Librarians’ attitudes towards training programmes on ICT application in Cross River State University of Technology, Calabar

1Bassey Effiong Asuquo and 2Agatha-Amba Inyang Williams
College of Health Technology, Library, Calabar, Cross River State, Nigeria
E-mail: 1bassey_effiong@rocketmail.com, 2williamsagathaamba@gmail.com
Cell: 1+2348100303842, 2+2349061650006

Abstract
The study was carried out to investigate librarian's attitude to training programmes on ICT application in Cross River State University of Technology (CRUTECH) Library, Calabar. The specific objectives of the study were to investigate the relationship between librarians' age, gender, educational qualification and competence and training programmes on ICT applications in Cross River State University. Four research questions were posed to guide the study as well as four hypotheses formulated and tested using appropriate statistical tools. The statistical tools used for data analysis were descriptive and inferential statistics (Chi-square - $x^2$). Structured questionnaire items of librarians' attitude to training programmes on ICT application (LATPICTA) were used as instrument to obtain data. Survey descriptive research design was the research design. The instrument was administered to the whole population of 17 library professionals/staff of the CRUTECH, Library. The result of analysis of data revealed that there is no significant relationship between librarians' age, gender, educational qualification and competence and training programmes on ICT application. Based on the findings of the study, it was recommended among others that government of Cross River State as well as the CRUTECH Library authority should double their efforts towards ensuring regular in-house training, seminars, etc. of librarians.

Keywords: Attitudes towards training programmes, ICT application, librarians, Cross River State University of Technology, Calabar

Introduction
The world has become a global village as a result of the emergence or introduction of information and communication technology (ICT) application. Every facet of human endeavour such as business, commerce, government, health, libraries etc. has been seriously impacted by ICT. In the field of education generally, ICT has influenced the teaching, research and learning processes of students, lecturers and universities administrators. In librarianship in particular, ICT is not left out, as it has really shaped the image and perspective of librarians for sustainable library operations and services. It is therefore pertinent for the university management to organize training for library staff (librarians) or librarians who are refer to as information professionals, to undergone training programmes on ICT application so as to be able to carry out effective delivery of library in-house keeping and routines.

Training could be seen as a process of teaching or being taught the skills for a particular job or activity. It importance cannot be ignored, librarian who undergone training programmes on ICT application are liable to improve their skills and proficiency in the use of computer and other ICT tools. For a librarian to be ICT compliance or competent, there is need for him/her to be trained on various ICT programmes such as computer operations, networking, internet search strategies, database management, system maintenance, to mention but a few. When this is properly done, the librarian will be able to apply ICT for effective library services in the library in this technological era.

The importance of ICT in individual development has gained growing attention among developed practitioners, government, policy makers and civil society in current years owing to the growing increase of the internet, merging in ICTs and increasing
globalization. Bandele (2006) opined that ICT is a revolution that involves the use of computers, the internet, and other telecommunication technology in every aspect of human endeavor.

ICT has the potential to improve all aspects of our social, economic and cultural life. Kpolovie (2011) avers that ICT is the science of production and utilization of computer equipment, subsystems, software and firmware for the automatic analysis, acquisition, storage, manipulation, management, movement, transformation, control display, interchange, transmission and retrieval of data (quantitative and qualitative information) to most appropriately meet human needs. This new development is strong indication that the era of librarians without ICT skills are gone. Any librarian with adequate professional skills in ICT application will definitely perform better in the delivery of library operations and services. ICTS when used in ways that make use of their affordances are a powerful driver for change. ICT has so revolutionized all spheres of human endeavor as well as the library to the extent that effective ICT use or otherwise in any given area is synonymous with the success or failure, respectively of that field (Kpolovie, Iderima & Ololube, 2014). Understanding the role ICT plays and how to personally make the best use of ICT is an essential requirement for any library or organization that is seeking competitive advantage over others. Everyone and indeed every organization necessarily needs to be effective and efficient in the use of ICT as a real success in today's changed, rapidly changing and highly competitive world depends on such knowledge and skills (Kpolovie, 2016a). Refusal to embrace the opportunities offered by ICT today is tantamount to absolute failure in any field of human endeavor that one is engaged in (Kpolovic, 2006b).

ICT application means the use of ICT. For the purpose of this study, it is referred to as the application or use of ICT in the library in carrying out library activities. The application of ICT in Cross River State University Technology (CRUTECH) Library depends on the attitude of the librarians. Attitudes are a tendency to react negatively or positively to some degree towards persons, ideas, objects, things, and institutions (Ajzen, 2000). According to Idaka cited in Williams and Iruloh, (2014), if the attitude of a person toward a given object is known, it could be used in conjunction with other situational variables to predict and explain the reactions of these individuals towards that object. Attitudes influence man's response to objects, situations, products, and persons. Attitude in a general sense is seen as intensity and direction of the sum total of a person's inclinations, feelings, prejudices or bias, conceived notions, ideas, fears and other convictions about any specific objects or products (Kpolovie, Joe & Okoto, 2014; Kpolovie, 2014; 2002; Idaka, 2005). Some people have an attitude while some other may have an unfavorable attitude towards a given social object. To some, attitude could be high, low, good, poor, positive and negative in their intensities or directions (Williams and Iruloh, 2014).

Attitude towards ICT usage could be seen as a person's general evaluation or feeling towards ICT and specific computer and internet related activities (Smith, Caputi & Rawstone, 2000). Attitude towards computer measures the person capabilities in effective learning. Garland and Noyes (2005) indicates that in the educational context, confidence should lead to more positive attitudes toward computers and internet, and this will enhance learning and associated activities. Through the researcher's personal observation, it has been noted that there is no adequate or regular training of librarians in CRUTECH Library on ICT application. Also, even when training are organized, librarian do not make used of...
the opportunity to maximize their skills and proficiency in the use or application of ICT facilities; as a result, lead to poor or negative attitude on the part of the librarians.

The problems of non-availability of adequate ICT facilities (both hardware and software components), lack of space, inadequate ICT personnel, inadequate funding, mismanagement of funds could be observed as possible challenge faced by the university. Also, librarian's feeling, fear or anxiety in adopting the new technological advancement as been noted to be militating against effective training of librarians in the use of ICT in the CRUTECH Library. Considering the vast benefits accrue to ICT application in education generally, and in librarian'ship in particular, the importance of training programmes in the use of ICT cannot be overemphasized. This is because, librarian who shows positive or good attitude by grapping the opportunity would certainly improve their skills and knowledge in the use of computer and other ICT tools, hence, will not rely on the use of manual or traditional method of meeting clienteles information needs and other library services. On the other hand, librarians who show negative attitude to training programmes on ICT application will continue to developed computer technophobia, as such, will still depend on orthodox method of delivery library services. As a result, will militates against the general objectives of the library which is to provides timely, adequate, easy access and retrieval of information electronically and in any other formats; as well as the librarian becoming outdated and incompetent in his/her field of specialty. It is against this backdrop that this research sought to examine the relationship between librarian's attitude and training programmes on ICT application in CRUTECH Library, Calabar.

**Objectives of the study**
The objectives of the study were to:

1. Examine the relationship between librarian's age and training programmes on ICT application in Cross River State University of Technology Library.
2. Determine the relationship between librarian's gender and training programmes on ICT application in Cross River State University of Technology Library.
3. Explore the relationship between librarian's educational qualification and training programmes on ICT application in Cross River State University of Technology Library.
4. Examine relationship between librarian's competence and training programmes on ICT application in Cross River State University of Technology Library.

**Hypotheses**
The hypotheses formulated to guide the study are as follows:

1. There is no significant relationship between librarian's age and training programmes on ICT application in Cross River State University of Technology Library.
2. There is no significant relationship between the librarian's gender and training programmes on ICT application in Cross River State University of Technology Library.
3. There is no significant relationship between the librarian's educational qualification and training programmes on ICT application in Cross River State University of Technology Library.
4. There is no significant relationship between the librarian's competence and training programmes on ICT application in Cross River State University of Technology Library.

**Literature review**
As with other psychological phenomena, age is among the variables that affect decision making, better still, that allow one
to establish individual differences. With regards to age, many studies within the naturalistic approach have been carried out with adults and, to a lesser extent, with youths and retired persons. Age is consistent, it has been found to correlate with computers and use of electronic resources. Okili (2011) stressed that younger generations are brought up with computers. It was also found out that there were significant age differences on the computer task, younger adults make quick decisions with the aid of computer compared to the older adults that make few correct decisions taking longer time than younger adults. Philip, (2009) in his study to examined ICT attitude, use pattern of teacher educators and the effect of age of educators on time used in interacting with ICT using (5 colleges of education and 5 universities) in Nigeria. The finding of the study among others revealed that age is not a factor when considering the attitudes, and use pattern of teacher educators. And in addition, age was not found to affect the time used on ICT by higher education teachers in Nigeria. The age of librarians have some bearing on their attitudes and subsequent usage of ICT at work although, again, the findings from the literature are mixed (Spacey et al., 2003). These authors observed that the literature in relation to academic librarians in the USA notes that older staff are subject to common myths, for example, being "unwilling to learn new skills" (Arthur, 1998). Arthur went on to contest such assumptions, noting that "Overall, with few exceptions, Age-related research seems to indicate that primary differences in performance appear to be due more to individual differences than to age differences" (Arthur, 1998). Conversely, a study of Internet use in an academic library environment found that older librarians were less likely to use the Internet (Rosenthal and Spiegelman, 1996). In relation to attitudes (Spacey et al., 2003) reported that younger workers had higher average intention to use the Internet and ease of use scores than their older counterparts, especially in relation to the latter, where the difference between the groups was of medium significance, suggesting that older workers found the Internet more difficult to use than younger staff. In terms of computer skills, on the other hand, a relationship was found between age and computer proficiency," suggesting that younger library employees rated their skills more highly than their older colleagues.

The term gender refers to the range of characteristics pertaining to, and differentiating between, masculinity and feminity. It is also a socially constructed definition of women and men. In a study on gender analysis of electronic information resources use, Manda and Mukangara (2007) used a sample of 100 postgraduate students using stratified proportionate random sampling to select the sample. Data were analysed using cross-tabulation and qualitative descriptions. The findings of the study showed that there is a significant relationship between gender and training on ICT application. Ikolo (2010) study on gender difference based on use of electronic resources revealed that the gender digital divide is manifested in the low number of female users of ICTS compared to men. A study by Obaje, Sani and Lawal (2008) on internet access and usage by staff and students of university of Jos revealed that there exited difference in the usage of internet by gender between January-December, 2006, were males 6520 (88%) and 925 (12%) were females only. Similarly, Amkpa (2007) study on gender and age difference in computer use and attitude among students of University of Maiduguri used 350 part IV students from five faculties. Data generated were analysed using Chi-square. He reported that male and female students differ significantly in their attitude toward computer applications which has implications in their job acquisition and educational pursue. Ikolo and Okiy (2012) found that females use internet more than
males in their study on gender differences in computer literacy among medical students in selected southern Nigerian Universities. Bassi and Camble (2011) reported that there existed a statistical difference between males and females in using electronic resources as females have more difficulty in finding information online than males. Ono and Zovadry (2003) also found women to be less frequent and less intense users of the internet. Onasanya, Shehu. Oduwaiye and Shehu (2010) carried out a surveyed study on the attitude of librarians towards integration of Information and Communication Technologies (ICTS) in tertiary institutions in Kwara State, Nigeria. The findings showed that gender has no effects on the attitudes of librarians towards integration of ICT into teaching and research in tertiary institutions. Many librarians lacked adequate training in using computer as a tool for effective teaching, research and discharge of library operations and services. It was recommended among other things, that higher institutional libraries should encourage their librarians to be computer literate by organizing training programmes on the use of ICT so as to encourage them develop good attitudes toward the use of ICT for teaching and research and delivery of library routines and operations.

The issue of educational qualification of the librarian cannot be overlooked when discussing the attitude of the librarian towards ICT. This is because through education knowledge is acquired, awareness is created and ignorance is removed. Some studies seem to emphasize the importance of this. (Popoola, 2002), for instance, in his study on the users attitude towards microcomputer use in agricultural research libraries in Nigeria reported that there was statistically significant multi-collinear relationship between users attitude toward CBLS and their educational qualifications. A study conducted by Adeyinka (2012) to examined the attitudinal correlates of some selected Nigerian Librarian towards the application of ICT in their various libraries. The results indicate that educational qualifications significantly correlate with librarians’ attitude towards ICT. Based on these findings, it was recommended among others that libraries in the developing countries should consider training those librarians who do not have knowledge of ICT in order to remove the fear and anxiety hindering them from developing good attitude towards the use of ICT in their libraries (Adeyinka, 2012). Adequate training and knowledge of ICT are crucial in encouraging librarians to show a positive attitude toward it. The author observes that the major reason for the failure of library automation projects in developing countries is that librarians and funding agencies plan without sufficient knowledge of hardware, software, and power supply requirements. This reaffirms that sufficient knowledge of ICT and its resources are important to the development of a positive attitude to ICT by librarians. (Johnson, 2017).

Competence is viewed as demonstrating the knowledge, skills, experience and attributes necessary to carry out a defined function effectively. It is the acquisition of knowledge, skills and abilities at a level of expertise sufficient to perform appropriately in a given task in a work place. (Ugwu and Ekere, 2010). An ICT competency describes what a librarian should know and be able to do with technology in professional practice. An ICT standard is a mixture of attributes describing a librarian’s professional performance involving the use of ICT. The ICT competence as employed in this study refers to the ability of a university librarian to make use of numerous ICT tools and facilities such as e-mail, the Internet, software applications, etc. in the performance of his/her research, teaching/learning responsibilities/dissemination of library operations and services. The use of competencies has been recognized as one...
Bassey Effiong Asuquo and Agatha-Amba Inyang Williams: Librarians’ attitudes towards training programmes on ICT application in Cross River State University of Technology, Calabar

means of providing a clear definition for the profession. ICT competencies of library staff in the university libraries are those skills, knowledge and experiences which if acquired will give the staff access to explore the use of modern ICTs to perform library operations effectively. Biddiscombe, (2001); Sharp, (2003) both assert that information professionals must be flexible and acquire skills to incorporate the required technological advances. A study conducted by Ngozi (2010) to investigate the ICT competencies of library staff in the University of Abuja, FCT and University of Jos, Plateau State. Findings revealed that many library staff in university libraries perform Microsoft Word based tasks like typing and printing of documents, can provide online searches using internet but cannot perform effective professional library related duties using ICT. Staff need ICT competencies in the areas that can assist them handle professional related duties, like internet skills, mastery of library software and technical skills. Library staff acquired ICT training mainly through personal practice, on the job training, seminars, conferences and workshops, but preferred training through library schools. The major problems that hindered ICT competency acquisition among library staff are lack of funding, higher authority not willing to release their staff to go for further training, lack of opportunities, lack of ICT training facilities and inadequate curriculum content for ICT in the library schools. Strategies to improve the ICT competencies of library staff are by provision of more ICT facilities, in library schools, development of personal interest by staff to acquire ICT competencies, sponsorship and study grants, study leave to be granted to staff to go for Competency acquisition trainings, also the authority should be willing to release staff for studies and recruit more staff to reduce work load. Suggestions on areas for further studies on ICT competencies of library staff were also made. Oyewumi, Oyewumi, Akanbi, and Laaro (2018) investigated the influence of ICT literacy on its application for library services by academic librarians in Nigerian universities, Nigeria. The results for the analysis showed that more than 75% of the respondents agreed that most of the ICT facilities are available and functional. It was also found out that the ICT literacy skills among the academic librarians are high. Furthermore, it was found out that formal and informal education, colleagues, self-study, training at work place, attending IT programme and workshops/seminars are methods of acquiring ICT literacy skills. It also revealed that ICT literacy is required to effectively utilize the IC applications in the library. Financial problems and poor ICT infrastructure are the most serious hindrances to the acquisition of ICT literacy. Based on the findings it was recommended that individuals should be sensitized on the availability of ICT facilities and be encouraged to use them for their personal and library services. Academic librarians should constantly use computer system and the internet in order to attain ICT literacy proficiency, they should also be sponsored abroad for ICT literacy training, library management software should be acquired and installed for efficient and effective library services; funds, ICT infrastructure and training opportunities should be provided by the government, NGOs and other stakeholders. The quality of personnel in any library greatly influences the performance output of that Library. In this era of library automation, training of academic librarians is of paramount importance. Academic libraries need to respond to challenges associated with ICI driven library services as it concerns the librarians who will render such services. Training will promote their skills acquisition and boost their morale and desire to serve. The literature reviewed, revealed varying degrees of influence of librarians’ attitudes variables on training.
programmes on ICT applications. It was revealed that age of librarians is a function of ICT application; there were various views in relation to librarians' gender on training programmes on ICT applications: librarians’ educational qualification has a significant influence on training programmes on ICT applications as well as competency of the librarian. It was discovered that though literature covered various parts of the world, study on librarians' attitude to training programmes on ICT application has not been carried out in the Cross River State University of Technology, Calabar. It is hoped that this research will contribute in filling the gap.

Methods
This study employed a descriptive research design to examine librarian's attitude to training programmes on ICT application in Cross River State University of Technology Library, (CRUTECH); having in mind the following variables: (1) Examine the relationship between librarian's age and training programmes on ICT application in CRUTECH Library. (2) Determine the relationship between librarian's gender and training programmes on ICT application in CRUTECH Library (3) Find out the relationship between librarian's educational qualification and training programmes on ICT application in CRUTECH Library (4) Examine relationship between librarian's competence and training programmes on ICT application in CRUTECH Library. The population of this study was made up of the entire 17 librarians of the Cross River University of Technology Library, Calabar campus. Information obtained from the circulation desk of the Calabar campus library at the time of this study revealed that the distribution of the seventeen (17) librarians was as follows: five (5) males and twelve (12) females librarians/professional staff. The sampling technique adopted for this study was purposive sampling technique where the researcher intentionally selected and included in the research study only the staff involved in carrying several functions in the CRUTECH Library, Cross River State in one way or the other so as to achieve a common goal. Since the target population for this study being librarians of the CRUTECH Library, Calabar Calabar was few (17 librarians), the researcher decided to utilized census survey where the entire (17) librarians were involve in the research study. This is in line with Idaka, (2017), who posited that when the population of a study is quite small the entire population called census is normally used for the study. The sample for this study was made up of all the (17) librarians (professional staff) in the Cross River State University Library, Calabar Campus. The instrument used for data collection was a questionnaire. It was captioned "Librarians Attitudes To Training programmes On ICT Application (Latpicta)" The instrument was developed into two sections. Section A of the questionnaire was made up of personal characteristics which include age, gender, rank and educational qualification. Section B contains 20 items and was designed to measure training programmes on ICT application. The respondents was directed to rate the extent to which librarians' attitudes influence ICT application by employing four point Likerts scale-typed questionnaire that consist of the following levels; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Results
The study was aimed at investigating attitudes of librarians' to training programmes on information and communication technology (ICT) application. The independent variable is librarians’ attitudes: gender, age, educational qualification and competence while the dependent variable is ICT application. The descriptive statistics of the variable is shown in Table 1:
Hypothesis one: There is no significant relationship between librarian's age and programmes on ICT application.

The independent variable is librarians' age categorized those between 18-30years, 31-40years and 41 years and above while ICT application. In testing the hypothesis, the attitude of the dependent variable librarians to training programmes on ICT application was calibrated on the basis of their age showing whether they are positive or negative. To test this hypothesis, Chi-squares ($X^2$) was used and performed at 0.05 level of significant. The result as presented in Table 2 showed that the calculated $X^2$ of 1.24 is less than the critical value of 5.99. This implies that there is no significant relationship between age of librarians and training programmes on ICT application. Hence, the null hypothesis is retained.

Table 2: Chi-square ($X^2$) analysis of the relationship between librarians’ age and training programmes on ICT application

<table>
<thead>
<tr>
<th>Variable</th>
<th>Age</th>
<th>Attitude towards training on ICT application</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>18-30 yrs</td>
<td>2 (1.7)</td>
<td>0 (0.4)</td>
<td>2</td>
</tr>
<tr>
<td>31-40 yrs</td>
<td>7 (6.6)</td>
<td>1 (1.4)</td>
<td>8</td>
</tr>
<tr>
<td>41 yrs and above</td>
<td>5 (5.8)</td>
<td>2 (1.2)</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>3</td>
<td>17</td>
</tr>
</tbody>
</table>

$X^2$ Calculated = 1.24, $X^2$ Critical = 5.99, Df = 2, level of significance = 0.05

Hypothesis two: There is no significant relationship between librarian's gender and training programmes on ICT application.

The independent variable is librarians' gender categorized as male and female while the dependent variable is ICT application. In testing the hypothesis, the attitude of librarians to training programmes on ICT application was calibrated on the basis of their gender showing whether they are positive or negative. The result as presented in table 3 showed that the calculated $X$ of 1.43 is less than the critical value of 3.84. This implies that there is no significant relationship between librarians' gender and training programmes on ICT application. Hence, the null hypothesis is retained.

Table 3: Chi-square ($X^2$) analysis of the relationship between librarians’ gender and training programmes on ICT application

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>Attitude towards training on ICT application</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>5 (4.4)</td>
<td>0 (0.6)</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>10 (10.6)</td>
<td>2 (1.4)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>

$X^2$ Calculated = 1.43, $X^2$ Critical = 3.84, Df = 1, level of significance = 0.05
**Hypothesis three:** There is no significant relationship between librarian's educational qualification and training programmes on ICT application.

The independent variable is librarians' educational qualification categorized as HND, BLIS, MLIS and Ph.D while the dependent variable is ICT application. In testing the hypothesis, the attitude of librarians to training programmes on ICT application was calibrated on the basis of their educational qualification showing whether they are positive or negative. To test this hypothesis, Chi-squares ($X^2$) was used and performed at 0.05 level of significant. The result as presented in Table 4 showed that the calculated $X^2$ of 0.71 is less than the critical value of 7.82. This implies that there is no significant relationship between librarians' educational qualification and training programmes on ICT application. Hence, the null hypothesis is retained.

**Table 4: Chi-square ($X^2$) analysis of the relationship between librarians' educational qualification and training programmes on ICT application**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Educational qualification</th>
<th>Attitude towards training on ICT application</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>HND</td>
<td>2 (1.8)</td>
<td>0 (0.24)</td>
<td>2</td>
</tr>
<tr>
<td>BLIS</td>
<td>2 (1.8)</td>
<td>0 (0.24)</td>
<td>2</td>
</tr>
<tr>
<td>MLIS</td>
<td>6 (6.18)</td>
<td>1 (0.82)</td>
<td>7</td>
</tr>
<tr>
<td>Ph.D</td>
<td>5 (5.3)</td>
<td>1 (0.71)</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>2</td>
<td>17</td>
</tr>
</tbody>
</table>

$X^2$ Calculated = 0.71, $X^2$ Critical = 7.82, Df = 3, level of significance = 0.05

**Hypothesis four:** There is no significant relationship between librarian's competence and training programmes on ICT application.

The independent variable is librarians' competence categorized as computer, software and internet while the dependent variable is ICT application. In testing the hypothesis, the attitude of librarians to training programmes on ICT application was calibrated on the basis of their competence showing whether they are positive or negative. The result as presented in Table 5 showed that the calculated $x^2$ of 1.65 is less than the critical value of 5.99. This implies that there is no significant relationship between librarians’ educational qualification and training programmes on ICT application. Hence, the null hypothesis is retained.

**Table 5: Chi-square ($X^2$) analysis of the relationship between librarians’ competence and training programmes on ICT application**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Competence</th>
<th>Attitude towards training on ICT application</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>Computer</td>
<td>7 (6.6)</td>
<td>1 (1.4)</td>
<td>8</td>
</tr>
<tr>
<td>Software</td>
<td>3 (2.5)</td>
<td>0 (0.5)</td>
<td>3</td>
</tr>
<tr>
<td>Internet</td>
<td>4 (4.9)</td>
<td>2 (1.1)</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>3</td>
<td>17</td>
</tr>
</tbody>
</table>

$X^2$ Calculated = 1.65, $X^2$ Critical = 5.99, Df = 2, level of significance = 0.05

**Discussion**

The first hypothesis sought to investigate relationship between librarian's age and training programmes on ICT application. The independent variable is librarians' age categorized those between 18-30years, 31-40years and 41 years and above while the dependent variable is ICT application. To
test this hypothesis, Chi-squares ($X^2$) was used and performed at 0.05 level of significant and at 2 degree of freedom. The result as presented in table 2 showed that the calculated $X^2$ of 1.24 is less than the critical value of 5.99. This implies that there is no significant relationship between age of librarians and training programmes on ICT application. Hence, the null hypothesis was retained. The result of the finding is in line with that of Philip, (2009), who in his study to examined ICT attitude, use pattern of teacher educators and the effect of age of educators on time used in interacting with ICT. It was revealed that age is not a factor when considering the attitudes, and use pattern of teacher educators and librarians. And in addition, age was not found to affect the time used on application and training by the librarians and higher education teachers in Nigeria. However, the finding of this study is contrary to that of Rosenthal and Spiegelman (1996) who conducted a study on Internet use in an academic library environment and found out that older librarians were less likely to use the Internet and prompt to training programmes on ICTs.

The second hypothesis sought to investigate the relationship between librarian's gender and training programmes on ICT application. The independent variable is librarians' gender categorized as male and female while the dependent variable is ICT application. To test this hypothesis. Chi-squares ($X^2$) was used and performed at 0.05 level of significant and at 1 degree of freedom. The result as presented in table 3 showed that the calculated $X^2$ of 1.43 is less than the critical value of 3.84. This implies that there is no significant relationship between librarian's gender and training programmes on ICT application. Hence, the null hypothesis was retained. The result of the finding is in support of Onasanya, et al. (2010) found that gender has no significant effect on librarian's attitude towards the application of ICT facilities in tertiary institutions libraries, though female librarians should be encouraged to face the challenge of new technology. However, the finding of this study is contrary to that of Manda and Mukangara (2007) who in his study on gender analysis of electronic information resources usage found out that there exist a significant relationship between gender and training on ICT application.

The third hypothesis sought to investigate the relationship librarian's educational qualification and training programmes on ICT application. The independent variable is librarian’s educational qualification categorized as HND, BLIS, MLIS and Ph.D while the dependent variable is ICT application. To test this hypothesis. Chi-squares ($X^2$) was used and performed at 0.05 level of significant and at 3 degree of freedom. The result as presented in table 4 showed that the calculated $X^2$ of 0.71 is less than the critical value of 7.82. This implies that there is no significant relationship between librarian’s educational qualification and training programmes on ICT application. Hence, the null hypothesis was retained. The result of the finding is contrary to a study conducted by Adeyinka. (2012) to examined the attitudinal correlates of some selected Nigerian Librarian towards the application of ICT in their various libraries. The result obtained shows a significant relationship between educational qualifications and training programmes on ICT application.

The forth hypothesis sought to investigate the relationship between librarian's competence and training programmes on ICT application. The independent variable is librarians' competence categorized as computer. Software and internet while the dependent variable is ICT application. To test this hypothesis, Chi-squares ($X^2$) was used and performed at 0.05 level of significant and at 2 degree of freedom. The result as presented in table 5 showed that the calculated $X^2$ of 1.65 is less than the
critical value of 5.99. This implies that there is no significant relationship between librarians’ competence and training programmes on ICT application. Hence, the null hypothesis was retained. The result of the finding is contrary to a study conducted by Oyedokun, Oyewumi, Akanbi, and Laaro. (2018) to assessed the ICT competence of library staff in selected universities in Kwara state. Result of findings demonstrated a high level of ICT competency on the part of library staff in selected university libraries (University of Ilorin, Kwara State University and Al-Hikmah University), most especially on skills that were considered basic and intermediate ICT skill.

Conclusion

Based on the findings of this study, the conclusions drawn were that the government/management of the CRUTECH Library should organized regular ICT training programmes for both the librarians and other staff so as to enhance their competency in the use of ICT facilities for effective and efficient delivery of library operations/services and in other academic/administrative functions; as well as providing adequate funding for the procurement of adequate ICT facilities for the smooth transmission and dissemination of the library services.

Based on the findings of the study, the following recommendations are made:

1. Government of Cross River State as well as the CRUTECH Library authority should double their efforts towards ensuring regular in-house training, seminars, etc. of librarians.
2. Proper planning by the university/college libraries management is needed for proper growth, development and achievement of the university library common goals and objectives.
3. Adequate funding of CRUTECH Library by both the government and library management should be ensure as this will enhanced or promote effective and efficient library service delivery.
4. Adequate library staff or professionals should be employed by government/university library management so as to be able to deliver timely services to meet the information needs of library users
5. Practical on access and utilization of e-library should be organized by the university librarian to serve as mean to promote library staff competency in use of computers and other components of ICT.

References


Barrett, A. (2005). The information seeking habits of graduate students,


Funsho, O., Ayotunde A. & Sesan (2017). an assessment of information communication technology (ICT) role in the teaching and learning of social studies in Lagos State schools Department of Arts and Social Sciences Education Faculty of Education University of Lagos.


Light, D. (2009). The Role of ICT in Enhancing Education in Developing Countries: Findings and evaluation of the Intel Technology Essentials Course in India, Turkey and Chile. Education Development Centre.

Bassey Effiong Asuquo and Agatha-Amba Inyang Williams: Librarians’ attitudes towards training programmes on ICT application in Cross River State University of Technology, Calabar


