

# COMPUTER LITERACY SKILLS ACQUISITION AND SERVICE DELIVERY BY LIBRARY PERSONNEL IN PRIVATE UNIVERSITIES IN SOUTH-WEST, NIGERIA

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## Abstract

The purpose of this study is to examine computer literacy skills and service delivery by library personnel in private universities in southwestern Nigeria. Service delivery, the actual rendering of services and products to library users by library personnel but skills about the use of computer can create a significant increase to their performance of services delivered. Nevertheless, not much focus has been given to a study as this in Nigeria. Descriptive survey design of the correlational type was adopted using a questionnaire as instrument for data collection. Total enumeration was used to sample 276 respondents. Three (3) research questions and one (1) hypothesis were developed to guide the study. The results show that library personnel in private universities level of computer literacy

skills was high, positive relationship between computer literacy skills and service delivery. The study recommends University management and library personnel should implement programmes to develop the computer literacy skills acquisition of the library personnel in order to improve their service delivery.

**Keywords: computer literacy skills, acquisition, service delivery, library personnel, libraries**

## **Introduction**

The university functions as an establishment in research as well as a higher learning institution that awards degrees within a range of academic fields. These universities generally offer both undergraduate and graduate programs, acting as centers for the exploration, validation, and refinement of knowledge. As a result, university libraries are essential for the research, teaching, and learning endeavors of their parent institutions. University libraries contribute significantly to national development through their multifaceted functions (Agim, 2019); these functions are informational, educational, research, recreational and custodial role (Friday and Ekeruche, 2023). University libraries achieve their purpose by gathering, processing, organising, preserving, and sharing relevant resource materials. This enhances the academic activities of the university community (Yusuf and Fasae, 2021). To provide services to a diverse group of patrons and

guarantee free and open entry to library resources, library personnel who are essential members of the academic staff play a critical role.

Library personnel are typically separated into two groups: professionals and paraprofessionals. These professionals are essential for maintaining the high standards of library operations and ensuring that the resources are effectively utilised. Library personnel play vital roles in assisting with research, supporting curriculum development, and guiding both lecturers and students to suitable learning materials. Scholars view them as indispensable creative partners in research and advanced studies within university libraries and the broader university environment (Akintola, 2021). They collect, organise, and archive information resources to promote teaching, research, and community services, which are fundamental purposes of universities. By managing resources and providing quality services, library personnel meet the current and future information requirements of clients. Library services encompass activities aimed at satisfying users' information needs, including acquisition, organisation, preservation, retrieval, and dissemination (Oyedipe and Popoola, 2019).

Philips, Oyewole, and Akinbo (2018) emphasise that service delivery is the cornerstone of libraries worldwide, ensuring comprehensive services throughout various stages of library activities. To ensure that patrons know what to expect, university libraries must effectively convey the services they deliver. According to Mbofung and Popoola (2014), service delivery includes people having expectations of the library and its staff, with a particular emphasis on how they engage with users, coworkers, their organisation, and the community. This comprehensive approach ensures that library services are user-centered and greatly enhance the university community's overall experience and academic performance. In university libraries, service delivery is multifaceted and also integral in supporting the academic as well as research missions of their parent institutions. As highlighted by Martzoukou (2021); Oden and Owolabi (2021), these university libraries are required to offer a comprehensive range of services that cater for the diverse information demands of their patrons over every phase of the data lifespan. Collection Development: This serves as the foundational phase where libraries identify, select, and acquire resources like books, databases, journals, electronic books, and additional resources. The aim is to have collections that are helpful and pertinent to instruction, teaching, and research endeavors that educators, students, and researchers engage in.

Cataloguing and classification: Once materials are acquired, they undergo cataloguing and classification processes. Cataloguing involves describing items in detail and assigning standardised metadata to facilitate their organisation and retrieval within the library's catalog. Classification ensures that items are grouped and arranged systematically based on subject areas; users can find pertinent resources easily when items are organised. Various factors can influence the service delivery of library personnel, impacting their approach to their duties and responsibilities. This factor includes computer literacy skills.

Computer facilities have become indispensable tools for every library personnel to effectively perform their core duties. While the use of computers has significantly increased the speed and accuracy of tasks, delivering timely results, several elements prevent full use of these technologies. Such elements consist of technological attributes such as troubleshooting capabilities, proficiency in computer operations, and the overall state of the personnel's computer skills. Effective use of computers by library personnel requires a certain level of computer literacy. This includes a wide range of abilities, such as analysing and interpreting digital content, manipulating data and images with computers, and assessing and using newly acquired information from digital contexts (Tomomowo-Ayodele and Omoike, 2020). Mohammed and Hamisu (2016) define computer literacy in

the context of libraries as the ability of library personnel to use computers and related technologies efficiently and effectively to improve service delivery. Yahaya (2018) further expands that computer literacy skills involve the capability to locate, evaluate, store, and manage information; to reuse this information to create new knowledge or solve problems; and to understand the context in which information exists.

Competence in computer usage is increasingly crucial for delivering effective services in 21st-century private university libraries. Research supports the notion that older library personnel often exhibit resistance to change, particularly when it involves technology (Robbins et al., 2019; Oyewole and Popoola, 2014). In contrast, younger library personnel, often referred to as technologically savvy or millennials (Combes, 2021), typically display confidence and enthusiasm in exploring and utilising computers due to their early exposure. The ubiquitous nature of computers in the modern workforce underscores the necessity for all library personnel to stay adaptable and proficient with technology. Possessing relevant computer skills and the ability to leverage technology for performing library services significantly impacts the productivity and efficiency of library personnel. These skills enable personnel to manage digital resources, support users effectively, and contribute to the overall advancement of library services.

The study focuses on computer literacy skills acquisition and service delivery by library personnel in private universities in southwestern Nigeria.

### **Research Problem**

Services delivered by libraries at universities are essential for supporting the general standard of learning provided by universities. More so, as ICTs (Information and Communication Technologies) integration has become more common, the setting for library services has evolved, presenting both opportunities and challenges. ICT has revolutionised how library services are managed and delivered. They have enabled automation of routine tasks, enhanced access to digital resources, and facilitated more efficient information retrieval processes. Despite these advancements, studies indicate a global trend of declining service delivery and decreased library usage among users. A significant contributing factor to this decline is the low proficiency of library personnel in computer literacy. Library personnel are increasingly required to navigate and utilise complex digital systems, including online catalogs, databases, and digital repositories. However, many librarians and support staff lack sufficient proficiency in these technologies. This deficiency not only impedes their ability to effectively manage library

resources but also undermines their confidence in using technology to support users. The consequence of inadequate computer literacy skills among library personnel is evident in slower service delivery and reduced productivity. When librarians struggle to operate and troubleshoot ICT systems, it can lead to delays in accessing information, inefficient responses to user queries, and overall dissatisfaction among library patrons. Moreover, the reluctance or inability of library personnel to embrace technological advancements hampers the library's capacity to innovate and adapt to changing user needs and technological trends. This study examines how computer literacy skills acquisition can influence service delivery by library personnel in private universities in south-west Nigeria.

### **Research Questions**

The study is set to provide answers to the research questions derived from general and specific objectives as under listed.

1. What are the levels of services delivered by library personnel in private universities in South-west Nigeria?

2. What is the level of computer literacy skills acquisition possessed by library personnel in private universities in South-west Nigeria?
3. What are the major challenges faced by library personnel in service delivery in private universities in South-west Nigeria?

## Literature Review

### *Service delivery by library personnel*

The total level of education in university libraries is strongly correlated with the quality of services delivered by library personnel. Ensure that users' information demands are satisfied by means of information services and resources that are both efficient and effective is their primary goal, thereby supporting research, learning, and teaching activities. Yusuf and Fasaie (2021) noted that service delivery in librarianship is evaluated based on the types of services delivered and their execution. Traditionally, libraries manually delivered information and performed tasks such as services related to current awareness, reference, user education, and collection management. Nevertheless, as ICT, or information and communication technology, has advanced, exceptional methods for which services are delivered have evolved, greatly improving the effectiveness and reach of

library services. University libraries are now leveraging advanced technologies to repackage information sources and resources into simpler forms, increasing their accessibility and making it quicker to retrieve and apply for patrons. This transformation in service delivery practices is aimed at fulfilling patrons dynamic demands for knowledge in a more efficient and effective manner.

Services delivery by library personnel, according to Daniels, Wiche, and Nsirim (2023), is the cornerstone of a library's effectiveness towards satisfying the diverse demands of its patrons. It encompasses a multifaceted approach aimed at delivering high-quality services and resources to users of all backgrounds and interests. Igwela and Nsirim (2018) identified a comprehensive array of service delivery components in university libraries, aligning them with international standards. These services encompass reference services, which involve helping patrons locate information and navigate the library's resources. Circulation services manage the lending and return of library materials. Document distribution services give users access to resources from other libraries or institutions, ensuring that users can obtain resources not available in their home library. Cataloguing services organise and classify library materials to facilitate easy access and retrieval. Borrowing, renewing, and reserving services allow users to check out, extend the

loan period, and reserve items, respectively. Computerised interactive search services enable users to conduct digital searches across the library's databases and electronic resources efficiently. Technical services involve the behind-the-scenes work that supports the library's operations, including the acquisition, cataloguing, and preservation of materials. IT services encompass the maintenance and support of the library's technological infrastructure, including computers, software, and online systems. E-library services provide access to electronic books, journals, databases, and other digital resources.

### ***Computer literacy skills acquisition of library personnel***

In today's technology-driven era, it is essential for everyone, including library personnel, to possess computer literacy skills. George and Fomsi (2024) describe computer literacy as the knowledge and ability to effectively use computers and related technology, ranging from basic usage to advanced programming and problem-solving. This skill set encompasses the essential competencies required to operate computers and digital devices for accessing and managing information. Key components of computer literacy for library personnel include the ability to conduct independent research, proficiency in online research, and a solid understanding of basic technology. Additionally, it involves the

capability to adapt to evolving technologies, utilise collaboration tools, and impart technological knowledge to others.

Computer literacy encompasses a range of complex skills necessary for effective functioning in digital environments. These skills include basic operations such as booting a computer, using a keyboard, editing documents, retrieving information, and sending and receiving emails. McKay (2019) supports this definition, emphasising that computer literacy does not require familiarity with every software program or the ability to write code or network computers. Instead, it involves understanding fundamental tasks like using word processing software, sending and receiving email, saving and opening files, and searching for information online. Being computer literate means feeling comfortable and confident around computers, rather than intimidated or anxious. Initially, computer literacy focused on skills related to stand-alone computers, but this focus has since shifted to include networked devices. According to Santos and Gomes (2023), computer literacy involves basic computer skills, like utilising technology and carrying out basic skills like copying, transferring, opening, and closing files, as well as internet browsing, application use, and even programming. These skills are operational in nature, reflecting the capacity to solve problems and think critically using computers. The effectiveness of computer

literacy skills is measured by one's ability to use computers optimally to address problems and think critically. This encompasses not just technical know-how but also the capacity to navigate and leverage technology in various contexts.

## Methodology

This study adopted correlational type of descriptive survey design, the population of this study consisted of library personnel in private Universities in southwestern Nigeria. The total population of library personnel in private universities in southwestern Nigeria was 276. The study adopted total enumeration since there were only a few library personnel involved. The data collection instrument was validated to ensure both content and construct validity and data analysis and hypothesis testing was done in an SPSS output format.

## Population of the study

S/N	List of Private Universities in Southwestern, Nigeria	No of Librarians	No of Library Officers	Total
1.	Achievers University, Owo, Ondo State	3	3	6
2.	Adeleke University, Ede, Osun State	6	4	10
3.	AfeBabalola University, Ado-Ekiti, Ekiti State	10	10	20
4.	AjayiCrotherUniversity,Oyo, Oyo State	9	5	14
5.	Anchor University Ayobo, Lagos State	2	2	4
6.	Atiba University, Oyo, Oyo State	1	1	2
7.	Augustine University, Epe, Lagos State	2	1	3

8.	Babcock University, Ilishan-Remo, Ogun State	15	12	27
9.	Bells University, Ota, Ogun State	7	2	9
10.	Bowen University, Iwo, Osun State	6	10	16
11.	Caleb University, Lagos State	4	2	6
12.	Chrisland University, Abeokuta, Ogun State	1	1	2
13.	Christopher University, Mowe, Ogun State	2	1	3
14.	Covenant University Ota, Ogun State	16	4	20
15.	Crawford University Igbesa, Ogun State	8	7	15
16.	Crescent University, Abeokuta, Ogun State	5	2	7
17.	Dominican University, Ibadan, Oyo State	2	4	6
18.	Dominion University, Ibadan, Oyo State	1	0	1
19.	Elizade University, Ilara-Mokin, Ondo State	6	2	8
20.	Eko University of Medical and Health Sciences Ijanikin, Lagos State	2	2	4
21.	Fountain University, Osogbo, Osun State	3	4	7
22.	Hallmark University, Ijebu-Itele, Ogun State	1	1	2
23.	James Hope University, Lagos State	0	0	0
24.	Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State	5	5	10
25.	Kings University, Ode-Omu, Osun State	1	1	2
26.	Kola Daisi University, Ibadan, Oyo State	2	1	3
27.	Lead City University, Ibadan, Oyo State	9	6	15
28.	McPherson University, Seriki Sotayo, Ogun State	3	4	7
29.	Mountain Top University, Mowe, Ogun State	5	6	11
30.	Oduduwa University, Ipetumodu - Osun State	2	6	8
31.	Pan-Atlantic University, Lekki -Ibeju, Lagos State	5	3	8
32.	Precious Cornerstone University, Ibadan, Oyo State	1	1	2
33.	Redeemer's University, Ede, Osun State	5	4	9
34.	Southwestern University, Okun Owa, Ogun State	1	2	3
35.	Trinity University Ogun State	2	1	3
36.	Wesley University of Science and Technology, Ondo, Ondo State	1	1	2
37.	Westland University Iwo, Osun State	1	0	1
	TOTAL	155	121	276

## Data Analysis

The data analysis method that was used was descriptive statistical measures such as percentages and frequency distribution which showed the questionnaire response rate. The Statistical Package for Social Science (SPSS) was used for the analysis. Descriptive statistics such as percentages mean and standard deviation was used to provide answers to research questions. Pearson correlation was used to analyse the hypothesis.

## Result and Discussion

A total of 276 questionnaires designed for the study were administered to the library personnel in private universities in southwestern Nigeria. However, 229 (83.0%) were returned with useful responses sequel to completion by the respondents.

**Research Question One:** What are the levels of services delivered by library personnel in private universities in Southwestern Nigeria?

**Table 1: Predominant services delivered by library personnel**

S/N	Items	VHD		HD		RD		ND		$\bar{x}$	SD
		N	%	N	%	N	%	N	%		
<b>N = 229</b>											

1.	Reference service by e-mail or Web technology to assist different categories of users	66 28.8	120 52.4	39 17.0	4 1.7	3.08	.724
2.	Chat reference, commercial service	42 18.3	122 53.3	60 26.2	5 2.2	2.88	.721
3.	Instant messaging applications	50 21.8	131 57.2	34 14.8	14 6.1	2.95	.782
4.	(SMS) Short messages services or text messaging	91 39.7	105 45.9	32 14.0	1 0.4	3.25	.703
5.	Information literacy	74 32.3	124 54.1	24 10.5	7 3.1	3.16	.727
6.	Interlibrary loan & documents to other libraries	65 28.4	88 38.4	51 22.3	25 10.9	2.84	.960
7.	Subscription to electronic serials	79 34.5	104 45.4	37 16.2	9 3.9	3.10	.810
8.	Document delivery service	68 29.7	116 50.7	41 17.9	4 1.7	3.08	.736
9.	Photocopying	76 33.0	118 51.1	31 13.5	4 1.7	3.16	.716
10.	Current awareness service	118 51.5	96 41.9	12 5.2	3 1.3	3.44	.657
11.	Telex/ telephone service	74 32.3	111 48.5	31 13.5	13 5.7	3.07	.826
12.	Bibliographic and compilation service	60 26.2	112 48.9	41 17.9	16 7.0	2.94	.849
13.	Translation service	36 15.7	96 41.9	67 29.3	30 13.1	2.60	.905
14.	Technical writing service	53 23.1	96 41.9	57 24.9	23 10.0	2.78	.915
15.	Bindery service	67 29.3	78 34.1	61 26.6	23 10.0	2.83	.967
16.	Facsimile service	40	61	84	44	2.42	.991

		17.5	26.6	36.7	19.2		
17.	Online/C.D ROM Database searching	67	85	64	13	2.90	.890
		29.3	37.1	27.9	5.7		
18.	Campus wide data communication network	43	119	51	16	2.83	.814
		18.8	52.0	22.3	7.0		
19.	Web-based services	59	112	48	10	2.96	.802
		25.8	48.9	21.0	4.4		
20.	Collaborative services	56	123	41	9	2.99	.764
		24.5	53.7	17.9	3.9		

The findings reported in Table 1 showed that out of the twenty proposed services, library personnel in private universities in Southwestern Nigeria delivered eight highly rated services. These top-rated services included current awareness service (mean = 3.44, SD = 0.657), short message service (SMS) (mean = 3.25, SD = 0.703), photocopying (mean = 3.16, SD = 0.716), information literacy (mean = 3.16, SD = 0.727), subscription to electronic serials (mean = 3.10, SD = 0.810), reference service via email or web technology to assist various user categories (mean = 3.08, SD = 0.724), document delivery service (mean = 3.08, SD = 0.736), and telex/telephone service (mean = 3.07, SD = 0.826). Conversely, the services that received the lowest ratings included facsimile service (mean = 2.42, SD = 0.991), translation service (mean = 2.60, SD = 0.905), technical writing service (mean = 2.78, SD =

0.915), bindery service (mean = 2.83, SD = 0.967), and campus-wide data communication network (mean = 2.83, SD = 0.814).

This suggests that library personnel effectively delivered a mix of electronic and traditional library services, catering to users with varying levels of computer literacy skills.

**Research Question Two:** What is the level of computer literacy skills possessed by library personnel in private universities in Southwestern Nigeria?

**Table 2: Level of computer literacy skills of library personnel  
N= 229**

S/N	Items Computing Skills	VH N %	H N %	L N %	VL N %	$\bar{x}$	SD
1.	I have ability to install, update and use word processing application on the computer	150 65.5	67 29.3	8 3.5	4 1.7	3.59	.647
2.	I have ability to configure the printer	92 40.2	95 41.5	15 6.6	27 1.8	3.10	.966
3.	I have ability to use the scanning machine/ Upload	125 54.6	91 39.7	7 3.1	6 2.6	3.46	.685
4.	I have ability to download and save from the computer	170 74.2	55 24.0	2 0.9	2 0.9	3.72	.524
5.	I have ability to use power point for presentation skills	134 58.5	89 38.9	- -	6 2.6	3.56	.548
6.	I have ability to edit information resources	148 64.6	70 30.6	9 3.9	2 0.9	3.59	.612

	for users										
	<b>Weighted mean</b>								<b>3.50</b>		
	<b>Overall mean</b>								<b>21.02</b>		
	<b>Internet Navigation Skills</b>										
7.	I can browse the internet	181	79.0	48	21.0	-	-	-	-	3.79	.408
8.	I can use different online search engines	175	76.4	52	22.7	-	-	2	0.9	3.75	.493
9.	I can use the computer for web creation	95	41.5	87	38.0	24	10.5	23	10.0	3.11	.956
10.	I have ability to partake in online discussion	152	66.4	71	31.0	4	1.7	2	0.9	3.63	.568
	<b>Weighted mean</b>									<b>3.57</b>	
	<b>Overall mean</b>									<b>14.28</b>	
	<b>Computing Management Skills</b>										
11.	I have ability to trouble-shoot basic ICT hardware such as printers and computers	86	37.6	110	48.0	17	7.4	16	7.0	3.16	.840
12.	I have ability to install and select database creation and management skills	69	30.1	120	52.4	25	10.9	15	6.6	3.06	.820
13.	I have ability to install and activate anti-virus	81	35.4	103	45.0	15	6.6	30	13.1	3.03	.973
14.	I can use computer for electronic mail management	146	63.8	77	33.6	3	1.3	3	1.3	3.60	.589
15.	I have ability to use the computers for managerial skills	119	52.0	101	44.1	7	3.1	2	0.9	3.47	.604
16.	I have ability to use Online Computer Library Centre	118	51.5	109	47.6	2	0.9	-	-	3.51	.518
	<b>Weighted mean</b>									<b>3.31</b>	
	<b>Overall mean</b>									<b>19.83</b>	
	<b>Computing Application Skills</b>										
17.	I can store and preserve information using the computer.	137	59.8	86	37.6	4	1.7	2	0.9	3.56	.579
18.	I have ability to install and use computers for bar-coding	68	29.7	93	40.6	38	16.6	30	13.1	2.87	.987
19.	I have ability to use computers for Virtual learning	111	48.5	102	44.5	9	3.9	7	3.1	3.38	.708
20.	I have ability to use Online Public Access Catalogue for retrieval	142	62.0	85	37.1	2	0.9	-	-	3.61	.506
21.	I have ability to use Web 2.0 in library services	90	39.3	111	48.5	18	7.9	10	4.4	3.23	.773
22.	I have ability to use computers to digitise such as: Information capturing, Classification using computers	90	39.3	112	48.9	14	6.1	13	5.7	3.22	.798
23.	I have ability to use computers for library automation	118	51.5	102	44.5	5	2.2	4	1.7	3.46	.631
	<b>Weighted mean</b>									<b>3.33</b>	
	<b>Overall mean</b>									<b>23.33</b>	
	<b>Grand mean</b>									<b>3.43</b>	
	<b>Overall mean</b>									<b>78.46</b>	

**Table 4.3: Level of computer literacy skills of library personnel**

**Key: VH: Very High H: High L: Low VL: Very Low**

Table 2 reported responses regarding overall level of computer literacy skills among library personnel at private universities in Southwestern Nigeria. These skills were categorised into computing, Internet navigation, computing management, and computing application. The findings indicated that library personnel exhibited strong capabilities in various areas. Specifically, in terms of computing skills, the highest mean score ( $\bar{x} = 3.72$ ,  $SD = .524$ ) was observed for the ability to download and save files from computers. For Internet navigation skills, respondents demonstrated high proficiency with a mean score of  $\bar{x} = 3.79$  ( $SD = .408$ ), indicating adeptness in browsing the Internet. Regarding computing management skills, the highest level of skill reported was in email management, with a mean score of  $\bar{x} = 3.60$  ( $SD = .589$ ). Finally, in computing application skills, the ability to utilise (OPAC) Online Public Access Catalogue for information retrieval ranked highest, with a  $\bar{x} = 3.61$  meanscore of ( $SD = .506$ ). This indicates that library personnel possess essential skills to enhance service delivery and effectively meet users' information needs.

**Research Question Three:** What are the major challenges faced by library personnel in service delivery in private universities in South-west Nigeria?

**Table 3: Major difficulties encountered by library personnel in service delivery in private university libraries**

S/N	Challenges	SA		A		D		SD		$\bar{x}$	SD
		N	%	N	%	N	%	N	%		
1.	Lack of competency of library personnel	53	23.1	72	34.1	58		46	20.1	2.58	1.055
2.	Lack of technology literacy of library personnel	37	16.2	73	31.9	67		52		2.41	1.012
3.	Poor internet connectivity	52	22.7	74	32.3	68	29.7	35	15.3	2.72	1.063
4.	Inadequate power supply	63	27.5	66	28.8	53		47		2.63	1.095
5.	Poor funding of the library	69	30.1	65	28.4	58	25.3	37		2.73	.976
6.	Lack of mentorship and mentoring	50	21.8	86	37.6	56		37		2.65	.996
7.	Lack of funds for library personnel motivation and delay in library personnel Promotions and salaries	47	20.5	94	41.0	47		41		2.64	1.001
8.	Lack of training of library personnel in ICT and other related skills	51	22.3	43	18.8	100	43.7	35		2.62	.999
9.	Lack of equipment	57	24.9	79	34.5	59		34		2.69	1.006
10.	There is inadequate user education	41	17.9	94	41.0	63		31		2.63	.930

Table 3 revealed significant difficulties with service delivery encountered by library personnel at private universities in Southwestern Nigeria. Respondents identified ten key challenges, with the most prominent being poor funding of the library ( $\bar{x}=2.73$ ,  $SD=.976$ ), followed closely by issues such as poor Internet connectivity ( $\bar{x}=2.72$ ,  $SD=1.063$ ), lack of equipment ( $\bar{x}=2.69$ ,  $SD=1.006$ ), absence of mentorship and mentoring ( $\bar{x}=2.65$ ,  $SD=.996$ ),

and delays in library personnel promotions and salaries due to insufficient funds ( $\bar{x}=2.64$ ,  $SD=1.006$ ). Conversely, the challenges perceived as least severe included lack of technology literacy among library personnel ( $\bar{x}=2.41$ ,  $SD=1.012$ ), insufficient competency of library personnel ( $\bar{x}=2.58$ ,  $SD= 1.055$ ), inadequate training of library personnel in ICT and related skills ( $\bar{x}=2.62$ ,  $SD=.999$ ), and inadequate user education ( $\bar{x}=2.63$ ,  $SD=.930$ ). These findings indicate that while library personnel at private universities in Southwestern Nigeria encounter various obstacles in carrying out their service delivery roles, the greatest pressing ones revolve around financial constraints, technological infrastructure limitations, equipment shortages, and issues related to career development and motivation within the library sector.

### **Recommendations**

This study investigated computer literacy skills acquisition and service delivery by library personnel in private universities in south-west Nigeria. This research underscores that equipping library personnel with robust computer literacy skills acquisition encompassing computing, Internet navigation, computing management, and application skills facilitates effective service delivery. This includes crucial services like current

awareness, SMS alerts, information literacy, electronic serial subscriptions, and web-based reference services tailored to diverse user needs.

The following recommendations are therefore made based on the findings of the study:

1. The research confirms that library personnel at private universities in South-west Nigeria provide essential services like current awareness and SMS alerts. To ensure these services are consistently delivered, library personnel should continuously update their competencies and actively identify and meet users' information needs. This proactive approach will likely increase user engagement at the libraries of the universities.
2. The elevated degree of computer literacy skills among library personnel, including downloading, Internet browsing, email management, and OPAC use, should be sustained through regular user training and instructional sessions within the library. This ongoing training will enhance the quality of service delivery.
3. Inadequate Internet connectivity significantly impacts service delivery in libraries. Universities should invest in sufficient bandwidth subscriptions or upgrade existing infrastructure to ensure reliable Internet access, thereby facilitating smoother library services.

## Conclusion

This study examined computer literacy skills acquisition and service delivery by library personnel in private universities in South-West Nigeria. The findings indicate that computer literacy skills acquisition are crucial to effective library service delivery in the contemporary academic environment. Library personnel in private universities generally possess basic computer skills such as word processing, internet navigation, use of library management systems, and electronic information retrieval, which positively influence the quality and efficiency of services rendered to users.

It also revealed that continuous acquisition of advanced computer literacy skills enhances service delivery in areas such as digital reference services, online user education, database management, and access to electronic resources. Library personnel with higher levels of computer skills acquisition are better equipped to support teaching, learning, and research activities within their institutions. However, gaps were identified in the acquisition of advanced ICT skills due to challenges such as inadequate training opportunities, limited institutional support, insufficient ICT infrastructure, and irregular professional development programs.

In conclusion, computer literacy skills acquisition significantly contributes to improved service delivery by library personnel in private universities in South-West Nigeria. To sustain and enhance this impact, university managements and library administrators should prioritize regular training, workshops, and capacity-building programs, as well as invest in modern ICT facilities. Strengthening computer literacy among library personnel will not only improve service delivery but also ensure that academic libraries remain relevant and responsive to the evolving information needs of their users.

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