Extent of ICT Literacy Possessed by Librarians in Federal University Libraries in South East Nigeria

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ABSTRACT

This paper examined extent of ICT literacy possessed by librarians in Federal University Libraries in South East Nigeria. The study adopted descriptive survey research design. The population comprised 133 academic librarians. Achievement test and structured questionnaire were used to collect data. Data generated were analyzed using descriptive statistics – simple percentage and arithmetic mean. The major findings include that librarians in Federal University Libraries in South East Nigerian possess high ICT literacy. Librarians in Federal University Libraries of South East Nigerian use ICT-based resources to a high extent The following constraints militate against librarians’ acquisition of ICT skills: inadequate funding, poor infrastructural facilities, lack of in house/services training programmes for librarians on ICT, lack of implementation of ICT in the curriculum of library schools, librarians do not participate effectively in professional conferences, seminars and workshops on ICT. The study recommended that management should from time to time organize in-house training /service training on ICT for librarians.

KEYWORDS

Information and Communication Technology (ICT) Literacy, Librarian, Resources

INTRODUCTION

Librarianship is purported to have changed more over the last few decades than in its entire previous history, with increasing use of information and communication technology to organize and disseminate information. Mathew and Baby (2012), opined that the advent and rapid development in information and communication technologies (ICT) have given a solid foundation for revolutionary changes in the information handling capabilities of academic libraries and information centers all over the world. In this regard, particular relevance is given to the concept of ICT literacy. ICT literacy is using digital technology, communication tools and / or networks to access; manage, integrate, evaluate and create information in order to function in a knowledge society (ETS, 2002). ICT literacy may be grouped into three proficiencies, the first proficiency pertains to the knowledge of the technology, the second proficiency pertains to acquiring the skill relevant to using the technology and the third is attitudes accruing from critical reflections of technology use (Oye, Iahard, & Rahim, 2012). The academic librarian of this decade has to possess a portfolio of technology related skills in order to complement the navigational skills and become ICT literate (Mathew and Baby, 2012). Thus, such skills could help librarians access, manage, integrate, evaluate, create and communicate information more widely to the users. These skills include: word processing functions, ability to start and exit a...
Although, several scholars observed that there are library professionals who possess low ICT literacy and perform their duties manually despite the relevance of ICT to library and its high penetration rate (Ugboma, 2006; Ademodi & Adepoju 2009 and Ugwuanyi, 2009). Anyaoku (2012) put forward evidence that there is an improvement in computer literacy level of librarians. Adedoyin, Onasafe, Gbotosho, Adegun & Frank (2013) also reported improved ICT literacy level in Nigerian university libraries. Moreso, the method of data collection for these studies seemed inappropriate as they used questionnaire to determine computer and ICT literacy level of librarians. Consequently, previous studies have outlined constraints militating against librarians’ ICT literacy to include: poor infrastructural facilities, poor in service/ in house training, librarians’ poor participatory to conferences, seminars, and workshops on ICT, lack of implementation of ICT in the curricular of library schools, tight working schedule, and epileptic power supply (Akintunde, 2006; Ajidahun, 2007; Ekwueme, 2012; and Osuigwe & Unegbu 2012). Therefore, it is against these situations that the study aims to determine the level of ICT literacy possessed by librarians in Federal University of South East Nigeria; identify the constraints militating against librarians’ ICT literacy and to suggest possible solutions.

RESEARCH QUESTIONS

The following questions guided the study:

- What is the level of ICT literacy possessed by librarians in Federal University of South East Nigeria?
- To what extent do librarians use ICT based resources in Federal University libraries of South Eastern Nigeria?
- What are the constraints militating against librarians’ acquisition of ICT skills in Federal University of South East Nigeria?
- What are the methods for improving librarians’ ICT literacy in Federal University of South East Nigeria?

SCOPE OF THE STUDY

The study covered university librarians in Federal Universities of South East Nigeria. They include: Nnamdi Azikiwe University Awka, Anambra state; University of Nigeria Nsukka Enugu state; Federal University of Technology Owerri, Imo state; Micheal Okpara University of Agriculture Umuahia Abia state and federal university Ndufu Alike, Ebonyi state.

LITERATURE REVIEW

The rapid technological changes have resulted in librarians constantly questioning their future and the competencies they need to survive professionally (Nath, Bahl and Kumar 2007). Okiy (2010) asserted that globalization of the entire world in recent times has placed additional demands on academic librarians to comply in order to avoid being obsolete and irrelevant in the scheme of things. California Emerging Technology Fund (2008) described ICT literacy as the ability to use
Science Popularization by Organizing Training Activities Within the Electronic Game Laboratories
www.igi-global.com/article/science-popularization-organizing-training-activities/67532?camid=4v1a

Developing a Reflective Competence for a Master’s Level Programme on E-Learning: The Leonardo Project REFLECT
www.igi-global.com/article/developing-reflective-competence-master-level/62839?camid=4v1a