

ICT Proficiency of LIS Professionals: A Case Study of Tangaza University College Librarians in Kenya

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Background of the study

Considerable uptake of ICT in academic library- full or partial automation

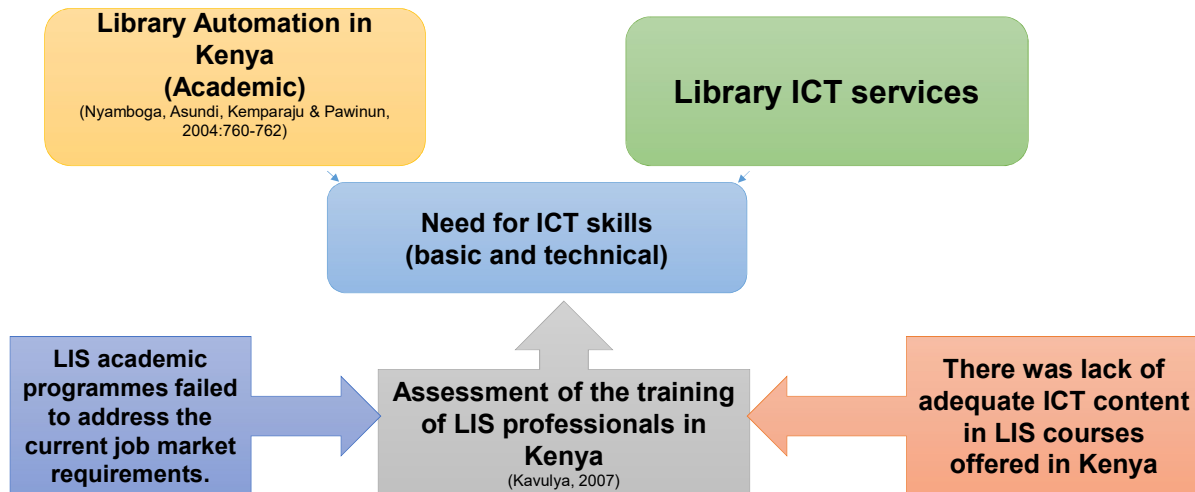
Commission for University Education in Kenya (Standards and guidelines 2014) on ICT

2015-2020 strategic plan which outlines the use of ICT as one of its main goals

<<Smart library- smarter librarians = 4th Industrial revolution>>



Statement of the problem



Research objectives

- ❖ ICT competency level of librarians
- ❖ ICT skills needed in order to sufficiently meet users' needs
- ❖ ICT related units covered during LIS training
- ❖ Core ICT competencies required by LIS employers according to the job adverts
- ❖ Challenges encountered in acquiring ICT skills



Research Methodology

- Research approach- qualitative
- Research design- single case study method
- Semi-structured interview was used as an instrument of data collection



Findings

Levels of ICT competencies by librarians

The levels of competencies were divided into three:

1. basic ICT skills,
2. web technology competency
3. ICT technical competency.



Level of competence in basic ICT skills

Basic ICT Skills	V. High	High	Low
Basic computing e.g. Word processing	10		
Storing and copying data into primary and secondary storage device	10		
Retrieving documents from storage devices	10		
Presentation skills e.g. use of PowerPoint	8	2	
Statistical skills e.g. SPSS, Excel	3	5	2
Digitization e.g. scanning and uploading	7	3	



Level of competence in web technologies

Web technology Skills	V. High	High	Low
Internet surfing/browsing	10		
Web content creation	1	6	3
Use of search engines (e.g. Google, etc.)	10		
Use of e-mail	10		
Web 2.0 skills e.g. blogging and instant messaging etc.	2	8	
Use of social media platforms and networks (e.g. your level of using Facebook, Twitter, etc.)	8	2	
Use of OPAC	10		
Subject gateway/portals (e.g. your level of using library gateways such as academic information, digital librarian etc.)	4	5	1



Level of competence in technical ICT competency

Technical ICT Skills	V. High	High	Low	V. Low
Software design and integration		2	7	1
Online cataloguing and metadata	2	8		
System installation		1	5	4
Operating systems configuration and use	1		4	5
Information systems development		1	3	6
Use of interface design	2	1	2	5
Minor repairs		3	4	3
Networking			2	8

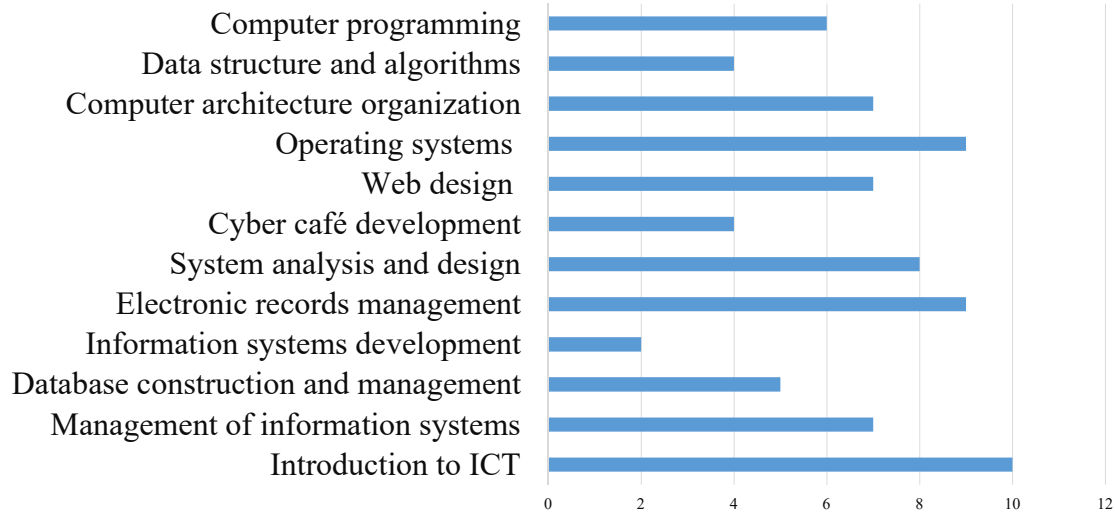


Library duties which need the use of ICT frequently

- Word processing
- Searching the catalogue and circulation of library information materials
- Cataloguing and data entry
- Online search
- User training
- Communication (through email and social media)
- Digitisation (scanning and uploading)



ICT related courses covered during LIS training



Preferred methods of ICT training

Respondents were free to suggest more than one preferred method

- Refresher courses through seminars, workshops, and conferences
- Further study in LIS training
- Free online courses
- On job training



ICT related requirements for the current job position

- Basic computer skills
- Ability to use KOHA library system and specialised computer applications
- Familiarity with the use of information databases and the internet
- Digitisation skills



Challenges encountered in pursuit of acquiring ICT skills

- ❖ Lack of funding
- ❖ Lack of time
- ❖ ICT obsolete
- ❖ Lack of practical lessons
- ❖ Lack of personal interest
- ❖ Lack of training opportunities



Emerging patterns from the study

- Correlation (Private + Public) and ICT skills esp. web technologies and technical skills
- Generally, **Poor performance** in technical ICT competency
- **Lack of practical lessons eg** studied information systems development.
However, no respondent indicated **very high** competence in information systems
- A correlation between ICT requirements for the current job and related ICT courses covered during LIS training- employer looking for basic skills



Emerging patterns from the study- Cont'd

- Due to **lack of funding** in pursuit to acquire ICT skills majority preferred refresher courses through **seminars, workshops and conferences**
- Lack of practical lessons- **covered many ICT related courses** but no competencies- **they lack the technical ICT skills**
- Employers requirements are **too basic and the work environment too** hence **no opportunity to practice what was studied**



Recommendations

- LIS schools and professional associations eg KLA should offer short ICT trainings
- Librarians- **encouraged, motivated and be allowed** to participate in ICT related conference, workshops and seminars
- Sponsorship and study leave- further studies
- Review ILS curricular



Action

- ❖ UNWBUL and KUL secretary- World Bank training and UN Habitat
- ❖ Budget allocation for staff development- HR office
- ❖ Use of our facility to benefit librarians- KOHA and Dspace training



Dankie
Asantesana
Ngiyabonga
Thankyou