

Influence of Information Communication Technology Competencies on the Task Performance of Librarians in University Libraries in South- South, Nigeria

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ABSTRACT

The study assessed the influence of information communication technology competencies on the task performance of librarians in university libraries in South- South, Nigeria. The descriptive research design was adopted for the study. The population of the study was 235 librarians in the university libraries in South- South, Nigeria. The total enumeration sampling technique was employed for the study. The research instrument adopted to collect data from the respondents was a structured questionnaire. The findings revealed that librarians in South- South, Nigeria are above average in their competence in the use of Information Communication Technologies in their university libraries. The study also revealed that librarians perform virtual reference services tasks, information storage/ retrieval tasks, information searching tasks using ICT, post news and current trends using ICT, carryout current awareness tasks using ICT, undertake user education task using ICT using ICT. The study further revealed that ICT has improved the task performance of librarians as it has reduced the time used in executing tasks creating ample time for librarians to engage in other productive activities in university libraries. The study showed that poor funding, insufficient training on ICT, inadequate professional manpower to conduct in house training on ICT, LIS curriculum not properly structured in line with current ICT realities, poor planning and implementation of ICT projects, among others are problems that has hindered the acquisition of ICT skills by librarians in university libraries. The study recommended that adequate funding should be allocated for the training and retraining of librarians in the use of ICT, training should be organised for librarians on network-based services, database management/ searching, QR Code services, and web design to boost their competences, and the use of ICT for executing tasks should be incorporated adequately in the curriculum of library and information science to expose young professionals of the prospects of the use of ICT.

KEYWORDS: ICT Competence; Task Performance; Librarians; University Libraries; South- South, Nigeria

INTRODUCTION

The task performance of librarians in university libraries has remained a topical issue by researchers and scholars in the literature. Task performance is referred to as "in-role prescribed behaviour" describes the key job responsibilities of librarians and it is reflected in specific work outcomes and deliverables as well as their quality and quantity (Nini, 2019). For university libraries to be able achieve their mandate of meeting the teaching, learning, research and recreational needs of their parents institution it is obligatory to have competent librarians executing tasks in line with the library goals and objectives. Skills such as good communication skills, interpersonal relationship skills, soft skills, and assertive skills are known for enhancing the job performance of librarians. One skill that has strong correlation with the task performance of librarians in university libraries is information communication technology (ICT) skills.

Information Communication Technology is an umbrella term that encompasses technologies for the storing, communication and dissemination of information. This include any medium that can store information (Flash drives, QR Codes, CD-ROMS, Optical Disks, Cloud Storage etc.) and technology for communication/ dissemination of information (radio, television, social media, Blogs and other online newspaper platforms) (IGI Global, 2020). However, ICT has impacted virtually every field of life as professionals are exploring ways of using ICT tools for the swift execution of their task and the librarianship profession is not an exemption. The use of information communication technology is increasing in university libraries as a lot of tasks can be executed seamlessly using technological tools than the manual system that is time consuming. However, Bhoi (2017) highlighted task that can performed using ICT in libraries, in acquisition task for example, checking publishers catalogue, ordering, price comparism, tracking of ordered materials, creating list of received materials can be done using ICT tools. Also, Adeleke and Olorunsola (2010) posited that the advent of ICT has made it realistic for remote libraries to access databases of big libraries in advanced nations for the purpose of adopting/ adapting their bibliographic data for the processing of their materials and this has transformed greatly the landscape of cataloguing and classification in university libraries across the world. Readers services routines like user registration, charging and discharging, and record of overdue charges and defaulter list can be carried out using Library Automation Softwares. Closed-Circuit Television (CCTV) can be deployed for library security while QR Code placed in doors can be used for encoding/ decoding information about various departments of the library, it can also be used to provide information contained in library materials for users to be able to easily ascertain materials useful in line with their information needs. ICT can enhance the task performed by librarians in university libraries ensuring they meet up with their core mandate of meeting the information needs of their communities.

However, for librarians in university libraries to be able to maximally utilise ICT for executing their daily routines they should be competent in the usage of ICT. Fuentes (2007) defined competencies as a set of knowledge, skills, attitudes and values that are required to effortless execute professional tasks or productive in an assigned role. From the aforementioned definition, ICT competencies can refer to as a set of knowledge, skills, attitude and values that are required to effortlessly use ICT to execute university library tasks in line with the library goals. The effectiveness of the use of ICT in executing tasks in university libraries has catalysed information literacy programmes for librarians to boost their skills and competencies. In the same vein, Comfort, Vincent and Yemisi (2020) affirmed that information communication technology (ICT) competence has remained a crucial issue for achieving high performance among librarians. This study hereby examines the influence of information communication technology competencies on the tasks performance of librarians in university libraries in South- South, Nigeria.

Objectives of the Study

The general objective of the study was to assess the influence of information communication technology competencies on the task performance of librarians in university libraries in South- South, Nigeria. The specific objectives were to:

- I. Determine the ICT competencies of librarians in university libraries in South- South, Nigeria.
- II. Ascertain the tasks performed by librarians using ICT in university libraries.

- III. Examine the influence of ICT competencies on the task performance of librarians in university libraries.
- IV. Identify the problems in the acquisition of ICT skills by librarians in university libraries

LITERATURE REVIEW

The literature review was done in line with the objectives of the study.

The ICT competencies of librarians in university libraries

The ICT competency of librarians in university libraries is one topical study area in library and information science research. However, Ajeemsha and Margam (2012) and Ayoku and Okafor (2015) provided a list of ICT competencies for library professionals which include basic computer competency, system troubleshooting and maintenance skills, database management and database searching skills, virtual reference services, use of e-mails, word processing, web design and internet skill and library automation skills. Ansari (2017) studied ICT skills proficiency of librarians in universities in Karachi, Pakistan. The findings revealed that the library professionals in universities in Karachi, Pakistan were not proficient in all areas of ICT skills. The majority of the respondents were moderately proficient in the use of ICT. Itsekor and Ikechukwu (2014) researched on ICT competencies as a 21st century skill for the librarianship profession. The findings revealed that 77% of the respondents agree that they are ICT competent. The 23% that did not agree are likely to come from libraries that are not ICT compliance. Nwabueze and Ibeh (2016) investigated extent of ICT literacy possessed by librarians in Federal University Libraries in South East, Nigeria. The major findings revealed that the respondents possess high ICT literacy. Bansode and Viswe (2015) explored the ICT literacy of librarians in university libraries in Marathwada region. The findings of the study revealed that majority of the library professionals are ICT literate and have sufficient basic ICT skills to undertake library tasks. Chiemeka, Ejike, Kingsley & Blessing (2015) studied the extent of ICT skills of librarians in university libraries in Anambra State, Nigeria. The findings revealed that librarians in Anambra State, Nigeria are weakly-skilled in ICTs for performing various tasks in their libraries. Joy, Uzezi, Anne and Ferdinard (2017) investigated ICT proficiency of librarians in university libraries in the 21st century, Edo State. Findings revealed that librarians had acquired considerable basic skills in ICT. The studies also suggest that they concentrate more on network-based services and digital services. In the same vein, Batool and Amen (2010) studied the extent of technology competencies possessed by academic librarians and the findings of the study revealed that the respondents are competent in computer hardware and word processing and they still more ICT skills for the full implementation of library automation.

Tasks performed by librarians using ICT in University Libraries

A lot of researchers have carried out studies on tasks librarians can perform using ICT in their university libraries. Adebayo, Ahmed and Adeniran (2018) posited that librarians can send and receive emails, hold conferences online via video conferencing; provide swift and easy access to the library resources via the online public access catalogue (OPAC) using information communication technologies. Also, Unegbu (2013) affirmed that the birth of online cataloguing has led to many libraries discouraging their cataloguers from practising original cataloguing, as original cataloguing is assumed to be cumbersome and requires intellectual and articulate persons with adequate competence, knowledge and experience. Ale and Omeneke (2017) studied the uses application of ICT in academic libraries in Nasarawa State. The findings of the study revealed that ICT was used to undertake library tasks like classification, cataloguing, indexing, database creation, and database indexing. Krubu and Osawaru (2010) studied the impact of information and communication technology (ICT) in Nigerian university libraries. The study revealed that ICT was majorly deployed for information storage and retrieval using CD-ROM, online database, World Wide Web and the Internet. Khademizadeh (2012) studied the use of ICT in collection development in scientific and research institute libraries in Iran. The results revealed that there is a significant relationship between ICT and collection development (χ^2 62.86, $p=0.000$). Findings further show that all of librarians (9; 100%) affirmed they feel that ICT application affects the collection development of their library. Fidelis (2018) studied the use of ICT to support innovative library services in University of Dar es Salaam Wilbert Chagula Library. The findings revealed that virtual desk services are the most

performed task by the respondents (72.5%), followed by provision of electronic resources and databases (as confirmed by 70% of respondents), and chat with a librarian mentioned by 65% of respondents. Other tasks mentioned by considerable percentages were literature searches (52.5%), QR code access to resources (50%), ask a librarian (27.5%), and institutional repository (22.5%).

Influence of ICT Competencies on the task performance of Librarians in University Libraries

ICT has greatly impacted various aspects of the library and information science profession. To buttress the aforementioned statement, Krubu and Osawaru (2010) posited that ICT has influenced every aspect of academic library tasks especially in the form of the library collection development strategies, library building and consortia and it has enhanced the task performance of librarians. Job and Abdulmalik (2017) studied the influence of ICT competencies on job performance among library personnel in tertiary institutions in Lokoja, Kogi State. It is glaring from the findings that ICT competency had positive influence on the task performances of library staff 39(54.2%). Only 11(15.3%) respondents indicated that ICT competencies had no influence on their task performance. Similarly, Oguche (2017) studied the impact of ICT competence on the task performance of librarians in Federal University Libraries in Nigeria. The findings revealed that between 52.0% and 90% of the respondents indicated that ICT has influenced their performance in the following task; digitization, registration of library users, publications; ordering of information resources; generation of user statistics, storage of information resources; accessioning of information resources and marketing of library and information products and services. The findings on the interview session of the study also revealed that while the respondents agreed that ICT competences has boosted their task performance, they also indicated that the volume of task allocated to them had also increased. Also, the study of Madu and Azubogu (2018) on the impact of ICT in information dissemination revealed that ICT has influenced various aspects of university library tasks, in the area of reference services, current awareness, bibliographic search, cataloguing and classification and lending services.

Problems in the acquisition of ICT skills by librarians in university libraries

A lot of problems have been identified in the literature that affects the acquisition of ICT skills by librarians in university libraries. In a study by Chiemeka, Ejike, Kingsley and Blessing (2015) on the level of information communication technology skills possessed by librarians in university libraries in Anambra State, Nigeria, revealed that lack of adequate technological infrastructures to support integration of ICTs in the curriculum of Nigerian LIS schools, poor planning and implementation of ICT projects in Nigerian university libraries, absence of policy for continuous evaluation or assessment of librarians' ICT skills, and librarians have little or no interest for ICTs are among the problems that affects the acquisition of ICT skills by the respondents under study. Similarly, Bansode and Viswe (2015) explored ICT competencies of library professionals in university libraries in Marathwada region. The findings of the study revealed that tight working schedules, inadequate training, lack of awareness, lack of experience with ICT, lack of initiative from professional associations, lack of support from the authorities, and rigid ICT use policies are among the problems that militates against the acquisition of ICT skills by the library professionals studied. Also, Ezejiofor (2018) studied the challenges in the training of librarians on ICT in Festus Aghagbo Nwako Library, Nnamdi Azikiwe University, Akwa. The study revealed poor funding, inadequate professional manpower to conduct training, inadequate ICT facilities, no written policy on manpower development, insufficient number of academic librarians, lack of enabling environment to practice knowledge gained in training, poor internet connectivity, irregular power supply and non-sustenance of training programmes. Baro and Eze (2015) investigated self-perception of ICT-related information literacy skills of librarians in colleges of education in Nigeria. The findings revealed lack of training, irregular power supply, poor internet connectivity, inadequate facilities (computers), and lack of time as the factors affecting the acquisition of ICT skills by respondents in the study.

METHODOLOGY

The descriptive research design was adopted for the study. The population of the study comprises librarians in university libraries in South- South, Nigeria. The exact population of the study is 235 librarians. The total enumeration sampling technique was employed for the study due to manageable size of the respondents in the study. The research instrument employed for the study was a

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structured questionnaire. The questionnaire titled "Information Communication Technology Competencies and the Task Performance of Librarians in University Libraries in South- South, Nigeria" was used for data collection. Before the administration of the questionnaire, the instrument was subjected to face validity to ascertain the validity of the instrument. The questionnaire had two sections. Section A captured the demographic information of the respondents while Section B captured analysis of the key findings of the study which includes ICT competencies of librarians in university libraries in South- South, Nigeria, the tasks performed by librarians using ICT in university libraries, the influence of ICT competencies on the task performance of librarians in university libraries and the problems in the acquisition of ICT skills by librarians in university libraries. The questionnaire was administered face to face to the 224 librarians from university libraries in South-South, Nigeria by the researcher with the support of two research assistants. The data collection period with aid of the questionnaire lasted for a period of two months. The data were analysed using frequency, percentages via tables for easy presentation of the results.

DATA ANALYSIS

Table 1: Questionnaire Response Rate

No of Questionnaires Administered	No of Questionnaires Retrieved	Percentage
235	224	95%

A total of 235 copies of the questionnaire were distributed and 224(95%) copies were returned. The response rate of 95% is considered adequate for the study because the standard and acceptable response rate for most studies is 60% (Dulle, Minish-Majanja & Cloete, 2010).

Section A: Demographic Distribution of the Respondents

Table 2: Gender Distribution of the Respondents

Gender	Frequency	Percentage
Male	126	56%
Female	98	44%
Total	224	100%

From **Table 2**, it is evident that 126(56%) of the respondents were male, while 98(44%) of the respondents were female.

Section B: Analysis of the key findings of the study

Objective 1: Determine the ICT competencies of librarians in university libraries

Table 3: ICT competencies of librarians in university libraries in South- South, Nigeria

Note: VHE: Very High Extent; HE: High Extent; LE: Low Extent; VLE: Very Low Extent

S.N.	ICT Competencies of Librarians	VHE	HE	LE	VLE
1.	Basic Computer Usage	165(74%)	35(16%)	18(8%)	6(2%)
2.	System Troubleshooting and Maintenance	121(54%)	84(37%)	11(5%)	8(4%)
3.	Internet Services	141(63%)	56(25%)	9(4%)	18(8%)
4.	Email Services	178 (79%)	28(13%)	11(5%)	7(3%)
5.	Automation Services	73(33%)	137(61%)	6(2%)	8(4%)
6.	Database management/ searching	31(14%)	17(7%)	118(53%)	58(26%)
7.	Virtual reference services	141(63%)	34(15%)	27(12%)	22(10%)
8.	Microsoft Office Packages (Word, Excel,	187(83%)	18(8%)	14(6%)	5(2%)

	Corel Draw etc.)				
9.	Web Design	10(5%)	34(15%)	41(18%)	139(62%)
10.	Network-based Services	36(16%)	27(12%)	32(14%)	129(58%)
11.	Web 2.0 services	167(75%)	32(14%)	16(7%)	9(4%)
12.	QR Code services	16(7%)	6(3%)	186(83%)	16(7%)

Results in **Table 3** shows that the respondents were to a Very High Extent Competent in the use of Microsoft Office Packages, email services, Web 2.0 services, basic computer usage, internet services, virtual reference services, system troubleshooting and maintenance as well as automation Services. The respondents however, were weakly skilled / competent in the use of network-based services, database management/ searching, QR Code services, and web design. This finding implies that the respondents are above average in their competence in the use of Information Communication Technologies in their university libraries.

Objective 2: Ascertain the tasks performed by librarians using ICT in university libraries

Table 4: Tasks performed by librarians using ICT in university libraries

S.N.	Tasks Performed Using ICT	Frequency	Percentage
1.	User Registration	122	54%
2.	Cataloguing and Classification	97	43%
3.	Acquisition Related Tasks	69	31%
4.	Charging and Discharging	79	35%
5.	Virtual Reference Services	224	100%
6.	User Education	171	76%
7.	Information Storage/ Retrieval	224	100%
8.	Current Awareness	189	84%
9.	Selective Dissemination of Information	122	54%
10.	Searching of Information	224	100%
11.	Posting News and Current Trends	204	91%
12.	Indexing and Abstracting Tasks	18	8%
13.	Marketing of Library Services and Resources	81	36%

Librarians in university libraries perform tasks using ICT in other to meet the needs of their users. From the results in **Table 4**, it was revealed that majority of the respondents 224(100%) indicated they undertake virtual reference services tasks, Information Storage/ Retrieval tasks and Information searching tasks using ICT, 204(91%) of the respondents indicated they post news and current trends using ICT, 189(84%) of the respondents indicated they carryout current awareness tasks using ICT, 171 (76%) of the respondents indicated they undertake user education task using ICT, 122(54%) of the respondents indicated they perform user registration and selective dissemination of information tasks using ICT, 97(43%) of the respondents indicated they execute cataloguing and classification tasks using ICT, 81(36%) of the respondents indicated they perform marketing of library services and resources tasks using ICT, 79(35%) of the respondents indicated they perform charging and discharging tasks using ICT, 69(31%) of the respondents indicated they undertake acquisition tasks using ICT, and lastly, 18(8%) of the respondents indicated they perform indexing and abstracting tasks using ICT.

Objective 3: Examine the influence of ICT competencies on the task performance of librarians in university libraries

Table 5: Influence of ICT competencies on the task performance of librarians in University Libraries

S.N.	Influence of ICT competencies on Task Performance of Librarians	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Improved Cataloguing and Classification Tasks	143(64%)	62(28%)	14(6%)	5(2%)
2.	Enhanced Charging and Discharging of Library Materials	172(77%)	22(10%)	13(6%)	17(7%)
3.	Boosted Acquisition related Tasks	162(72%)	36(16%)	17(8%)	9(4%)
4.	Made Reference and Information Services Easier	134(60%)	71(32%)	13(6%)	6(2%)
5.	Reduced the Time required in Service Delivery	167(74%)	35(16%)	13(6%)	9(4%)
6.	Enhanced the Integration of Library Resources for swift access	31(14%)	161(72%)	15(7%)	17(7%)
7.	Enhanced Storage and Retrieval of Information	144(64%)	59(27%)	14(6%)	7(3%)
8.	Proper Patron Management	174(78%)	23(10%)	16(7%)	11(5%)
9.	Made Indexing and Abstracting Task Easier	157(70%)	44(20%)	14(6%)	9(4%)
10.	Enhanced marketing of library Services and Resources	144(64%)	51(23%)	22(10%)	7(3%)
11.	Boosted research help services to users	163(73%)	34(15%)	15(7%)	12(5%)
12.	Improved Reprographic Services to Users	155(70%)	51(23%)	12(5%)	6(2%)

It is evident from the findings that ICT competence has influenced the execution of tasks in university libraries. From the results in **Table 5** it was revealed that ICT competence can result in proper patron management, enhanced charging and discharging, reduced the time required in service delivery, boosted research help services to users, boosted acquisition related tasks, made indexing and abstracting task easier, improved reprographic services to users, enhanced storage and retrieval of information, enhanced marketing of library services and resources, improved cataloguing and classification tasks and it has made reference and information services easier. This finding implies that ICT has correlation to the task performance of librarians since it reduces the time required in service delivery, which will reflect in librarians executing more tasks within a short period of time leading to increased productivity.

Objective 4: Identify the problems in the acquisition of ICT skills by librarians in university libraries

Table 6: Problems in the acquisition of ICT skills by librarians in university libraries?

S.N.	Problems in the acquisition of ICT skills by Librarians	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Insufficient Training on ICT	161(72%)	40(18%)	12(5%)	11(5%)
2.	Poor Funding	194(86%)	18(8%)	8(4%)	4(2%)
3.	Limited technological infrastructures to support integration of ICT	141(63%)	49(22%)	22(10%)	12(5%)
4.	Tight working schedules	134(60%)	61(27%)	15(7%)	14(6%)
5.	Inadequate Conferences from Professional Associations on ICT	144(64%)	51(23%)	18(8%)	11(5%)
6.	LIS curriculum is not properly structured in line with current ICT realities	152(68%)	41(18%)	23(10%)	8(4%)
7.	Rigid ICT use policies	122(54%)	78(35%)	16(7%)	8(4%)
8.	Inadequate professional manpower	156(70%)	45(20%)	16(7%)	7(3%)

	to conduct in house training on ICT				
9.	Non-sustenance of training programmes	136(61%)	55(25%)	19(8%)	14(6%)
10.	Poor Internet Connectivity/ Low Bandwidth	111(50%)	94(42%)	9(4%)	10(4%)
11.	Erratic Power Supply	138(62%)	64(29%)	12(5%)	10(4%)
12.	Lack of enabling environment to practice knowledge gained in ICT	127(57%)	74(33%)	12(5%)	11(5%)
13.	Poor planning and implementation of ICT projects	147(65%)	54(24%)	15(7%)	8(4%)

A lot of factors have hampered the acquisition of ICT skills by librarians in the South- South region of Nigeria. From **Table 6** it was revealed that poor funding, insufficient training on ICT, inadequate professional manpower to conduct in house training on ICT, LIS curriculum is not properly structured in line with current ICT realities, poor planning and implementation of ICT projects, inadequate conferences from professional associations on ICT, limited technological infrastructures to support integration of ICT, erratic power supply, non-sustenance of training programmes, tight working schedules, lack of enabling environment to practice knowledge gained in ICT, rigid ICT use policies and poor internet connectivity/ low bandwidth are the problems affecting the acquisition of ICT skills by librarians in university libraries.

DISCUSSION

The finding of the study showed that librarians in South- South, Nigeria are above average in their competence in the use of Information Communication Technologies in their university libraries. This finding agrees with the study of Itsekor and Ikehukwu, 2014; Bansode and Viswe, 2015; Nwabueze and Ibeh, 2016; Joy, Uzezi, Anne and Ferdinard, 2017 which revealed that the librarians studied are ICT literate and have sufficient basic ICT skills to undertake library tasks. The finding however also disagrees with the study of Chiemeka, Ejike, Kingsley, 2015; Ansari, 2017; which revealed that the librarians studied are weakly-skilled in ICTs for performing various tasks in their libraries.

On the tasks performed using ICT, the study revealed that majority of the respondents indicated they perform virtual reference services tasks, information storage/ retrieval tasks, information searching tasks using ICT, post news and current trends using ICT, carryout current awareness tasks using ICT, undertake user education task using ICT, execute user registration and selective dissemination of information tasks using ICT, undertake cataloguing and classification tasks using ICT as well as charging and discharging routines, among others. The finding agrees with the assertion of Adebayo, Ahmed and Adeniran (2018) which states that librarians can send and receive emails, hold conferences online via video conferencing, provide swift and easy access to the library resources via the online public access catalogue (OPAC) using information communication technologies. The finding also agrees with the study of Krubu and Osawaru (2010) which revealed that ICT has highly facilitated information storage and retrieval tasks in university libraries using CD-ROM, online database, World Wide Web and the Internet.

The finding on influence of ICT competence on task performance revealed that ICT has influenced patron management, enhanced charging and discharging, reduced the time required in service delivery, boosted research help services to users, boosted acquisition related tasks, made indexing and abstracting task easier, improved reprographic services to users, enhanced storage and retrieval of information, enhanced marketing of library services and resources, improved cataloguing and classification tasks and it has made reference and information services easier. This finding is in alignment with the study of Job and Abdulmalik, 2017; Oguiche, 2017, which revealed that ICT competency, had positive influence on the task performances of library staff as indicated by majority of the respondents. It is evident from this finding that ICT has influenced the tasks performance of librarians positively which will translate to increased productivity.

On the problem of acquiring ICT skills by librarians in university libraries, the finding revealed that poor funding, insufficient training on ICT, inadequate professional manpower to conduct in house training on ICT, LIS curriculum is not properly structured in line with current ICT realities, poor planning and implementation of ICT projects, among others are problems that has hampered the acquisition of ICT skills by librarians in university libraries. This finding concurs with the study of Ezejiofor (2018) which revealed that poor funding, inadequate professional manpower to conduct training, inadequate ICT facilities, lack of enabling environment to practical's knowledge in training, poor internet connectivity, irregular power supply and non-sustenance of training programme are the problems affecting the acquisition of ICT skills by librarians. This finding also aligns with the study of Baro and Eze (2015) which revealed that lack of training, irregular power supply, poor internet connectivity, inadequate facilities (computers), and lack of time as the factors affecting the acquisition of ICT skills by the librarians in the study.

CONCLUSION

The emergence and use of ICT has influenced university libraries absolutely on a positive note as tasks can be executed seamlessly within the shortest possible time, which projects the 4th law of librarianship "Save the time of the User" by S.R Ranganathan. In spite of the prospects of the incorporation of ICT in executing library tasks, its impact may not be felt exhaustively if the librarians lack the required skills to use them for the enhancement of their services and resources. However, it has been established that librarians in university libraries in South- South, Nigeria are above average in their competence in the use of ICT for executing a wide range of tasks in their libraries. Nevertheless, ICT tools are effective for executing majority of university library tasks like virtual reference services, information storage/ retrieval, information searching tasks, among others. ICT has influenced university library services a great deal as it has reduced the time required for services delivery, creating more ample time for executing more library routines in view of meeting the needs of users.

The integration of ICT in the execution of tasks has also influenced patron management, enhanced charging and discharging, boosted research help services to users, boosted acquisition related tasks, made indexing and abstracting task easier, improved reprographic services to users, enhanced storage and retrieval of information, enhanced marketing of library services and resources, among others. Categorically, it is glaring that ICT has influenced the task performance of librarians in university libraries positively as it has enabled librarians perform majority of their tasks effortlessly within the shortest time possible.

Therefore, for librarians to be able to tap from the prospect of the use of ICT in executing their numerous tasks, they are required to arm themselves with the required skill to use them productively. A lot of factors has hampered the acquisition of ICT skills by librarians in university libraries, some of which includes poor funding, insufficient training on ICT, inadequate professional manpower to conduct in house training on ICT, LIS curriculum is not properly structured in line with current ICT realities among others. For librarians to be effective in the use of ICT tools for the execution of their tasks they need to develop their capacity via various means in the use of ICT so as to remain productive in their university libraries.

RECOMMENDATIONS

The following recommendations were made in line with the results of the study:

- I. Adequate funding should be allocated for the training and retraining of librarians in the use of ICT for performing a wide range of university library tasks.
- II. Training should be organised for librarians on network-based services, database management/ searching, QR Code services, and web design to boost their competences in the use of these ICT tools for the execution of their tasks.
- III. The use of ICT for executing tasks should be incorporated adequately in the curriculum of library and information science to boost capacity of young professionals at the early stage of their career.

- IV. Professional Associations/Body like the Nigerian Library Association and the Librarian Registration Council of Nigeria should regularly organise conferences on the use of ICT in university libraries.
- V. Training programmes should be sustained at regularly intervals to keep librarians abreast with latest technological advancement that can assist them in the execution of their various tasks.

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