ICT SKILLS OF LIBRARY PROFESSIONALS AND USERS' PATRONAGE PROMOTION IN POLYTECHNIC LIBRARIES IN SOUTH–WEST, NIGERIA.

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Abstract

With the growth of Information and Communication Technologies (ICT), libraries now make available cost-effective and dependable access to information using information and communication technology tools which have enabled libraries to overcome barriers of distance and time. The introduction of ICT in libraries makes accessible information from anywhere, anytime and any source. Effective use of ICT for library functions and services requires competencies in the use of ICT. This study examined the relationship between ICT skills possessed by the librarians in the Polytechnics Libraries in South-west, Nigeria. A descriptive survey method was used and questionnaires were employed to gather data from 94 librarians in the 10 selected federal and state-owned polytechnic libraries in Southwest, Nigeria. The study revealed a large percentage of the respondents 74 (70.5%) considered their ICT skills above average. The respondents regarded ICT as crucial to the promotion of patronage of polytechnic libraries because ICT can be used to promote libraries to several users (m=4.33). It was also revealed that ICT can facilitate quick delivery of information and knowledge about the library (m=4.21)

Keywords: **ICT skills, Library Promotion, Polytechnic Libraries, users' patronage**

Introduction

Researchers have identified ICT skills expected to be possessed by ICTs-skilled people, and ICT-skilled library personnel. These skills are very essential for managing and operating libraries in this 21stCentury. These skills according to Anyoku, (2012) can be classified into two classes. These are skills required to use computer and information technological tools. These include skills for using software application programmes such as word processing tools, graphic design tools, presentation software, web development, scanning techniques, database creation and maintenance, software installation skills and knowledge of hardware basics and troubleshooting. The second category includes skills for using the internet and computer communication networks such as Internet search skills and retrieving data effectively on the web environment, networking skills, and web 2.0 skills. (Anyoku, 2012).

Decree No 3 of 1979 Federal Republic of Nigeria (1980) stated that the functions of polytechnics in Nigeria will be to provide full and part-time courses of instruction and training in technology; applied sciences, commerce and management and such other disciplines of applied learning relevant to the needs of the development of Nigeria; to arrange conferences, seminars and study relative to the field of learning specifics in "1" above and; to perform such other functions as the opinion of the council may serve to promote the objectives of the polytechnic. To achieve these functions, libraries were established in polytechnics. Also, the National Policy of Education (revised 2004) recognized the role of polytechnic libraries otherwise known as academic libraries in the educational development of the country when it stated that:

Libraries are one of the most important educational services. Every state ministry needs to provide the funds for the establishment of libraries in all educational institutions and to train librarians and library assistants for this service.

Negahban and Talawar (2019) stated that electronic resources, in reality, have become the backbone of many academic organizations. The awareness and use of electronic information sources by faculty members depend mainly on the skills of each individual to locate discrete knowledge elements. Everyday usage of digital technology includes when you use a computer, tablet or mobile phone, send an email, browse the internet, or make a video call - these are all examples of using basic ICT skills and technology to communicate. Tyagi (2011) described appropriate strategies to raise awareness in order to increase the usage of electronic information resources among users. He postulated that posters, e-mail lists, leaflets and brochures can be used to inform users about the available resources. He further

stated that for users to be able to access and effectively use e-resources, they must also have adequate skills for retrieving information and evaluating the outputs of the search process. Tyagi (2011) referred to those skills as the competencies needed to access resources. These competencies include information literacy skills, including skills to formulate a search, identify appropriate information sources, select the right search tools, employ suitable search strategies and evaluate the results

Promotion is a subset of marketing, as outlined in the marketing mix. Other components of marketing are products, price, participants, place, physical evidence and process. Promotion, in a library setting, can be seen as the methods used to provide information to users, such as lecturers, about the library's services and resources, ensuring that users are aware of the services and resources available. These methods include approaches such as print and online advertising (for example bookmarks, brochures, booklets, mail outs and Website announcements), electronic methods (for example email, digital signage, screen-savers and alerts), and merchandise for giveaways and static marketing collateral such as pens, fridge magnets and water bottles (Germano,2010). Promotional activities can assist polytechnic libraries in determining their future, and identifying quality products, services, programs and materials. What the library will look like and what it will offer as products can be determined through the use of modern marketing theory and practice. Madhusudhan (2008) stated that promotional activities in libraries aim to identify the client base and to determine and fill its needs, wants, and demands by designing and delivering appropriate products and services. The main focus of the concept is the client and the goal is client satisfaction. The author observed the following as the reason for promotion in libraries: promotion of the use of information resources; creation of a perception of need and thereby create demand; ensuring the optimum use of information; improve the image and status of the libraries and library professionals. Others include tackling the problems of rising costs of the database and coping with the information explosion.

Helinsky (2018) established that libraries are no longer the only choice where researchers, faculty members, and other staff access information. In order to attract users, increase the level of usage and raise awareness of available services and resources, libraries need to find ways to promote services and resources as effectively as possible. As such, promotional approaches are needed to convey the availability and value of services and resources to lecturers and should be designed to cause library users and non-users to act. These approaches include the use of posters, notices, brochures, telephone calls, current awareness services (CAS), workshops and seminars, decentralization of services and use of information technology among others. Polytechnic libraries have intangible products to promote for them to compete with external competitors such as search engines and other free databases. Other challenges that polytechnic libraries confront are copious such as regulated finance and growing user expectations. These challenges have factors that influence polytechnic libraries' strategies that can provide them with a competitive advantage in usage promotion and users' satisfaction. However, these challenges offer opportunities to provide better services for users by redefining customer relationships through the use of promotional strategies to build and strengthen ongoing relationships with customers (Rowley, 2013). Relationship marketing is relevant to service marketing promotion and creates much value because it builds a viable and long-term relationship with the users that seek to use electronic information resources and services so that the users are retained (Welch, 2016).

Negahban and Talawar (2019) stated that electronic resources, in reality, have become the backbone of many academic organizations. The awareness and use of electronic information sources by faculty members depend mainly on the skills of each individual to locate discrete knowledge elements. Everyday usage of digital technology includes when you use a computer, tablet or mobile phone, send an email, browse the internet, or make a video call - these are all examples of using basic ICT skills and technology to communicate. The advent and application of ICT in libraries had changed the face of information acquisitions, organisation, dissemination, and storage. Nikitakis (2017), described ICT skill as the ability to fully understand and acquire a wholeness of ICT capacities in making effective use of given information. ICT skills focus on the ability to use ICT applications for specific purposes. He further stated that ICT skills possessed by undergraduates determine their ability to use and deploy their knowledge to locate, access, evaluate and deploy information, be it text, image, number, or both to meet their information needs. Such skills are basic computer use skills, Internet communication skills, information retrieval and analysis skills and computer programming and database skills. These skills are more advanced than using a software package or using operating systems and beyond keyboarding skills and students' ability to copy-type or follow instructions

Information resources in print and electronic formats abound in polytechnic libraries to provide support for teaching, learning and research. These information resources provide detailed, thorough, efficient dissemination of information to users and these have made polytechnic libraries invest heavily in the collections of their libraries. Print and electronic information resources are available in the polytechnics in South-west Nigeria for the use of lecturers, other

members of staff and students. Library resources are somewhat expensive to acquire and to be made available to the users because they require a huge investment in terms of acquiring, technical processing and making them available to users for exploitation.

Much money is invested on the acquisition of electronic information resources and making them available to users through offline and online modes, in the case of electronic information resources. These resources are housed in main libraries, electronic libraries and departmental libraries of polytechnics and it is anticipated that the resources will be used substantially. The usage of libraries and their resources by users in the Polytechnics in the South-west Nigerian goes beyond the provision of the resources. This is appropriate giving the indication of poor use of the facilities as gotten from the library usage statistics of the Polytechnics. Therefore, there is a need for understanding empirical determinants of the use of libraries or user patronage of the libraries. The interrelatedness of the variables in this study shows that the promotion of libraries to users is crucial to the activities and information services of polytechnic libraries. This will assist the users in their academic and research activities. The desire for and ability to use information resources efficiently depends on knowledge of what is available, how to access them and the ability to define information needs. Information and Communication Technology skills on the other hand will help to equip the library personnel with basic computer skills that will enable them to promote usage of and attract users to the libraries. Optimal use of information resources in polytechnic libraries by staff and students could be affected by factors such as inadequate skills, inadequate facilities, access, environmental factors like uncomfortable chairs, tables, computers, power supply, lighting and ventilation, cooling systems, noise level, opening hours, building design/surroundings and staff attitude and personality. There have been no known studies that reflect the combined influence of ICT skills and library promotion on the use of information resources in polytechnic libraries by users. Consequently, this study will investigate the influence of library promotion and ICT skills on users' patronage of polytechnic libraries in South-west Nigeria.

Statement of the problem

Library information resources are made available to users in print and electronic formats for their information needs. Information resources in polytechnic libraries provide specific, exhaustive, expeditious dissemination of information to users and these have made polytechnic libraries integral parts of polytechnic education. Information resources have abounded for use of staff and students in the libraries of polytechnic libraries in the South-west, Nigeria. These resources are relatively expensive to acquire and technically processed for users because they require a huge investment in terms of their acquisition and provision of facilities necessary for their exploitation

Thus, it is quite vital that the management of polytechnic libraries be interested in the usage of these valuable resources in order to justify the investment in them. However, from the usage statistics of library patronage observed in the polytechnics, the usage of libraries and their resources are not substantial. Going by these provisional findings, it can be established that despite the huge expenditure of the polytechnics on the acquisition and technical processing of print and electronic information resources, the usage of the resources is poor. Previous studies on the issue of poor patronage and usage of libraries have focused on strategies for improving the use of library resources with little contemplation of the extent to which a combination of ICT skills and promotion could influence users' patronage of polytechnic libraries. This study investigated the impact of ICT skills and promotion on the users' patronage of polytechnic libraries in South-west, Nigeria.

Objectives of the Study

The main objective of the study is to investigate the influence of ICT skills on the promotion of users' patronage of polytechnic libraries in South-west Nigeria. The specific objectives are to:

i. Determine the ICT skills level of the librarians in the libraries of Polytechnics in the South-west, Nigeria;
ii. Identify the types of promotion activities engaged in by the polytechnic libraries in the south-west, Nigeria;
iii. ascertain the perceived relationship between the ICT skills of library professionals and the promotion of users' patronage;
iv. examine constraints to electronic information resources used by the lecturers and students in polytechnic libraries in South-West, Nigeria Universities of Agriculture in Nigeria.

Research questions

To achieve the preceding objectives, the study will answer the following questions:

i. what is the level of ICT skills of the librarians in the Polytechnic libraries in South-west Nigeria?

ii. What are the types of promotional activities engaged in by the librarians in polytechnic libraries in South-west, Nigeria?

iii. What are the perceived effects of ICT skills of librarians on users' patronage in Polytechnic libraries in South-west, Nigeria?

iv. What are the constraints to electronic information resources used by the lecturers and students of polytechnic libraries in South-West, Nigeria?

Hypotheses

The following null hypothesis was tested in the study at a 0.05 level of significance.

Ho_1 There is no significant relationship between the ICT skills of librarians and the promotion of users' patronage.

Busari, Ayankola and Ladipo (2015) stated that promotion enables library personnel to be more proactive in their approach to meeting the needs, wants and demands of their users (lecturers and students) which are dynamic. By so doing, promotion helps university libraries to provide information products and services that are specially tailored to meet such needs, wants and demands of the lecturers. In the same vein, it helps the library to extend or reach out to their users with the information rather than wait for them to ask for the same. This would, therefore, help in boosting the public image of not only the library setting but also the profession. Library promotion is crucial to the use of electronic and other information resources in university libraries.

Yi (2016) relived that promotional activities have long been associated with the selling of a product in order to make a profit, but was extended to the non-profit sector including libraries in the 1960s. University libraries being support systems to their affiliated universities play a pivotal role by providing them with the required library and information services to support academic activities, and their contributions in the development of their institutions is also undisputedly accepted worldwide. Bhatt (2009) proposed that promotional techniques and strategies can be adopted for the promotion of library products and services and university libraries in particular.

Furthermore, Patil and Pradhan (2013) averred that the promotion of products in industries is very much essential to increase sales and consequently gain profit, however in an academic environment like university and colleges, promotion of library and information sector is required to create awareness for the library resources, especially electronic resources. In addition, Patil and Pradhan (2013) identified ways and means of promoting information services and products to lecturers. These are to develop the products e.g., creation of databases, Union Catalogue, etc.; to give wide publicity among the lecturers, students, and non-academic users. list of additions is to be published in local newspapers etc.; to establish good public relations with the user community; to conduct surveys of the users to know their needs, and requirements from the library and improve the services and research products as per the requirements and; to provide carrier guidance and counseling service by the library to users. Publicity is what is communicated about the polytechnic library in the lecturers' news media. Attempts are made most of the time to generate positive publicity through stories in the news and public service announcements. The most common methods are using press releases, holding news conferences and sponsoring an event. Traditional means through which libraries publicize their activities are user education; library display and exhibitions; library newsletters; current awareness services; selective dissemination of information; orientation talk and tour; use of electronic media and social media platforms.

Methodology

A survey method was employed in this study. The population of the study comprised 94 librarians in the ten (10) Federal and State Polytechnics in the South-West geopolitical zone of Nigeria. All the Federal and State polytechnics established between 1970 and 1992 in South-West, Nigeria; were used for the study.

A total number of 94 questionnaires were distributed among the 94 professional librarians across the polytechnics in South-West, Nigeria. All administered questionnaires were retrieved and found useful for analysis; this gave a retrieval rate of 100%. The study was guided by three research questions. Two instruments captioned Information and Communication Technology (ICT) Skills Test/Achievement Test (ICTST), and Information and Communication Technology Skills Questionnaire (ICTSQ) were developed and deployed for the study. This two-in-one instrument has a total number of sixty (60) questions. The ICTST was sectioned into two – A and B. Section A was meant to

collect the bio-data of the subjects while Section B was made up of forty (40) achievement test questions (four-options multiple choice questions, each with one correct answer) specially designed to measure the extent of ICT skills possessed by the librarians. On the other hand, the ICTSQ was sectioned into two – A and B. Section A consists of ten (10) questions that helped to elicit data on constraints to Information and Communications Technology skills acquisition by librarians. Section B also consisted of ten (10) questions designed to extract data on ways of improving the ICT skills of librarians. Items in Sections A and B respectively of ICTSQ were structured using a Four-point rating scale of SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree). Respondents were well-guided on how to complete the questionnaire. Data obtained were analyzed using simple percentages, frequencies, and mean ratings. The decision rule for research question one includes: Highly Skilled: 70 -100, Moderately Skilled: 60– 69, Weakly Skilled: 50 – 59, Not skilled: 0 – 49. For research questions 2 and 3, items to the value 2.50 and above were given positive interpretation (agreed), while items below 2.50 were given negative interpretation (disagreed).

For the appropriateness of the instrument and to ensure its face and construct validity the instruments were scrutinized by senior colleagues of the researcher. The reliability of the instruments was determined by test-retest reliability which involves making use of the same research instrument to take two separate measurements of the same population at different times and the higher the correlation coefficient between the two measurements, the higher the reliability of the measuring instrument.

The Cronbach alpha score for the two separate administered questionnaires is 0.87

Names of the Polytechnics and numbers of librarians used for the study are presented in Table 1.

Table 1: Population of the Study

S/N	Polytechnics	Number of Librarians	Year of Establishment	Ownership Federal/State Government
1	Yaba College of Technology, Yaba, Lagos State	21	1963	Federal Government
2	The Polytechnic Ibadan	8	1970	Oyo State
3	Federal Polytechnic, Ado-Ekiti, Ekiti State	10	1977	Federal Government
4	Lagos State Polytechnic	12	1977	Lagos State
5	Federal Polytechnic, Ilaro, Ogun State	8	1979	Federal Government
6	Mashood Abiola Polytechnic, Abeokuta, Ogun state	3	1979	Ogun State
7	Rufus Giwa Polytechnic, Owo, Ondo state	7	1979	Ondo State
8	Osun State Polytechnic, Ire	3	1992	Osun State
9	Federal Polytechnic, Ede, Osun State	19	1992	Federal Government
10	Federal Polytechnic, Ile-Oluji, Ondo State	3	2016	Federal Government
	TOTAL	94		

RESULTS

Table 2

Librarians' Response to Test (Achievement Test) on Information and Communication Technology (ICT) Skills

Items	Frequency (No. of Librarians that passed the test)	Percentage (%) Score	Remark
	Basic Computing Skill		
1.	23	70	
2.	29	88	

3.	27	82	
4.	30	91	
	Average Percentage	83	HS
	File Management		
5.	21	64	
6.	16	48	
7.	24	73	
8.	32	97	
	Average Percentage	71	HS
	Word Processing		
9.	25	76	
10.	20	61	
11.	29	88	
12.	26	79	
	Average Percentage	76	HS
	Use of Electronic Mail		
13.	6	18	
14.	23	70	
15.	27	36	
16.	15	45	
	Average Percentage	42	WS
	Automated Cataloguing & Classification/OPAC		
17.	6	18	
18.	23	70	
19.	12	36	
20.	15	45	
	Average Percentage	42	NS
	Use of Library Automation Software		
21.	22	67	
22.	19	58	
23.	18	55	
24.	14	42	
	Average Percentage	56	WS
	Use of the Internet & World Wide Web		
25.	27	82	
26.	22	67	
27.	16	48	
28.	16	48	
	Average Percentage	61	MS
	Information Search and Retrieval Skill		
29.	23	70	
30.	15	45	
31.	19	58	
32.	25	76	
	Average Percentage	62	MS
	Percentage Using Microsoft Power Point		
33.	10	30	
34.	5	15	
35.	23	70	
36.	15	45	
	Average Percentage	40	NS
	Database Creation and Management		
37.	23	70	
38.	7	21	
39.	8	24	
40.	12	36	

	Average Percentage *Overall Average Percentage Score*	38 58.3	NS WS

Table 3

Mean (x) scores of the Response on the Constraints in Acquiring Information and Communication Technology (ICT) skills by Librarians and library officers in southwest polytechnic libraries.

S/N	ITEMS	MEAN (x)	DECISION
1.	Librarians have little or no interest in ICTs	3.12	Agreed
2.	Lack of adequate technological infrastructures to support the integration of ICTs in the curriculum of Nigerian LIS schools	3.53	Agreed
3.	Poor planning and implementation of ICT projects in Nigerian Polytechnic libraries	3.33	Agreed
4.	Poor or negative attitudes of librarians towards ICTs	2.52	Agreed
5.	Nigerian library schools have not effectively integrated ICTs into their curriculum	2.73	Agreed
6.	Absence of policy for continuous evaluation or assessment of librarians' ICT skills	3.24	Agreed
7.	Non-sponsorship of library personnel to professional conferences, workshops, and seminars on ICT skills acquisition	2.12	Disagreed
8.	Institutions do not organize training programmes for their librarians and library officers on ICT skills acquisition	2.73	Agreed
9.	Lack of support from polytechnic authorities in providing necessary ICT facilities in libraries	3.34	Agreed
10.	Failure by library professional associations to conduct special training programmes for librarians on ICT skills acquisition	2.41	Disagreed

Table 3

Mean (x) Scores of the Response on the Constraints in Acquiring Information and Communication Technology (ICT) Skills by Librarians

S/N	ITEMS	MEAN (x)	DECISION
11.	Librarians have interest in ICTs	3.84	Agreed
12.	There should be adequate technological infrastructures to support the integration of ICTs in the curriculum of Nigerian LIS schools	3.83	Agreed
13.	ICT projects in Nigerian polytechnic libraries should be well-planned and implemented	3.73	Agreed
14.	Librarians should endeavour to develop more positive attitudes towards ICTs	3.82	Agreed
15.	Librarians should endeavour to make themselves readily available to undergo short and long-term training on ICT	3.71	Agreed
16.	A policy for continuous evaluation or assessment of librarians' ICT skills should be put in place	3.74	Agreed
17.	Polytechnics and library management should from time to time sponsor their librarians to professional conferences, workshops, and seminars on ICT skills acquisition.	3.80	Agreed
18.	Polytechnics should regularly organize training programmes for their librarians on ICT skills acquisition	3.73	Agreed
19.	Polytechnic authorities should support their libraries by providing them with necessary ICT facilities	3.74	Agreed
20.	Library professional associations should strive to conduct special training programmes for librarians on ICT skills acquisition	3.72	Agreed

Discussions

Table 2 shows the overall average percentage score of the librarians' Information and Communication Technology (ICT) skills along with the scores of the dimensions of ICT covered based on the forty (40) achievement test questions. As indicated in Table 2, items 1-4 cover questions on basic computing, items 5-8 cover questions on file management, items 9-12 cover questions on word processing, and items 13-16 cover questions on the use of electronic mail (e-mail), items 17-20 cover questions on automated cataloguing and classification/use of OPAC, items 21-24 cover questions on the use of library automation software, items 25-28 cover questions on the use of the Internet and World Wide Web, items 29-32 cover questions on information search and retrieval, items 33-36 cover questions on a presentation using Microsoft PowerPoint, items 37-40 cover questions on database creation and management. The overall average percentage score is 88.3%. This suggested that library personnel are very -skilled in ICTs. This finding is in agreement with the findings of Anyoku (2017) who reported an improved computer skill level for librarians in Nigeria than was reported in the past literature. Also, the findings agreed with the findings of Osuigwe & Uhegbu (2016) who testified that librarians in the Anambra State Library Board have more knowledge of ICTs than the skills at manipulating the ICTs tools. Knowledge is just a prerequisite to skill.
Table 3 presents the mean responses for the possible challenges that hinder the librarians' ICT skills acquisition as reflected in items 1 to 10. The mean responses ranged between 2.52 and 3.53. This is an indication that librarians agreed that just 5 items from all the listed challenges hinder librarians' ICT skills acquisition drive, and disagreed with the rest items. where they disagreed, Haneefa & Shukkoor (2010), Igun (2014) Kamba (2015), Quadri (2012), Talab and Tajafari (2012) all agreed, but diversely that these factors encumber, or deter librarians' ICT skills acquisition urge.

Regarding ways of improving librarians' ICT skills acquisition, the mean responses ranged between 3.70 and 3.84. This is a signal that library personnel agreed that the listed suggestions for improving librarians' and library officers' ICT skills as shown in items 11 to 20 are all feasible, or viable. This validates the reports of Haliso, (2011); Satpathy& Maharana, (2011); Unagha &Ugocha, (2012); Susan & Baby, (2012), and Anyoku, (2012) who concurrently agreed, but in different ways that the above propositions would help to improve librarians' ICTs skills if explored.

Responses and analysis from users' patronage promotions showed that 74 respondents of 69.6% agreed that their ICT skills have encouraged and increased their users' patronage because library users have increased from their hourly users' statistics and usage of ICT-related information resources. It was also found out that social media platforms like; e-mail, WhatsApp, Facebook, Instagram, Twitter, 2go, and linked are the users' patronage promotion methods that the librarians have used to invite, register and market the library products and services to the users. The librarians under study also affirmed that electronic referencing services, electronic current awareness services, and electronic selective dissemination of information were also used for their users (students and lecturers) patronage promotions.

Conclusion

Based on the analysis and interpretation of the results, it was established that librarians and library officers in polytechnics in South-West, Nigeria are skilled in ICTs. They are highly skilled in ICT as Basic computing, File management and Word processing. They are moderately skilled in operations relating to the Internet/World Wide Web and Information search and retrieval. Their skills in electronic mail operations and the use of library automation software are averagely good. Moreover, they possess weak skills in automated cataloguing and classification/use of Online Public Access Catalogue (OPAC), and are averagely skilled in the presentation using Microsoft PowerPoint, and database creation and management. In spite of the fact that lots of advocacy have been made on capacity building or skill acquisition by librarians on ICTs, librarians are still a bit deficient in the use of ICTs. Also, they are still facing challenges in acquiring and updating their ICT skills.

Recommendations

Based on the findings, therefore, the following recommendations were made:

- The polytechnic library management in collaboration with polytechnic authorities should create avenues for annual training and retraining of their librarians so as to hone their skills, and as well, keep abreast of recent

advances in ICTs.

Librarians still need to improve on their weak or average ICT level to make them compete favourably with their counterparts in academics and to assist in solving the ICT challenges of their users to improve and increase their library usage patronage.

- The South-West State Chapter of the Nigerian Library Association should on annual basis, organise fora different from the usual Annual General Meetings and conferences and should be basically centered on ICT training.
- The Nigerian Library Association through its registration council should enact a law that stipulates ICT competence as one of the conditions for conferring Certified Librarian of Nigeria (CLN) should be proven competence in ICTs.
- In order to encourage self-development in ICT skills acquisition, polytechnics and library management should make demonstrated competence in ICTs a principal criterion for the employment and promotion of librarians and library officers.
- Library management should embark on an annual assessment of their library personnel in ICTs in order to ascertain their strength and weakness so as to initiate ways to sustain them if strong and strengthen them if weak.
- All operations in polytechnic libraries should be automated so as to encourage librarians and library officers to perform their routine operations using ICTs. This is essential for the fact that there is a direct correlation between the frequency and extent of ICTs use, and the ICTs skill level of librarian

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