in their libraries. Therefore, cyber café attendance, librarians with ICTs skill and ICT facilitators working in higher institutions of learning libraries are called upon to attend to such staff during their researcher by providing the necessary support for them accordingly.
- 5) Lastly, stakeholders including educators and families should encourage authorities of highly institutions to have a strong belief about themselves and their ability to use the ICT to perform academic tasks. This will enable them to

tackle any academic endeavors and consequently achieve success. The higher institutions of learning libraries need to formulate comprehensive strategies that will engage the entire stakeholders in the academic community to take an active part in bringing about required transformation where the adequate ICT facilities put in place will be optimally utilized in the library for educational informational purposes.

- 6) There is also the need for government and the higher institutions of learning libraries management in Nigeria to develop a clear ICT policy framework that will support the development of ICT at the higher institutions of learning libraries.

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