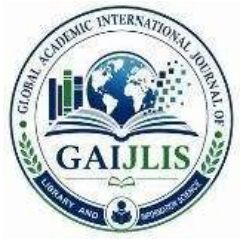
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IMPACT OF LIBRARY SERVICES AND ICT SKILLS ON ACADEMIC STAFF PRODUCTIVITY IN PUBLIC UNIVERSITIES IN BENUE STATE, NIGERIA

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Abstract

This study investigated the impact of library services and ICT skills on academic staff productivity in public universities in Benue State, Nigeria. Guided by five research questions and three hypotheses and anchored on Rogers' (2003) Diffusion of Innovations Theory, the study adopted a descriptive survey design. The population comprised 1,723 academic staff from three public universities: Federal University of Health Sciences, Otukpo; Joseph Sarwuan Tarka University, Makurdi; and Benue State University, Makurdi. A sample of 733 was determined using Krejcie and Morgan (1970) via multi-stage sampling (purposive, stratified, and proportionate random). Of these, 728 questionnaires (99.3%) were returned and usable. Data were collected with the Library Services and ICT Skills on Academic Productivity Questionnaire (LSICTAP-Q), validated by experts and reliability-tested via Cronbach's Alpha. Descriptive statistics (mean, SD) answered research questions, while Pearson correlation and simple linear regression tested hypotheses at 0.05 significance. Findings showed that library services were available (grand mean = 3.75) and staff possessed satisfactory ICT skills (grand mean = 3.84). There were significant positive relationships between library services and productivity ($r = 0.681$, $p < 0.05$) and between ICT skills and productivity ($r = 0.724$, $p < 0.05$). Challenges in using library and ICT tools had a significant negative influence on productivity ($R^2 = 0.420$, $\beta = -0.648$, $p < 0.05$). The study concludes that quality library services and ICT competence are critical for productivity and recommends improved resources, enhanced ICT infrastructure, regular training, and increased funding.

***Keywords**: Library services, ICT skills, academic staff productivity, public universities, Benue State, Nigeria*

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Introduction

Academic staff productivity, comprising the twin responsibilities of teaching and research, occupies a central position in the assessment of institutional academic quality in tertiary education (Igbojekwe, Ugo-Okoro & Agbonye, 2015). Teaching efficiency is measured by how well academic staff prepare and deliver lectures, evaluate students through coursework and examinations, and submit results for assessment, while research output is measured by the extent to which staff conduct investigations, present and disseminate findings at conferences and in journals, and supervise student research projects (Agbionu, Anyalor & Nwali, 2018). The present study centres specifically on these teaching and research dimensions of academic staff job productivity.

University libraries serve as essential centres for the acquisition, organisation, and dissemination of knowledge, while ICT skills enable academic staff to efficiently access, evaluate, and apply digital resources in the discharge of their teaching, research, and administrative duties. Effective library services, including digital collections, online reference services, and Open Educational Resources (OERs), alongside ICT competence in the use of tools such as data analysis software, e-learning platforms, and online collaboration tools, are understood to enhance the capacity of academic staff to meet these demands (Okiy, 2010; David-West, 2022; UNESCO, 2018).

Despite the recognised importance of libraries and ICT skills to academic productivity, challenges such as limited digital infrastructure, inadequate training, and inconsistent resource availability may hinder optimal utilisation among academic staff, with corresponding implications for their job productivity. It is against this background that the present study was conceived, focusing specifically on public universities in Benue State, Nigeria.

Statement of the Problem

Academic staff in public universities are expected to deliver high-quality teaching, conduct impactful research, and contribute to institutional development. However, in Benue State, many institutions face challenges related to limited access to up-to-date library resources and inadequate ICT infrastructure. These limitations often hinder academic staff from effectively sourcing, evaluating, and applying information in teaching and research. Additionally, some staff members lack sufficient ICT skills to fully leverage digital tools and e-resources, reducing productivity and limiting innovation in pedagogical practices. Without strategic investment in library services and ICT skill development, the potential for academic staff

to achieve optimal performance in teaching, research, and information management remains constrained. This study therefore investigated the extent of this problem and the relationships among library services, ICT skills, and academic staff productivity in public universities in Benue State.

Research Questions

The study was guided by the following research questions:

1- What are the available library services for academic staff in public universities in Benue State?
2- What are the types of ICT skills possessed by academic staff in public universities in Benue State?
3- What is the relationship between availability of library services and productivity of academic staff in public universities in Benue State?
4- What is the relationship between ICT skills and productivity of academic staff in public universities in Benue State?
5- What are the major challenges limiting effective use of library services and ICT tools among academic staff in public universities in Benue State?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

1- H_{01}: There is no significant relationship between availability of library services and the productivity of academic staff in public universities in Benue State.
2- H_{02}: There is no significant relationship between ICT skills and productivity of academic staff in public universities in Benue State.
3- H_{03}: The influence of challenges to the use of library services and ICT tools on the productivity of academic staff in public universities in Benue State is not significant.

Literature Review

Conceptual Review

Library services encompass a range of activities aimed at facilitating access to information, supporting research, and enhancing teaching effectiveness in educational institutions. These services include physical and digital collections, reference and information retrieval services, interlibrary loans, digital repositories, and access to Open Educational Resources (OERs) (Okiy, 2010; David-West, 2022). ICT skills refer to the ability to use digital tools, such as word processing software, data analysis programs, e-learning platforms, and online collaboration tools, to locate, evaluate, create, and communicate information effectively (UNESCO, 2018). In the context

of tertiary education, the interplay of library services and ICT skills is critical for academic staff to perform research, deliver quality instruction, and manage information efficiently.

Library Services in Tertiary Institutions

Effective library services are central to academic productivity. Studies have shown that well-resourced libraries with both print and digital materials significantly enhance teaching and research output among academic staff (Adeyanju & Olatunji, 2021; Ede & Shendam, 2025). Digital library services, including online databases and e-journals, allow staff to access global knowledge, collaborate internationally, and stay current with advancements in their fields. In Nigeria, however, limited library infrastructure and outdated collections often constrain academic staff from fully utilising available resources (Abubakar, 2021).

ICT Skills and Academic Productivity

ICT competence is essential for academic staff to efficiently access, manage, and disseminate information. Research indicates that lecturers with higher ICT skills are better equipped to use e-learning platforms, conduct data analysis, and engage in collaborative research (Olatokun, 2022; Ogunbodede, 2023). ICT skills also enable staff to integrate technology into pedagogy, enhance student engagement, and innovate in curriculum delivery. Despite the benefits, many academic staff in Nigeria face challenges such as limited training, inadequate technical support, and poor internet connectivity, which impede the effective use of ICT in academic work (David-West, 2022).

Library Services, ICT Skills, and Academic Productivity

The integration of library services and ICT skills directly influences academic staff productivity in teaching, research, and information management. Staff who can navigate digital libraries and apply ICT tools in research and teaching demonstrate higher productivity, improved pedagogical practices, and enhanced research output (David-West, 2022; Olatokun, 2022). Conversely, inadequate services and low ICT proficiency constrain innovation, reduce efficiency, and limit the adoption of contemporary teaching methods. Empirical studies in Nigerian tertiary institutions show that ICT competence amplifies the benefits of library services, suggesting that these two factors are critical in improving academic outcomes (Abubakar, 2021).

Challenges in Library Services and ICT Utilisation

Despite their importance, library services and ICT utilisation face several challenges in Nigerian tertiary institutions. These include

digital divides, lack of continuous professional development, resistance to technology adoption, insufficient funding, and outdated policies (Ogunbodede, 2023; Ede & Shendam, 2025). Such challenges limit the potential of academic staff to leverage library resources and ICT tools fully, thereby affecting research productivity, instructional quality, and overall institutional development.

Theoretical Framework

This study was anchored on the Diffusion of Innovations Theory (Rogers, 2003), which explains how new technologies, practices, or ideas spread within a social system. The adoption of ICT skills and the effective utilisation of library services by academic staff depend on their awareness, perceived usefulness, access to resources, and institutional support. The theory emphasises that even well-resourced libraries and modern ICT tools may fail to improve academic performance if staff are unaware of their benefits or lack the skills to use them. Thus, both access to information and ICT competence are essential for promoting instructional innovation and research excellence in tertiary institutions. Applied to this study, the Diffusion of Innovations Theory provided the explanatory basis for examining how the availability of library services and the possession of ICT skills among academic staff in Benue State's public universities translate, or fail to translate, into measurable improvements in teaching and research productivity.

Empirical Review

A growing body of literature has examined the relationship between library services, ICT skills, and academic productivity across Nigerian tertiary institutions. Adeyanju and Olatunji (2021) found that well-resourced libraries, combining adequate print and digital collections, significantly enhanced teaching and research output among academic staff, while Abubakar (2021) observed that outdated collections and limited library infrastructure constrained productivity even where staff were otherwise motivated to engage in research. Olatokun (2022) and Ogunbodede (2023) similarly found that academic staff with higher ICT proficiency were better able to use e-learning platforms and engage in collaborative, technology-mediated research, although both studies identified inadequate training and poor connectivity as persistent constraints. Baro and Zuokemefa (2011), in a survey of 36 Nigerian university libraries, found considerable variation in the availability and quality of information literacy programmes designed to build the very competencies that connect library service use to academic productivity, underscoring the need for context-specific investigation such as the present study undertook in Benue State.

Methodology

The study adopted a descriptive survey design and was conducted in three public universities in Benue State: FUHSO, Otukpo (177), JOSEPH SARWUAN TARKA UNIVERSITY, Makurdi (834), and Benue State University, Makurdi (712), with a total population of 1,723 academic staff. A sample of 733 was determined using Krejcie and Morgan (1970) and proportionately allocated as 118, 367, and 248 respectively. A multi-stage sampling technique involving purposive selection of universities, stratification by faculty/department, and proportionate random selection was used. Data were collected with the Library Services and ICT Skills on Academic Productivity Questionnaire (LSICTAP-Q) on a 5-point Likert scale, with 728 copies (99.3%) returned and usable. Data were analysed using SPSS with descriptive statistics (frequency, percentage, mean, standard deviation) and inferential statistics (Pearson correlation and linear regression) at 0.05 significance level.

Results

Research Question One: What are the available library services for academic staff in public universities in Benue State?

Table 1: Frequency, Percentage, Mean and Standard Deviation on the Availability of Library Services (N = 728)

Item	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD	Decision
Adequate access to current textbooks relevant to my discipline	33.2	39.4	11.3	10.0	6.1	3.84	1.10	Agree
Access to both print and electronic scholarly journals	35.4	40.0	9.6	9.5	5.5	3.91	1.06	Agree
Online academic databases available through the library	30.4	37.9	12.8	12.0	7.0	3.72	1.17	Agree
Reliable internet and digital information services supporting teaching and research	27.1	36.8	14.4	13.3	8.4	3.61	1.23	Agree
Reference and research support services	29.4	39.0	13.2	11.3	7.1	3.72	1.16	Agree
Institutional repository and access to theses/dissertations	27.6	38.3	13.9	12.2	8.0	3.65	1.20	Agree

Timely assistance and user support from library staff	31.5	39.3	11.8	10.9	6.6	3.78	1.13	Agree
Grand Mean / Average SD						3.75	1.15	Agree

Table 1 shows that library services are generally available in public universities in Benue State, with a grand mean of 3.75 (SD = 1.15). Respondents affirmed availability of print and electronic journals (M = 3.91), current textbooks (M = 3.84), library staff assistance (M = 3.78), online databases and reference services (M = 3.72 each), institutional repositories (M = 3.65), and internet/digital services (M = 3.61), indicating that libraries provide essential support for teaching, learning, and research.

Research Question Two: What are the types of ICT skills possessed by academic staff in public universities in Benue State?

Table 2: Frequency, Percentage, Mean and Standard Deviation on the ICT Skills Possessed by Academic Staff (N = 728)

Item	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD	Decision
Proficient in Microsoft Word for teaching/research documents	39.3	40.5	8.0	7.6	4.7	4.02	1.00	Agree
Effective use of Microsoft Excel for data management/analysis	34.1	38.7	11.3	10.0	5.9	3.84	1.09	Agree
Effective use of PowerPoint for classroom instruction/presentations	35.9	39.7	9.8	9.3	5.4	3.91	1.04	Agree
Can efficiently search and retrieve information from online databases	31.9	39.3	12.0	10.9	6.0	3.80	1.10	Agree
Can use reference management software in research	26.6	36.1	14.3	14.0	8.9	3.58	1.24	Agree
Can use virtual learning and communication platforms effectively	33.9	40.0	10.4	9.8	5.9	3.86	1.08	Agree
Possess adequate ICT skills for teaching, research, and	32.8	40.8	10.6	10.0	5.8	3.85	1.07	Agree

administration			
Grand Mean / Average SD	3.84	1.09	Agree

Table 2 indicates that academic staff in Benue State public universities possess satisfactory ICT skills for teaching and research, with a grand mean of 3.84 (SD = 1.09). They showed high proficiency in Microsoft Word (M = 4.02), PowerPoint (M = 3.91), virtual platforms like Zoom/Teams (M = 3.86), and overall ICT competence for academic duties (M = 3.85). Skills in Excel (M = 3.84) and online database searching (M = 3.80) were also affirmed, while reference management software such as Zotero/Mendeley (M = 3.58) had the lowest, though still agreed-upon, mean score.

Research Question Three and Hypothesis One: Library Services and Academic Staff Productivity

Table 3: Pearson Product Moment Correlation between Availability of Library Services and Academic Staff Productivity

Variable	N	Mean	SD	r	p-value	Decision
Library Services	728	3.75	0.68			
Academic Staff Productivity	728	3.82	0.64	0.681	0.000	Significant — Reject H_{01}

Table 3 presents the Pearson Product Moment Correlation analysis of the relationship between the availability of library services and the productivity of academic staff in public universities in Benue State. The result indicates a strong positive relationship between the two variables ($r = 0.681$, $p < 0.05$). Since the p-value (0.000) is less than the 0.05 level of significance, the relationship is statistically significant, and the null hypothesis (H_{01}) was therefore rejected. This implies that increased availability of library services is associated with higher academic staff productivity. The finding suggests that the availability of quality library resources and services contributes positively to teaching effectiveness, research output, publication, and other academic responsibilities of staff in public universities in Benue State.

Research Question Four and Hypothesis Two: ICT Skills and Academic Staff Productivity

Table 4: Pearson Product Moment Correlation between ICT Skills and Academic Staff Productivity

Variable	N	Mean	SD	r	p-value	Decision
ICT Skills	728	3.84	0.65			
Academic Staff Productivity	728	3.82	0.64	0.724	0.000	Significant — Reject H_{02}

Table 4 presents the Pearson Product Moment Correlation analysis of the relationship between ICT skills and the productivity of academic staff in public universities in Benue State. The analysis revealed a strong positive relationship between ICT skills and academic staff productivity ($r = 0.724$, $p < 0.05$). This indicates that academic staff with higher levels of ICT skills tend to exhibit higher productivity in teaching, research, publication, student supervision, and other academic responsibilities. Since the p-value of 0.000 is less than the 0.05 level of significance, the relationship is statistically significant, and the null hypothesis (H_{02}) was therefore rejected. This finding suggests that ICT competence plays a vital role in enhancing the productivity of academic staff in public universities in Benue State.

Research Question Five: Challenges Limiting Effective Use of Library Services and ICT Tools

Table 5: Frequency, Percentage, Mean and Standard Deviation on the Challenges Limiting Effective Use of Library Services and ICT Tools (N = 728)

Item	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean	SD	Decision
Inadequate internet connectivity limits use of electronic resources/ICT tools	38.2	39.3	8.8	8.4	5.4	3.97	1.04	Agree
Frequent power outages affect use of library services/ICT facilities	41.8	38.2	7.3	7.6	5.2	4.04	1.02	Agree
Limited access to subscription-based electronic databases	33.9	39.7	10.4	9.9	6.0	3.84	1.09	Agree
Inadequate ICT infrastructure (computers, internet, software)	32.8	40.1	10.9	10.0	6.2	3.83	1.10	Agree
Insufficient training on emerging ICT tools	30.4	39.3	12.6	11.3	6.5	3.76	1.14	Agree
Inadequate funding affects provision of quality library/ICT services	36.8	39.4	9.6	8.5	5.6	3.93	1.06	Agree
Poor institutional support and maintenance of ICT facilities	34.5	40.0	10.2	9.5	5.9	3.88	1.08	Agree
Grand Mean / Average SD						3.89	1.08	Agree

Table 5 shows that significant challenges limit the effective use of library services and ICT tools, with a grand mean of 3.89 (SD = 1.08). Major constraints include frequent power outages (M = 4.04), inadequate internet connectivity (M = 3.97), inadequate funding (M = 3.93), poor maintenance of ICT facilities (M = 3.88), limited access to subscription-based databases (M = 3.84), inadequate ICT infrastructure (M = 3.83), and insufficient training on emerging ICT tools (M

= 3.76), all of which adversely affect teaching and research productivity.

Hypothesis Three: Influence of Challenges on Academic Staff Productivity

Table 6: Simple Linear Regression Model Summary for the Influence of Challenges to the Use of Library Services and ICT Tools on Academic Staff Productivity

Model	R	R^2	Adjusted R^2	Std. Error of Estimate	F	df	Sig.
1	0.648	0.420	0.419	0.487	525.674	1, 726	0.000

Table 6b: Standardized Regression Coefficient Challenges Predicting Academic Staff Productivity

Predictor	Standardized Beta (β)	t	Sig.	Decision
Challenges to Library/ICT Use	−0.648	−22.93	0.000	Significant Reject H_{03}

Tables 6 and 6b reveal a significant negative influence of challenges to library and ICT use on academic staff productivity ($F(1,726) = 525.674$, $p = 0.000$, $R^2 = 0.420$, $\beta = -0.648$, $p < 0.05$). The challenges explain 42% of the variation in productivity. Hence, H_{03} was rejected, indicating that issues such as poor internet, power failure, limited database access, inadequate infrastructure, funding, and institutional support significantly reduce productivity

.

Table 7: Summary of Hypothesis Testing

Hypothesis	Statistical Test	Value	p-value	Decision
H_{01}: Library services and productivity	Pearson r	0.681	0.000	Rejected
H_{02}: ICT skills and productivity	Pearson r	0.724	0.000	Rejected
H_{03}: Challenges and productivity	Regression (β)	−0.648	0.000	Rejected

Discussion of Findings

Availability of Library Services for Academic Staff

The findings of the study revealed that academic staff in public universities in Benue State generally agreed that a wide range of library services are available in their respective institutions. These services include access to current textbooks, print and electronic scholarly journals, online academic databases, internet and digital information services, reference and research support services, institutional repository services, and user support provided by library personnel. The overall grand mean indicated that respondents perceived the availability of these services as satisfactory. This finding is consistent with Omeluzor, Bamidele, Oyovwe-Tinuoye, and Amadi (2022), who reported that university libraries in Nigeria have expanded access to electronic information resources and digital library services, thereby improving information accessibility for academic staff. Similarly, Aina and Mooko (2023) found that the availability of comprehensive library services significantly supports teaching, research, and publication activities in higher education institutions.

ICT Skills Possessed by Academic Staff

The findings showed that academic staff in public universities in Benue State possess a satisfactory level of ICT skills required for effective teaching, research, and administrative responsibilities. Respondents indicated competence in the use of Microsoft Word, Microsoft Excel, PowerPoint, online academic databases, virtual communication platforms, and other digital technologies used in higher education. This demonstrates that academic staff have increasingly embraced digital technologies due to the growing integration of ICT into university teaching, research, and administration. The result agrees with Afolabi and Yusuf (2023), who found that university lecturers in Nigeria possessed moderate to high ICT competencies, particularly in word processing, internet searching, presentation software, and online communication tools. Likewise, Eze, Okeke, and Nwosu (2024) reported that ICT competence among university academic staff significantly enhanced research efficiency, instructional delivery, and collaboration.

Relationship between Library Services and Academic Staff Productivity

The findings revealed a statistically significant positive relationship between the availability of library services and academic staff productivity, indicating that access to quality library resources and services enables academic staff to obtain current information, prepare lecture materials, conduct quality research, publish scholarly

articles, supervise students effectively, and participate actively in academic activities. This finding supports Popoola and Haliso (2021), who reported that library information resources and services significantly influence research productivity among university lecturers in Nigeria, and Nwalo and Anasi (2023), who found that effective library services positively affect publication output, teaching quality, and research collaboration among academic staff. The positive relationship observed in this study reinforces the strategic role of university libraries as knowledge centres that facilitate academic excellence through the provision of quality information resources and professional support services.

Relationship between ICT Skills and Academic Staff Productivity

The study established a statistically significant positive relationship between ICT skills and academic staff productivity, indicating that lecturers with higher ICT competence tend to demonstrate higher productivity in teaching, research, publication, student supervision, and academic communication. This finding agrees with Adebayo and Adedokun (2023), who found that ICT competency significantly improves lecturers' instructional effectiveness and research productivity in Nigerian universities, and with Babalola, Bello, and Adeoye (2024), who reported that lecturers with higher ICT proficiency recorded greater research output and publication productivity than their counterparts with limited digital skills. The result also corroborates Alabi and Lawal (2022), who observed that ICT competence enhances communication, collaboration, information retrieval, and knowledge creation among university lecturers, thereby contributing significantly to institutional productivity.

Challenges Limiting the Effective Use of Library Services and ICT Tools

The findings revealed that inadequate internet connectivity, erratic power supply, limited access to subscription-based electronic databases, inadequate ICT infrastructure, insufficient ICT training, inadequate funding, and poor institutional support constitute the major challenges limiting the effective use of library services and ICT tools among academic staff. These findings are consistent with Adetunla and Aina (2023), who identified poor internet connectivity, inadequate ICT infrastructure, and unstable electricity supply as major barriers to ICT utilisation in Nigerian universities, and with Ubogu and Okiy (2022), who reported that inadequate funding and poor maintenance of ICT facilities significantly affect the delivery of library services in public universities. The significant negative influence of these challenges on

academic productivity, as established by the regression analysis, underscores the importance of improving ICT infrastructure, expanding access to electronic resources, strengthening institutional support, and investing in continuous staff training. Addressing these challenges would enhance the utilisation of library services and ICT tools, ultimately improving the productivity of academic staff in public universities in Benue State.

Synthesis: Findings in Light of the Diffusion of Innovations Theory

Taken together, these findings align closely with the Diffusion of Innovations Theory (Rogers, 2003) adopted in Section 2.6. The theory holds that the mere presence of an innovation in this case, library services and ICT tools is insufficient to generate improved outcomes unless potential adopters are aware of it, perceive it as useful, and possess the skills and institutional support needed to use it effectively. This study's findings are consistent with that proposition in two respects. First, where library services and ICT skills were both rated favourably by respondents (grand means of 3.75 and 3.84, respectively), academic staff productivity showed strong positive correlations with both ($r = 0.681$ and $r = 0.724$), suggesting that awareness and capability translate into productive use once resources are genuinely available. Second, the significant negative influence of structural challenges power supply, connectivity, funding, and training on productivity ($\beta = -0.648$) demonstrates that even reasonably well-perceived library services and ICT competence cannot fully translate into productivity gains where the surrounding infrastructural and institutional conditions for diffusion are weak. This reinforces Rogers' emphasis on the wider social and institutional system as a determinant of whether an innovation's potential benefits are actually realised, and suggests that interventions in Benue State's public universities should address infrastructural and institutional constraints alongside, rather than instead of, continued investment in library resources and staff ICT training.

Conclusion

This study examined the impact of library services and ICT skills on the productivity of academic staff in public universities in Benue State, Nigeria. The findings revealed that essential library services are available and that academic staff possess satisfactory ICT skills necessary for teaching, research, and other academic responsibilities. The study further established that both the availability of library services and ICT skills have significant positive relationships with academic staff productivity, while challenges such as inadequate internet connectivity,

poor power supply, limited access to electronic resources, inadequate ICT infrastructure, and insufficient funding negatively influence productivity. The study therefore concludes that improving library services, strengthening ICT infrastructure, and enhancing the ICT competencies of academic staff are crucial for increasing productivity in public universities in Benue State.

Based on findings, it is recommended that:

1. University managements strengthen library services with current print/electronic resources, database subscriptions, and expanded repositories;
2. Libraries improve internet, digital facilities, and user support;
3. Administrations organize regular ICT training on advanced research and reference management tools;
4. Government increase funding for library and ICT infrastructure;
5. Academic staff pursue continuous self-development in ICT; and
6. Universities enforce policies for effective integration of library and ICT tools with sustained technical support

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