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ABSTRACT

The study investigated acquisition of 21st century librarianship skills by librarians in public university libraries in Bayelsa and Rivers States of Nigeria. Specifically, the study assessed the kinds of 21st century librarianship skills, skills acquisition methods and skills acquisition challenges acquired/adopted/encountered by the librarians. The study adopted descriptive survey research design. The population of the study comprised sixty-six (66) librarians of five public university libraries in Bayelsa and Rivers States of Nigeria. The study did not carry out sampling because the population was small and manageable. The instrument for data collection was the Survey Monkey version of an online questionnaire. The instrument was validated by two experts in the Department of Library and Information Science in Niger Delta University, Bayelsa State. The researcher distributed sixty-six soft copies of the draft of the validated questionnaire to the librarians via social media platforms such as whatsapp groups of the surveyed university libraries, state chapter whatsapp groups of the Nigerian Library Association to which the librarians belong, librarians' personal whatsapp accounts and email addresses. Fifty-three (53) questionnaires were properly completed by the librarians and returned, resulting in a response rate of 80.30%. The data collected were transferred into Google sheets and analyzed by means of weighted mean and standard deviation. Findings revealed that emailing, word processing, internet surfing skills/digital literacy and social networking skills were the 21st century librarianship skills acquired by the librarians. Furthermore, it showed that colleagues' assistance and training at work place were the methods adopted by the librarians in acquiring 21st century librarianship skills. Finally, it indicated that poor funding of libraries, lack of funds to develop oneself, poor ICT infrastructure, managerial negative attitude to personnel development and non-availability of digital library courses in Library and Information Science curriculum were the challenges the librarians encountered in acquiring 21st century librarianship skills. The study suggested that university library management should organize internal and external digital training programmes for their personnel and the National Universities Commission should collaborate with Library and Information Science (LIS) Departments in Nigeria to fine-tune the LIS curriculum to reflect 21st century librarianship skills and practice.

Keywords: acquisition, 21st librarianship skills, librarians, university libraries, public university libraries, Bayelsa State, Nigeria

INTRODUCTION

University libraries are libraries that provide organized information resources to enable a university execute teaching, learning and research. According to Ishola (2014), the central objective of a university library is to support teaching, learning and research in ways consistent with and supportive of the institution's mission and goals. In supporting these functions, university libraries draw from the wealth of knowledge and skills of individuals who had studied Library Science, Information Science or Library and Information Science. These terms are used interchangeably. A graduate of this course of study is usually referred to as a librarian and a librarian practises a profession called Librarianship. According to Igbeka (2008), Librarianship is the application of Library Science which comprises the practical services rendered by librarians in their day-to-day attempts to meet the needs of library patrons or users. In recent times, the application of Library Science, which is librarianship, is increasingly being shaped by information and communication technology (ICT). This has been facilitated by the integration of ICTs in library operations.

With the introduction of information and communication technology (ICT) in libraries, every facet of librarianship such as cataloguing, reference services, circulation services and collection development, has changed. Manual cataloguing, face-to-face reference services, paper-based circulation services and collection development have been gradually replaced by online cataloguing, virtual reference services, automated circulation services and electronic collection development respectively. Manual means of conservation and preservation of information resources using chemicals, adhesives, temperature/humidity regulation, pest control, security personnel, e.t.c., are being replaced by digital preservation and curation. These are some changes that characterise present-day librarianship which is usually described as 21st century librarianship. These revolutions are commonly found in academic libraries. It has been observed that 21st century libraries are becoming increasingly digitized, without limit of borders, driven by information explosion, render ICT-integrated services and their information storage media are being replaced by CD-ROM databases and new forms of information services such as electronic document delivery, automated cataloguing, circulation systems and online information retrieval (OPAC) are emerging in these libraries (Abubakar, 2011; Emezie & Nwaohiri, 2013). All these transformations are required to be successfully managed with skill. In the context of this study, skill can be defined as an innate or acquired ability of an individual which enables such an individual to perform a task easily or successfully. It has been used to refer to the ability to perform an act expertly or the expertness, practised ability or proficiency displayed in the performance of a task (Osinem & Nwoji 2005). The Council of European Professional Informatics Societies ([CEPIS], 2005) defines skill as the knowledge and experience needed to perform a specific task or job, or capabilities of an individual, definable by content, to be acquired and activated through related professional training. In the context of libraries, the acquisition of skill by librarians would add value to libraries and its services. This is even more useful if librarians acquire skills that would help them meet the demands of modern-day librarianship or 21st-century librarianship.

The acquisition of 21st century librarianship skills would enable librarians to effectively satisfy the information demands of modern-day library patrons and keep them. In other words, it would help them maintain their relevance in the current digital information environment in which they operate. Wittmer (2001) argues that librarians need ICT skills because the new

working environment has become a competitive one and many players are now involved in information provision which include, Internet cafe, mobile communication media, ICT staff and many others in the information profession. Egun (2006) noted that the 21st century library is described as a digital library, but stressed that high illiteracy and very low ICT literacy are harmful to such a library. In other words, the acquisition of the required skills is essential to rendering effective and efficient library and information services (Nkamnebe et al., 2015). The acquisition of these skills, thus, makes one a 21st-century librarian. Consequently, Shehu and Amako (2013) view a 21st-century librarian as an embodiment of digital information professional and a knowledge worker who can add value and make libraries truly useful and user-friendly. This is, probably, because a major part of a 21st-century librarian's responsibility involves working with computers (Anyoku, 2012). This, according to Anyoku, has led to additional skill requirements by librarians. It is, perhaps, in view of the importance of the acquisition of 21st - century librarianship skills by librarians that Tyson (2007) suggested that an investigation of the skills of librarians can contribute to handling twenty-first-century library issues.

Statement of the Problem

Survival of professionals in all fields in the current 21st century or digital age greatly depends on the acquisition or possession of information and communication technology (ICT)-related skills. Librarians who are in the profession of librarianship are not an exception. This is increasingly important as academic libraries around the world have been incorporating into their operations more and more complex forms of ICT with a view to providing efficient and effective information services to their patrons. Some of these skills include expertise with digital literacy, e-mailing, web designing, database design and management, etc. However, the researcher observed that some librarians in public universities in Bayelsa and Rivers States of Nigeria are still conservative, resistant to change, and seem to lack these essential skills of 21st century librarianship. If these librarians fail to update their skills towards acquiring these 21st century librarianship skills, they may become redundant and lose their clients who have developed an increasing preference for electronic information resources and identified alternatives means of meeting their information needs. Moreso, they may not be able to fully support the university's cause of teaching, learning and research which is now shifting to the digital information environment without walls. The study, therefore, examined acquisition of 21st century librarianship skills by librarians in public university libraries in Bayelsa and Rivers States of Nigeria.

Purpose of the Study

The main goal of this study was to examine acquisition of 21st century librarianship skills by librarians in public university libraries in Bayelsa and Rivers States of Nigeria. The study specifically intended to:

1. Unravel the kinds of 21st century librarianship skills acquired by librarians in public university libraries in Bayelsa and Rivers States of Nigeria.
2. Identify the methods adopted by librarians in public university libraries in Bayelsa and Rivers States in acquiring 21st century librarianship skills.
3. Assess the challenges in acquiring 21st century librarianship skills by librarians in public university libraries in Bayelsa and Rivers States of Nigeria.

Research Questions

The following research questions were posed to guide the study:

1. What kinds of 21st century librarianship skills are acquired by librarians in public university libraries in Bayelsa and Rivers States of Nigeria?
2. What methods are adopted by librarians in public university libraries in Bayelsa and Rivers States, in acquiring 21st century librarianship skills?
3. What are the challenges in acquiring 21st century librarianship skills by librarians in public university libraries in Bayelsa and Rivers States of Nigeria?

REVIEW OF RELATED LITERATURE

Kinds of 21st Century Librarianship Skills Acquired by Librarians in University Libraries

A number of empirical studies have come up with findings which suggest the range of 21st century librarianship skills acquired or possessed by librarians in academic libraries around the world. Batool and Ameen (2010) studied the status of technological competencies of librarians at Punjab University. Their findings revealed that all librarians there had word processing skills but not very skilful in computer hardware expertise; that they knew how to use basic Internet functions but not advanced services, and that they had expertise in using web Dewey, OPAC, and MARC records. In a subsequent study, Kaltimani and Naik (2013) evaluated the competence in librarianship and ICT skills between different designations of library professionals, who worked in the engineering college libraries, affiliated with Visvesvaraya Technological University, in Belgaum, Karnataka, India. The study used a combined methodology of questionnaire, observation and interview with library and information professionals. Results revealed a significant difference between the different designations in terms of competence in the operation of computers, creation of files and folders, radio frequency identification, library automation software modules, Internet-related skills, Web design/Web editing, search engines and digitisation of institutional repository materials.

Findings from a study by Ayoku and Okafor (2015), which examined the information technology (IT) skills set of librarians in some Nigerian university libraries with the aim of examining their relevance and adequacy to the digital environment, revealed that many of the respondents had knowledge and skills of email use and word processing tasks but lack knowledge of search engines and directories other than Google and Yahoo, respectively. Babu et al. (2007) investigated the level of ICT skills among librarians in engineering educational institutions in Tamil Nadu, India. The study focused on skills related to operating systems, software packages, programming languages, library automation software, Web awareness and online facilities/services, in addition to technical skills and managerial skills. Their study revealed that the majority of library professionals were conversant with DOS and Windows, while only a few possessed skills in UNIX and LINUX. The professionals possessed skills in eight software packages and programming languages, but with varying levels of skill. Furthermore, respondents had skills with email, Internet surfing and search engine use. In terms of technical skills, respondents indicated knowledge of creating a catalogue and metadata, optical character recognition, user interface design and image technology. Batool and Ameen (2010) investigated the type and level of technological skills possessed by university librarians in the

following categories: computer hardware expertise including awareness about the physical parts, their installation, troubleshooting and replacing; word processing including proficiency in formatting, inserting and applying different styles to documents; Internet expertise (knowledge of how to log on, enter Web addresses, utilise different search engines, apply basic Internet terminology and emailing functions); troubleshooting expertise (ability to identify "why my keyboard is not responding" and other basic questions); and ILS expertise used to track items owned, orders made, bills paid and patrons who have borrowed. These also usually consist of a relational database, software to act on that database and two graphical user interfaces (one for patrons, one for staff). The findings demonstrated that, though, all these skills are considered essential by employers, respondents only agreed to possession of proficiency in computer hardware and word processing. Findings from another study by Ezema et al. (2014), which examined the skills requirements of librarians for the emerging digital library system in University of Nigeria, Nsukka, identified interpersonal, leadership and management and information technology skills required by librarians for the emerging digital library environment. In a study of digital literacy skills among librarians in university libraries in the 21st Century in Edo and Delta States in Nigeria, Emiri (2015) reported that electronic mailing, social networking, use of PDAs, mobile phones and internet surfing were the major digital literacy skills acquired by the librarians.

Methods Adopted by Librarians in Acquiring 21st Century Librarianship Skills

In view of the recognition of the relevance of 21st century librarianship skills to their profession, librarians in academic libraries have adopted a number of ways to acquire such skills. It has been observed that updating of librarians' skills/competencies includes all the processes and mode of teaching, training and learning. It takes the form of formal, informal and in-service training in information technology as well as information management and library services. Education and training are forms of updating. Education takes place at a library school and lays the foundation on which the training on the job takes place. The main focus of library school is pre-service training. Specific job training is the chief responsibility of the employer. It starts when one starts working on – the - job training and continues throughout the work life (continuous education) (Ezema et al., 2014). According to Maphopha (2001), there are two basis forms of training which are on–the-job training and off-the -job training based on where the training takes place. On-the-job training takes the form of demonstration, lecture, discussion, programmed instruction, simulation, mentoring, literature research, job exchange, regular staff meeting, project and task management and technology assisted training. Off–the–job training takes place outside the normal working environment in form of simulation, further education and career development, interest group, professional contribution, experimentation, conferences/ seminars, short courses and meeting. Eke (2011) stated that the methods by which librarians acquire these skills include: conferences, workshops and seminars attendance, on-the-job training, mentoring, formal professional education, publications, on-going postgraduate programme, etc.

A number of empirical studies have generated findings which revealed the various means by which librarians acquire skills which befit libraries of the 21st century. Ademodi and Adepoju (2009) examined extent of computer skills among academic librarians in Ondo and Ekiti States, Nigeria. Findings revealed that only one-third of the librarians had received formal computer training. Safahieh and Asemi (2010) observed that 48.8% of librarians at Ispahan University,

Iran, got computer training from formal Information Technology program. In surveying the influence of ICT literacy on its application for library services by 93 academic librarians in 4 federal universities in South-East Nigeria, Ferdinand (2011) reported that formal and informal education, colleagues, self-study, training at work place, attending IT programme and workshops/seminars were the methods of acquiring ICT literacy skills by the librarians. In a study of digital literacy skills among librarians in university libraries in the 21ˢᵗ Century in Edo and Delta States of Nigeria, Emiri (2015) discovered that librarians acquired digital literacy skills through colleague's assistance, trial and error, IT programmes and formal education.

Challenges in Acquiring 21ˢᵗ Century Librarianship Skills by Librarians in University Libraries

In making attempts at acquiring the skills which are required for 21ˢᵗ century librarianship, librarians in academic libraries come face-to-face with a number of obstacles. These obstacles have been noted by scholars and experts in the field of Library and Information Science. Rosenberg (2005) noted that new recruits in librarianship do not have necessary ICT-related knowledge and skills, because of the deficiency of library and information science curricula in the ICT area. On her part, Chiware (2007) observed that there is lack of competent trainers for digital environment as even the library school educators required opportunities to upgrade their knowledge and skills prior to designing and teaching the new courses. She maintained that non-availability of digital library courses, lack of funds and lack of commitment from management to send trainers for these course and attendance to short courses and workshops and sending of wrong people hinders updating of librarians for the digital environment. Haneefa (2007) also attribute lack of fund, infrastructure and skilled professionals to embark on automation of all library management activities and application of ICT as problem of ICT literacy acquisition. Womboh and Abba (2008) pointed out that the delay in the implementation of government policies on ICT plans retards ICT literacy acquisition by librarians. The same year, Balarabe and Umar (2008) identified poor financial provision for staff training and development, and resistance by the older members of the profession to ICT change as major hindrance to ICT literacy skill acquisition by librarians. Ezema et al. (2014, 20) stated that the growth of skills of librarians in developing countries are usually stifled by digital divide between the digitally-rich and the digitally-poor countries, which Nigerian is a part. Ezema et al. further stated that the digitally-rich are operating at a higher level of digitization while others are still developing or trying to meet up.

Empirical findings have also hinted on librarians' challenges in acquiring 21ˢᵗ librarianship skills. For instance, Ezeani and Ezema (2011) found out that the major challenges of digital skill acquisition among Nigerian librarians are poor ICT infrastructure, poor funding of libraries and irregular power supply. In surveying the influence of ICT literacy on its application for library services by 93 academic librarians 4 federal Universities in South-East Nigeria, Ferdinand (2011) reported that financial problems and poor ICT infrastructure were the most serious hindrances to the acquisition of ICT literacy skills by the librarians. Kaltimani and Naik (2013) evaluated the competence in librarianship and ICT skills between different designations of library professionals, who worked in the engineering college libraries, affiliated with Visvesvaraya Technological University, in Belgaum, Karnataka, India. Questionnaire, observation and interview served as data collection instruments. Findings revealed that the most of the professionals were facing financial problems, work overload and negative attitudes from

their administrators in acquiring ICT skills. Result from a subsequent study by Ezema et al. (2014), which investigated the skills requirements of librarians for the emerging digital library system in University of Nigeria, Nsukka, revealed that funding was the greatest challenge in updating librarians' skills. Findings from another study on extent of Information and Communication Technology skills possessed by librarians in the universities in Anambra State, Nigeria, by Nkamnebe et al. (2015) revealed that constraints to ICT skills acquisition by the librarians included possession of little or no interest in ICTS, lack of adequate technological infrastructures to support integration of ICTS in the curriculum of Nigerian LIS schools, poor planning and implementation of ICT projects in Nigerian university libraries, poor or negative attitudes of librarians towards ICTS, absence of policy for continuous evaluation or assessment of librarians' ICT skills, lack of organization of training programmes on ICT skills by universities and lack of support from university authorities in providing necessary ICT facilities in libraries.

METHODS

The study adopted descriptive survey research design. The study was carried out in Bayelsa and Rivers States in Nigeria. The population of the study comprised sixty-six (66) librarians in five public university libraries in Bayelsa and Rivers States of Nigeria. The study did not carry out sampling because the population was small and manageable. Thus, all librarians participated in the study. The instrument for data collection was the Survey Monkey version of an online questionnaire titled "Librarians' acquisition of 21st century librarianship skills Questionnaire (LA2CLSQ)". The questionnaire comprised two parts: Part A and B. Part A gathered information on the background of the respondents while Part B had three sections with Section A dealing with "kinds of 21st century librarianship skills acquired by librarians", Section B with "methods adopted by librarians in acquiring 21st century librarianship skills" and section C with "librarians' challenges in acquiring 21st century librarianship skills". The instrument adopted a two-point response category of Acquired (1) and Not Acquired (0) for Section A, Adopted (1) and Not Adopted (0) for Section B, while four-point Likert-type response category of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) for Section C. The instrument was validated by two experts in the Department of Library and Information Science in Niger Delta University, Bayelsa State, Nigeria. Reliability test was not conduced on the instrument based on the opinion of Nworgu (2015) that once a test is valid, it tends to be reliable.

The researcher distributed sixty-six soft copies of the draft of the validated questionnaire to the librarians via social media platforms such as institutional library whatsapp groups, state chapter whatsapp groups of the Nigerian Library Association, librarians' personal whatsapp accounts and email addresses. The duration of data collection was two months. Fifty-three (53) questionnaires were properly completed by the librarians and returned, producing a response rate of 80.30%. The data collected were transferred into Google sheets and analyzed by means of weighted mean and standard deviation. The decision rule applied for interpretation of results from data analysis for Sections A-B was that any questionnaire item with a mean equal to 0.50 and above was regarded as a skill Acquired or a method Adopted, whereas, an item with a mean less than 0.50 was regarded as a skill Not Acquired or a method Not Adopted. As for Section C, an item with a mean equivalent to or greater than 2.50 was considered as Agreed as a Challenge

Encountered while an item with a mean less than 2.50 was regarded as Disagreed as a Challenge Encountered.

RESULTS

This section displays the results of data analysis in tables in line with the research questions earlier formulated to serve as a guide to the study.

Research Question 1: What kinds of 21st century librarianship skills are acquired by librarians in public university libraries in Bayelsa and Rivers States of Nigeria?

Table 1: Mean ratings of responses on the kinds of 21st century librarianship skills acquired by librarians in public university libraries in Bayelsa and Rivers States of Nigeria

S/N	21st Century Librarianship Skills	$\overline{X}$	SD	Remarks
1.	digitization skill	0.33	0.05	Not Acquired
2.	emailing skill	0.68	0.10	Acquired
3.	word processing skill	0.62	0.09	Acquired
4.	internet surfing skills/digital literacy	0.57	0.12	Acquired
5.	library software installation skills	0.45	0.07	Not Acquired
6.	social networking skills	0.87	0.11	Acquired
7.	electronic database/records management skill	0.47	0.10	Not Acquired
8.	web designing skill	0.46	0.18	Not Acquired
9.	online cataloguing/metadata creation skill	0.35	0.06	Not Acquired
10.	Digital preservation/curation skill	0.32	0.01	Not Acquired
	Grand Mean and Standard Deviation	0.51	0.09	Acquired

Table 1 reveals that emailing, word processing, internet surfing skills/digital literacy and social networking skills are the 21st century librarianship skills acquired by librarians in public university libraries in Bayelsa and Rivers States of Nigeria. However, the librarians have not acquired such skills as digitization, library software installation, electronic database/records management, web designing, online cataloguing/metadata creation and digital preservation/curation skills.

Research Question 2: What methods are adopted by librarians in public university libraries in Bayelsa and Rivers States of Nigeria, in acquiring 21st century librarianship skills?

Table 2: Mean ratings of responses on the methods adopted by librarians in public university libraries in Bayelsa and Rivers States of Nigeria, in acquiring 21st century librarianship skills

S/N	21st Century Librarianship Skills Acquisition Methods	$\overline{X}$	SD	Remarks
1.	formal education	0.35	0.06	Not Adopted
2.	colleagues' assistance	0.52	0.08	Adopted
3.	self-study or informal education	0.45	0.07	Not Adopted
4.	training at work place	0.67	0.20	Adopted
5.	attending IT programme (computer training)	0.44	0.02	Not Adopted
6.	workshop/conference/seminar attendance	0.43	0.05	Not Adopted
7.	trial and error method	0.36	0.07	Not Adopted
	Grand Mean and Standard Deviation	0.46	0.08	Not Adopted

Table 2 indicates that colleagues' assistance and training at work place are the methods adopted by librarians in public university libraries in Bayelsa and Rivers States of Nigeria, in acquiring 21st century librarianship skills. On the other hand, the librarians do not employ formal education, self-study/informal education, computer training, workshop/conference/seminar attendance and trial and error method in acquiring 21st century librarianship skills.

Research Question 3: What are the challenges in acquiring 21st century librarianship skills by librarians in public university libraries in Bayelsa and Rivers States of Nigeria?

Table 2: Mean ratings of responses on the challenges in acquiring 21st century librarianship skills by librarians in public university libraries in Bayelsa and Rivers States of Nigeria

S/N	21st Century Librarianship Skills Acquisition Challenges	$\overline{X}$	SD	Remarks
1.	poor funding of libraries	2.81	0.16	Agreed
2.	lack of funds to develop oneself	2.56	0.73	Agreed
3.	poor ICT infrastructure	3.34	1.21	Agreed
4.	managerial negative attitude to personnel development	3.45	1.32	Agreed
5.	non-availability of digital library courses in LIS curriculum	3.00	0.98	Agreed
6.	Conservatism and resistance to change	2.54	0.58	Disagreed
7.	irregular power supply	2.47	0.76	Disagreed
	Grand Mean and Standard Deviation	2.88	0.82	Agreed

Table 3 indicates that poor funding of libraries, lack of funds to develop oneself, poor ICT infrastructure, managerial negative attitude to personnel development and non-availability of digital library courses in LIS curriculum are the challenges in acquiring 21st century librarianship skills by librarians in public university libraries in Bayelsa and Rivers States of Nigeria. However, conservatism and resistance to change and irregular power supply are not seen as challenges by the librarians.

DISCUSSION

The study shows that emailing, word processing, internet surfing skills/digital literacy and social networking skills are the 21st century librarianship skills acquired by librarians in public university libraries in Bayelsa State and Rivers States of Nigeria. The result is consistent with that of Ayoku and Okafor (2015), which shows that many respondents in their study have knowledge and skills of emailing and word processing. It also agrees with that of Emiri (2015) which reveals, amongst others, that electronic mailing, social networking and internet surfing are

the major digital literacy skills acquired by the librarians in university libraries in Delta and Edo States of Nigeria.

The study also reveals that colleagues' assistance and training at work place are the methods adopted by librarians in public university libraries in Bayelsa and Rivers States of Nigeria, in acquiring 21st century librarianship skills. The result is in line with that of Ferdinand (2011) which reveals that librarians in federal universities in South-East Nigeria acquire digital literacy skills through formal and informal education, colleagues, self-study, training at work place, attending information technology (IT) programme and workshops/seminars. It is also in consonance with that of Emiri (2015) which suggests that librarians in university libraries in Delta and Edo States of Nigeria acquire digital literacy skills through colleague's assistance, trial and error, IT programmes and formal education. However, the current study fails to confirm the use of trial and error and formal education as means of acquiring 21st librarianship skills by librarians in the present study.

The research also discovers that poor funding of libraries, lack of funds to develop oneself, poor ICT infrastructure, managerial negative attitude to personnel development and non-availability of digital library courses in LIS curriculum are the challenges in acquiring 21st century librarianship skills by librarians in public university libraries in Bayelsa and Rivers States of Nigeria. The result agrees with that of Ezeani and Ezema (2011) which reveals that the core challenges of digital skill acquisition among Nigerian librarians are poor ICT infrastructure, poor funding of libraries and irregular power supply. It is also in line with that of Ferdinand (2011) which indicates that financial problems and poor ICT infrastructure are the most serious obstacles to the acquisition of information and communication technology (ICT) literacy skills by the librarians. It further agrees with that of Ezema et al. (2014) which shows that funding was the biggest hindrance facing librarians in University of Nigeria, Nsukka, in up-dating their skills. It is also in consonance with that of Nkamnebe et al. (2015) which indicates that challenges to ICT skills acquisition by librarians in university libraries in Anambra State, Nigeria, include, among others, lack of adequate technological infrastructures to support integration of ICTS in the curriculum of Nigerian LIS schools, poor or negative attitudes of librarians towards ICTS, lack of organization of training programmes on ICT skills by universities and lack of support from university authorities in providing necessary ICT facilities in libraries.

CONCLUSION

The study examined acquisition of 21st century librarianship skills by librarians in public university libraries in Bayelsa and Rivers States of Nigeria. The research has revealed that emailing, word processing, internet surfing skills/digital literacy and social networking skills are the 21st century librarianship skills acquired by the librarians. The study has also indicated that colleagues' assistance and training at work place are the methods adopted by the librarians in acquiring 21st century librarianship skills. Lastly, the research has revealed that poor funding of libraries, lack of funds to develop oneself, poor ICT infrastructure, managerial negative attitude to personnel development and non-availability of digital library courses in Library and Information Science curriculum are the challenges in acquiring 21st century librarianship skills encountered by the librarians.

RECOMMENDATIONS

On the basis of the findings of the study, the following recommendations were made:

1. Both federal and state governments should increase budgetary allocation to public universities so that their respective libraries would be empowered to make adequate provisions for information and communication technology (ICT) facilities.
2. University libraries should organize internal and external digital training programmes for the personnel to equip them with 21st librarianship skills.
3. The National Universities Commission should collaborate with Library and Information Science (LIS) Departments in Nigeria to fine-tune the LIS curriculum to reflect 21st century librarianship skills and practice.

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Appendix A: Distribution of Respondents of the Study

S/N Name of University	Name of State of University	Respondents
1. Niger Delta University	Bayelsa State	13
2. Federal University Otuoke	Bayelsa State	9
3. Rivers State University	Rivers State	10
4. Ignatius Ajuru University of Education	Rivers State	10
5. University of Portharcourt	Rivers State	11
Total		53