COMPUTER TRAINING AND PROFESSIONAL LIBRARY ACTIVITIES IN NIGERIA

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Abstract

This paper investigated computer training and professional library activities in Nigeria. Stratified quota sampling technique coupled with questionnaire method was used for data collection. There were 260 subjects from the libraries in the South-West Nigeria out of which 245 responded and 213 copies of their questionnaire were used for analysis. The reliability coefficient of the questionnaire used for data collection was $\alpha = 0.82$ using test-retest method. The study found that there was no significant correlation between the length of computer training and improved professional library activities of the subjects ($r = 0.14$, $P > 0.05$); there was no significant difference between the ages (years) of the subjects with respect to their improved professional library activities ($F = 0.044$, $P > 0.05$); there was no significant difference between the computer training received on improved professional library activities of the subjects based on their place of work.($F = 2.209$, $P > 0.05$); but there was a significant relationship between the educational qualifications, computer training and improved professional library activities of the subject ($R = 0.28507$, $P < 0.05$). Suggestions were offered on how to make computer training improve professional activities of the library personnel.

Introduction

Information Technology (IT) has played a big role in the improvement of operational efficiency leading to improved and better productivity in libraries all over the world. A survey of the literature on the subject reveals that numerous approaches and research perspectives have been used to conceptualize strategic IT benefits. Gory and Morten (1971) are of the view that IT is best applied to solve unstructured decisions and consequently hold great value for strategic planning.

Effectiveness of information systems can be thought of as a special case of information systems effectiveness. Ives et al (1983) opined that user information satisfaction is a subjective or perceptual measure of system success and that system usage can be used as surrogate measure.

Preliminary studies by Jain and Duda (1994) reveal and view IT as an important determinant of organizational success. On the contrary, studies by OECD (1988) and Lubbe et al (1995) report that IT is not linked to overall productivity.

What is most lacking in the widespread use of IT or computers in libraries and information centers is not the capability of computers or the availability of necessary software, but the right kind of personnel in implementing computer application projects in libraries (Balakrisnan, 1995). This therefore calls for the need for training of adequate personnel who would be able to make use of these computers and, if possible, on the job training should be encouraged to enhance the staff productivity in the Library system. Training must never be for the sake of training alone, one should always ensure that the objectives of such staff training have been achieved. Changes in library and information procedures and activities e.g. cataloguing, circulation etc, the impact of automation and computerization, should affect staff at all levels. This will be reflected in individual job responsibilities and will require training and appropriate modification of training programmes.

Different countries have different methods/facilities for educating and training their library personnel in the use of IT in order to carry out various library activities. In Pakistan for example, the Pakistan Library Association's Computer Training Center in Lahore is the only source of that kind of computer application projects for training librarians. Report/Results on a survey of alumni of the Pakistan Library Association's Computer Training Center in Lahore to determine the impact of the Certificate in Library Automation (CLA) on librarianship in Pakistan showed that the courses were attended mainly by comparatively young professional librarians. Their computer training contributed a lot to their success in their participation in automation activities in their libraries (Sherif and Mahmood, 2001).

In Nigeria, there are no special schools or Centres for training librarians in the use of computer or computer software in implementing or carrying out library activities. Library professionals and para-professionals are often sponsored for conferences, seminars and workshops where they are taught by demonstrations and lectures on how to use library software, for example, TINLIB, CDS IS, X-LIB etc in carrying out library activities e.g cataloguing, circulation, acquisitions etc. Unlike in Pakistan where comparatively young professional librarians attend the Certificate courses; in Nigeria, age is not a barrier. Both young and old are trained in these workshops.

These conferences and workshops are often organized by the Nigerian Library Association, (NLA) and its sections like the cataloguing and classification sections. Different libraries – public, research, academic and special libraries send their staff to these conferences, seminars and workshops. Resource persons are often employed to give the lectures and demonstrate the use of these software and hardware on library activities. Usually in a year, there could be two of these courses held. Hardware and space facilities are usually sufficient to accommodate about fifty participants at a time. On the average there are usually ten to twelve computers for participants and one for the instructor. Three to four participants share one computer in the hall/space provided. There are usually two sessions held per day. The first session is usually held in the morning hours, between 9am – 2pm. These are mainly theoretical lecturers on the use of the computer; different software pertaining to library activities are given by resource persons. Afternoon sessions usually 3 – 6 p.m. are often practicals, where all these are demonstrated.

Professionals and paraprofessionals also attend other computer lessons in the use of various software eg. spreadsheet, windows, excel, Dbase etc in private establishments. They then apply what they have learnt to various library activities. In-house training in some computerized libraries are often carried out. Igbeka (2000) in her work on the impact of new information technology on library effectiveness in Nigeria found that a negative relationship existed. It is therefore necessary to find out if any difference could occur in library activities if library professionals undergo computer training.

This paper therefore tries to find out the effect of the various computer training undergone by different library personnel on various professional library activities in different libraries in Nigeria.

Hypotheses

The following hypotheses guided the conduct of this study:

1. There is no significant relationship between length of computer training and improved professional library activities of the subjects.
2. There is no significant difference in the computer training on professional library activities based on the age of the subjects.
3. There is no significant difference in the computer training on professional library activities based on the library of work of the subjects.
4. There is no significant relationship between the educational qualifications, computer training and improved professional library activities of the subjects.

All the above formulated hypotheses were tested at $\alpha = 0.05$ level of significance.

Methodology

Population and Sampling Procedure

The study population consisted of library personnel in the 29 notable libraries in South-West Nigeria: – Special Library – 8, Public Library – 5, Academic Library – 11 and Research Library – 5.

Stratified-quota sampling technique was used to draw samples of 260 subjects from the 29 libraries. The chosen sampling technique was used because the sampling frame of the library personnel was not available, population size of the library personnel in the sampled libraries was difficult to obtain. The research instruments used for the study was self-developed questionnaire by the researchers. The coefficient of the reliability of the developed questionnaire was ($\alpha = 0.82$) using test-retest method. The questionnaire method was used for data gathering on 260 subjects from the 29 sampled libraries in the South-West Nigeria, out which 245 responded and 213 copies of their questionnaire were found valid for analysis. The research data was collected via 10 hired enumerators and the collection lasted for three months from April to June, 2002.

Methods of Data Analysis

Analysis of variance which is used to test for the equality of several means simultaneously was used to test for Hypotheses 2 and 3 (See Tables 2 and 3). Correlation and multiple regression analysis based on F-ratio test and student's t-Test statistic were used to test hypotheses 1 and 4 (See Tables 3 and 9) based on the nature of data collected from the field, that is multivariate in nature.

Results

Background Information on the Subjects

Of the 213 subjects, 140 (65.7%) were males while 73 (34.3%) were females. This implies that there were more male library personnel than females in the sampled libraries in South-West Nigeria. The study revealed that 165 (77.5%) of them were married, 46 (21.6%) were single and the remaining 2 (0.9%) were divorced. Their length of service ranged between 1 and 35 years with mean ($x = 11.4$, $SD = 3.3$) years.

TABLE 1: Mean Scores of Improved Professional Library Activities Due to Computer Training Undergone by the Respondents

No	ITEMS	NO RESP	SA	DA	UD	AD	SD	X	SD
1	EASY ACCESS TO LIBRARY INFORMATION MATERIALS	21 (9.9)	3 (1.4)	4 (1.9)	10 (4.7)	55 (25.8)	120 (56.3)	4.0142	1.549
2	FASTER METHODS OF PROCESSING LIBRARY MATERIALS e.g. CATALOGUING	23 (10.3)	6 (2.8)	5 (2.3)	14 (6.6)	61 (28.6)	104 (48.8)	3.859	1.619
3	IMPROVED & FASTER METHOD OF BUILDING A LIBRARY DATABASE	22 (10.8)	1 (.5)	12 (5.6)	20 (9.4)	60 (28.2)	98 (46.0)	3.826	1.567
4.	EASIER & BETTER METHOD OF ORDERING MATERIALS	23 (10.8)	4 (1.9)	7 (3.3)	27 (12.7)	74 (34.7)	78 (36.6)	3.685	1.560
5.	HELPING IN BETTER LENDING OF LIBRARY MATERIALS TO USE	33 (15.5)	3 (1.4)	10 (4.7)	15 (7.0)	81 (38.0)	71 (33.3)	3.507	1.723
6.	FASTER KNOWLEDGE OF LOCATING LOST LIBRARY MATERIALS	28 (13.1)	8 (3.8)	11 (5.2)	31 (14.6)	65 (30.5)	70 (32.9)	3.441	1.680
7.	FASTER METHOD OF WEEDING	34 (16.0)	21 (9.9)	13 (6.1)	39 (18.3)	58 (27.2)	48 (22.5)	2.986	1.755
8.	EFFICIENT & EFFECTIVE LIBRARY ADMIN. FUNCTION S	34 (16.0)	5 (2.3)	6 (2.8)	32 (15.0)	55 (25.8)	81 (38.0)	3.465	1.771
9.	FASTER RETRIEVAL OF REFERENCE SOURCES FOR THEIR LOCATION	28 (13.1)	2 (.9)	10 (4.7)	23 (10.8)	61 (28.6)	89 (41.8)	3.662	1.673
10.	BETTER MANAGEMENT OF SERIALS	46 (21.6)	16 (7.5)	19 (8.9)	48 (22.5)	44 (20.7)	40 (18.8)	2.695	12.792

11.	FACILITATES THE PROCESS OF RETROSPECTIVE CONVERSION IN LIBRARIES	29 (13.6)	7 (3.3)	10 (4.7)	32 (15.0)	71 (33.3)	64 (30.0)	3.416	1.668
12.	REDUCTION IN COST OF LIBRARY OPERATIONS	27 (12.7)	15 (7.0)	22 (10.3)	37 (17.4)	54 (25.4)	58 (27.2)	3.174	1.689
13.	IMPROVEMENT OF JOB SATISFACTION	29 (13.6)	4 (1.9)	11 (5.2)	23 (10.8)	65 (30.5)	81 (38.0)	3.568	1.694
14.	FACILITATES THE RESOURCE SHARING AMONG LIBRARIES	31 (14.6)	4 (1.9)	12 (5.6)	17 (8.0)	56 (26.3)	93 (43.7)	3.606	1.760
15.	ASSISTS IN OBTAINING CURRENT INFORMATION THROUGH THE INTERNET	24 (11.3)	3 (1.4)	5 (2.3)	11 (5.2)	39 (18.3)	131 (61.5)	4.023	1.644
16.	IT HELPS IN QUICK ANSWERING OF USERS QUERIES	28 (13.1)	2 (.9)	4 (1.9)	15 (7.0)	65 (30.5)	99 (46.5)	3.803	1.665
17.	IMPROVES CURRENT AWARENESS SERVICES IN LIBRARIES	29 (13.6)	1 (.5)	1 (.5)	13 (6.1)	60 (28.2)	109 (51.2)	3.883	1.677
18.	IMPROVED ABILITY TO CARRY OUT CD-ROM LITERATURE SEARCH	26 (12.2)	4 (1.9)	-	7 (3.3)	53 (24.9)	123 (57.7)	4.000	1.657
19.	INCREASED KNOWLEDGE OF OPERATING THE ONLINE PUBLIC ACCESS CATALOGUE	26 (12.2)	3 (1.4)	3 (1.4)	17 (8.0)	59 (27.7)	105 (49.3)	3.854	1.643
20.	FASTER METHOD OF INSTRUCTION ON HOW TO USE THE LIBRARY	35 (16.4)	-	4 (1.9)	23 (10.8)	72 (33.8)	79 37.1)	3.568	1.735

N.B.: Strongly Agreed(SA) = 5, Agreed(AD)=4, Undecided (UD)=3, Disagreed(DA)=2, Strongly Disagreed(SD)=1.

(Source: Field data 2001)

Table 1 shows the Mean Scores of Improved Professional Library activities due to Computer Training undergone by the respondents in Nigerian libraries.

The most positive impact measures of computer training on professional library activities of the subjects are "assists in obtaining current information through the internet with mean score (x=4.023, SD=1.644), easy access to information materials (x=4.0142, SD=1.549), improved ability to carry out (CD-ROM Literature Search (x=4.000, SD=1.657), improved current awareness services in libraries (x = 3.883, SD = 1.677), Faster methods of processing library materials e.g. cataloguing (x=3.859, SD=1.619), increased knowledge of operating the on-line Public Access Catalogue (OPAC) (x=3.854, SD=1.643), improved and faster method of building a library database (x=3.826, SD=1.567), and helping in quick answering of users' queries (x=3.803, SD=1.665).

One can thus infer that the computer training received/undergone by the subjects enhanced their professional library activities, to some extent.

Table 2: Nature and Duration of Computer Training Undergone by Respondents

Nature of Training	Length of Training (Months)					
Software	**None** F %	**1 – 4** **f** **%**	**5 – 8** **f** **%**	**9 – 12** **f** **%**	**Above 12 months** **f** **%**	**X** **SD**
Library Software	159 74.6	35. 16.4	5 2.3	6 2.8	8 3.7	2.404 0.101
Micro-CDSIS	150 70.4	52 24.4	7 3.3	1 0.5	3 1.5	1.469 0.702
Tinlib	154 72.3	47 22.1	5 2.4	2 0.9	5 2.5	1.587 0.731
X-Lib	193 90.6	18 8.5	2 1.0	- -	- -	0.207 0.007
ATS	205 96.2	6 2.8	2 1.0	- -	- -	0.127 0.008
CD – MARC	193 90.6	15 7.1	2 1.0	2 0.9	1 0.5	0.559 0.004
Operating System	165 77.5	25 11.7	3 1.4	7 3.3	13 6.1	3.479 0.159
DOS	165 77.5	29 13.6	3 1.4	8 3.8	8 3.8	2.460 0.138
Windows'95	164 77.0	30 12.2	2 0.9	6 2.8	11 5.2	2.272 0.143
Windows 3.1	177	24	1	3	8 3.8	3.282

	83.1	11.2	0.5	1.4		0.159
Windows NT	189 88.7	15 7.1	1 0.5	3 1.4	5 2.4	1.634 0.135
Database Dbase (III+IV)	177 83.1	16 7.5	2 1.0	9 4.2	9 4.2	3.488 0.214
Fix Pro	198 93.0	7 3.3	- - 	3 1.4	5 2.4	1.690 0.139
Spread Sheet	173 81.2	15 7.0	4 1.9	7 3.3	14 6.6	4.300 0.221
Word Processor	144 67.7	31 14.7	8 3.7	11 5.2	19 8.8	4.620 0.158
MS Excel	168 78.9	26 12.2	4 1.8	5 2.3	10 4.7	2.638 0.142
Internet	155 72.8	47 22.0	1 0.5	6 2.8	4 2.0	2.052 0.137
Others (Oracle, Gen. Stat etc.	195 91.5	9 4.2	2 1.0	2 1.0	5 2.4	1.718 0.001

(Source: Field data 2001)

Table 2 depicts the nature and duration of computer training undergone by respondents. On the whole, one could see that the mean duration of computer training on library software usage of the respondents is (X = 2.404, SD = 0.101) months. Specifically, the respondents mean duration of computer training on micro-CDSIS, which is the library software is (X = 1.469, SD = 0.702) months while that of Tinlib is (X = 1.587, SD = 0.731) month; X – Lib is (X = 0.207, SD = 0.007) month, ATS is (X = 0.127, SD = 0.008) month and CD – MARC is (X = 0.559, SD = 0.004) month. The mean duration of computer training on library software usage of the respondents range between (X = 0.127 and 1.587). One could deduce that the respondents spend on average an approximate two and half months to undergo computer training on library software usage. Among, the library software packages in use in the Nigerian libraries, the subjects had more training on the TINLIB and Micro CDS-ISIS. The reason being that Micro CDS-ISIS software package was freely given when it first came to Nigerian libraries. The TINLIB software package followed with eries of workshops organized by the vender more than micro CDS-ISIS. As a result of this, some university libraries changed from the use of Micro CDS-ISIS to TINLIB in the processing of their library materials. Smaller libraries in Nigeria preferred other library software such as X-LIB which was developed locally. The Integrated Technical Service (ITS) for windows has just been adopted in some Nigerian University Libraries. The CDMARC has been in use in some Nigerian university Libraries as a search tool for processing library materials. Concerning the operating system software, the Ms-DOS and windows were the most popular operating system software among Nigeria libraries.

The reason being that management in the Nigerian libraries financed the computer training of some of their staff on these specialized application software like spread sheet and word processing. Usage of which was expected to assist them in carrying out effective administration and financial management matters. The CD-ROM literature search having training mean score (X = 2.72, SD = 0.85) month is often carried out in libraries mainly to assist users in their search for literature to meet their information needs.

The Internet usage had a mean training score of (X = 2.05, SD = 0.74) months. The subjects had longer period of training of up to two months on the use of internet. Perhaps to assist the library users to browse and download needed information from the internet as well as send messages for collaborative and interpersonal communication.

Table 3: Summary of Test of Significance of Relationship Between Computer Training and Improved Professional Library Activities of the Subjects

Variable	n	X	SD	R
Length of computer training	213	39.9	10.9	0.114
Professional library activities	213	72.1	27.8	

ns = not significant (P. 0.05) **(Source: Field data 2001)**

Table 3 shows the summary of test of significance of relationship between the length of computer training and improved professional library activities of the subjects in the South-West Nigeria. The mean scores of length of computer training was (x = 39.9, SD = 10.9) weeks and improved professional library activities of the subjects was (x = 72.1, SD = 27.8). Despite the fact that the positive correlation value between the two variables was found to be r = 0.1142, the test of significance of it reveled that there was no positive correlation between the length of computer training and improved professional library activities of the subjects (r = 0.114, P>0.05).

Table 4: Age Distribution of the Respondents

Age (Years)	Frequency	%
21 – 30	31	14.6
31 – 39	103	48.4
40 – 49	66	31.0
50 – 59	11	5.2
59 – 69	2	0.9
Total	213	100

(Source: Field data 2001)

Table 4 shows age distribution of the respondents. Their age group distribution shows that the bulk of the sample library personnel are between the ages 21 and 39 years, that is, 103(48.4%) while those between the ages 59 and 69 were 2(0.9%). Their mean age was (X = 34.9, SD= 2.8) years.

Table 5: Summary of Analysis of Variance on Computer Training on Improved Professional Library Activities Based on the Age of the Subjects

Source of Variation	Sum of squares	DF	Mean square	F	Significance Of F	Remarks
Main Effects	2913.506	4	728.376	0.944	0.440	NS
AGE	2913.506	4	728.376	0.944	0.440	NS
Explained	2913.506	4	728.376	0.944	0.440	NS
Residual	160568.701	208	771.965			
Total	163482	212	771.142			

(Source: Field data 2001)

The above table shows that there is no significant difference between the ages of the respondents (See Table 4) with respect to their improved professional library activities (F=0.944, P>0.05).

Table 6: Distribution of Respondents by Library of Work

Library of work	Number of samples	Number of valid responses	percentage
Special Library	70	64	30.0
Academic Library	135	115	54.0
Research Library	30	19	8.9
Public Library	25	15	7.1
Total	**260**	**213**	**100.0**

(Source: Field data 2001)

Table 6 depicts the place of work of the respondents. Of the 260 subjects sampled those who responded, and the copies of their questionnaire were found valid for analysis were 213. 64(30%) were from special library, 115(54%) were from academic library, 19(8.9%) were from research library and 15(7.1%) were from public library.

Table 7: Analysis of Variance of the Computer Training on Improved Library Activities Based on the Library of Work of the Subjects

Source of Variation	Sign of squares	DF	Mean square	F	Significance of F	Remarks
Main Effects	5024.173	3	1674.724	2.209	0.088	NS
Type	5024.173	3	1674.724	2.209	0.088	NS
Explained	5024.173	3	1674.724	2.209	0.088	NS
Residual	158458.033	209	758.172			
Total	163482.207	212	771.142			

(Source: Field data 2001)

The above table indicates that no significant difference existed between the computer training on improved professional library activities of the subjects based on their place of work. (See Table 6), (F=0.088, P> 0.05).

Table 8: Distribution of Respondents by Educational Qualifications

Educational Qualifications	Frequency	%
GCE O/L/SSCE	15	7.0
OND/Diploma Librarianship	59	27.7
HND	17	8.0
BLIS/PGDL	35	16.4
MLS/M. Information Science	84	14.4
Ph.D	3	1.4
Total	**213**	**100**

(Source: Field data 2001)

Table 8 shows distribution of respondents by educational qualifications. Of the 213 subjects, 15(7%) had GCE O'Level /SSCE certificates, 59(27.7%) had OND/Diploma in Librarianship, 17(8%) had HND, 35(16.4%) had BLS/PGDL, 84(104.4%) had MLS/Master's in Information Science and 3(1.4%) had Ph.D Librarianship.

Table 9: Summary of Multiple Regression Analysis of Length of Computer Training and Educational Qualifications on Improved Professional Library Activities of Subjects

Source of Variance	DF	Sum of squares	Mean square	F-ratio
Regression	2	13285.82321	6642.91164	9.287*
Residual	210	150196.38330	715.22087	
Multiple R	0.28507			
R square	0.08127			
Adjusted R square	0.07252			
Standard Error	26.74361			

**Significant at the 0.05 levels.*

(Source: Field data 2001)

Table 9 shows that the use of variables [computer training, (See Table 2) and educational qualification (See Table 8), to determine the improved professional library activities of librarians (See Table 1) yielded coefficient of Multiple Correlation ($R = 0.28507$, $P < 0.05$) and Multiple Regression ($R^{2)}$ of 0.08127, and Multiple Regression of 0.07282 (adjusted R^2). The table also shows that analysis of variance of the multiple regression data yielded an F-ratio of 9.287 (significant at 0.05 levels). Further test of data analysis using t-test statistic confirmed that the highest educational qualification of the respondents has the greater relative contribution ($B=5.054$, df. = 210, $t = 3.99$, $P < 0.05$) to improved professional library activities of the subjects than their length of computer training, $B = 0.015$, df. = 210, $t = 1.419$, $P > 0.05$) (See Table 10).

Table 10: Test of Significance of The Parametric Estimates in the Regression Model

Variable	Standardize (B) Weights	SE (B)	T.	Sig. T
Education	0.264002	1.268318	3.985	0.0001
Length of Computer Training	0.093984	0.010765	1.417	0.1575
Constant		4.890328	10.93	0.0002

(Source: Field data 2001)

Discussion of Results

As can be seen from Table 3, there was no positive correlation between the length of computer training and improved professional library activities of the subjects. The reason for this might be that it is not really the amount of time/period one spends in training but the number of times one practices on what he has been trained in. This agrees with Igbeka's conclusion (2000) that "with time 'constant use', practice, adaptability and less breakdown of these technologies, the difference in use of the new technologies would have an impact on librarians' effectiveness". (Librarians' effectiveness in this case include fast retrieval of reference sources, faster methods of processing library materials, improved current awareness programs etc). Another reason could be the method of training used. Further more, there are no organized library schools where on-job training for librarians is done, like the Pakistanis.

Table 5 shows that there is no significant difference between the ages of the respondents with respect to their improved professional library activities (this is the same as librarians' effectiveness above). This is not surprising since energy is not really needed to operate computers or the new information technologies, but skill, interest and adaptability and this is acquired by training, constant use and interest. In other words, the right kind of people, (i.e. those that are interested in carrying out what they have learnt), and this is not dependent on age.

According to Balakrishan, (1995) what is most lacking in the widespread use of computers in libraries and information centres is not the capability of computers, but the right kind of personnel in implementing computer application projects in libraries. Interest therefore plays a major role here.

The result of Hypothesis 3 (See Table 7) shows that no significant difference exists in the computer training on improved professional library activities based on the library of work of the respondents. The respondents could work in a public library, which might have more computers and software than an academic or private library which might not have enough software, hardware or finance to maintain these technologies. These are the most important things to show effectiveness than the type of library. A trained librarian may not be able to practice what he or she has learnt effectively if enough computers are not available. As the saying goes 'Practice makes perfect' and again 'Experience is the best teacher'. As Igbeka (2000) stated 'with constant use after training librarians will become used to the new information technologies and this will probably make an improvement in their functions.

The result of this study in line with Hypothesis 4 shows that a significant relationship existed between educational qualifications and computer training based improved professional library activities. Further tests also confirmed that the highest educational qualification of the respondents has the greater relative contribution to improved professional library activities of the subjects than their length of computer training. This is not surprising as education has always been known to be an end to success and understanding. It would enhance training by helping the respondents understand the various terms used in the training. Also the higher the educational qualification, the greater the possibility of some of the respondents being already aware of the terms, and use of computers. These would therefore help them to be more conscious of what is expected of them. "What is important is inputting that knowledge which is necessary to fulfill the specific duties required of the employee" (Robertson, 1980)

Conclusion and Recommendation

Libraries and information centres in Nigeria should adopt and use information technologies specifically computer technologies to reduce their manual operations, save costs associated with their information handling tasks and for improved work performance of their staff. However, computer training has been seen as an inevitable venture by the management of Nigerian libraries for their staff development. In most cases, off-shore and in-shore (in-house) training have been used so as to enhance information handling skills of the library personnel. Indeed, in this age of knowledge management coupled with exponential growth of literature and information explosion in all fields of human knowledge, it becomes practically impossible without the effective use of computer technology through training and re-training of the library personnel for better information management. This study therefore revealed that there was no significant relationship between length of computer training received and improved professional library activities of the subjects. It was also found from this study that there was no significant difference between the ages of the subjects based on their improved professional library activities. The study established that no significant difference in the computer training received on improved professional library activities by the library of work of the subjects. Nevertheless in this study, it was found that computer training received and educational qualifications did significantly influence the improved professional library activities of the subject.

Based on the findings of this study, it is therefore recommended that:

1. The management of Nigerian Libraries should give highest educational qualifications and computer training to her staff in order to improve professional library activities of their staff.

2. The type of computer training to be given to library staff must be relevant to their job performance.

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APPENDIX

LIST OF SAMPLED LIBRARIES

ACADEMIC LIBRARIES

1. Kenneth Dike Library, University of Ibadan.
2. Obafemi Awolowo University Library, Ile-Ife.
3. oke Akintola University of Technology, Ogbomoso.
4. Lagos State University, Ojoo, Lagos
5. Federal University of Agriculture, Library, Abeokuta, Ogun State.
6. Ogun State University, Ago-Iwoye.,
7. University of Lagos, Akoka.
8. The Polytechnic Ibadan Library
9. Federal University of Technology, Akure
10. Lagos State Polytechnic Library.
11. Yaba College of Technology, Library, Lagos.

Research Libraries

1. International Institute of Tropical Agriculture, Ibadan
2. Nigerian Institute of Social and Economic Research, Ibadan
3. Cocoa Research Institute of Nigeria, Ibadan
4. Forest Research Institute of Nigeria, Ibadan
5. Federal Institute of Industrial Research, Oshodi.

Special Libraries

1. National Centre for Economic Management and Administration (NCEMA), Ibadan
2. Development Policy Centre, Ibadan
3. British Council Library, Lagos.
4. USIS (United State Information Services Library)
5. SS Peter and Paul Major Seminary Library, Ibadan
6. Dominican Community Library, Ibadan.
7. Nigerian Institute of International Affairs, NIAE, Lagos.
8. Institute of Chartered Accountants of Nigeria, Library, Lagos

Public Libraries

1. Oyo State Public Library, Ibadan
2. Osun State Public Library, Osogbo
3. Ogun State Public Library, Abeokuta
4. Ondo State Public Library, Akure.
5. Lagos State Public Library, Lagos.