

ASSESSMENT OF DIGITAL LITERACY SKILLS OF 21ST CENTURY LIBRARIANS IN PRIVATE UNIVERSITY LIBRARIES IN ANAMBRA STATE

Okeji, Clement C. PhD, CLN

Library and Information Science Department
Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria.

Nwankwo, Ndid Grace, CLN

Chukwuemeka Odumegwu Ojukwu University Anambra State, Nigeria.

Anene, Ifeanyi Adindu, CLN

Unuversity of Nigeria Nsukka, Enugu State, Nigeria.

Olorunfemi Emmanuel A., CLN

Ramat Library, University Of Maiduguri, Borno State Nigeria

ABSTRACT: *The purpose of this study was to assess digital literacy skills of 21st century librarians in private university libraries in Anambra State. Descriptive survey design was adopted for the study. The area of the study was Anambra State located in the South East Geopolitical Region of Nigeria. The population of the study comprised all the 23 practicing librarians in the three private university libraries in Anambra State. The entire population was used because it was small and manageable. The questionnaire was the research instruments used for data collection. The instrument was validated by two experts from Chukwuemeka Odumegwu Ojukwu University library. Data collected was analyzed using mean scores. 2.50 was used as the benchmark. The major findings of the study includes that academic librarians in private universities in Anambra State possess digital literacy skills, the librarians sponsor themselves to training on digital literacy, they attend trainings twice a year and power failure and poor internet are the challenges librarians in private universities in Anambra State face. Based on the findings, the study recommends among others that academic librarians working in private universities in Anambra State should endeavor to acquire all the digital literacy skills required for perfect service delivery; the management of private university libraries in Anambra State should provide financial sponsorship to the academic librarians for digital literacy skill acquisition and professional development in general; librarians should attend trainings on digital literacy skills more often, standby power generating source and strong internet bandwidth should be provided for the libraries.*

KEYWORDS: digital literacy, skills, librarians, library, digital resources.

INTRODUCTION

The world is in the era of high technological advancement. Hence, man lives in a digital world. Everything man does today is practically shaped or reshaped by digital intervention (Martin &

Grudziecki, 2006). The fact that digital technology has practically penetrated every aspect of human civilization is no longer news. In a nutshell, digital technology has set forth a revolution not only in how man preserves, transmit or disseminate recorded knowledge, historical records, and a host of other kinds of communication but also affects the way man seeks and gains access to these information carrying resources (Emiri, 2015). Many thanks go to Information Communication Technology (ICT), which has overtaken and reshaped the ways through which we interact, communicate, write or read. Man, like all other living thing has the capacity to adapt to various environmental condition. Mankind has therefore developed and acquired certain tactics or skills, to fit in, and function productively in this digital era. Thus, the knowledge, tactic or skill acquired is termed digital literacy.

Digital Literacy has to do with the ability to understand information and perform tasks digitally, in a digital environment. It includes skills and knowledge crucial to the daily life within multiple industries, professions and careers in this 21st century, such as:

- using a computer to find, manipulate, and communicate information
- being able to identify information in different types of formats and media (such as films, databases, the internet and so on)
- to critically evaluate information and media sources for accuracy, reliability and credibility.
- using digital tools and information ethically and safely (Ukachi, 2010).

Certainly, there have been various unsettled arguments on the concept of digital literacy, Buckingham (2006:3) defined it as a set of skills and knowledge that enables individuals to effectively carry out in information retrieval task in a technology dominated environment. Certain skills are required by individuals for absolute competency in a digital age. A digital literate person is a person who can evaluate and use information critically from relevant and authoritative source online (Buckingham, 2006:4).

The phrase, digital literacy exceeds the normal information technology skills that explains a richer set of digital practices, identities and behaviours. The idea of digital literacy changes as time changes. Consequently, digital literacy is defined as a set of professional and academic practices triggered by the changes in modern technologies” (JISC, 2014) . ICT proficiency was in any case situated at the heart, thus, linking together, data, information, media literacies, digital creation, digital communication, problem solving and innovation, participation and collaboration, digital learning and development, all these are encompassed by digital identity and general wellbeing.

The capability of individuals to use technology to create, navigate, disseminate, evaluate and store information is basically described as digital literacy. It is just a set of necessary competencies needed for adequate participation in a society that is knowledge based. Digital literacy has to do with skills, knowledge, and behaviors that involve effective and efficient use of digital devices like smartphones, tablets, iphones, laptops, ipads and desktop PCs for purposes of collaboration, communication, expression, advocacy and even decision making.

According to Ofilli, (2017), a digital literate person should have the knowledge and skills to use traditional computers, such as desktop PCs and laptops - computer literacy, he should be able to objectively analyze facts to form accurate judgment- critical thinking, he must have the ability to

engage in online communities meetings and social networks while in obedience to behavioral protocols, possess the capability to find, capture, disseminate and evaluate information. Such a person should have the capability to understand the emerging societal issues caused by the evolution of digital technologies and possess critical thinking skills. He should also possess a range of digital skills, know the basic principles of computing devices, and possess adequate skills in handling computer networks and the internet.

This study therefore, conceptualizes digital literacy as, a necessary set of skills an individual must compulsorily possess in order to navigate the Internet; find online information, manage, edit and store digital information; join in communications; in other words engage with any desired online information and communication network. Digital literacy simply put is the ability to evaluate and use digital information resources, digital tools and online services and apply them effectively to the lifelong learning process. The most important aspect of digital literacy is the ability to make informed judgments about information found online, for just like conventional media, much digital information found online is unfiltered by editors and 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 books (print) and non-book (e-resources) intellectual records generally known as information. These records or information materials are selected, acquired, processed, and organized for easy retrieval and use by the library clientele. The library collection initially majors on traditional or print materials. On the contrary, libraries of 21st century have digital resources as the major collections. Digital resources are information resources that can only be accessed through a digital device like computer (Wada, 2015). Some of the digital information resources most likely available in contemporary libraries are as follows; e-books, databases, blogs, e-journals and other information carrying materials in the electronic form. Libraries either digital or traditional are manned by trained personnel known as librarians. Libraries are of different types. This research work is concerned with academic libraries in private universities in Anambra State of Nigeria.

Academic libraries and other libraries in Nigeria are most especially faced with the challenge to upgrade their systems in this era of digitization. Lecturers and students from all discipline and of course all library users demand easy access to information and the internet has become a viable asset to all and sundry. Academic librarians can proffer a lasting solution through their support to the lecturers and researchers of higher institution and assistance to students through the provision of adequate and timely information resources, and the conducive platform for maximum utilization.

According to Campbell (2006) before the Web came into existence, academic libraries had begun to create digital libraries that bear trustworthy information. Information users are able to access information on the internet at the instance they need it, through a platform created by digital literacy. These have consequently changed the information seeking behavior of library users in general. He further opined that the reality was that easy accessibility significantly affect users' willingness to consult a certain information sources. This circumstance triggered academic

libraries to exploit every available means either in the classroom or on the Web to teach students, lecturers and researchers how to assess critically the Web-based information they were determined to use in the library.

Okiy (2010) reiterated that the position and reputation of libraries in an academic institutions is so pronounced, this is because these libraries provide the necessary information to the lecturers and students to enable them achieve their teaching learning and research needs in the easiest, fastest and most comprehensive way. This central place of the library in academics has existed over the years. It becomes a necessity for academic libraries and the librarians to continue to evolve and move with the times. This would enable them deliver on the requirements of academic community. Hence the library can meet the academic needs of the clientele in the tertiary institutions.

As the 21st century progresses it has become increasingly apparent that the library and information profession's role needs to continually adapt to the dynamic context caused by the impact of digitization. The 21st century is a time of vast opportunities and challenges in the learning environment and it has been a time of technological advancement and proliferation of information. Crosby (2000) stated that the librarians' jobs increasingly vary, because it expands to measure up with the current flow of information. The fast evolution and development of library profession has survived regular changes in circumstances and otherwise over the last century, so this is therefore, nothing new (Abbott, 1988). The world is in the era of information proliferation, academic librarians and other library staff do not find it easy to manage the influx of information. Access and use of information (especially online information) has become very easy such that at the click of the mouse, a library user can get all desired information needed. (Inskip, (nd)).

Obviously, library technologies are changing and it is quite imparative that both professional librarians and para-professional library staff upgrade their skills so as to embrace them. Digitization as we all know, has not only impacted on the information world, it has as well impacted on the role, skills and method of service delivery of the information professional (Ezeani, Eke, & Ugwu, 2012). Academic librarians, are well trained information professionals, they are left with no choice in this digital age, thus they are encouraged to embrace and apply digital literacy skills on their jobs more than ever before. Frankly speaking, library schools are positively but gradually rising to this challenge, especially as it relates to digital libraries, a continuing and faster developmental approach is needed if we are to successfully fix the issues caused by the dynamic changes in professional context.

In clear terms, digital literacy empowers professionals of all works of life (including librarians) to possess the necessary skills that improve their economic and social status and improve the quality and output of their overall job performance and living standard. In the words of Cooke (2012), librarians need not only to be as savvy as their clients but even savvier than their clients, because the ethics of the profession demand it. I addition, (Hurych, 2002) reiterated that the shifting nature of the information context means that competences and skills require constant development.

As a necessary ingredient, digital literacy skill is inevitably required by academic librarians for career progression and job expertise. Academic librarians that acquired these skills are

undoubtedly more equipped for social networking, blogging, surfing the net, instant messaging, resource sharing, and other activities that are digital oriented. Digital literacy is that skill that can help librarians on their jobs of assisting library clientele get information and education as desired. Since these skills can be learnt, there is no justification for any academic librarian who fails to acquire digital literacy skills. Therefore the findings of this research work will be useful to library management for decision making, employment processes, training and development of library staff. It will also motivate the library management to equipping library with digital resources for effective learning purposes.

In terms of digital literacy, there is also a need for librarians to address disintermediation through the wider use of computer analysts and other ICT personnel. Scholars (Odu & Omosigho, 2017; Emiri, 2015; Salaam & Adegboire 2010; Dadzie 2007; Watts & Ibegbulem 2006; Adomi 2005) have identified several factors that hinder academic librarians from effective use of their digital literacy skills on their job as follows; inadequate information and communication technology infrastructures and efficient online access, lack of in-depth digital skills plus information searching skills among library staff and the users, lack of adequate digital skills among staff and users, low basic information literacy levels in the population and prohibitive access of internet in developing countries, constant power failure, weak internet network, high workload in the office and shortage of time on the librarians.

Irrespective of the impediments mentioned above, in the area of acquisition of digital literacy skill continuing professional development (CPD) contributes to professional and communication confidence (Hamid and Soroya, 2017). It is against this background that this research work seeks to access the digital literacy skills possessed by librarians in private universities in Anambra State of Nigeria.

Statement of problem

Information proliferation, globalization and the advent digital technology have made the world a global village where easy access and use of digital technology has become very common. The presence of digital literacy in our libraries is hardly noticeable. Academic librarians in Nigeria seemingly possess very little or nil computer skills. They can hardly operate the computer, neither surf the internet, nor access the email. Most librarians also seem not to possess the skills to access information via the computer and they also lack the skill with which to work in an automated library. Contemporary, academic librarians face the acquisition task of both print and e-resources, organization, dissemination, retrieval and storage of same resources for the use of the library clientele who are the potential users of the information resources in the library. It is a herculean task for academic librarians, however, managing the influx of digital information. It was discovered from literature and personal observation that many.

Nigerian academic libraries, obtainable in both private and government universities, face numerous challenges while trying to get the university library services computerized. This has constituted a problem in the provision, maintenance and general management of information resources in many academic libraries all over the Nigerian nation. Therefore, in view of this scenario, the present study was necessitated.

Purpose of the study

The general purpose of this research work is to investigate the digital literacy skills possessed by librarians in private universities' libraries in Anambra State, Nigeria. Specifically, the study sets to;

- i. find out the digital literacy skills possessed by academic librarians in private universities in Anambra State.
- ii. investigate how the librarians in private universities acquire their digital literacy skills.
- iii. find out how often Anambra State private university librarians go for training in the use of ICT on their jobs;
- iv. determine if academic library staff in private universities are well motivated on their uses of digital literacy skill on their job;
- v. identify the challenges faced by Anambra State private universities' librarians in acquiring digital literacy skills

Research questions

Five research questions guided this research work.

- i. What digital literacy skills are possessed by academic librarians in private universities in Anambra State of Nigeria?
- ii. How do librarians in private universities in Anambra State acquire digital literacy skills?
- iii. How often do librarians go for training on the use of ICT on their jobs?
- iv. Does the use of digital literacy skills motivate academic librarians of private universities in Anambra State on their jobs?
- v. What are the challenges faced by librarians in private universities in Anambra State applying digital literacy on their jobs?

Significance of the Study

Three groups of people will benefit from the findings of this study. The beneficiaries are the librarians, students, and researchers. The findings of this research work would enable the librarians to realize that there is need for librarians to learn digital and visual literacy skills. The librarians can use these skills to progress on their jobs and on their careers. With digital and visual literacy, librarians will be more equipped with the necessary skills needed for resource sharing, blogging, surfing the net, instant messaging and social networking, . These skills can also help them perform their jobs and assist users get desired information and desired education. Since these are skills that can be learnt, digital and visual literacy skills are skills that all information professionals should thrive to possess. The changing technologies have to be embraced by both the professional librarian and para-professional library staff. Academic librarians need much more in this digital age to embrace digital and visual literacy skills on their jobs than ever before. Digital literacy helps professionals of all works of life to develop skills that can add to their economic status and improve their overall standard of living.

The students and researchers can also benefit from the findings of this study. They would gain the maximum assistance needed from the librarians. This would help their research work to be faster. The librarians would be able to render quick service fulfilling the fourth law of Dr. Ranganathan

which says, save the time of the user. The findings of this work will also add to the existing literature in this field.

Scope of the Study

This study looks into the digital literacy skills possessed by librarians in private universities' libraries in Anambra State, Nigeria. It was delimited to the three private universities in Anambra State, namely: Maddonna Unuversity, Paul University and Tansian University. Academic librarians working in these universities are meant to be examined. Academic libraries are libraries of higher institution of learning like the university. Therefore the researchers will be investigating only the librarians working in the academic libraries of all private universities in Anambra State.

The study specifically focuses on finding the digital literacy skills possessed by academic librarians in private universities in Anambra State, investigating how the librarians in private universities acquire their digital literacy skills, finding out how often Anambra State private university librarians go for training in the use of ICT on their jobs; determining if academic library staff in private universities are well motivated on their uses of digital literacy skill on their job; and identifying the challenges faced by Anambra Stae private universities' librarians in acquiring digital literacy skills

METHODS

Descriptive survey design was adopted for this research work. The purpose of the study was to assess digital literacy skills of 21st century librarians in private universities in Anambra State. The area of the study was Anambra State located in the South East Geopolitical Region of Nigeria. The population of the study comprised all the 23 practicing librarians in the 3 private university libraries in Anambra State. Tansian University Library Oba, Paul University Library Awka, and Madonna University Library Okija, were university libraries studied. The population of the universities 5, 7, and 11 respectively. The entire population was used because it was small and manageable. The questionnaire was the research instruments used for data collection. The instrument has two parts: Part 1 sought information on the personal data of the respondent; Part 2 was on the issue of the study. Part 2 had four sections A, B, C, D, E. Section A elicited information on digital literacy skills are possessed by academic librarians in private universities in Anambra State of Nigeria; Section B sought information on how the librarians in private universities acquire their digital literacy skills; Section C sought information on how often Anambra State private university librarians go for training in the use of digital literacy skills on their jobs; Section D collected information on if academic library staff in private universities are well motivated on their uses of digital literacy skill on their job; and finally, Section E elicited data on the challenges faced by Anambra State private universities' librarians in acquiring digital literacy skills. Four point Likert - type scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) was adopted. The responses were weighted as follows; SA = 4, A = 3, D = 2, SD = 1. The instrument was validated by two experts from Chukwuemeka Odumegwu Ojukwu University library. Their criticisms were noted while their suggestions were incorporated in the final draft of the questionnaire. The method applied to determine the reliability of the instrument was the test re-test method. The instrument was administered on 10 librarians selected randomly from Imo State

University, Owerri, Imo State, Nigeria. Two weeks later, the instrument was re-numbered and re-administered on the same group of librarians. The first and second scores generated were correlated using the Pearson-product moment correlation co-efficient to obtain a value of 0.85. The researchers trained three research assistants who helped to administer the instrument on the respondents. All the 32 instrument administered were returned in good shape. The whole exercise lasted for one month. Data collected were analysed using mean. Mean scores from 2.50 and above for any item, was considered to be acceptable while scores below 2.50 were regarded as non-acceptable.

FINDINGS

Section A: What digital literacy skills are possessed by academic librarians in private universities in Anambra State of Nigeria?

Table 1: Responses on digital literacy skills possessed by private university librarians

S/N	ITEM	MEAN	DECISSION
1.	I can use digital devises such as laptops, smartphones, ipads, desktops etc	3.72	Accepted
2.	I can analyze facts objectively	2.50	Accepted
3.	I have the ability to engage in online communities	2.50	Accepted
4.	I network with other colleagues via computers	2.69	Accepted
5.	I can find and evaluate online information	2.90	Accepted
6.	I possess critical thinking skills	3.50	Accepted
7.	I have an email and I am a member of NLA online	3.21	Accepted
8.	I enjoy blogging on the website	2.43	Rejected
9.	I can navigate databases properly	2.71	Accepted
10.	I belong to social networks like linkedln, facebook, etc.	3.65	Accepted
11.	I am a registered member of Research4life, Researchgate, Academia, Orchid, and Poublons.	1.85	Rejected
12.	I know how to share resource with other colleagues online	1.56	Rejected
13.	I participate in Professional online Webinar meetings.	2.00	Rejected

Out of the thirteen items presented in Table one, nine items were accepted by the respondents while four items were rejected. Item 1(I can use digital devises such as laptops, smartphones, ipads, desktops etc) has the highest acceptance with the mean score of 3.75. It was closely followed by items 10(I belong to social networks like linkedln, facebook, etc.), 6(I possess critical thinking skills), and 7(I have an email and I am a member of NLA online) with mean scores of 3.65, 3.50, 3.21 respectively. Items 2(I can analyze facts objectively) and 3(I have the ability to engage in online communities) have the lowest acceptance with the mean scores of 2.50 each. Item 12(I know how to share resource with other colleagues online) has the highest rejection with the mean score of 1.56, while item 8(I enjoy blogging on the website) has the lowest rejection.

Section B: How do librarians in private universities in Anambra State acquire digital literacy skills?

Table 2: Responses on how the librarians acquire digital literacy skills.

S/N	ITEM	MEAN	DECISSION
1.	My institution provides adequate funds for staff training sponsorship	2.50	Accepted
2.	My office organizes computer training for staff over time	2.50	Accepted
3.	My library is automated, and I am very familiar with its operations	2.89	Accepted
4.	I have improved over time by virtue of my training and work	2.59	Accepted
5.	It is not easy for me to learn and practice using ICT gadgets	2.68	Accepted
6.	I enrolled in private computer and internet training.	3.00	Accepted
7.	I sponsor myself to digital literacy training workshops.	3.41	Accepted

The analysis from Table 2 shows that all the seven items depicting how the librarians acquire digital literacy skills were accepted by the respondents. Item 7(I sponsor myself to digital literacy training workshops) has the highest acceptance with the mean score of 3.41. It is closely followed by item 6(I enrolled in private computer and internet training.) which has the mean of 3.00. Meanwhile, items 1(My institution provides adequate funds for staff training sponsorship) and 2(My office organizes computer training for staff over time) have the lowest acceptance with respective mean scores of 2.50 each.

Section C: How often do librarians go for training on the use of ICT on their jobs?

Table 3: Librarians responses on how often they go for trainings relating to ICT.

S/N	ITEM	MEAN	DECISSION
1.	I go for training every month.	2.54	Accepted
2.	I attend training twice a year.	2.90	Accepted
3.	I attend trainings once in a while.	2.68	Accepted
4.	When the need arises.	2.50	Accepted
5.	Only when my institution sponsors me.	1.23	Rejected
6.	I do not attend trainings.	1.00	Rejected
7.			

The results in Table 3 above shows that out of the six items presented, two were rejected while four were accepted by the respondents. Item number 2(I attend training twice a year.) has the highest acceptance with the mean score of 2.90. Item 4(When the need arises) has the lowest acceptance with the mean of 2.50. Item number 6 (I do not attend trainings) has the highest rejection with the mean score of 1.00.

Section D: Does the use of digital literacy skills motivate academic librarians of private universities in Anambra State on their jobs?

Table 4: Responses on librarians job motivation as a result of the use of digital literacy skills.

S/N	ITEM	MEAN	DECISION
1.	I am self-motivated on this career	3.56	Accepted
2.	I appreciate my relationship with my boss and colleagues	3.50	Accepted
3.	I learn every day on the job and I have progressed in my career	3.00	Accepted
4.	I like working in the library and I am enjoy working with other colleagues	4.00	Accepted
5.	I am well motivated by my institution on librarianship career	2.57	Accepted
6.	Everyone works together to solve problems	2.81	Accepted

Table 4 shows the responses on if digital literacy skills possessed by academic librarians motivate them on their jobs. All the 6 items presented were accepted by the respondents. Item 4(I like working in the library and I am enjoy working with other colleagues) has the highest acceptance with the mean of 4.00. It is closely followed by items 1(I am self-motivated on this career), 2(I appreciate my relationship with my boss and colleagues), 3(I learn every day on the job and I have progressed in my career) with respective mean scores of 3.56, 3.50, and 3.00. Items 5(I am well motivated by my institution on librarianship) and 6(Everyone works together to solve problems) have the lowest acceptance with their respective mean scores of 2.57 and 2.81.

Section E: What are the challenges faced by librarians in private universities in Anambra State in applying digital literacy on their jobs?

Table 5: Librarians responses on challenges of applying digital literacy on their jobs.

S/N	ITEM	MEAN	DECISION
1.	There is power failure always	4.00	Accepted
2.	The network does not always work	3.50	Accepted
3.	Most of the clientele are computer illiterate	3.00	Accepted
4.	I am not computer literate	1.08	Rejected
5.	I do not possess digital literacy skills	2.43	Rejected
6.	My workload is quite overwhelming	2.50	Accepted
7.	I have limited time in my office due to other official assignments.	2.89	Accepted

From the findings in Table 5 above it was revealed that from the 7 items presented, 5 items were accepted by the respondents while 2 items were rejected by the respondents. Item 1(There is power failure always), with the mean score of 4.00 has the highest acceptance followed by items 2(The network does not always work) and 3(Most of the clientele are computer illiterate) with their respective mean scores of 3.50 and 3.00. Items 4(I am not computer literate) and 5(My workload is quite overwhelming) with mean scores of 1.08 and 2.43 were rejected by the respondents.

DISCUSSION OF FINDINGS

As stated in the introduction, this paper aimed to examine the digital literacy skills that should be possessed by academic librarians in all the private universities in Anambra State of Nigeria. The findings would be discussed in tandem with the research questions.

1. What digital literacy skills are possessed by academic librarians in private universities in Anambra State of Nigeria?

Greater numbers of the items (digital literacy skills) mentioned above were accepted by the academic librarians examined. The four most accepted digital literacy skills are; I can use digital devices such as laptops, smartphones, ipads, desktops, I belong to social networks like linkedIn, facebook, I possess critical thinking skills, I have an email and I am a member of Nigerian Library Association online forum. The present study agrees with the findings of Lawal, (2017) who carried out a research on digital literacy and found that most of the students studied possessed digital literacy skills. The present study derives from Lawal's because both studies dwelled on digital literacy skills. The present study however, differs from the former because it studies the librarians while the former studied students (users).

2. How do librarians in private universities in Anambra State acquire digital literacy skills? The librarians studied accepted all the means of acquisition of digital literacy skills listed. The two most accepted items remain; I sponsor myself to digital literacy training workshops and I enrolled in private computer and internet training. This finding reveals that the professional librarians working in private universities in Anambra State of Nigeria, acquire digital literacy skills out of their own personal efforts. The university hardly sponsors them in professional development. This finding tallies with the findings of Emiri, (2015) Librarians acquired DLS through colleague's assistance, trial and error, IT programmes, self-sponsorship and personal efforts. However, the present work differs from Emiri's because her population was academic librarians in Government owned universities while the present work studies librarians in private universities.

3. How often do librarians go for training on the use of ICT on their jobs? From Table 3, the results revealed that majority of the librarians attend training on digital literacy skill acquisition mostly twice a year. This could be because the management does not offer them financial sponsorship. Two times a year is the much their personal resources can afford for them. This finding agrees with the findings of Nwankwo, Obiadazie, & Ofordile, (2019) who revealed that librarians attend trainings not more than twice per year.

4. Does the use of digital literacy skills motivate academic librarians of private universities in Anambra State on their jobs?

The result presented in Table 4 reveals that the librarians are highly motivated when while applying their digital literacy skills on their job. This finding shows that the academic librarians in the three private universities in Anambra State of Nigeria are mostly computer literate. They enjoy carrying out their duties with computers. It also means that the three private universities in Anambra State of Nigeria have acquired and made available enough digital devices for the staff and users of their libraries. This finding agrees with the findings of Nwankwo, Ofordile, & Ofor, (2019) who carried out a research and discovered that information literacy skills serves as a great motivation to librarians.

5. What are the challenges faced by librarians in private universities in Anambra State in applying digital literacy on their jobs?

The biggest challenge faced by librarians in applying digital literacy skills on their jobs is power failure followed by poor internet network. This shows that most of the working hours, power is usually off. It also implies that the libraries studied either lacks standby generator or the generator is not in good other. This finding corroborates the finding of Odu, & Omosigho, (2017) concluded that power failure and poor funding is a major problem faced by Nigerian librarians in carrying out their official duties.

CONCLUSION AND RECOMMENDATION

Smooth career progression and competent service delivery are facilitated by the acquisition of digital literacy skills among professional librarians working in private or public university libraries in this 21st century. Librarians are charged with the primary duty of meeting the information need of the library patrons. To effectively accomplish this mission, the librarian must possess the necessary digital literacy skills. Universities being the parent organizations to university libraries, should equip academic librarians with the necessary skills to accomplish the universities' mission which normally includes teaching, learning and research. Academic librarians are asset to academic libraries; therefore development of digital literacy skills will enhance productivity

The level of competencies of the academic librarians will determine to a large extent how effectively they should be able to perform their duties and carry out routine jobs in the library. Librarians are usually happy working in an automated libraries, they are usually highly motivated, perform their jobs with satisfaction and achieve progress in their career.

The problems with the acquisition and utilization of these digital skills should not just be checked but also corrected. Based on the research findings, this study made recommendations as follows;

1. Professional librarians and other supporting library staff working in private universities libraries in Anambra State should make serious efforts towards acquiring all the digital literacy skills required for perfect library service.
2. Private university library management in Anambra State should always provide financial sponsorship for the academic librarians for digital literacy skill acquisition and also professional development in general.
3. Librarians should attend trainings on digital literacy skills more often.
4. Efforts should be made by the library management and the librarians to intensify the job motivation enjoyed by the librarians' application of digital literacy skills on their jobs.
5. Standby power generating source and strong internet bandwidth should be provided by the management for the libraries studied.

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