ASSESSMENT OF INFORMATION PROFESSIONALS DIGITAL COMPETENCE IN PROMOTING ACCESS TO ELECTRONIC INFORMATION RESOURCES IN ACADEMIC LIBRARIES IN RIVERS STATE, NIGERIA.

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Abstract

This study investigated assessment of Information Professionals' digital competence in promoting access to electronic information resources in Academic libraries in Rivers State, Nigeria. Three research questions and three hypotheses were used for the study. Descriptive research design was used with a population of 50 information professionals in the 3-university institutions in Rivers State. Census sampling technique was used. An 18-item questionnaire titled: Assessment of Information Professionals' Digital Competence in Promoting Access to Electronic Information Resources Questionnaire" (AIPDCPAEIRQ) was used. Cronbach alpha statistics was used to obtain 0.78 reliability. Mean and standard deviation were employed for the analysis of the research, while z-test statistics was used to test the hypotheses. Result revealed that, the digital competences' skills of Information Professionals need in promoting access to electronic information resources are a strong digital literacy/information skill, technical proficiency, sound management skills on preservation of electronic materials and knowledge of best practices in digital asset management. Some challenges were revealed to include technological complexity, lack of access to formal training programmes, resistant to embracing new digital technological tools and lack of financial support etc. Conclusively the effective promotion of access to these resources relies heavily on the digital competence of information professional. The study recommended that Information Professionals should provide user support and training programmes to help patrons navigate electronic resources effectively. This includes offering workshops, tutorials, and one-on-one consultations to teach users how to search, access, and evaluate digital content.

Keywords: Information Professionals, Digital, Information, Academic Library

Introduction

In the digital age, public academic libraries play a crucial role in providing access to electronic information resources to support teaching, learning, and research. The competence of

Information Professionals in navigating and promoting access to these resources is essential for ensuring that users can effectively utilize the wealth of digital materials available. This paper aims to assess Information Professionals' digital competence in public academic libraries and its impact on promoting access to electronic information resources. Assessing Information Professionals' digital competence is essential for evaluating their effectiveness in promoting access to electronic information resources in academic libraries. Their proficiency in managing digital collections, providing user support, teaching information literacy skills, and leveraging technology enhances the accessibility and usability of electronic resources for library users (Lannon & Gregson, 2018)

By ensuring that Information Professionals possess the necessary skills, knowledge, and resources, institutions can enhance user experiences and maximize the benefits of digital information resources for academic communities. Information Professionals' digital competence refers to their ability to effectively navigate, manage, and utilize digital technologies and resources within the context of library services. This includes skills such as proficiency in using digital tools, managing electronic databases, providing user support for electronic resources, and integrating new technologies into library services (Lannon & Gregson, 2018). On the other hand, electronic information resources in academic libraries encompass a wide range of digital materials, including scholarly journals, e-books, databases, digital archives, and multimedia content. These resources are accessed and utilized by library patrons for research, teaching, and learning purposes (Chowdhury & Chowdhury, 2007).

Information Professionals' proficiency in utilizing digital tools, managing online databases, and navigating information technology infrastructure directly influences the accessibility and usability of electronic resources for library users (Corrall, 2017). Notwithstanding, the dynamic nature of digital technologies and information resources presents additional complexities.

Challenges Information Professionals Encounter in the Development of Digital Competences in Promoting Access to Electronic Information Resources

These challenges can range from technological barriers to organizational constraints. Here are some common challenges librarian's encounter:

1. **Technological Complexity:** Rapid advancements in technology and the ever-changing landscape of electronic information resources can make it challenging for Information Professionals to keep pace. Learning new tools, platforms, and software applications requires time and effort (Nicholas & Rowlands, 2008).

2. **Limited Training Opportunities:** Many Information Professionals may lack access to formal training programmes or professional development opportunities focused on digital competences. Without adequate training, Information Professionals may struggle to acquire the necessary skills to effectively promote electronic resources (Corrall, 2017).

3. **Resistance to Change:** Some Information Professionals may be resistant to embracing new technologies and digital tools due to fear of the unknown, reluctance to step out of their comfort zone, or concerns about job security. Overcoming resistance to change requires effective change management strategies. This affect many in developing necessary skills responsible for promoting access to information resources in libraries (De Saulles, 2012).

4. **Resource Constraints:** Academic libraries often face budgetary constraints and limited resources, which can hinder investments in staff training, technological infrastructure, and digital resources. Lack of financial support may impede efforts to develop digital competences among Information Professionals (Brophy & Bawden, 2005).

5. **User Support Demands**: Increased reliance on electronic resources may lead to greater demands for user support and assistance from Information Professionals. Handling user inquiries, troubleshooting access issues, and providing guidance on using digital tools can strain librarian resources (Tenopir, King & Bush, 2004).

6. **Privacy and Security Concerns:** Information Professionals must navigate privacy and security concerns associated with electronic resources, such as protecting user data and ensuring compliance with data protection regulations. Safeguarding sensitive information and maintaining user confidentiality are paramount (Watson, 2012).

Impact of Information Professionals' Digital Competence on Access to Electronic Information Resources

Information Professionals' proficiency in utilizing digital tools, managing online databases, and navigating information technology infrastructure directly influences the accessibility and usability of electronic resources for library users. The various ways this could be facilitating access to electronic information resources in academic libraries as figured by researchers are as follows:

1. **Efficient Resource Management:** Information Professionals with strong digital competence can effectively manage electronic information resources, including cataloguing, indexing, and organizing digital collections. This ensures that resources are readily accessible and searchable for users, enhancing their ability to locate relevant materials (Chowdhury & Chowdhury, 2010).

2. **Enhanced User Support:** Digital competence enables Information Professionals to provide comprehensive user support, assisting patrons in navigating complex databases, troubleshooting technical issues, and utilizing advanced search functionalities. Information Professionals' ability to offer tailored guidance enhances users' experience and promotes effective resource utilization (Corrall, 2017).

3. **Integration of New Technologies:** Information Professionals with digital competence are adept at integrating new technologies and digital tools into library services. They can leverage emerging technologies such as artificial intelligence, data analytics, and virtual reality to enhance access to electronic resources and create innovative user experiences (Lannon & Gregson, 2018).

4. **Effective Information Literacy Instruction:** Information Professionals' digital competence enables them to deliver effective information literacy instruction, teaching users how to critically evaluate electronic resources, cite digital materials ethically, and navigate copyright and licensing issues (Elmborg, 2006).

5. **Promotion of Open Access Resources:** Information Professionals with digital competence play a key role in promoting open access resources and advocating for the adoption of open access publishing models (Tennant, Waldman & Jacques, 2016).

6. **Addressing Accessibility Needs:** Information Professionals can implement accessibility features, provide alternative formats, and advocate for inclusive design practices to enhance accessibility for all users. Without knowledge of accessibility standards and assistive technologies, Information Professionals may overlook the importance of making electronic resources accessible to users (Bull, & Hansen, 2017).

7. **Continuous Improvement and Innovation:** Information Professionals' digital competence fosters a culture of continuous improvement and innovation within academic libraries. Digital incompetence among Information Professionals can result in missed opportunities for collaboration and innovation (Chowdhury & Chowdhury, 2007).

Statement of the Problem

Information Professionals play a pivotal role in facilitating access to these resources, yet their effectiveness in this role is contingent upon their digital competence. There are several pressing challenges and uncertainties surrounding Information Professionals' digital competence in promoting access to electronic information resources in academic libraries. One significant problem is the lack of standardized frameworks and assessment methodologies for evaluating Information Professionals' digital competence specifically in the context of facilitating access

to electronic information resources. Existing assessment approaches often focus on general digital literacy or information literacy skills, overlooking the specialized competencies required for effectively managing electronic resources within the library setting.

Despite the efforts made by library management in ensuring that librarians are digitally literate to navigate through the electronic resources most librarians do not still have the competence. Addressing this problem will not only ensure that Information Professionals are equipped with the necessary skills to promote quality access to electronic information resources to users in academic libraries in Rivers State but also contribute to the overall advancement of library services in the digital age.

Aim and Objectives of the Study

The aim of the study is to investigate the assessment of Information Professionals' digital competence in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria. The specific objectives is to:

1. Examine the digital competences skills that Information Professionals need in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria.
2. Find out the challenges Information Professionals encounter in the development of digital competences in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria.
3. Determine the impact of librarian's digital competence on access to electronic information resources in academic libraries in Rivers State, Nigeria.

Research Questions
1. What are the digital competent skills Information Professionals need in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria?
2. What are the challenges Information Professionals encounter in the development of digital competences in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria?
3. What impact does librarian's digital competence have on access to electronic information resources in academic libraries in Rivers State, Nigeria?

Hypotheses

HO₁: There is no significant difference between the mean scores of information professionals in federal universities and State universities on the digital competence skills Information Professionals need in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria.

HO₂: There is no significant difference between the mean scores of information professionals in federal and State universities on the challenges Information Professionals encounter in the development of digital competences in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria.

HO₃: There is no significant difference between the mean scores of information professionals in federal and State universities on the impact of librarian's digital competence on access to electronic information resources in academic libraries in Rivers State, Nigeria.

Literature Review

The concept of digital competency is the ability to engage with and use digital technology confidently. Adepoju (2020), in his work on supporting academic libraries in the covi-19 era stated that communication skills, information retrieval abilities, design skills, database administration skills and multitasking skills are among the competencies required by the librarians to facilitate students' online education.

In another related study, David-West (2023), also in her work on Digital literacy skills and utilization of online platforms for teaching by LIS educators in universities in Rivers State, stated that digital literacy is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computer.

Information Professionals must possess strong digital literacy skills to effectively navigate electronic information resources, databases, and online catalogues. Additionally, they should demonstrate information literacy skills to assist users in critically evaluating and utilizing digital content (Yang & Wu, 2019).

Information Professionals should be proficient in using library management systems, digital

repositories, and other technological tools to organize and manage electronic resources efficiently. Technical skills are crucial for troubleshooting access issues and ensuring seamless integration of electronic resources into library services (Lin & Lin, 2017).

Information Professionals should be adept at managing digital resources, including cataloguing, organizing, and preserving electronic materials. They should understand metadata standards and best practices for digital asset management (Corrall, 2017).

Information Professionals should provide user support and training programmes to help patrons navigate electronic resources effectively. This includes offering workshops, tutorials, and one-on-one consultations to teach users how to search, access, and evaluate digital content (Chitale & Kharat, 2018).

Information Professionals should engage in continuous professional development activities to stay updated on emerging trends, technologies, and best practices in electronic resource management. Participation in conferences, workshops, and online courses can enhance Information Professionals' digital competence and ensure the effective promotion of electronic information resources (Lin & Lin, (2017).

Technological advancements are an important aspect of how the library and information science sector operates, as advancing technologies and technology-based services affect user expectations for accessing and sharing information resources. (Wagwu, V., Owate, CN. and Oladokun, BD (2024).

Methodology

Descriptive research design was used with a population of fifty (50) information professionals (IPs) in the 3-university institutions in Rivers State. They are University of Port Harcourt (20), Rivers State University (19) and Ignatius Ajuru University of Education (11). Fifty (50) IPs in the 3 universities representing 100% of the population were used as sample respondents. The sampling technique used to achieve this is census sampling. An 18-item questionnaire titled: Assessment of Information Professionals' Digital Competence in Promoting Access to Electronic Information Resources Questionnaire" (ALDCPAEIRQ) was used to get information. Out of the fifty (50) copies administered, only 47 copies were retrieved representing 94% return rate.

The 4- points modified Likert rating scale of Strongly Agree (SA) = 4 points; Agree (A) = 3

points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point) was used as a response guide to the respondents. A reliability coefficient of 0.78 was gotten through Cronbach alpha statistics. Mean and standard deviation were employed to respond to the research questions and z-test statistics was used for testing the hypotheses at 0.05 significance level.

Results and discussion

Research question 1: What are the digital competences skills Information Professionals need in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria?

Table 1: Mean and Standard Deviation Analysis of Information Professionals in Federal and State Universities on the digital competences' skills Information Professionals need in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria.

S/N	Items	Information Professionals in Federal University (17)		Information Professionals in State Universities (30)			
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}_1\overline{X}_2$	Remark
1	Strong digital literacy/information skills to assist users in critically evaluating and utilizing digital content	3.22	1.33	3.72	1.25	3.47	**Agreed**
2	Technical proficiency in using library digital repositories and other technological tools to organize and manage electronic resources efficiently	3.60	1.57	3.46	1.39	3.53	**Agreed**
3	A sound understanding of copyright laws and licensing agreements related to electronic resources to ensure compliance and facilitate legal access for library users.	3.57	1.55	3.49	1.52	3.53	**Agreed**
4	Collaborative ability to promote awareness of electronic information resources and facilitate their integration into the academic curriculum	3.42	1.45	3.38	1.43	3.4	**Agreed**
5	Sound management skills on preservation of electronic materials in their formats	3.32	1.38	3.39	1.43	3.36	**Agreed**
6	Knowledge of best practices in digital asset management	2.91	1.14	2.13	1.19	2.52	**Agreed**
	Average mean/standard deviation	**3.34**	**1.40**	**3.26**	**1.37**		

Table 1 indicated that items number 2 and 3 had the highest mean scores of 3.53 followed by item 1 with 3.47, item 4 with 3.4, item 6 with 3.36 and item 5 with 2.52 respectively. The scores were above 2.50 which is the criterion mean. This simply implies that, the digital competences' skills Information Professionals need in promoting access to electronic information resources in libraries are a strong digital literacy/information skills to assist users in critically evaluating and utilizing digital content, technical proficiency in using library digital repositories and other technological tools to organize and manage electronic resources efficiently, a sound understanding of copyright laws and licensing agreements related to electronic resources to ensure compliance and facilitate legal access for library users, collaborative ability to promote awareness of electronic information resources and facilitate their integration into the academic curriculum.

Research question 2: What are the challenges Information Professionals encounter in the development of digital competences in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria?

Table 2: mean/standard deviation analysis of Information Professionals in Federal University and State Universities on the challenges Information Professionals encounter in the development of digital competences in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria.

S/N	Items	Information Professionals in Federal University (17)		Information Professionals in State Universities (30)			
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}_1\bar{X}_2$	Remark
1	Technological complexity as a result of rapid advancements in technology which makes it challenging for Information Professionals to keep pace	3.22	1.33	3.72	1.25	3.47	**Agreed**
2	Information Professionals lack of access to formal training programmes focused on digital competences due to limited training opportunities	3.60	1.57	3.46	1.39	3.53	**Agreed**
3	Information Professionals resistant to embracing new digital technological tools which affects the development of necessary skills responsible for promoting access to information resources in libraries	2.91	1.14	2.5	1.5	2.71	**Agreed**
4	Information Professionals may feel overwhelmed by the sheer volume of	3.42	1.45	3.38	1.43	3.4	**Agreed**

		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}_1\overline{X}_2$	Remark
	electronic information resources available, making it difficult to curate and promote relevant resources effectively						
5	lack of financial support which impede efforts to develop digital competences among Information Professionals	3.32	1.38	3.39	1.43	3.36	**Agreed**
6	increased reliance on electronic resources which leads to greater demands for user support and assistance from Information Professionals	3.57	1.55	3.49	1.52	3.53	**Agreed**
Average mean/standard deviation		**3.34**	**1.40**	**3.32**	**1.42**		

Table 2 indicated that item number 2 and 6 had the highest mean scores of 3.53 followed by item 1 with 3.47, item 1 with 3.4, item 5 with 3.36 and item 3 with 2.71 respectively. The scores were above 2.50 which is the criterion mean. This simply implies that, the challenges Information Professionals encounter in the development of digital competences in promoting access to electronic information resources in public academic libraries are technological complexity as a result of rapid advancements in technology which makes it challenging for Information Professionals to keep pace, Information Professionals lack of access to formal training programmes, resistant to embracing new digital technological tools they may feel overwhelmed by the sheer volume of electronic information resources available, making it difficult to curate and promote relevant resources effectively, lack of financial support and increased reliance on electronic resources which leads to greater demands for user support and assistance from Information Professionals.

Research question 3: What impact does librarian's digital competence have on access to electronic information resources in academic libraries in Rivers State, Nigeria?

Table 3: mean/standard deviation analysis of Information Professionals in Federal University and State Universities on the impact librarian's digital competence have on access to electronic information resources in academic libraries in Rivers State, Nigeria.

S/N	Items	Information Professionals in Federal University (17)		Information Professionals in State Universities (30)			
		$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}_1\overline{X}_2$	Remark
1	Competent Information Professionals barely empower users with essential digital	1.87	1.28	2.13	1.19	2	**Disagre**

	literacy skills						ed
2	Information Professionals lack of access to formal training programmes focused on digital competences due to limited training opportunities	2.89	1.18	3.18	1.31	3.04	**Agreed**
3	Digital competence enables Information Professionals to address accessibility needs and ensure that electronic resources are accessible to all users	2.99	1.24	3.08	1.26	3.04	**Agreed**
4	Information Professionals with strong digital competence can curate and promote open access repositories/digital archives to expand access to scholarly literature and educational materials	3.00	1.23	2.60	1.22	2.8	**Agreed**
5	Information Professionals can integrate new technologies such as artificial intelligence to enhance access to electronic resources and create innovative user experiences	2.91	1.14	3.60	1.57	3.26	**Agreed**
6	Digital competence enables Information Professionals to provide comprehensive user support by assisting in the utilization of advanced search functionalities	3.29	1.37	3.40	1.43	3.35	**Agreed**
	Average mean/standard deviation	**2.83**	**1.24**	**3.00**	**1.33**		

Table 3 indicated that item number 6 had the highest mean scores of 3.35 followed by item 5 with 3.26, items 2 and 3 with 3.04 and item 4 with 2.8 respectively. In the analysis, the scores are all above 2.50 which is the criterion mean. it simply implies that, the impact Information Professional's digital competence have on access to electronic information resources in public academic libraries is that, digital competence enables Information Professionals to provide comprehensive user support by assisting in the utilization of advanced search functionalities, integrate new technologies such as artificial intelligence to enhance access to electronic resources and create innovative user experiences, promote open access repositories/digital archives to expand access to scholarly literature and educational materials and to address accessibility needs and ensure that electronic resources are accessible to all users. Meanwhile, item 1 had a mean score of 2 which is below the criterion mean of 2.50, indicating that competent Information Professionals empower users with essential digital literacy skills.

Test of Hypotheses

Ho₁: There is no significant difference between the mean scores of information professionals in federal university and State universities on the digital competence skills Information Professionals need in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria.

Table 4: z-test Analysis of the Difference between the Opinions of Information Professionals in federal university and State universities on the digital competence skills Information Professionals need in promoting access to electronic information resources academic libraries in Rivers State, Nigeria.

Subject	N	x̄	SD	Df	z-cal.	z-crit.	Level of Sig	Remarks
Information Professionals in Federal University	17	1.93	1.26	2 45	0.19	±1.96	p 0.05	Accepted
Information Professionals in State Universities	30	2.16	1.33					

The result of table 4 showed that the z-calculated value of 0.19 is less than the z-critical value of ±1.96 at degree of freedom of 45 at 0.05 level of significance. Therefore, the null hypothesis is accepted and upholds that there is no significant difference between the mean scores of Information Professionals in federal university and state universities on the digital competence skills they need in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria.

Ho₂: There is no significant difference between the mean scores of information professionals in federal university and state universities on the challenges Information Professionals encounter in the development of digital competences in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria.

Table 5: z-test Analysis of the Difference between the Opinions of Information Professionals in Federal University and State Universities on the challenges Information Professionals encounter in the development of digital competences in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria.

Subject	N	x̄	SD	Df	z-cal.	z-crit.	Level of Sig	Remark
Information Professionals in Federal University	17	3,37	1.42	2	0.04	±1.96	0.05	Accepted
Information Professionals in State Universities	30	3.19	1.49	45				

The result of table 5 shows that the z-calculated value of 0.04 is less than the z-critical value of 1.96 at degree of freedom of 45 at 0.05 level of significance. We therefore fail to accept the null hypothesis and uphold that there is no significant difference between the mean scores of Information Professionals in federal university and state universities on the challenges they encounter in the development of digital competences in promoting access to electronic information resources in academic libraries in Rivers State, Nigeria.

Ho3: There is no significant difference between the mean scores of information professionals in federal university and State universities on the impact of librarian's digital competence on access to electronic information resources in academic libraries in Rivers State, Nigeria.

Table 5: z-test Analysis of the Difference between the Opinions of Information Professionals in Federal University and State Universities on the impact of Information Professional's digital competence on access to electronic information resources in academic libraries in Rivers State, Nigeria.

Subject	N	x̄	SD	Df	z-cal.	z-crit.	Level of Sig	Remark
Information Professionals in Federal University	17	3,37	1.42	2 45	0.44	±1.96	0.05	Accepted
Information Professionals in State Universities	30	3.19	1.49					

The result of table 5 shows that the z-calculated value of 0.39 is less than the z-critical value of 1.96 at degree of freedom of 45 at 0.05 level of significance. We therefore fail to accept the null hypothesis and uphold that there is no significant difference between the mean scores of information professionals in federal university and State universities on the impact of librarian's digital competence on access to electronic information resources in academic libraries in Rivers State, Nigeria.

Discussion of Findings

It was found that, the digital competences' skills Information Professionals need are a strong digital literacy/information skill, technical proficiency, a sound understanding of copyright laws and licensing agreements, sound management skills on preservation of electronic materials and knowledge of best practices in digital asset management.

It was also found that, the challenges Information Professionals encounter are technological complexity, Information Professionals lack of access to formal training programmes, resistant

to embracing new digital technological tools and lack of financial support which impede efforts to develop digital competences among Information Professionals.

It was also found that, the impact librarian's digital competence has on access to electronic information resources is that, digital competence enables Information Professionals to provide comprehensive user support by assisting in the utilization of advanced search functionalities, integration of new technologies etc.

The result of this research work is in concurred to the study of Yang and Wu (2019) whose work revealed that Information Professionals must possess strong digital literacy skills to effectively navigate electronic information resources. The study of Lin and Lin (2017) go in same line by revealing that, technical skills are crucial for troubleshooting access issues and ensuring seamless integration of electronic resources into library services databases, and online catalogues.

The result of this work coincides with the findings of Nicholas and Rowlands (2008) who found that the challenges Information Professionals encounter to include rapid advancements in technology and the ever-changing landscape of electronic information resources can make it challenging for Information Professionals to keep pace. This also corroborates the findings of Corrall (2017) which revealed that, many Information Professionals may lack access to formal training programmes or professional development opportunities focused on digital competences.

The result of this work also upheld the findings of Chowdhury and Chowdhury (2010) who also revealed that, one impact of Information Professionals' digital competence on access to electronic information resources is that Information Professionals with strong digital competence can effectively manage electronic information resources, including cataloguing, indexing, and organizing digital collections. This ensures that resources are readily accessible and searchable for users, enhancing their ability to locate relevant materials.

Summary of Findings

Information professionals require strong digital literacy/information skills, technical proficiency, understanding of copyright laws and sound management skills for promoting access to electronic information resources.

The challenges faced by information professionals includes technological complexity, limited

access to formal training, resistance to embracing new digital tools and lack of financial support.

Information professional digital competence enables comprehensive user support integration of new technologies etc.

Conclusion

The effective promotion of access to these resources heavily relies on the digital competence of Information Professionals because Information Professionals' digital incompetence poses significant challenges to access to electronic information resources in academic libraries. Addressing these challenges requires investment in training and professional development programmes to enhance Information Professionals' digital skills and knowledge, thereby ensuring that they can effectively support users in accessing and utilizing electronic resources.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. There is need for university institutions to collaborate with library management to train Information Professionals by attending conferences, workshops, and webinars to develop their literacy skills on how to effectively handle electronic information resources.
2. Information Professionals should provide user support and training programs to help patrons navigate electronic resources effectively.
3. Information Professionals need to be well-versed in licensing agreements and copyright regulations governing electronic resources to ensure compliance and facilitate legal access electronic resources efficiently.

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