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Exploring the Digital Skills of Library Staff on Technology Acceptance in Nigerian Polytechnics: A Study of Federal Polytechnics in South-West Nigeria

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ABSTRACT
This paper was carried out to investigate the digital skills of library staff on technology acceptance in federal polytechnic libraries in south west Nigeria. The study adopted survey design method. The population of study comprised of 120 library staff drawn from all federal polytechnics in south west Nigeria. Total enumeration was used as the sampling technique. Questionnaire was used as the research tool to elicit response from the respondents. A total of 120 questionnaires were administered and 96 were returned and found useful which accounted for 80% of the population. The data collected were analyzed using simple percentages, histogram, weighted and average mean. The findings revealed that the level of digital skills possessed by the library staff is high; Current awareness service was ranked the highest of digital skills possessed by library staff in service delivery; the major challenge encountered while acquiring digital skills is lack of funds allocated to support professional training. The study recommended that federal government should make available sufficient funds to support library professional training; LIS curriculum should be periodically reviewed so as to incorporate trends in the field of librarianship; library staff should be open-minded towards personal development; adequate technological infrastructures should be provided strictly for library use among others.

Keywords: Digital skills, Technology Acceptance, Library Staff, Federal Polytechnics

I. INTRODUCTION

In academic librarianship, modern technologies have created new perspectives for both library professionals and researchers. For library professionals, it has placed a new burden on them as they are confronted with new expectations from library users. For library researchers, the expectation is to conduct studies with a focus on the role those modern technologies now play in the delivery of library services. The application of modern technologies has broadened the walls of the library. The introduction to the digital era in libraries created the need to computerize most of the operations. Anuradha (2017) argued that modern technologies have substantially changed the workings of libraries in the information era. This is because, in the 21st-century library services, libraries are required to make use of new technologies in critical library activities such as acquiring library materials, cataloguing the materials acquired, preserving the materials, diffusing them as well as providing reference services to users, among others. However, he added that the existence of modern technologies does not completely replace traditional library services, instead, there is now a harmonization of the services to better serve users. That is to say that modern technologies have been completely integrated into library services.

One of the critical issues to consider in the implementation of modern technologies in libraries is the digital skills of library staff. This is important because skill is one of the essential requirements for the adoption and utilization of new technologies. Olijo (2018) in making a case on the importance of skill in the utilization of new technologies noted that despite the fact that progress has been recorded in the area of hardware and software competence, the challenge of low utilization is a limitation in harnessing the potentials of new technologies. Olijo (2018) cited

inSichel (1997) regretted that poor knowledge and low usage of installed systems had been recognized as substantial determinants predicting the "productivity paradox" regarding poor return on investments from organizations whose focus is on innovations in digital technologies. A study of the digital skills on technology acceptance of librarians and library professionals is particularly important because poor knowledge of digital technologies will likely have a corresponding negative use. According to Ofilli, (2017), a digital literate person should have the knowledge and skills to use traditional computers, such as desktop PCs and laptops - computer literacy, he should be able to objectively analyze facts to form accurate judgment- critical thinking, he must have the ability to engage in online communities' meetings and social networks while in obedience to behavioral protocols, possess the capability to find, capture, disseminate and evaluate information. Such a person should have the capability to understand the emerging societal issues caused by the evolution of digital technologies and possess critical thinking skills. He should also possess a range of digital skills, know the basic principles of computing devices, and possess adequate skills in handling computer networks and the internet.

Digital skills describe the possession of knowledge, skills, and behaviour relevant to the use of digital technologies such as tablets, laptops, smartphones, and desktop PCs among others. The concept of digital skill is used in reference to the capacity to use and as well understand content from digital platforms. Some scholars, Cartelli (2010) and Martin &Grudziecki (2006) are of the view that digital skills can as well be called digital competence. Jisc, (2011) also referred to digital skills as digital capacities while the European Commission (2007) calls them e-skill. Whatever name it is called, it seeks to explain the intellectual capacity of people vis-à-vis information and communication technologies. knowledge gained from digital environments. According to this definition, Digital skills refer to the ability to recognize, manage, integrate, access, retrieve,appraise and assimilate information in a digital environment. It reveals the desire to learn that contributes to economic, cultural, social and political aspects of life (Mishra, 2018). Because of its significant relationship with learning, research and teaching, the provision of Digital skills becomes mandatory for university librarians (Mansour, 2017). it is the application of innovative technologies for information and knowledge management (Pangrazio, 2016). It is the ability to locate and use information and consists of digital gadgets, adopted for communication and collaboration through social networking. However, it includes both cognitive and technical skills of using information and communication technologies (ICT) to identify, locate, select, evaluate, use and share information (American Library Association (ALA),2013)

Concept of Digital Skills

Trepanier (2012) defined digital skills as the capability to use digital information systems such as computer hardware and software to apply appropriate security measures and protect digital information. Those who are digitally literate possess a wide range of digital skills, which includes knowledge of the basic principles of computing devices; skills in using computer networks; having ability to engage in online communities and social networks with adherence to behavioural protocols; be able to find, capture and evaluate information; an understanding of the societal issues raised by digital technologies and possess critical thinking skills. Chinien and Boutin (2011) defined 'digital skills' as the ability to use digital tools and work in computerized environments. There are cases when because of inadequate skilled manpower in libraries, some libraries that had their libraries automated and acquired digital resources were unable to manage their resources Emiri (2015) reported that digital skills are beneficial to professionals across disciplines because it assists in carrying out their day-to-day activities. According to Bell and Shank(2008), digital skills is the ability to use digital technology, communication tools ornetworks to locate, evaluate, use and create information. It is the ability to understandand use information in multiple formats from a wide range of sources when it ispresented via computers. It is also a person's ability to effectively perform tasks in adigital environment. Digital literacy includes the ability to read and interpret media, toreproduce data and images through digital manipulation and to evaluate and apply newknowledge gained from digital environments.

Technologies are changing and there is need for both professionals and para-professional library staff to embrace them. Library staff need much more in this digital age to embrace digital skills on their work than ever before. Digital skills such as computer literacy, proficient in all Microsoft office applications, ability to design, develop and analyze systems, ability to work with integrated library management systems, applying new technologies into library services, library website development, metadata development,

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information and research skill, ability to use open-source software, ability to create different file formats etc. Digital skills help professionals of all works of life to develop skills that can add to their economic status and improve their overall job performance and standard of living. Building on digital literacy is the concept of digital creativity which is the expression of creative skills in the digital medium. This can include programming, website and the generation and manipulation of digital images (Emiri, 2015). There is need for librarians to possess these digital skills so that they can use them to progress on their jobs and on their careers. With these skills, librarians will be more equipped for resource sharing, social networking, surfing the internet, instant messaging, blogging, and a host of other digital orientedactivities. These skills can also help them on their jobs to assist users get desired information and education.

In a library context, digital skills are creating metadata/tag, photoshop, installation and managing library software, creation of institutional repositories, managing library consortium, library networking, barcode and radio-frequency identification (RFID) technology, and website design (Seena and Pillai, 2014). Library staff needs to master these skills, as it will enable them to manage library technology infrastructures and online resources. They also need to make informed decisions relative to technology adoption (Izuagbe et al., 2019). Accordingly, there is need for librarians to have Digital Skills. For instance, they need skills for resource sharing, digital preservation and repositories, social networking, searching the Internet, instant messaging, blogging, and other digital-oriented activities

Gui and Argentin (2011) suggested digital skills individuals need to possess in order to be digitally competent. These skills include knowledge of the basic principles of computing devices; skills in using computer networks; the ability to engage in online communities (virtual communities) and social networks; the ability to find, capture, and evaluate information; and also possess critical thinking skills. Digital skills are necessary for resources management and make them available for use all the time. It describes the information and communication technology (ICT) competencies that are required by individuals in order to improve individual participation in digital economy (iNeSI, 2016).

Statement of the Problem

Digital skills and technology are very germane and have promising potentials for library professionals to work in a digital library environment to manage electronic library infrastructures and services. However, they need to possess adequate digital and technological skills to enable them to deliver on these mandates. Singh and Pinki (2009) stressed that library professionals must develop digital competencies and skills to manage change and fulfil users' information needs. In Nigeria, digital skills and technological acceptance have been noticed to be very low among librarians in academic institutions, also, there is a poor use of digital skills, as many librarians seem to lack the technical know-how to operate the computer, access the email through the internet. In addition, many librarians seem not to possess the skills to use the computer to access information and automate their libraries (Emiri, 2015).

Ogunsola (2004) noted that it must be realized that many Nigerian libraries, especially the universities, face various problems in their attempts to computerize their library operations. These have constituted a challenge in the provision, maintenance and management of information resources in many academic libraries all over the nation. It, therefore, becomes pertinent to investigate the relationship between the level of digital skills and technology acceptance among librarians in Nigerian Polytechnics. Thus, this study investigates the digital skills of library staff on technology acceptance in Federal Polytechnic Libraries in South-West Nigeria.

Research Objectives

The main objective of this study is to explore the digital skills of library staff on technology acceptance in Federal Polytechnics Libraries in South-West Nigeria,

The specific objectives are to;

i. assess the level of digital skills possessed by library staff working in Federal Polytechnic libraries in South-West Nigeria
ii. determine the digital skills possessed by library staffto help in service delivery
iii. find the rate of technology acceptance among library staff in Federal Polytechnic libraries in South-West Nigeria
iv. examine the challenges encountered by the library staff while acquiring digital skills.

Research Hypothesis

Ho: There is no significant difference between digital skills and technology acceptance of library staff in Federal Polytechnic libraries in South-West, Nigeria.

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Scope of the Study

This research work which can be applicable to other polytechnics in the country will however cover only selected government-owned polytechnics in South-West Nigeria. The polytechnics include;

i. Yaba Technology, Lagos State
ii. Federal Polytechnic Ilaro, Ogun State
iii. Federal Polytechnic Ado-Ekiti, Ekiti State
iv. Federal Polytechnic Ile-Oluji, Ondo State
v. Federal Polytechnic Ede, Osun State.
vi. Federal Polytechnic AyedeOgbomoso, Oyo State.

II. REVIEW OF RELATED LITERATURE

Digital Skills are the ability to effectively perform tasks in the digital environment and use digital tools, communication tools, or networks in computerized environments (Chinien and Boutin, 2011) to locate, evaluate, use, and create information (Okeji et al., 2019; Shank and Bell, 2011) affirmed that Digital Skills are the ability to understand and use information in multiple formats from a wide range of sources through computers. It is also the ability to read and interpret media, to reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments (Okeji et al., 2019). Moreover, UNESCO (2018) defined DSs as the capability to use computer hardware and software, communication applications, use appropriate security measures, and protect digital information. According to Leaning (2019), Digital skills refer to abilities to use information and communication technologies, which are composed of several forms of literacy including computer literacy, media literacy, information literacy and internet literacy.

Digital technologies have also changed the way users search for information. This prompted the libraries to adapt and change their routines and operations by starting to offer new services such as reference services, chat services, individual consultations, email, and social networking services (Khan and Bhatti, 2017; Machin Mastromatteo, 2009). This requires new skills from librarians to handle the changes in library environments and the evolving users' information needs and seeking behaviors. A study by Safahieh and Asemi (2010) revealed that the majority of the librarians at Isfahan University (Iran) did not have adequate computer skills. For instance, the librarians perceived their computer skills levels to be "very good." Bhatti and Nadeem (2014) found that almost all academic librarians were interested in being skilled in using social networks, the Internet, and online activities. Librarians require new skills to work effectively in this digital environment and to meet the challenges of digital librarianship. Choi and Rasmussen (2006) stated that librarians need to be competent in the creation and management of digital libraries; metadata creation and preservation of information; management of digital contents; and use of scanners, imaging skills, and assigning optical character recognition (OCR) records.

Adeleke (2016) affirmed that librarians need skills and competencies to establish and maintain a digital repository, including traditional library skills and knowledge, management and technical skills, familiarity with metadata creation, and knowledge of copyright. Martzoukou and Elliott (2016) reported a set of Digital Skills that were considered important by librarians. This includes development of information technology (IT) skills and encompasses different communication media and tools, such as e-books, online databases, and social media platforms. In line with this, Tiemo (2019) pointed out that the level of digital technology skills acquired among library personnel in Nigerian academic libraries in managing online resources for effective library services is high. However, they still need more training on their digital technology skills to manage and improve their online resources and services. Baro et al. (2019) results affirmed that librarians working in academic libraries in Africa possess a high level of digital literacy skills. Librarians indicated that DSs such as database search skills, uploading documents to online platforms, using different social media, sending and receiving emails skill, digital library development skills, applying new technologies into library services, and the ability to create different file formats and ability to use open-source software is very high. However, skills related to metadata development and library websitedevelopment is low.

In the 21st century society, academic libraries are expected to integrate digital media platforms into their activities. This is particularly important because library users have also changed their expectations from academic libraries. Users expect academic libraries to deploy digital technologies in delivering services to users. Ale and Omeneke (2017) corroborated that user have newer expectations from libraries as a result of changes in technologies. Connor (2007) carried out a study and reported that web 2.0 is essential in 21st century libraries. This prompted the libraries to adapt and change their routines and operations by starting to offer new services such as reference

services, chat services, individual consultations, email, and social networking services (Khan and Bhatti, 2017; Machin &Mastromatteo, 2009). This requires new skills from library staff to handle the changes in library environments and the evolving users' information needs and seeking behaviors. A study by Safahieh and Asemi (2010) revealed that the majority of the librarians at Isfahan University (Iran) did not have adequate computer skills. For instance, the librarians perceived their computer skills levels to be "very good". Bhatti and Nadeem (2014) found that almost all academic librarians were interested in being skilled in using social networks, the internet, and online activities.

Some studies were conducted to check the level of digital literacy skills among libraryprofessionals. For example, Umeji et al. (2013) measured the level of information literacyskills among librarians of Madonna University, Okija. They found that librarians possesseda very low level of digital literacy skills so that's why services they provided to the users ofthe library were also affected. Moreover, most of the ICT resources were available in the library but librarians were not interested to use them for delivery of services. In another study Batool (2010) examined the status of technological expertise of librarians from university of the Punjab. They found that librarians possessed IT skills, which werenecessary to automate the library. However, they required more advanced technologicalskills for provision of information services to the users. Moreover, Thanuskodi (2011)measured the digital literacy level among library professionals of engineering collegelibraries of Tamil Nadu. He found that majority of librarians had adequate knowledge ofinternet and literacy in computer fundamentals while; only few librarians had adequateknowledge in computer programming. Similarly, Pratap and Singh (2018) conducted a studyto find the digital skills among research scholars and students of law school,Banaras University, India. They found that most of the respondents were using digitalresources daily to bring up to date their knowledge. Moreover, research scholars andstudents were using a search engine and basic searching techniques for access the neededinformation. Bansal (2015) access the level of digital literacy skills among college students ofF.C for women, Hisar. The results of the study show that proficiency in using the desktopcomputer, laptop and Smartphones was very high. Moreover, proficiency to send email was moderate while, proficiency in using the Skype, twitter and blogs was very low.

Regarding problems encountered in acquiring ICT related skills, the study by Seena and Sudhier-Pillai (2014) reported that a significant number of library professionals identified lack of training (40.2%) and lack of infrastructure and network facility (17.65%) as the main issues relating to the acquisition of ICT skills in libraries. The study by Mansour (2017) identified lack of funds, training, physical facilities, connection to the internet, subscribing to e-databases, lack of time and SVU library system regulations as some of the challenges affecting the library and information professionals' acquisition of digital literacy skills and related competencies. Batool and Ameen (2010) conducted a study on librarians at Punjab University, Pakistan. They discovered that while all librarians had word processing skills, the lack of coverage in the curriculum, lack of updated courses and lack of training workshops were major constraints in learning technology. Oduwole &Sowole (2006) in a study reported that the problems include inadequate digital skills among library professionals as well as library patrons. In terms of digital skills, there is also a need for librarians to address disintermediation through the wider use of computer analysts and other ICT personnel. Scholars (Odu&Omosigho, 2017; Emiri, 2015; Salaam &Adegbore 2010) have identified several factors that hinder academic librarians from effective use of their digital literacy skills on their job as follows; inadequate information and communication technology infrastructures and efficient online access, lack of in-depth digital skills plus information searching skills among library staff and the users, lack of adequate digital skills among staff and users, low basic information literacy levels in the population and prohibitive access of internet in developing countries, constant power failure, weak internet network, the high workload in the office and shortage of time on the librarians.

According to Anwar and Warraich (2013), librarians in Pakistan are facing the challenge of skill-mismatch, that is, their acquired level of digital skills (supply) is not matching with the required level of digital skills (demand), and thus performance is poor. Their study further explored that these librarians have fewer training opportunities. As a result, Pakistani librarians are unable to manage digital skill gaps. Several other researchers have also established that librarians' current level of digital skills is unsatisfactory and suggested training for its improvement. According to Jeffrey et al. (2011), the collaboration between teachers and librarians is a critical success factor for the acquisition of digital skills that possibly

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facilitate quality research and effective teaching and successful learning. Similarly, prior researchers have also affirmed that digitization needs an adequate level of digital skills (Lokesha and Adithya, 2019).

Methodology

A descriptive survey design was used for the study, structured questionnaire was used to collect data from the respondents. 120 research questionnaires were administered, 96 was retrieved and found useful which accounted for 80% of the population. Data generated from the questionnaire was analyzed using simple percentages, relative important index and weighted mean of 2.5. Statements with weighted mean above 2.5 were accepted, whereas those below 2.5 were rejected.

III. RESULTS AND DISCUSSION

Section A: Demographic Data of Respondents

Table I: Distribution of Respondents Gender

Items	Frequency	Percent
Male	46	47.9
Female	50	52.1
Total	**96**	**100.0**

The table reveals that 52.1% of the respondents are female while 47.9% are single. This implies that majority of the respondents are fit to supply accurate responses to the questionnaire.

Table II: Distribution of Respondents by Age

Items	Frequency	Percent
25-35 years	51	53.1
36-45 years	33	34.4
46-55 years	6	6.3
56 years and above	6	6.3
Total	**96**	**100.0**

Majority of the respondents are between the ages 25-35 years (53.1%). This age bracket consists of library staff that are relatively young and receptive enough to be able to acquire, make use of and appreciate digital skills in providing effective and effective library serv ices to library patrons.

Table III: Distribution of Respondents by Marital Status

Items	Frequency	Percent
Single	24	25.0
Married	72	75.0
Total	**96**	**100.0**

The data from the above table shows that 75.0% of the respondents are married while 25.0% respondents are single.

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Table IV: Distribution of Respondents by Institution

Items	Frequency	Percent
Yaba Technology	30	31.3
Fed. Polytechnic Ilaro	23	24.0
Fed. Poly Ile-Oluji	9	9.4
Fed. Poly Ado-Ekiti	17	17.7
Fed. Poly Ede	17	17.7
Total	**96**	**100.0**

The above result indicates that 31.3% of the respondents are from Yaba Technology, 24.0% are from Federal Polytechnic Ilaro, 17.7% are from Federal Polytechnic Ado-Ekiti and Federal Polytechnic Ede respectively while 9.4% are from Federal Polytechnic Ile-Oluji.

Table V: Distribution of Respondents by Qualification

Items	Frequency	Percent
ND	14	14.6
HND	19	19.8
BSc	37	38.5
MSc	25	26.0
PhD	1	1.0
Total	**96**	**100.0**

The above table shows the academic qualification of respondents. The result reveals that 38.5% of the respondents are Bachelor degree holders, 26.0% are Masters' degree holders,19.8% are HND holders,14.6% are holders of National Diploma (ND) while 1.0% are PhD holders. This shows that majority of the respondents are suitable to provide accurate responses to the questionnaires.

Section B: Digital Skills of Library Staff

No	Items	VH	H	M	L	TOTAL	XW
1	Sending and Receiving Emails	2 8	9 27	11 22	74 74	96 131	0.7
2	Uploading documents to online platforms	0 0	6 18	29 58	61 61	96 137	0.7
3	Skills in using different social media	2 8	9 27	30 60	55 55	96 150	0.6
4	Ability to access open-source software	2 8	15 45	34 68	45 45	96 166	0.6
5	Skills in information retrieval techniques	2 8	26 78	40 80	28 28	96 194	0.4
6	Installing printer scanner and computer systems	3 12	41 123	27 54	25 25	96 214	0.4
7	Proficient in all Microsoft office applications	2 8	40 120	30 60	24 24	96 212	0.4
8	File management/operating system navigation skills	3 12	41 123	27 54	25 25	96 214	0.4
9	CD ROM/DVD search skills	2 8	40 120	30 60	24 24	96 212	0.4
10	Creating online instructional materials skills	3 12	39 117	35 70	19 19	96 218	0.4

Table VI: Level of Digital Skills Possessed by Library Staff

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Respondents are secondary school certificate holders, 35.2% are graduates of tertiary institutions while 28.3% are primary school certificate holders. This shows that majority of the respondents are suitable to provide accurate responses to the questionnaires.

Section B: Digital Skills of Library Staff

TW = Total Weight

XW = Mean of Weighted Scores

Criterion Mean = $\frac{VH\ (4) + H\ (3) + M\ (2) + L\ (1)}{4}$

$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$

Weighted Mean $= \frac{\sum XW}{N} = \frac{5}{10} = 0.5$

DECISION RULE

We reject if weighted mean is greater than (>) criterion mean and accept if criterion mean is greater than (>) weighted mean. Criterion mean is (x) = 2.5. Mean (x) of weighted mean = 0.5

Since the weighted mean 0.5 is lesser than (<) the criterion mean 2.5, the level of digital skills possessed by library staff of: Sending and receiving e-mails (0.7), Uploading documents to online platforms (0.7), Skills in using different social media (0.6), Ability to access open-source software (0.6), Skills in information retrieval techniques (0.4), Installing printer scanner and computer systems (0.4), Proficient in all Microsoft Office applications (0.4), File management/operating system navigation skills (0.4), CD ROM/DVD search skills (0.4) and Creating online instructional material skills (0.4) are positive. Hence, we cannot reject the null hypothesis which states that there is no significant difference between digital skill and technology acceptance of library staff in federal polytechnic libraries in South-West, Nigeria. This result buttressed the study of Baro et al. (2019) results which affirmed that librarians working in academic libraries in Africa possess a high level of digital literacy skills. Librarians indicated that DSs such as database search skills, uploading documents to online platforms, using different social media, sending and receiving emails skill, digital library development skills, applying new technologies into library services, and the ability to create different file formats and ability to use open-source software is very high.

Table VII: Digital Skills Possessed by Library Staff to Help in Service Delivery

No	Items	SA	A	SD	D	TOTAL	RII	Ranking
1.	Photocopying service	41 164	53 159	1 1	1 1	96 325	1.1815	5TH
2.	Current awareness service	25 100	60 180	3 6	8 8	96 294	1.3061	1ST
3.	Loan services	50 200	37 111	2 4	7 7	96 322	1.1925	4TH
4.	Online information search service	44 176	49 147	1 2	2 2	96 327	1.1743	6TH
5.	User education service	67 268	28 84	0 0	1 1	96 353	1.0878	8TH
6.	Bindery service	71 284	21 63	2 4	2 2	96 353	1.0878	8TH
7.	Audio-visual service	72 288	21 63	2 4	1 1	96 356	1.0786	9TH
8.	Translation & interpreting service	71 284	20 60	2 4	3 3	96 351	1.0940	7TH
9.	Reference service	32 128	55 165	3 6	6 6	96 305	1.2590	2ND
10.	Inter-library loan service	35 140	53 159	2 4	6 6	96 309	1.2427	3RD

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Relative Important Index

$$RII = \frac{\sum W}{A \times N}$$

$$X = \frac{4n4+3n3+2n2+1n1}{4N}$$

Where

RII =is the relative important index

W =is the weight given to each factor by respondent from 1, 2, 3, and 4 for Disagree, Strongly Disagree, Agree, Strongly Agree

The table above shows the comparison of Relative Importance Index (RII) and ranking for need for digital skills possessed by library staff which help in service delivery. "Current awareness service" has a very high relative important index of 1.3714 and therefore ranked first, "Reference service" ranked high with an important index of 1.2590 hence ranked second, "Inter-library loan service" has a relative important index of 1.2427 thus ranked third. The least service that can be delivered by library staff who possess digital skills is "Audio-Visual service with RII of 1.0786. Consequently, the study revealed that respondents give preference to Current awareness service. The result of finding corroborates the finding of Gui and Argentin (2011) who suggested that individuals need to possess digital skills in order to be digitally competent. These skills include knowledge of the basic principles of computing devices; skills in using computer networks; the ability to engage in online communities (virtual communities) and social networks; the ability to find, capture, and evaluate information; and also possess critical thinking skills.

Table VIII: Degree of Technology Acceptance by Library Staff

No	Items	VH	H	M	L	Total	XW
1.	I use new technology as soon as it is available	63 252	19 57	13 26	1 1	96 336	0.2
2.	New technology contributes to improving the work environment in the library	59 236	33 99	4 8	0 0	96 343	0.2
3.	I am disappointed that I cannot use modern technology	16 64	13 39	18 36	49 49	96 188	0.5
4.	The use of technology contributes to improving the image of the library profession	44 176	43 129	8 16	1 1	96 322	0.2
5.	New library technologies are easy to learn and use	30 120	54 162	10 20	2 2	96 304	0.3
6.	Keeping pace with technological developments in the library is necessary to develop library services	43 172	40 120	13 26	0 0	96 318	0.3
7.	I suggest to my officers' new technologies when I know about them	38 152	42 126	14 28	2 2	96 308	0.3
8.	I encourage the library management to adopt new technology	46 184	44 132	5 10	1 1	96 327	0.2
9.	I feel happy when using new technology	40 160	47 141	7 14	2 2	96 317	0.3
10.	I can develop my digital skills to match technology needs	29 116	57 171	7 14	3 3	96 304	0.3
11.	The use of new technology leads to employee confusion	22 88	41 123	13 26	20 20	96 257	0.3
12.	I convince my directors that new	20	42	16	18	96	0.3

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	technology was not necessary for fear that I could not use it	80	126	32	18	256	

The degree of technology acceptance by library staff is shown in the table above. According to the table, it was revealed that all items identified as degree of technology acceptance is low which is negative and therefore should be rejected. This is in consideration of the fact that all responses are below the criterion mean of 2.5. The result is consistent with that ofBatool and Ameen (2010) who conducted a study on librarians at Punjab University, Pakistanand observed that while all librarians had word processing skills, the lack of coverage in the curriculum, lack of updated courses and lack of training workshops were major constraints in learning technology.

Table IX: Challenges Encountered while Acquiring Digital Skills

No	Items	SA	A	SD	D	Total	RII	Ranking
1.	Lack of funds allocated to support library professional training	28 112	26 78	21 42	21 21	96 253	1.5177	1ST
2.	Non-attendance of training workshops/seminars	65 260	19 57	5 10	7 7	96 334	1.1497	8TH
3.	Poor physical facilities	40 160	43 129	7 14	6 6	96 309	1.2427	5TH
4.	Lack of time	79 316	15 45	0 0	2 2	96 363	1.0578	9TH
5.	Shortage of skilled ICT manpower	33 132	52 156	9 18	2 2	96 308	1.2467	4TH
6.	Poor quality of LIS courses taught	32 128	47 141	13 26	4 4	96 299	1.2842	2ND
7.	Irregular of stable internet connectivity	52 208	37 111	4 8	3 3	96 330	1.1636	7TH
8.	Inadequate technological infrastructures	44 176	47 141	3 6	2 2	96 325	1.1815	6TH
9.	Digital skills training is expensive	34 136	51 153	8 16	3 3	96 308	1.2467	4TH
10.	Administrators' resistance to the introduction of technology	26 104	57 171	9 27	4 4	96 306	1.2549	3RD

Table VII presents the relative important index of the challenges encountered while acquiring digital skills. The table shows that "Lack of funds allocated to support library professional training" has a very high relative important index of 1.5177 and therefore ranked first. "Poor quality of LIS courses taught" also ranked high with a relative important index of 1.2842 thus ranked second. Moreover, "Administrators' resistance to the introduction of technology" has a relative important of 1.2549 hence ranked third, while "Lack of time" with a relative important index of 1.0578 ranked ninth.The finding is in line with the findings of the study by Mansour (2017) identified lack of funds, training, physical facilities, connection to the internet, subscribing to e-databases, lack of time and SVU library system regulations as some of the challenges affecting the library and information professionals' acquisition of digital literacy skills and related competencies.

IV. CONCLUSION AND RECOMMENDATION

The library staff sampled are aware of digital skills that can be used to provide library and information service to patrons. Database search skill is the foremost possessed skill and being trained by other skilled library professional is the main means through library staff acquire digital skills. Current awareness service is the most digital skill that can be used to provide library service to users while insufficient of fund as well as poor LIS course taught are the challenges encountered in acquiring digital skills on technology acceptance. The study therefore recommends the following:

1. The federal government should make available sufficient funds to support library professional training.
2. LIS curriculum should be periodically reviewed so as to incorporate trends in the field of librarianship.
3. Management of federal polytechnic libraries should provide necessary support and assistance to the use and practice of digital technologies.
4. Library management should ensure regular training and retraining of library staff in the acquisition of digital skills.
5. Library staff should be open-minded towards personal development.

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