

## **An assessment of the proficiency of library and information service (LIS) personnel in Nigeria**

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### **Abstract**

This purpose of this study was to assess the proficiency of library and information service (LIS) personnel in Nigeria. The descriptive survey design was adopted for the study. A structured questionnaire was used to gather data from 45 library staff attendees of 2019 workshop held at the Federal University of Lokoja by the NLA (IT) Section. A total of 38 (84% response rate) copies of the questionnaire were retrieved and analysed with frequency, percentage, mean and standard deviation for the study, using SPSS software. The results revealed that librarians and information experts are knowledgeable in areas such as users' need, information retrieval etc. Library and information service personnel have a high proficiency in ICT skills ( $\bar{x}$  =3.69) and personal attributes ( $\bar{x}$  =4.18). The study concluded that high level of expertise in numerous areas of librarianship possessed by library and information workers and recommended an ongoing professional development and specialized instruction in operating systems and software management.

**Keyword:** Proficiency, library and information service (LIS) personnel, ICT skills, personnel attributes, knowledge in librarianship

### **Introduction**

The technology-savvy users with their compelling needs, growing rates of competition presumed on proliferating technologies, dynamic institutional policies, demanding job responsibility of information providers and their concern with effective and efficient services delivery requires proficiency of information services providers. Similarly, the nature of 21st century service delivery which requires information service providers to alter their role from traditional fashion to modern method of services delivery (Mahapatra & Das, 2019) calls for the exigency of competence and proficiency of information services providers, particularly in Nigeria to enable them deal with the complex nature of their job. The proficiency of professionals in the Library and Information Science (LIS) field plays a crucial role in the effective

delivery of services in Nigeria. As libraries continue to evolve in response to technological advancements and changing information needs, it is imperative for library and information service personnel to possess the necessary skills and knowledge to meet these challenges. Proficiency in the LIS field encompasses a wide range of competencies, including information retrieval, cataloging, classification, digital literacy, and emerging technology skills. These skills are essential for providing quality services and enabling users to access and utilize information effectively (Aina, 2019).

The proficiency of personnel in the library and information science (LIS) field is a crucial factor in delivering effective services and meeting the evolving information needs of users. However, several challenges exist in relation to the proficiency of LIS professionals, including the

development of appropriate competencies, continuing professional development (CPD) opportunities, and the recognition of professional skills and qualifications. The proficiency levels of professionals in Nigeria may vary due to factors such as educational background, professional training, and professional development opportunities. Thus, this study sought to evaluate the proficiency of library and information providers in Nigeria and specifically provide answer to the following objectives: proficiency of library and information service personnel in Nigeria based on knowledge of librarianship; application of ICT skills to librarianship and personal attributes of library and information service personnel.

### **Research questions**

The following questions are answered in the study:

1. What is the level of proficiency in knowledge of librarianship of library and information service personnel in Nigeria?
2. What is the level of proficiency in the application of ICT skills to librarianship of the library and information service personnel?
3. What is the level of proficiency in personal attribute of the library and information service personnel?

### **Literature review**

To effectively meet the needs of library users, library and information service personnel need to possess a high level of proficiency in their knowledge of librarianship. This proficiency encompasses a range of skills and expertise in areas such as cataloging, classification, reference services, collection management, information literacy, and digital technologies. In the digital age, the library

and information profession heavily relies on information technology to perform its activities and provide services to users. Library and information service personnel must have a comprehensive understanding of the latest technologies and digital tools to effectively serve users in an increasingly digital and online environment. According to various sources, such as the IFLA guidelines on competencies for information professionals and researchers in the field, there are specific areas of knowledge that are essential for library and information service personnel to possess to meet the demands of the digital age (Oladokun, Aboyade, & Aboyade, 2023). This includes knowledge of organization, processing, retrieval, preservation and conservation of information in its various presentations and formats, metadata, digital archiving and preservation, and content management systems.

Similarly, librarians need to possess essential knowledge, skills, and abilities (KSAs) to perform their duties effectively (Yadav, 2022). These KSAs include traditional library skills, research skills, computing skills, data management skills, and soft skills (Atanda et al., 2019). Additionally, librarians should have knowledge of information resources, technical skills, and interpersonal skills to ensure students' satisfaction with information services (Basahuwa et al., 2020). Competence in using ICT in the library and information science is also crucial (Fraser-Arnott, 2017). Librarians are increasingly involved in projects that require a broad range of knowledge and competencies, including records management, information management, and knowledge management (Saunders, 2020). Academic librarians, in particular, need strong interpersonal and communication skills, as well as domain knowledge. Elizabeth, Inyang., James, Mngutayo (2018) affirmed that Library and

information service personnel should have proficiency in knowledge of librarianship, including software application and use, to effectively deliver services in contemporary libraries. Williams and Saunders (2020) revealed that library and information providers possess a sound knowledge of different domains such as the ability to share knowledge with users and colleagues, Knowledge of learning theories and teaching skills with library instruction and information literacy

In today's rapidly evolving digital landscape, the role of libraries and information service providers has transcended traditional boundaries. The integration of information and communication technology (ICT) skills has become a critical factor in enhancing the efficiency, accessibility, and effectiveness of library services. Library professionals around the world are recognizing the importance of adapting and mastering ICT skills to meet the changing demands of the digital age as information is predominantly stored, accessed, and disseminated through digital platforms. This shift has led to an increased reliance on ICT skills within the field of librarianship. Proficiency in ICT skills equips librarians with the tools to effectively manage and deliver information resources, provide personalized services, and engage with users in innovative ways (Viswe, 2019). According to Sunusi, Hussaini., Mustapha, Haruna., Ahmad and Muhammad (2021) ICT skills enable librarians to efficiently organize, catalog, and manage digital resources, such as e-books, online databases, and multimedia materials. This ensures seamless access and retrieval of information for users.

Shahzad, Khan, Latif, and Iqbal (2023) opined that Librarians proficient in ICT can offer personalized services, such as online reference assistance, virtual

workshops, and tailored recommendations, catering to diverse user needs. Proficiency in the application of ICT skills to librarianship is considered essential for library and information service personnel. Several studies have examined the ICT skills of library professionals and their impact on information service delivery. The majority of librarians possess high levels of ICT skills, customer-service competency, and competency in interpersonal communication. Nkamnebe, Okeke, Udem and Nkamnebe (2018) established that Librarians in the universities in Anambra State are weakly skilled in ICT operations which are now necessary for effective information services delivery. Furthermore, Bassi, Mamza and Filiyaro (2023) discovered that level of ICT literacy competence among library staff in the Nigerian federal university libraries studied is on the average. Oyovwe-Tinuoye, Omeluzor, and Patrick (2021) revealed that the majority of the respondents in the university library acquire ICT skills through self-sponsorship. It also showed that the majority of the respondents were not skillful in system management, web application and tools such as: system troubleshooting, webinar/digital conferencing tools, Web 2.0, website designing and digital communication.

Ayoku and Okafor (2015) revealed that many of the respondents do have knowledge and skills of email use and word processing tasks but lack knowledge of search engines and directories other than Google and Yahoo, respectively. Many of them do not know how to evaluate and catalogue e-resources; have no knowledge of subject gateways, specialised databases and some open-access library databases; have no knowledge of database management; are not skilled in Web design; and are equally not familiar with Web design applications. In contract, Agava and Underwood (2020)

indicated that the majority of Tangaza University College (TUC) librarians have very high ICT competence in basic ICT and some Web technologies; however, they lack technical ICT skills. Furthermore, Yooke et al., (2021) unveiled that word process skills is the most ICT skill academic and research libraries usually possessed because the skill is relevant in every units and departments in the library. Abdulkareem, Olumoko and Jacob (2022) indicated that library personnel have acquired basic ICT skills for using the Internet, computer and e-mail. However, they lacked skills for using advanced web based ICT packages for web page design, troubleshooting and project management. Fakkirappa Kattimani and Naik (2013) revealed that Librarians have more skills on web designs than other computer skills

Library and information service personnel are essential to maintaining efficient information dissemination and user support. To deliver high-quality services in the changing world of libraries, one must be proficient in human qualities including empathy, adaptability, and interpersonal skills. For providers of library and information services, effective communication skills are essential. It is essential to communicate concisely and clearly while dealing with customers, co-workers, and stakeholders. In order to effectively convey information, offer support, and develop positive connections in the library setting, studies have highlighted the significance of both verbal and writing communication abilities (Goss, 2022). Key elements of effective interpersonal skills include empathy, active listening, dispute resolution, and cultural awareness. According to Khan, Rafi, Zhang and Khan (2023) these abilities are crucial for developing trust with patrons, raising user satisfaction, and creating a friendly environment in libraries. Providers of library

and information services work in surroundings that are dynamic and changing. It's crucial to have the flexibility to adjust to organizational changes, customer needs that change, and technological improvements.

According to Bharathi (2022), professionals with high levels of flexibility and adaptability are better suited to overcome obstacles and adopt novel service delivery strategies. Intricate questions and circumstances that necessitate critical thinking and strong problem-solving skills are frequently encountered by librarians. According to Ahmed and Sheikh (2021), skilled librarians are able to evaluate sources, analyse information, and come up with solutions for a variety of information-related issues. Billett, Le, Choy and Smith (2023) opined that in order to accomplish corporate objectives, those who provide library and information services must effectively function in teams and coordinate with co-workers. Abu-ALSondos (2023) established that collaboration, knowledge sharing, and teamwork are crucial for increasing output and maintaining a positive workplace culture.

Cherinet (2018) gave insight into the role and skills required by library and information service personnel to meet the evolving needs of users. These skills include, interpersonal skills, leadership skills as well as knowledge in librarianship, require passion and cultural intelligence. Moreso, Peng (2019) also affirmed that librarians possess personal attributes and characteristics such as leadership skills, strategic planning and management skills, IT and communication skills. Furthermore, Saunders (2020) place a strong emphasis on interpersonal and communication skills acquired by library and information professionals.

## **Methods**

Descriptive survey research design was used in this study with a population of 45 library personnel participated in the 2019 workshop organized at Federal University, Lokoja by Information Technology (IT) Section of Nigeria Library Association. A structured and validated questionnaire was used to collect data from the respondents. The survey was opened with demographic information such as type of library, gender, age range and job status. The remaining section of the instrument was focused on three domains of proficiency such as knowledge of librarianship; application of ICT skills to librarianship and personal attributes comprising forty items related to proficiency of library and information service personnel. This part of the instrument has a reliability coefficient of 0.89 using Cronbach-Alpha method and measured on a five Likert scale of very low proficient, low proficient, moderately proficient, high proficient and very high proficient with weighted value of 1 – 5. Thirty-eight completed and useful copies of the questionnaire of 84% response rate were analysed with frequency, percentage, mean and standard deviation for the study. The analysis of the study was performed based on the formulated objectives using SPSS software of version 26.

## Results

Table 1 presents the demographic information of participants in this study. The result revealed that Male respondents (60.5%) were prevalent in the study than female with (39.5%). The highest respondents (23.7%) in this study falls between the age 36-40 years while the least (2.6%) falls within 26-30 years. Furthermore, library and information service personnel from academic libraries have the highest response rate (68.4%) while respondents from national libraries and school libraries

were the least (5.3%) respectively. Academic librarians have the highest response rate of (63.0%) while ICT personnel and administrators make up the least respondents with (5.3%) respectively. Majority of the respondents possess Masters degree (42.5%), while only a few (13.2%) have diploma certificate. Respondents from federal owned libraries (52.6%) dominate the study while the remaining are from state owned (42.1%) and private owned libraries (5.3%). The domineering respondents of this study have 6-10years work experience while the least respondents have 26 years and above.

**Research question one:** What is the level of proficiency in knowledge of librarianship of library and information service personnel in Nigeria?

The data in Table 2 provide answer to this question.

Table 2 presents the library and information service personnel proficiency in knowledge of librarianship. The result show that library and information service personnel possess a very high proficiency in information retrieval ( $\bar{x} = 4.24$ ), understanding users and user's needs ( $\bar{x} = 4.21$ ), high proficient in management/administration ( $\bar{x} = 4.00$ ), usage and application of ICT to library practices, routine and services (4.00), library management application software handling ( $\bar{x} = 3.95$ ), database (print and non-print) management ( $\bar{x} = 3.95$ ), electronic resources knowledge and management ( $\bar{x} = 3.92$ ), collection development ( $\bar{x} = 3.92$ ), user education training (3.89), cataloging and classification (3.82), resources preservation ( $\bar{x} = 3.68$ ), library marketing, philosophy and practices ( $\bar{x} = 3.66$ ), library legislation/copyright issues ( $\bar{x} = 3.66$ ), archive and manuscript maintenance ( $\bar{x} = 3.50$ ). This implies that library and

information service personnel have a high proficiency in knowledge of librarianship with the entire mean above 3.41 based on the decision rule.

librarianship of the library and information service personnel?

The data in Table 3 provide answer to this question.

**Research question two:** What is the level of proficiency in the application of ICT skills to

**Table 1: Respondents' Demographic Information**

Measure	Description	Frequency	Percentage (%)
Gender	Male	23	60.5
	Female	15	39.5
		<b>38</b>	<b>100.0</b>
Age Range	21 – 25	3	7.9
	26 – 30	1	2.6
	31 – 35	7	18.4
	36 – 40	9	23.7
	41 – 45	6	15.8
	46 – 50	7	18.4
	50 +	5	13.2
		<b>38</b>	<b>100.0</b>
Library Type	National	2	5.3
	Academic	26	68.4
	School	2	5.3
	Special	8	21.0
		<b>38</b>	<b>100.0</b>
Job Status	Library Officers	5	13.2
	Librarians	24	63.0
	Lecturers	5	13.2
	ICT Personnel	2	5.3
	Administrators	2	5.3
		<b>38</b>	<b>100.0</b>
Qualification	Diploma	5	13.2
	Bachelor	11	28.9
	Masters	16	42.5
	Ph.D.	6	15.8
		<b>38</b>	<b>100.0</b>
Ownership	Federal	20	52.6
	State	16	42.1
	Private	2	5.3
		<b>38</b>	<b>100.0</b>
Work Experience	1 – 5	6	15.8
	6 - 10	13	34.2
	11 - 15	7	18.3
	16 - 20	5	13.2
	21 - 25	3	7.9
	26 - 30	2	5.3
	30 and above	2	5.3
		<b>38</b>	<b>100.0</b>

**Table 2: Proficiency in knowledge of librarianship of library and information service personnel**

<b>Proficiency in knowledge of librarianship</b>	<b>VLP</b>	<b>LP</b>	<b>MP</b>	<b>HP</b>	<b>VHP</b>	<b><math>\bar{x}</math></b>	<b>SD</b>
Information retrieval	0 (0%)	1 (2.6%)	3 (7.9%)	20 (52.6%)	14 (36.8%)	4.24	0.71
Understanding of users and users' needs	0 (0%)	1 (2.6%)	2 (5.3%)	23 (60.5%)	12 (31.6%)	4.21	0.66
Library management / administration	0 (0%)	3 (7.9%)	5 (13.2%)	20 (52.6%)	10 (26.3%)	4.00	0.85
Usage and application of ICT to library practices, routines and services	0 (0%)	4 (10.5%)	5 (13.2%)	16 (42.1%)	13 (34.2%)	4.00	0.96
Library management application software handling	0 (0%)	2 (5.3%)	6 (15.8%)	22 (57.9%)	8 (21.1%)	3.95	0.77
Database (print and non-print) management	0 (0%)	0 (0%)	9 (23.7%)	22 (57.9%)	7 (18.4%)	3.95	0.66
Collection development	0 (0%)	2 (5.3%)	7 (18.4%)	21 (55.3%)	8 (21.1%)	3.92	0.78
Electronic resources knowledge and management	0 (0%)	2 (5.3%)	8 (21.1%)	19 (50.0%)	9 (23.7%)	3.92	0.82
User education training program	0 (0%)	3 (7.9%)	6 (15.8%)	21 (55.3%)	8 (21.1%)	3.89	0.83
Cataloguing and classification	1 (2.6%)	2 (5.3%)	10 (26.3%)	15 (39.5%)	10 (26.3%)	3.82	0.98
Resources preservation	0 (0%)	6 (15.8%)	7 (18.4%)	18 (47.4%)	7 (18.4%)	3.68	0.96
Library marketing philosophy and practices	1 (2.6%)	3 (7.9%)	11 (28.9%)	16 (42.1%)	7 (18.4%)	3.66	0.97
Library legislation / copyright issues	0 (0%)	2 (5.3%)	14 (36.8%)	17 (44.7%)	5 (13.2%)	3.66	0.78
Archives and manuscript maintenance	2 (5.3%)	5 (13.2%)	10 (26.3%)	14 (36.8%)	7 (18.4%)	3.50	1.11
<b>Aggregate of proficiency in Knowledge of librarianship</b>						<b>3.88</b>	<b>0.56</b>

**Key:**  $\bar{x}$  = mean; **SD** = standard deviation; **Decision Rule:** if mean is 1.0 to 1.80 = very low proficiency; 1.81 to 2.60 = low proficiency; 2.61 to 3.40 = moderate proficiency; 3.41 to 4.20 = high proficiency; 4.21 to 5.0 = very high proficiency.

**Table 3: Proficiency in application of ICT skills to librarianship of the library and information service personnel**

Proficiency in application of ICT skills to librarianship	VLP	LP	MP	HP	VHP	$\bar{x}$	SD
Social media skills	1 (2.6%)	0 (0%)	7 (18.4%)	20 (52.6%)	10 (26.3%)	4.00	0.84
Computing application skills	0 (0%)	2 (5.3%)	10 (26.3%)	16 (42.1%)	10 (26.3%)	3.90	0.86
Information literacy skills	0 (0%)	2 (5.3%)	11 (28.9%)	14 (36.8%)	11 (28.9%)	3.90	0.89
Library automation use and skills	2 (5.3%)	1 (2.6%)	8 (21.1%)	16 (42.1%)	11 (28.9%)	3.87	1.04
Media literacy skills	1 (2.6%)	3 (7.9%)	11 (28.9%)	13 (34.2%)	10 (26.3%)	3.74	1.03
Data management skills	0 (0%)	3 (7.9%)	13 (34.2%)	15 (39.5%)	7 (18.4%)	3.68	0.87
Electronic resources acquisition, organisation and maintenance	0 (0%)	3 (7.9%)	16 (42.1%)	10 (26.3%)	9 (23.7%)	3.66	0.94
Digital library organisation, management and preservation	3 (7.9%)	2 (5.3%)	11 (28.9%)	12 (31.6%)	10 (26.3%)	3.63	1.17
Open access / electronic publishing	1 (2.6%)	4 (10.5%)	11 (28.9%)	14(36.8%) ( )	8 (21.1%)	3.63	1.03
Library databases management skills	0 (0%)	3 (7.9%)	15 (39.5%)	13 (34.2%)	7 (18.4%)	3.63	0.88
Computing and programming skills	1 (2.6%)	4 (10.5%)	13 (34.2%)	12 (31.6%)	8 (21.1%)	3.58	1.03
Networking and consortia arrangement and management skills	2 (5.3%)	2 (5.3%)	15(39.5%)	11 (28.9%)	8 (21.1%)	3.55	1.06
Web design, development and maintenance skills	4 (10.5%)	6 (15.8%)	12 (31.6%)	9 (23.7%)	7 (18.4%)	3.23	1.24
<b>Aggregate of proficiency in ICT skills</b>						<b>3.69</b>	<b>0.77</b>

**Decision Rule:** if mean is 1.0 to 1.80 = very low proficiency; 1.81 to 2.60 = low proficiency; 2.61 to 3.40 = moderate proficiency; 3.41 to 4.20 = high proficiency; 4.21 to 5.0 = very high proficiency.

Table 3 shows the library and information service personnel proficiency in application of ICT skills to librarianship. Table 3 revealed that library and information service

personnel possess a high proficiency in applying social media skills ( $\bar{x}$  = 4.00), computer application skills ( $\bar{x}$  = 3.90), information literacy skills ( $\bar{x}$  = 3.90), library



automation skills ( $\bar{x} = 3.87$ ), media literacy skills ( $\bar{x} = 3.74$ ), data management skill ( $\bar{x} = 3.68$ ), electronic resources acquisition, organizations and maintenance ( $\bar{x} = 3.66$ ), digital library organization, and preservation skills ( $\bar{x} = 3.63$ ), library database management skills ( $\bar{x} = 3.63$ ), open access/electronic publishing skills ( $\bar{x} = 3.63$ ), computing and programming skills ( $\bar{x} = 3.58$ ), and networking and consortia arrangement management skills ( $\bar{x} = 3.55$ ) to librarianship. In other words, library personnel possess the required proficiency in

applying needed ICT skills to librarianship. However, there is a moderate proficiency in the application of web design, development and maintenance skills in librarianship ( $\bar{x} = 3.23$ ).

**Research question three:** What is the level of proficiency in personal attribute of the library and information service personnel?

The data in Table 4 provide answer to this question.

**Table 4: Proficiency in knowledge of librarianship in personal attributes of the library and information service personnel**

Proficiency in personal attributes	VLP	LP	MP	HP	VHP	$\bar{x}$	SD
Good listening	0 (0%)	1 (2.6%)	0 (0%)	21 (55.3%)	16 (42.1%)	4.37	0.63
Commitment	0 (0%)	0 (0%)	2 (5.3%)	22 (57.9%)	14 (36.8%)	4.32	0.58
Proper Dressing	0 (0%)	1 (2.6%)	1 (2.6%)	22 (57.9%)	14 (36.8%)	4.29	0.65
As a team leader and team member	0 (0%)	2 (5.3%)	1 (2.6%)	20 (52.6%)	15 (39.5%)	4.26	0.76
Interpersonal and communication skills	0 (0%)	1 (2.6%)	2 (5.3%)	21 (55.3%)	14 (36.8%)	4.26	0.69
Enthusiasm	0 (0%)	0 (0%)	4 (10.5%)	20 (52.6%)	14 (36.8%)	4.26	0.65
Problem-solver	0 (0%)	1 (2.6%)	2 (5.3%)	22 (57.9%)	13 (34.2%)	4.24	0.68
Inquisitive	0 (0%)	0 (0%)	5 (13.2%)	20 (52.6%)	13 (34.2%)	4.21	0.66
Self-discipline and able to impose discipline	0 (0%)	0 (0%)	6 (15.8%)	18 (47.4%)	14 (36.8%)	4.21	0.70
Independent minds / critical thinker	0 (0%)	1 (2.6%)	5 (13.2%)	18 (47.4%)	14 (36.8%)	4.18	0.77
Flexibility	0 (0%)	0 (0%)	6 (15.8%)	20 (52.6%)	12 (31.6%)	4.16	0.68
Innovative / creative	0 (0%)	1 (2.6%)	4 (10.5%)	21 (55.3%)	12 (31.6%)	4.16	0.72
Development adaptability	3 (7.9%)	1 (2.6%)	9 (23.7%)	15 (39.5%)	10 (26.3%)	3.74	1.13
<b>Aggregate of proficiency in personal attributes</b>						<b>4.18</b>	<b>0.53</b>

**Decision Rule:** if mean is 1.0 to 1.80 = very low proficiency; 1.81 to 2.60 = low proficiency; 2.61 to 3.40 = moderate proficiency; 3.41 to 4.20 = high proficiency; 4.21 to 5.0 = very high proficiency.

Table 4 presents the proficiency of library and information service personnel in personal attributes. The result revealed that library and information service personnel possess a very high proficiency in personal attributes such as good listening ( $\bar{x} = 4.37$ ), commitment ( $\bar{x} = 4.32$ ), proper dressing ( $\bar{x} = 4.29$ ), as team leader/team member ( $\bar{x} = 4.26$ ), interpersonal and communication skills ( $\bar{x} = 4.26$ ), enthusiasm ( $\bar{x} = 4.26$ ), problem solving ( $\bar{x} = 4.24$ ), inquisitive ( $\bar{x} = 4.21$ ), Self-discipline and able to impose discipline ( $\bar{x} = 4.21$ ), a high proficiency in independent minds / critical thinker ( $\bar{x} = 4.18$ ), flexibility ( $\bar{x} = 4.16$ ), innovative ( $\bar{x} = 4.16$ ) and development adaptability ( $\bar{x} = 3.74$ ).

### Discussion

The study revealed that library and information service personnel have a high proficiency in knowledge of librarianship such as information retrieval, user's needs, library management/administration, usage and application of ICT to library practices, library routine and services, library management application software handling, database (print and non-print) management, electronic resources knowledge and management, collection development, user education training, cataloging and classification, resources preservation, library marketing, philosophy and practices, library legislation/copyright issues, archive and manuscript maintenance. This finding is in line with Ugwu and Ekere (2019) who established that information professionals have a high knowledge in search skills, community/users assessment needs, legal issue (copyright), information literacy, preservation of digital and non-digital resources, management of archival records etc.

The study also revealed that library and information service personnel possess high proficiency in the application of ICT skills in librarianship. These ICT skills includes social media skills, computer application skills, information literacy skills, library automation skills, media literacy

skills, data management skills, electronic resources acquisition, organizations and maintenance, digital library organization, and preservation skills, library database management skills, open access/ electronic publishing skills, computing and programming skills, and networking and consortia arrangement management skills. Bajpai and Madhusudhan (2019) concur to this finding by affirming that information professionals are skilled in knowledge of ICT skills to manage the libraries with the exception in some areas such as dealing with the operating system and software. Similarly, Bharathi (2022) affirmed that information professionals have high skills in digital asset management, content management and metadata.

Furthermore, the study revealed that library and information service personnel have a high proficiency in personal attribute in good listening, commitment, proper dressing, team Leader/ team member, interpersonal and communication skills, enthusiasm, problem solving, inquisitive, Self-discipline and able to impose discipline, a high proficiency in independent minds / critical thinker, flexibility, Innovative and development adaptability. This finding is supported by Cherinet (2018) that library and information service personnel have a combination of communication skills, interpersonal skills, problem solving skills. Similarly, Saunders (2020) contributed that library personnel core skills include interpersonal and communication skills with ground knowledge in library and information profession.

### Conclusion

The results of this study highlight the high level of expertise in numerous areas of librarianship possessed by library and information workers. Library and information service personnel showed a solid command of fundamental concepts like user education, information retrieval, and library management. Library and information professionals' ability to use ICT in the context of librarianship, including social

media use, data management, and digital library organization, further demonstrates their capacity to adjust to changing technological environments. Library and information service personnel also demonstrate personal traits that are essential for providing successful library services, such as excellent communication, problem-solving, and adaptability.

Base on the findings, the following recommendations are made:

1. Library and information service personnel should engage in ongoing professional development to stay current with new developments in technology, notably in the management of operating systems and software. This constant learning process can be facilitated by workshops, conferences, and online courses.
2. The institutional management should organize specialized training and tools to help Library and information service personnel become more adept at using the various operating systems and applications that libraries frequently employ. Customized training courses can fill up any gaps in this field.
3. Library and information service personnel should focus more on personal developments in digital asset management, content management, metadata, and other relevant areas.

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