Digital Literacy and Skills of Information Professionals in the 21st Century

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Abstract

In a time of rapid technological development and constantly growing digital environment, information professionals are essential to the efficient management, organization and sharing of knowledge. To understand and take advantage of the changing technology platforms, these professionals need to possess strong digital literacy and technological abilities in addition to their traditional competencies. This study examined expected digital literacy and skills required of information professionals in the 21st Century. Survey research design was adopted for this study. The population of the study consisted of 49 library personnel from Fatiu Ademola Akesode Library, Lagos State University, Ojo, Lagos, Nigeria. Total enumeration was adopted for the study. Questionnaire was used for data collection and data collected was analysed using frequency counts, simple percentages, standard deviation. The results were presented in tables and percentages. The findings revealed that the level of digital literacy skills of library personnel in Fatiu Ademola Akesode Library was high. Attendance of trainings on digital literacy exposed the respondents to the current skills and trends in ICT. Institutional support and sponsorship to attend trainings motivates the respondent, making them to be more productive. Digital literacy tools mostly used by information professionals include Facebook, Youtube and Snapchat (social media tools), Google and yahoo (search engines), KOHA and Libib (Library Management Software) and Google meet and zoom (web conferencing tools). Challenges to digital literacy skills acquisition were inability of respondents to access the central internet from their respective offices, uncooperative attitude of ICT personnel in the institution to provide assistance when needed and biased selection of candidates for sponsored trainings. Digital literacy and skills are requisite skills required of information professionals. Therefore, library management should encourage information professionals to attend trainings, workshops and conferences on digital literacy skills. Library management should also provide internet connection and stable electricity supply within the library at all times.

Keywords: Digital literacy, Skills, Digital tools, Information Professionals, Library

Introduction

Man lives in a digital world, where all processes and services are influenced by technology. The importance of Information and Communication Technology (ICT) in our university library system is no longer an issue to be deliberated upon, the issue is how information professionals can ensure adequate and continuous derivation of its afforded benefits to improve upon their digital literacy skills. As new innovations are emerging every day, the idea of digital literacy also changes. Thus, a changing world they say, demands a changing skill. Library services and its resources is increasingly powered by digital technology which makes it mandatory for information professionals to acquire and improve upon their skills in digital literacy in order to meet up with the current trends in technology which will assist them to effectively discharge their duties thereby satisfying users' needs by migrating from the traditional era to digital era.

The traditional way by which an information professional discharge their services entail face-to-face interaction between them and the patron. The modern means of service delivery has to do with the integration of digital technology tools such as laptops, palmtops, portable digital devices, smartphone, wireless technology and internet facilities in facilitating the teaching, learning and research activities of the university system. In the bid to promote the viable usability of ICT for instructional delivery and other related educational services, there is need to encourage and sustain the literacy level of end-users; librarians, lecturers, students, administrators etc. (Bolaji, 2019). ICT concept has necessitated the need for the 21st Century information professionals to be literate in the application of digital format content/knowledge in facilitating library activities and services.

Literacy, according to Reitz (2002) in the Online Dictionary of Library and Information Science (ODLIS), is the ability to read and write with a minimal level of proficiency. UNESCO (2003) also asserts that literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Since ICT has reshaped the way through which man interact and communicate with his environment, there is need to develop and acquire certain skills to adapt and function productively in this digital era. Thus, the knowledge, tactics or skills acquired is termed digital literacy (Okeji, Nwankwo, Anene & Olorunfemi, 2020).

Digital literacy is used interchangeably with concepts like ICT literacy, information literacy and technological literacy. The idea of digital literacy changes as time changes. It is all about having the needed skills to thrive in a digital world. JISC (2014) defines digital literacy as a set of professional and academic practices triggered by the changes in modern technologies. The capability of individuals to use technology to create, navigate, disseminate, evaluate and store information is basically described as digital literacy. Therefore, to become a professional in the field of information technology, it is expected of a digitally literate individual to be able to design, develop and apply skills in the use of appropriate technologies for information creation, discovery, transfer, analysis, review and communication tendencies. He should possess the ability to make informed judgements about the accuracy of information found online due to the proliferations of unfiltered information left open to the contribution of all and sundry. Such digital information becomes adequately evaluated, relevant and useful to the user when it passes through the library.

Libraries are collections of both print and non-print resources as well as intellectual records generally known as information which are selected, acquired, processed and organised for easy retrieval and use by the library patrons thereby fulfilling the fourth law of Dr. S.R Ranganathan of not wasting the time of the library user. However, libraries of 21st century have digital resources as their major collections. Thus, the collections of Fatiu Ademola Akesode library of the Lagos State University is hybrid, which means, it contains both digital and traditional collections. According to Wada (2015), digital resources are information resources that can only be accessed through a digital device like computer. Okeji, etal (2020) highlighted the e-books, databases, blogs, e-journals and other information carrying materials in electronic form as some examples of digital information resources. Nevertheless, libraries either digital or traditional are manned by trained professionals known as Librarians who played a supportive role to their patrons by providing necessary information sources and services to ensure that the needs, expectations and aspirations of their users are met.

Information professional according to Aina (2016) is any individual who is directly or remotely connected with any information activity. He is expected to have undergone some years of training in any aspect of information cycle and licensed by a professional body. They can be categorized as librarians, archivist, educators (lecturers), record managers, information scientist, database managers, journalist, editors, curator, information system analyst and designers among

others. Librarians and information scientist are the uppermost of all information professionals according to Idowu (2021), because they are the primary custodians, organisers and disseminators of information/ knowledge. They provide added values to information to make it accessible to end users. Practitioners in the field are usually attached to information institutions such as academic libraries or work privately or independently. Hence, they are mostly responsible for the creation, selection, analysis, storage, processing, retrieval and dissemination of information.

Digital libraries offer a wide range of services to users, including access to digital resources, virtual reference services which allow users to get help from librarians via email, chat, or phone regardless of time and locations and online chat support that provides real-time assistance. It also renders services such as users' registration; charging and discharging of books; writing of overdue notice; reservation of books; compilation of accession lists of new arrivals; recording of fines and keeping statistics of use of the library's resources, all in an automated library. In addition to these services, digital libraries may also offer tools and resources to help users with research and information management. For example, some digital libraries provide citation management tools that allow users to easily create bibliographies and manage their references. Others offer online collaboration platforms and project management software; current awareness services; selective dissemination of information; user education; research guides and tutorials on topics such as information literacy and research methodology. Therefore, for these services to be delivered adequately, there is need for an information professionals to acquire digital literacy skills and integrate such in manipulating the digital tools to acquire and communicate information in any format and evaluate its accuracy, reliability and credibility that will make them to function effectively and facilitate their efficiency. This study is based on Skills Acquisition Theory (SAT) developed by John R. Andernson.

SAT is based on the idea that skill acquisition follows a progression from novice to expert through different stages. The key stages identified in Anderson's model include cognitive stage where new skill is introduced to learner, associative stage where the skill is being practiced and the autonomous stage where the skill becomes more automatic and requires little conscious effort. An information professional learns new skills by going through these stages, and they transit from a novice to being an expert using technology. Digital literacy programs that align

with SAT principles is of utmost benefits to an information professional. Lots of research work has been carried out in various aspects of digital literacy skills.

Okeji etal (2020) carried out a study on the assessment of digital literacy skills of 21st Century librarians in private universities in Anambra State, Nigeria. The study revealed that academic librarians in private universities in Anambra State possesses moderate digital literacy skills, however, the librarians sponsor themselves to training on digital literacy and they attend trainings twice a year which is the extent at which they can go. Likewise, Agarry, Babalola and Jacob (2024) examined teachers' perception of digital literacy skills as a relevant tool for teaching in the 21st Century in Ilorin South Local Government Area of Kwara State with 200 teachers selected randomly as respondents. The findings showed that teachers perceived digital literacy skills as a relevant tool for teaching in the 21st Century; there is a significant difference in the perception of teachers towards digital literacy skills for teaching in the 21st century based on gender and age while there is no significant difference in the perception of teachers towards digital literacy skills for teaching in the 21st Century based on educational qualification and years of teaching experience in Ilorin South. Recommendations were made that school managements should further encourage teachers' digital literacy skills by organizing or sponsoring them to attend training on how to integrate e-learning tools into their classroom instructions; all age groups and both genders especially female teachers should be encouraged to acquire digital literacy skills among others.

The role of information professionals in the digitization of the 21st Century libraries cannot be overemphasized, especially now that the world is in the era of information proliferation. Therefore, this study concentrated on professional librarians (both academic and non-academic) in Lagos State University Library and aimed at looking at their digital literacy and skills in this 21st Century.The findings of this study therefore, will be useful to University management for decision making, employment processes, trainings and development of library staff. It will also motivate the library management to equipping library with digital resources for effective service delivery. The professional librarians will also see the need for them to acquaint themselves with necessary skills in this digital era.

Statement of the problem

The world is in the era information explosion where patrons can get whatever information they need by just the click of a mouse. It not requires additional skills by information professionalsto be able to navigate the internet and get the information of their choice. Information professional needs to possess required digital literacy skills in order to harvest needed information online and to use the numerous information technologies for this purpose. Evaluatingthe digital literacy skills of information professional is crucial to the information services rendered. Several efforts have been made over the years to improve the digital literacy skills of information professional by organising and sponsoring them for trainings, workshops and conferences as well as the provision of digital devices that will aid their effective service delivery. In spite of the importance of the possession of digital literacy skillsby information professional, most professional librarians still lack the basic skill of computer operation, surfing the internet, sending and accessing mail, responding to patrons' enquiry electronically as well as lacking the skills to work in an automated library. This has undoubtedly resulted in inability to adequately meet the information needs of user in the 21st century. The study therefore investigates the digital literacy and skills of information professionals in this 21st Century, the digital tools used by these professionals, means of acquiring these skills as well as the challenges encountered while acquiring the skills.

Research questions

1. What is the level of digital literacy skills of information professionals in Fatiu Ademola Akesode library of Lagos State University?
2. What are the types of digital literacy tools used by information professionals?
3. What are the ways of acquiring digital literacy skills by information professionals?
4. What are the challenges encountered by information professionals in acquiring and maintaining digital literacy skills?

Methodology

The survey research design was adopted for the study and total enumeration method was used to sample all library personnel. A self-structured questionnaire titled "Digital Literacy and Skills of Information Professionals in the 21st Century" was used to get datafrom information professionals (library personnel) in Fatiu Ademola Akesode library of Lagos State University in

order to gather their responses. The data collected were analysed using frequency counts, simple percentages, mean and standard deviation.

Results

Table 1: Demographic information of respondents

Gender	FREQUENCY	PERCENTAGE
Male	20	40.8
Female	29	59.2
Total	**49**	**100**
Age (Yrs)		
Below 20 – 30	17	34.7
31 – 40	19	38.8
41 – 50	11	22.4
50 & above	2	4.1
Total	**49**	**100**
Marital Status		
Single	16	32.7
Married	33	67.3
Total	**49**	**100**
Designation		
Library Officer	16	32.7
Librarian II	9	18.4
Librarian I	8	16.3
Senior Librarian	10	20.4
Principal Librarian	5	10.2
Deputy University Librarian	1	2.0
Total	**49**	**100**
Highest Qualification		
Diploma	5	10.2
Bachelor's Degree	16	32.7
Masters	24	49.0
Phd	4	8.2
Total	**49**	**100**
Working Experience		
1 – 10	16	32.7
11 – 20	18	36.7

21 – 30	14	28.6
31 above	1	2.0
Total	**49**	**100**

The demographic information of the respondents who took part in the study in table 1 revealed that 59.2% respondents were female while 40.8% respondents were male. This indicates that more female than male took part in the study.

Research Question 1: What is the level of digital literacy skills of information professionals in Fatiu Ademola Akesode library of Lagos State University?

Table 2: Digital literacy skills of information professionals.

S/N	Digital Literacy Skills of Information Professionals	SA	A	ND	D	SD	X	S.D
1	As an Information Professional, I understand digital tools used in information management and research activities	33 (67.3%)	13 (26.5%)	2 (4.1%)	-	1 (2.0%)	4.57	.764
2	Application of digital literacy skills makes the retrieval, processing, storage and dissemination of information easier and convenient	27 (55.1%)	17 (34.7%)	3 (6.1%)	1 (2.0%)	1 (2.0%)	4.39	.862
3	I can setup an online meeting (Zoom, Google Meet, Skype, GoTo Meeting, Geekbot, Webex etc)	20 (40.8%)	26 (53.1%)	-	3 (6.1%)	-	4.29	.764
4	I can network and share resources with	22	22	-	4	1	4.22	.963

	my colleagues via digital devices	(44.9%)	(44.9%)		(8.2%)	(2.0%)		
5	I can contact my clients to give response to their query through electronic means	12 (24.5%)	32 (65.3%)	1 (2.0%)	3 (6.1%)	1 (2.0%)	4.04	.841
6	I can operate the computer system without any assistance	13 (26.5%)	29 (59.2%)	3 (6.1%)	3 (6.1%)	1 (2.0%)	4.02	.878
7	I can work with Microsoft Office (Ms-Word, Excel, PowerPoint, Access etc) effectively	14 (28.6%)	27 (55.1%)	3 (6.1%)	5 (10.2%)	-	4.02	.878
8	Using the available digital tools in my library is very easy and convenient	11 (22.4%)	33 (67.3%)	1 (2.0%)	3 (6.1%)	1 (2.0%)	4.02	.829
9	I have confident in exploring and learning new digital tools relevant to my profession	15 (30.6%)	23 (46.9%)	5 (10.2%)	5 (10.2%)	1 (2.0%)	3.94	1.008
10	I can participate in Professional online Webinar meetings, conferences, workshops etc	15 (30.6%)	18 (36.7%)	5 (10.2%)	10 (20.4%)	1 (2.0%)	3.73	1.169
11	I can troubleshoot the computer system if need be	13 (26.5%)	21 (42.9%)	2 (4.1%)	12 (24.5%)	1 (2.0%)	3.67	1.179
12	I deliver my lectures using the learning management software	1 (2.0%)	29 (59.2%)	3 (6.1%)	12 (24.5%)	4 (8.2%)	3.22	1.104
13	I can use search	4	21	6	13	5	3.12	1.20

	engines effectively to locate information and evaluate its authenticity	(8.2%)	(42.9%)	(12.2%)	(26.5%)	(10.2%)		1
14	I can design a website, Google form etc	3 (6.1%)	12 (24.5%)	5 (10.2%)	23 (46.9%)	6 (12.2%)	2.65	1.165
15	I have my patrons' profiles (e-mails, phone nos, WhatsApp nos etc) through which I communicate with them	1 (2.0%)	13 (26.5%)	3 (6.1%)	24 (49.0%)	8 (16.3%)	2.49	1.120
16	I have a website for frequently Asked questions, Ask a librarian etc	3 (6.1%)	4 (8.2%)	5 (10.2%)	20 (40.8%)	17 (34.7%)	2.10	1.159
						Weighted mean=3.66		

Note: SD – Strongly Disagree, D – Disagree, ND – Neither Agree nor Disagree, A- Agree, SA – Strongly Agree

Table 2 reveals the digital literacy skills possessed by information professionals. The findings showed that information professionals understand digital tools used in information management and research activities**(**$\bar{x}$ = 4.57**),** they canretrieve, process, store and dissemination of information using digital tools ($\bar{x}$ = 4.39), can setup an online meeting (Zoom, Google Meet, Skype, GoTo Meeting, Geekbot, Webex etc) ($\bar{x}$ = 4.29), can network and share resources with my colleagues via digital devices ($\bar{x}$ = 4.22),can contact my clients to give response to their query through electronic means ($\bar{x}$ = 4.04),can operate the computer system without any assistance ($\bar{x}$ = 4.02),can work with Microsoft Office (Ms-Word, Excel, PowerPoint, Access etc) effectively ($\bar{x}$ = 4.02) and use the available digital tools in the library ($\bar{x}$ = 4.02).

Research Question 2: What are the type digital literacy tools used by information professionals?

Table 3: Digital literacy tools used by information professionals.

S/N	DIGITAL TOOLS/APPS	NU	RU	SU	HU	VHU	Mean (X)	SD
1	**Social Medial Tools**							
	Facebook	43 (87.8%)	6 (12.2%)	-	-	-	4.88	.331
	WhatsApp	42 (85.7%)	7 (14.3%)	-	-	-	4.86	.354
	YouTube	39 (79.6%)	9 (18.4%)	1 (2.0%)	-	-	4.78	.468
	Snapchat	37 (75.5%)	12 (24.5%)	-	-	-	4.76	.434
	Instagram	20 (40.8%)	26 (53.1%)	3 (6.1%)	-	-	4.35	.597
	Twitter	20 (40.8%)	19 (38.8%)	8 (16.3%)	-	2 (4.1%)	4.12	.971
	Telegram	17 (34.7%)	20 (40.8%)	8 (16.3%)	3 (6.1%)	1 (2.0%)	4.00	.979
	Pinterest	12 (24.5%)	16 (32.7%)	10 (20.4%)	6 (12.2%)	5 (10.2%)	3.49	1.277
	Linkedln etc	11 (22.4%)	15 (30.6%)	9 (18.4%)	9 (18.4%)	5 (10.2%)	3.37	1.302
	Weighted mean= 4.29							
2	**Search Engines**							
	Google	45 (91.8%)	4 (8.2%)	-	-	-	4.92	.277
	Yahoo	35 (71.4%)	14 (28.6%)	-	-	-	4.71	.456
	MSN	17 (34.7%)	22 (44.9%	5 (10.2%)	3 (6.1%)	2 (4.1%)	4.00	1.041
	Bing	18 (36.7%)	18 (36.7%)	9 (18.4%)	3 (6.1%)	1 (2.0%)	4.00	1.000
	Ask.com etc	15 (30.6%)	17 (34.7%)	9 (18.4%)	6 (12.2%)	2 (4.1%)	3.76	1.146
	Weighted mean= 4.28							
3	**Library management software**							
	Koha	31 (63.3)	13 (26.5%)	2 (4.1%)	2 (4.1%)	1 (2.0%)	4.45	.914
	Libib	7 (14.3)	25 (51.2%)	5 (10.2%)	9 (18.4%)	3 (6.1%)	3.49	1.139
	Evergreen	2 (4.1%)	12 (24.5%)	11 (22.4%)	16 (32.7%)	8 (16.3%)	2.67	1.144
	OpenBiblio etc	4	10	6	23	6	2.65	1.182

		(8.2%)	(20.4%)	(12.2%)	(46.9%)	(12.2%)		
	NewGenLib	5 (10.2%)	8 (16.3%)	9 (18.4%)	16 (32.7%)	11 (22.4%)	2.59	1.290
Weighted mean= 3.17								
4	**Web Conferencing Tools**							
	Zoom	26 (53.1%)	21 (42.9%)	1 (2.0%)	-	1 (2.0%)	4.45	.738
	Google Meets	13 (26.5%)	25 (51.0%)	4 (8.2%)	5 (10.2%)	2 (4.1%)	3.86	1.061
	Skype	15 (30.6%)	19 (38.8%)	7 (14.3%)	7 (14.3%)	1 (2.0%)	3.82	1.093
	Go To Meetings	8 (16.3%)	14 (28.6%)	7 (14.3%)	13 (26.5%)	7 (14.3%)	3.06	1.345
	Webex etc	4 (8.2%)	10 (20.4%)	9 (18.4%)	18 (36.7%)	8 (16.3%)	2.67	1.214
Weighted mean= 3.57								

Note: NU – Not Used, Fairly Used – FU, SU – Somewhat Used, HU-Highly Used, VHU – Very Highly Used

Table 3 reveals the digital literacy tools used by information professionals. Facebook top the list in the social media tools used by information professionals with the highest mean score of 4.88, followed by WhatsApp (4.86), YouTube and Snapchat with 4.78 and 4.76 respectively. In the category of search engines, Google and Yahoo top the rank as the tools with the respondent's highest used with the mean score of 4.92 and 4.71 respectively. Koha (4.45) and Libib (3.49) are the library management software that the respondents mostly used , while web conferencing tools that has the highest level of use are Zoom, Google Meets and Skype.

Research Question 3:What are the ways of acquiring digital literacy skills by information professionals?

Table 4: How Informational professionals acquire digital literacy skills.

S/N	ITEMS	SA	A	ND	D	SD	Mean (X)	SD
1	I am introduced to current trends in ICT by attending trainings on digital literacy	23 (46.9%)	19 (38.8%)	3 (6.1%)	4 (8.2%)	-	4.24	.902
2	Sponsoring my attendance at trainings motivated my career	21 (42.9%)	27 (55.1%)	1 (2.0%)	-	-	4.41	.537

	and make me more productive							
3	My Institution support and sponsor my trainings on digital literacy skills	14 (28.6%)	32 (65.3%)	1 (2.0%)	-	2 (4.1%)	4.18	.667
4	I enrolled myself for courses on ICT in private computer and internet training school.	19 (38.8%)	21 (42.9%)	5 (10.2%)	4 (8.2%)	-	4.12	.904
5	I learn the skills from colleagues through collaborations	15 (30.6%)	23 (46.9%)	2 (4.1%)	8 (16.3%)	1 (2.0%)	3.88	1.092
6	I acquired digital literacy skills when my library is automated.	11 (22.4%)	23 (46.9%)	3 (6.1%)	11 (22.4%)	1 (2.0%)	3.65	1.128
7	I learnt most digital skills through online learning platforms	10 (20.4%)	19 (38.8%)	3 (6.1%)	11 (22.4%)	6 (12.2%)	3.33	1.360
8	My library organizes computer training for staff over time	8 (16.3%)	15 (30.6%)	3 (6.1%)	22 (44.9%)	1 (2.0%)	3.14	1.225
9	I sponsor myself to attend trainings on digital literacy skills	5 (10.2%)	17 (34.7%)	1 (2.0%)	16 (32.7%)	10 (20.4%)	2.82	1.380
10	I have never attended any training on digital literacy skills	3 (6.1%)	7 (14.3%)	2 (4.1%)	21 (42.9%)	16 (32.7%)	2.18	1.219
	Weighted mean= 3.60							

Note: SD – Strongly Disagree, D – Disagree, ND – Neither Agree nor Disagree, A- Agree, SA – Strongly Agree

Table 4 depicts the ways through which an information professional acquires digital literacy skills. Attending trainings on digital literacy introduced the respondents to the current trends in ICT with the highest mean score of 4.24, followed closely by motivating the respondent's career to be more productive by sponsoring his training attendance as well as institution support with the mean score of 4.41 and 4.18 respectively. Enrolment for ICT courses in private computer and internet training school (4.12), collaborations with colleagues to learn digital literacy skills (3.88) and acquired digital literacy skills when the respondent's library was automated (3.65), all have an acceptable mean score. These was against the rejected statements like learning most

digital skills through online learning platforms (3.33), organizing computer training for staff by the library (3.14), self-sponsorship to attend trainings on digital literacy skills (2.82) and the respondents to have never attended any training on digital literacy skills (2.18). This research questions was against the findings of Okojie etal (2020) where the respondents affirmed that they sponsored themselves to acquire digital literacy skills.

Research Question 4: What are the challenges encountered by information professionals in acquiring and maintaining digital literacy skills?

Table 5: Challenges encountered by Information Professionals in acquiring digital literacy skills.

S/N	CHALLENGES	SA	A	U	D	SD	X	SD
1	I can't access the central internet from my office	12 24.5%	29 59.2%	0	6 12.2%	2 4.1%	3.88	1.053
2	ICT personnel are not willing to cooperate whenever their assistance is needed at the library.	13 26.5%	11 22.4%	0	17 34.7%	8 16.3%	3.08	1.525
3	Selection of beneficiaries to attend sponsored trainings is biased	4 8.2%	11 22.4%	5 10.2 %	18 36.7%	11 22.4%	2.57	1.291
4	The internet connection is always fluctuating	5 10.2%	9 18.4%	6 12.2 %	17 34.7%	12 24.5%	2.55	1.324
5	My workload is not encouraging	2 4.1%	8 16.3%	6 12.2 %	19 38.8%	14 28.6%	2.29	1.173
6	My poor ICT knowledge pose a challenge to using digital devices/Apps	3 6.1%	8 16.3%	3 6.1%	21 42.9%	14 28.6%	2.29	1.225
7	The digital devices available in my library are obsolete	4 8.2%	6 12.2%	2 4.1%	20 40.8%	17 34.7%	2.18	1.269
8	Most patrons are not computer literate	1 2.0%	5 10.2%	2 4.1%	26 53.1%	15 30.6%	2.00	.979
9	There is inadequate power supply	1 2.0%	7 14.3%	0	25 51.0%	16 32.7%	2.02	1.051
10	I am not computer	0	2	5	19	23	1.71	.816

	literate		4.1%	10.2 %	38.8%	46.9%		
Weighted mean= 2.46								

Note: SD – Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly disagree (SD)

The challenges encountered by the respondents in acquiring digital literacy skills as revealed on Table 5 are: inability of the respondents to access the central internet from their offices (3.88) and the attitude of the ICT personnel in the institution not willing to cooperate whenever their assistance is needed at the library (3.08) topping the list, followed by being biased in the selection of sponsored trainings beneficiary (2.57), fluctuation of internet connections (2.55). The respondent's workload (2.29), poor ICT knowledge (2.29), digital devices available in the respondent's library been obsolete (2.18), most patrons are not computer literate (2.00), inadequate power supply (2.02) and not being a computer literate (1.71).

Findings and Discussion

The results from the findings in table 2 indicated that despite the respondents' high level of digital literacy skills exhibited through their awareness of digital tools used in information management and research activities, easy and convenient application of their digital literacy skills in the retrieval, processing, storage and dissemination of information, setting up an online meeting, networking and sharing resources with colleagues via digital devices, contacting clients through electronic means amongst others, there is need for improvement. An information professional needs to upgrade and update himself in different areas of digital literacy so as to meet up with the current trend in technology, as librarians need not only to be as savvy as their clients but even savvier than their clients (Cooke, 2012). An academic librarian as information professional needs to learn the use of learning management software in delivering lectures, a professional librarian (academic and non-academic) should be able to use search engines effectively to locate information and evaluate its authenticity especially now that students can get any desired information just by the click of a mouse. They rely on information professional to validate the authenticity of such information. Designing a website and google form is a skill that can be learnt, having patrons' profiles and a website for asking and responding to their questions is useful in reference service delivery such as selective dissemination of information

and current awareness service delivery where patrons' does not necessarily need to visit the library before getting the needed information.

Findings also revealed the digital literacy tools used by information professionals, they were classified into social medial tools, search engines, library management software and web conferencing tools. These classifications were based on the necessary tools needed by an information professional in an academic library in enhancing effective service delivery. Facebook, WhatsApp, YouTube and Snapchat top the social media category while Google and Yahoo top the search engine rank. Koha and Libib also top the Library management software. Although, Koha is the software adopted for use in the respondent's institutions' library.

On means of acquiring digital literacy skills attending trainings on digital literacy exposed the respondents to the current trends in ICT. Institutional support and sponsorship to attend trainings motivates the respondent's career thereby making them to be more productive. Library automation also contribute to the acquisition of digital literacy skills. This means that the professional librarians in Fatiu Ademola Akesode library (LASU) enjoyed the sponsorship of their institution in attending trainings and workshops that motivates them and enhance their job expertise. Sponsoring professional librarian's attendance at trainings motivated their career and make them more productive. Thus, a library staff has no choice order than for him to learn the skill so as to be able to cope with the trend in technology advancement or face the penalty. This was against the findings of Okeji, etal (2020) and Emiri, (2015) where the respondents revealed that they sponsored themselves to trainings and workshops as well as enrolled in private computer and internet training to acquire skills in digital literacy. However, this research work is similar to Emiri's work because they both study librarians in Government academic universities while Okeji's work was on librarians in private universities.

The challenges to acquiring digital literacy skills included their inability to access the central internet from their respective offices, attitude of the ICT personnel in the institution not willing to cooperate whenever their assistance is needed at the library, biased selection of sponsored trainings beneficiary and fluctuation of internet connections where it is accessible. The workload of professional librarians in Fatiu Ademola Akesode library is not a barrier in acquiring digital literacy skills as they are computer literate that possessed good ICT knowledge, more so, most of their patrons are ICT savvy and the devices used in the library are not obsolete. This means that the management of the institution invested in both the library personnel and the equipment.

There is adequate power supply as against the findings of Okeji, etal (2020) which state that librarians are faced with power failure in applying digital literacy skills on their jobs.

Conclusion and Recommendations

The possession of required digital literacy skills and use of digital literacy tools are germane to the delivery of information services in university libraries. The competence level of information professionals will go a long way in determining their level of confidence while providing information services to users. Things change all the time in the digital and internet industries, therefore, committing to lifelong learning is among the key factors in enhancing digital literacy. Digital literacy skill is a necessary ingredient that is inevitably required by information professionals in this 21st Century for career progression and job expertise. Since these skills can be learnt, there is no justification for any professional librarians who fails in its acquisition.

Recommendations

The following recommendations were made based on the findings of this study:

i. Library management should encourage information professionals to attend trainings, workshops and conferences on digital literacy skills to gain knowledge to meet up with the current trends in the digital technology world.
ii. Library management should provide facilitating conditions such as power generating source and strong internet bandwidth to support the use of digital literacy tools.
iii. Library management should make ICT support personnel available to provide possible assistance towards the use of digital devices by information professionals.

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