

BRIDGING THE COMPETENCY GAP: ASSESSING LIBRARIANS' PREPAREDNESS FOR 5IR-DRIVEN LIBRARY MANAGEMENT IN SELECTED UNIVERSITIES IN IMO STATE, NIGERIA

Dr (Mrs) Doris Chinyere Obiano¹, CLN, Mrs Chika Ejiakor², Dr Nneka Chinemerem Agim³, Ezenwa Nkechinyere Ezinne⁴, Prof Okee Okoro⁵, & Prof. J.A. Onuoha⁶,

Institutional Repository Unit, University Library, Federal University of Technology, Owerri¹

Email: obianodoris@gmail.com¹, +2348035482671¹

Bibliography Unit, Federal University of Technology, Owerri²

Email: abamarachika@gmail.com², 08063561577²

Acquisition Unit, Federal University of Technology, Owerri³

Email: Agimnneka718@gmail.com³, 08038718148³

Institutional Repository Unit, University Library, FUTO⁴

Email: ezinne.ezenwa@futo.edu.ng⁴, 08051604110⁴

Department of Library and Information Science⁵,

Imo State University, Owerri,

Email: crafts2020@yahoo.com⁵, 08033365584⁵

Philosophy Unit, Directorate of General Studies, FUTO⁶

Email: jude.onuoha@futo.edu.ng⁶, 08033127108⁶

Abstract

Purpose: The Fifth Industrial Revolution (5IR) requires a new shift in university library management; a digital innovation combined with human-focused values to build sustainable knowledge environments. The gap in the critical competency that impedes the digital transformation was bridged by evaluating the readiness of librarians to management based on 5IR in the selected universities in Imo State, Nigeria.

Design/Methodology: Using the descriptive survey design, total enumeration of 69 professional librarians in four institutions was used to gather data. The goals aimed at determining the requirements of competencies, assessing the level of preparedness, and assessing the influence on the effectiveness of management.

Findings: The results also showed a high degree of agreement on the critical 5IR skills especially those related to software proficiency, data analytics, and digital preservation (Grand Mean=3.50). Whereas the personal preparation proved to be moderate with self-directed learning (Grand Mean=3.27) institutional support systems in terms of funding and infrastructure were particularly poor (Mean=2.90). Most importantly, competency preparedness is strongly related to improved service delivery, operational productivity and user satisfaction (Grand Mean=4.05).

Research limitations/implications: The study was limited to selected universities in Imo state which may affect the generalization of the findings to other regions. Nevertheless, the findings highlighted the need for bridging the competency gap in librarians' preparedness in embracing 5iR-Driven library management.

Originality/Value: This study contributes to the growing literature on librarians' preparedness to embrace 5iR-Driven library management by focusing on librarians as key actors and facilitators of digital knowledge who are expected to embrace technology in the management of libraries. The management of the University should focus on budgetary allocations in particular to ongoing professional development and training workshops specific to 5IR.

Keywords: Fifth Industrial Revolution, Librarian Preparedness, Digital Skills, Library management, competency Gap, Academic Library

Paper Type: Empirical Research \

Introduction

The Fifth Industrial Revolution (5IR) is a new age of change marked by the integration of digital innovation with human-centrism, which substantially

changes the workplace environment of knowledge institutions, including university libraries. The 5IR is unique as compared to the Fourth Industrial Revolution (4IR), which focused on automation, big data, and

artificial intelligence (AI), in isolation, and systematically brings human intelligence and emotional acuity and cutting-edge technologies together to encourage sustainable, balanced, and value-focused systems (Tella et al., 2022). In this paradigm, university libraries have grown to be a more dynamic digital ecosystem as opposed to a very inert repository of print collections. It follows that librarians, as main drivers of information and knowledge management, must conduct an important paradigm shift. They need to learn new skill sets to be relevant and productive and include digital curation, data analytics, AI literacy, research support, and user experience design.

Preparedness does not just involve the acquisition of technological equipment, but also includes the cognitive, technical, and managerial preparedness of librarians in their ability to move on the ongoing technological upheavals. Amoah and Minishi-Majanja (2020) affirm that preparedness of a librarian is a decisive factor of service efficiency, the provision of innovative services, access to digital knowledge resources and satisfaction of 21st century students. Digital scholarship, open access publishing, and sophisticated knowledge management practices have put

new demands on library employees (Atanda et al., 2020). As a consequence, modern university librarians are expected to show the skill, not just in Information and Communication Technologies (ICTs), but also in the leadership, problem-solving and analytical skills needed to support sustainable library operations.

But there is a major issue of the unequal rate of adaptation among the librarians especially in the developing states. Poor training, a lack of technological infrastructure, and a lack of exposure to international best practices in digital librarianship are problems that university libraries in Nigeria have to grapple with (Ojobor, et al., 2025). These gaps do not facilitate the successful implementation of new tools in cataloguing, digital conservation, and research data management. Preparedness, in turn, can be used as an indicator of institutional resilience and excellence in services (Eze, 2014). The key to keeping librarians relevant in the 5IR era is a sense of ongoing professional growth, professional skills redirection, and the introduction of interdisciplinary learning into library science education. Advanced skills required to be learned by librarians include machine learning-based information search, cybersecurity and virtual teamwork (Shehata

et al 2025). This research, thus, aims at filling the competency gap through evaluating the readiness of the librarians to 5IR-based library management in the chosen universities in the Imo State, Nigeria.

Objectives of the Study

1. To identify the critical 5IR-driven competency requirements for effective library management in selected universities in Imo State.
2. To assess the current level of librarian preparedness and institutional support structures for acquiring 5IR skills in selected universities in Imo State.
3. To examine the influence of librarian competency preparedness on the effectiveness of library management operations in the 5IR era.

Literature Review

The literature review is structured around the three primary objectives of this study: the identification of 5IR competency requirements, the assessment of preparedness and support structures, and the impact of these competencies on library management effectiveness.

The Era of 5th Industrial Revolution

The Fifth Industrial Revolution (5IR) denotes the present and future period of

development of industry and technology, the continuation of the legacy left by all the other revolutions. It is a period of a serious change when the most current technologies are coming together artificial intelligence, the Internet of Things, blockchain, biotechnology, and advanced robotics, among others (Alojaiman, 2023).

This meeting marks a revolutionary era in the development of humanity, as the basis of the future life of humanity is undergoing a complete change. In its core, the 5IR portends a radical societal and technological shift, bringing a paradigm shift that has been based on massive automation, interconnectedness, and data-driven decision-making that will infiltrate all areas of our lives (Callaghan, 2023). That is why, the development of the new set of skills necessary to work in this transformative landscape is in urgent need. The skill to fit in quickly changing technologies and libraries becomes paramount. The solid dedication to sustainability, environmental is one of the defining characteristics of the 5IR era.

Unlike the last century, this one is not all about the combination of humanity and technological growth; rather it is about utilizing these technologies to solve urgent global issues that encompass libraries

(Noble et al., 2022). These issues run the gamut of climate change and healthcare inequities, to resource scarcity mitigation and social equity. Moreover, 5IR is defined by coexisting of the physical, digital, and biological world. Such a combination breaks the conventional and opens the door to new opportunities that are only limited by the imagination of humans (Schwab, 2017). In these regards, the emergence of interdisciplinary competence and the ability to overcome the knowledge gaps between the two branches are becoming a necessity since the proliferation of knowledge is the engine of innovation. The 5IR era development is inherently associated with the issues of governance and the ethical considerations, with the fairness of the benefits distribution. This revolution makes societies reconsider and modifies the current systems and structures to make the gains inclusive and reachable (Pujihastuti, et al 2025). It further highlights the value of equipping a workforce with skills and flexibility that are required to succeed in this dynamic environment. Such skills like flexibility, computer literacy, and extensive knowledge of ethical issues with regard to technology will come in highly at this point.

Competency Requirements of Library Management 5IR-Driven

The shift to the 5IR requires a rebranding of the skills needed to be an academic librarian. Since ICTs are the foundation of digital libraries, librarians need to be provided with new technical and managerial skills to render themselves relevant and operational. Well-known early researchers like Onunka et al (2023) found that running libraries in this new age demanded an understanding of knowledge that stretched beyond conventional library science, technology, and human relation. The competencies can be generally divided into technology-based and library-based areas. Digital library architecture, web markup languages, database management and software standards are all technology-specific skills. On the other hand, library specific skills include user needs assessment, digital archiving, metadata cataloguing and collection development. Moreover, less technical skills, including the ability to communicate, project management, knowledge of the law that regulates copyright, and pedagogical skills are becoming important in digital library initiatives.

Bronstein & Nebenzahl (2020) suggested that competencies in the Africa should focus

on three fundamental areas, including building digital collections, organizing and managing them, and presenting information to users. He pointed to the necessity to have expertise on how to use open access resources and how to market institutional repositories. This was further developed by who set out certain ICT proficiencies such as computer literacy, computer authentication of digital signatures and multimedia presentation. McBrayer (2025) previously suggested a 21st century librarian to work as a webmaster, system administrator and a digital archivist. Further layers of this need have been added more recently with the post-pandemic landscape. Kovalevskaiia., et al (2021) reported transformation of conventional forms of digital to a better digital form, which involves competencies of virtual conferencing, telecommuting, cloud-based computing, and online development of instructions. These changing needs notwithstanding, the significant challenge is the inability to acquire ICT skills by librarians in Africa, which is reflected in ineffective digital library services (Kuyela, 2025). The modern empirical studies emphasize that the combination of the traditional professional skills with the complete digital, technical and managerial

ones is no more of a choice than the one around the proper library management.

Preparedness and Institutional Support Structures of Librarians

To prepare the librarians to live in the 5IR reality, a systematic plan that incorporates technical training, pedagogical assistance, and managerial development must be used. Sadeghi et al (2021) recommends that university libraries need staff members that can reconcile conventional services with an increased number of digital and complemented by good management training. Librarians should be trained on how to handle electronic materials and institutional repositories in order to encourage scholarly preservation. Although such basic digital skills as email and online searching still play a background role (Bronstein & Nebenzahl 2020). The American Library Association (2021) claims that the advanced use of digital tools, information accessibility, and lifelong commitment to professional growth must be the core competencies of practicing librarianship. Pre-service education and on-the-job training should be based on these competencies.

But there are loopholes in high technical lines. Sabol (2025) believes that librarians

have to fill gaps in digital object cataloguing, metadata standards, and digitization processes and informal peer learning has mixed outcomes. Kalita (2021) highlights that training on the existing standards (e.g., MARC, Dublin Core) is necessary, as it would guarantee long-term access and interoperability. On the same note, Ndegwa (2022) confirms that employees need policy knowledge on ingest procedures as well as rights management and technical expertise. In addition to technical competencies, preparation has to enhance the role of librarians as research partners and teachers. Ruben et al. (2023) refer to the necessity of leadership and management training in order to have advocacy, project planning, and budgeting, which otherwise technical projects tend to stall (Michael et al., 2021). Proper preparation will thus be a combination of formal education, employer funded Continuing Professional Development (CPD) and practice-based learning. Sinha et al. (2024) make the conclusion that universities should invest resources and modify Library and Information science (LIS) programs to match the actual requirements and introduce blended forms of CPD, which involves classroom training and practical mentorship.

Influence of Competency Preparedness on Library Management Effectiveness

The correlation between the librarian preparedness and the performance of tasks is well-mentioned in the current literature. Academic libraries might not exist entirely unless their librarians are prepared to respond to the changing needs. The set of professional competencies, technical abilities, and flexible attitudes directly affects the implementation of the necessary activities, including user training and crisis management (Alrabie et al., 2025). By having the necessary Knowledge, Skills, and Abilities (KSAs) of data management and systems librarianship, librarians can be better placed to deliver user-centered services and can play a role in institutional research objectives (Duran-Riquelme et al., 2024).

Empirical studies have always pointed at digital and technical competencies as key factors of successful service delivery. According to Bendler et al. (2023), the skill of using integrated library systems and discovery platforms increases the efficiency of the operation and enables the staff to pay attention to the higher-level work processes. This correlation was further demonstrated by the experiences of libraries during the

pandemic, where all institutions that invested in the remote-access infrastructure and training on digital services continued to operate effectively and those that did not were characterized by a lack of services and a slower recovery rate (Zhang et al., 2025). In addition, preparedness is also extended to disaster planning and preservation. Sikder et al. (2023) discover that libraries that have developed disaster-management plans exhibit a higher ability to safeguard collections and guarantee continuous access whenever there is an infrastructural or environmental disaster.

With the changing nature of librarianship, research data management and bibliometrics introduce new occupations where their particular focus is on metadata development and management of repositories (Akparobore, et al 2020). Alam et al, (2024) observes that there is a close relationship between preparedness with a specific training and institutional backing and successful execution of tasks. Also, the preparation of algorithmically aided processes and AI is a fast-growing theme. Algorithms literacy and ethics training can equip librarians to handle systems powered by AI, where automation can augment hierarchy, not undermine it. The research in the Nigerian university environments shows

inequality in AI preparedness and capacity-building is a management concern (Yadav., 2022). Empirical reviews prove that preparedness affects measurable variables in terms of user satisfaction, quality of cataloguing and continuity of the services, giving a hint that the managerial approaches should be tailored to the integration of disaster-planning strategies, technical training, and change-management approaches. Preparedness has a positive effect on the work of the librarian by increasing the service offerings, enhancing resilience, and advancing the quality of technical operations (Garnett, 2021; Kaslow et al., 2021).

Approaches to Improving Librarian Readiness in the 5IR

The Fifth Industrial Revolution (5IR) is a new wave of technological innovations and changes affecting society that transforms the face of library management. In such a dynamic time, librarians enhance their preparedness to skillfully manage the issues and possibilities of the 5IR (Ajani et al., 2022). Noble et al. (2022) note that some of the most relevant approaches that librarians can embrace in the 5IR to develop their preparedness include lifelong learning, the use of technology, and networking. In this regard, Oladokun, et al., (2025) emphasizes

that the core of any librarian is lifelong learning to ensure that they keep abreast of new trends, technologies, and best practices of the 5IR. It is upon these observations that librarians are encouraged to utilize professional development opportunities, including, but not limited to, workshops, webinars, and conferences, advanced degrees or certifications, and online courses or self-directed learning.

Moreover, librarians will need to collaborate and partner with other institutions, organizations, and other stakeholders to develop their preparedness in the 5IR. Oladokun et al. (2025) emphasize that librarians want to find a chance to cooperate with academic facilities, technology firms, community groups, and government bodies to use collective experience and resources. In this case, the incorporation of the new technologies in library services might become pivotal to keep the librarian relevant and adaptable to the demands of users in the 5IR. To make this occur, Oyedokun (2025) emphasize the necessity of librarians to discover and test new technologies including artificial intelligence, machine learning, augmented reality, and blockchain in order to transform the process of library service provision. This can involve the deployment of customized recommendation systems,

creating virtual reality-based learning, or information analytics to streamline library activities.

Continuing on the topic discussed above, Schwab, et al (2017) points out that the development of the culture of innovation in libraries is essential in enhancing the librarian preparedness in the 5IR. Expanding this idea, Singh et al. (2023) assert the value of promoting the concept of creativity, experimentation, and risk-taking among the personnel in the library to enable them to pursue new ideas and ways of offering library services. This can involve the creation of innovation labs or maker spaces in libraries, hosting hackathons or design thinking workshops, or create a space to allow staff to collaborate on innovative projects. There is no denying that increasing the readiness of librarians in the age of the Fifth Industrial Revolution requires an active and comprehensive strategy. Through these strategies, librarians are bound to succeed in the fast changes in the information management environment and libraries will continue to be vibrant and relevant in the digital era.

Methodology

The research design assumed in this study was the descriptive survey research design to investigate the Librarian Preparedness for 5IR-Driven Library Management among Librarians in Selected Universities in Imo State. It was deemed suitable to use the descriptive survey design as it allows the researcher to gather data on a given population systematically in order to describe the current conditions, attitudes, and practices regarding a phenomenon without controlling any of them. It allowed gathering the quantitative data among the librarians in the chosen universities about

Bridging the Competency Gap: Assessing Librarian Preparedness for 5IR-Driven Library Management. Through this design, the researcher has firsthand data through the respondents and had a detailed description of how prepared librarians are in the 5IR Driven library management.

Population of the Study

The population of the study comprised all professional librarians working in four selected universities in Imo State, Nigeria, totaling seventy-six (69) librarians. The distribution of the population across the institutions is as follows:

Institution	Number of Librarians
Imo State University, Owerri	12
Alvan Ikoku Federal University of Education, Owerri	11
Federal University of Technology, Owerri (FUTO)	46
Total	69

Sample Size and Sampling Process.

Since the population was relatively small and manageable, the study used the total enumeration (census) sampling method, in which all the 69 librarians in the chosen universities were used as respondents. The total enumeration is suitable when the whole population is convenient to study and the researcher wants to get full information without the sampling bias (Farooq, 2016). This methodology was done to make sure

that the opinions of every librarian at the sampled institutions were well represented.

Data Collection Instrument

The study was based on a structured questionnaire bridging the Competency Gap: Assessing Librarians' Preparedness for 5IR-Driven Library Management among Librarians in selected Universities in Imo State in a bid to gather the data used in the study. The questionnaire was developed according to the available literature on

Librarian Preparedness for 5IR-Driven Library Management. The questionnaire content was in the form of research questions which are (i) To identify the critical 5IR-driven competency requirements for effective library management in selected universities in Imo State. (ii) To assess the current level of librarian preparedness and institutional support structures for acquiring 5IR skills in selected universities in Imo State. (iii) To examine the influence of librarian competency preparedness on the effectiveness of library management operations. The questionnaire items were measured with a four-point Likert scale with measures of Strongly Agree to Strongly Disagree or Very High to Very Low, which depends on the construct under measurement.

Method of Data Collection

The researcher conducted the questionnaires through the administration of the questionnaires to the respondents. The respondents were all in the selected universities and therefore; to achieve high response rate, physical distribution of the questionnaires was utilized. Questionnaires were administered to 69 librarians and all librarians were given enough time to fill the questionnaires beforehand and collected.

Method of Data Analysis

The statistics used to analyze the data collected through the completed questionnaires were descriptive and inferential. The research questions were answered using descriptive statistics like frequency counts, percentages, and means.

Results and Discussion of Findings

Objective One: identify the critical 5IR-driven competency requirements for effective library management in selected universities in Imo State.

S/N	Items	SA	%	A	%	D	%	SD	%	Mean
1	Data analytics skills are essential for evidence-based library management	44	63.8	21	30.4	3	4.3	1	1.4	3.57
2	Knowledge of cloud computing is necessary for digital resource management	40	58.0	24	34.8	4	5.8	1	1.4	3.49

S/N	Items	SA	%	A	%	D	%	SD	%	Mean
3	Digital content curation skills are required for effective information organization	42	60.9	22	31.9	4	5.8	1	1.4	3.52
4	Internet of Things (IoT) knowledge enhances smart library services	36	52.2	26	37.7	5	7.2	2	2.9	3.39
5	Virtual and augmented reality skills improve user engagement	34	49.3	27	39.1	6	8.7	2	2.9	3.36
6	Digital preservation competency is required for long-term information access	45	65.2	20	29.0	3	4.3	1	1.4	3.58
7	Knowledge of open access platforms is important for scholarly communication	41	59.4	23	33.3	4	5.8	1	1.4	3.51
8	Software application proficiency enhances library administrative efficiency	47	68.1	19	27.5	2	2.9	1	1.4	3.62

Weighted mean 3.50

Discussion of Findings

The findings demonstrate that librarians in the sampled universities of Imo State responded in agreement with the fact that a number of 5IR-related competencies were paramount in effective management of libraries. The highest mean score was experienced on software application proficiency (3.62) and then digital preservation competency (3.58), and finally, data analytics skills (3.57). The knowledge of cloud computing (3.49), the Digital content curation (3.52) and the Open access platforms (3.51) were also rated highly. The services to do with Internet of Things knowledge (3.39) and virtual and augmented

reality skills (3.36) recorded relatively lower, though still satisfactory means scores above the criterion mean. The grand mean of 3.50 is the sign of the general agreements that 5IR-powered competencies are the key to successful library administration in the chosen universities in Imo State.

The results are in line with already available empirical evidence that also reinforced the previous statements by Onunka, et al., (2023), McBrayer (2025) who emphasized on the necessity to master technological and library specific skills. Likewise, the focus on open access platform and digital preservation justifies the ideas of Kovalevskaja , et al., (2021) also

emphasized ICT proficiency and managing skills.

digital collections as one of the necessary

Objective Two: Librarian Preparedness and Institutional Support for Acquiring 5IR Skills

S/N	Items	SA	%	A	%	N	%	D	%	SD	%	Mean
1	I possess adequate knowledge of emerging 5IR technologies	18	26.1	22	31.9	12	17.4	11	15.9	6	8.7	3.51
2	I have received training on digital library technologies	14	20.3	20	29.0	13	18.8	15	21.7	7	10.1	3.28
3	My institution provides regular ICT skill development workshops	12	17.4	18	26.1	15	21.7	16	23.2	8	11.6	3.14
4	There is adequate funding for staff training in 5IR competencies	10	14.5	15	21.7	14	20.3	18	26.1	12	17.4	2.90
5	My institution encourages professional development in emerging technologies	16	23.2	21	30.4	12	17.4	13	18.8	7	10.1	3.38
6	I am confident in using advanced library automation tools	17	24.6	20	29.0	11	15.9	14	20.3	7	10.1	3.38
7	Internet facilities in my library support 5IR-based services	13	18.8	19	27.5	13	18.8	16	23.2	8	11.6	3.19
8	My institution provides access to relevant digital infrastructure	12	17.4	17	24.6	14	20.3	17	24.6	9	13.0	3.09
9	I actively participate in self-directed learning on new technologies	20	29.0	23	33.3	10	14.5	10	14.5	6	8.7	3.59

Weighted Mean 3.27

Discussion of Findings

The results of the research indicate that there is moderate readiness of librarians to acquire 5IR competencies in the chosen Universities in Imo State, Nigeria. Librarians being the most engaged with self-directed learning on the emerging technologies (mean = 3.59)

and expressed that they know some of the 5IR technologies (mean = 3.51). The personal belief in the application of high-technology library automation devices and organizational support of professional growth put above the criterion mean as well, which indicates the development of an individual tendency to become

technologically adjusted. Nevertheless, institutional support mechanisms seem to be weak.

The mean of funding in staff training in 5IR competencies was less than the criterion value (2.90), which implies that there was a lack of funding in the capacity building. On the same note, digital infrastructure provision (3.09) and access to ICT workshops (3.14) were highly rated averagely, which represents a chronic issue with most Nigerian university libraries limited budgets, unreliable internet connectivity, and limited technological resources. The mean of 3.27 is an indication that although the librarians in the Nigerian

universities are personal effort in developing 5IR competencies, institutional readiness and enabling structures are still at an average stage of development, which could be a barrier to success in the use of 5IR technologies in managing library activities. The results confirm the statement of Bronstein & Nebenzahl (2025) that librarians are shifting their conventional responsibilities to a larger digital role with an individual skill building. The results are also consistent with Sabol (2025), Observation that insufficiency of funding, digital infrastructure and institutional training support is in tandem with the issues expressed by.

Objective Three: Influence of librarians' competency preparedness on effective library management in selected universities in Imo State, Nigeria

S/N	Items	SA	%	A	%	N	%	D	%	SD	%	Mean
1	5IR competencies improve library service delivery efficiency	30	43.5	26	37.7	7	10.1	4	5.8	2	2.9	4.13
2	Librarian technological skills enhance user satisfaction	28	40.6	27	39.1	8	11.6	4	5.8	2	2.9	4.09
3	Competency preparedness improves decision-making in library management	27	39.1	25	36.2	9	13.0	5	7.2	3	4.3	3.97
4	Digital skills improve information access and retrieval services	31	44.9	24	34.8	7	10.1	5	7.2	2	2.9	4.12
5	Technological competence enhances collection management	26	37.7	28	40.6	8	11.6	4	5.8	3	4.3	3.96
6	Prepared librarians improve innovation in library services	29	42.0	25	36.2	8	11.6	4	5.8	3	4.3	4.06
7	5IR competencies enhance operational productivity	32	46.4	23	33.3	7	10.1	4	5.8	3	4.3	4.12
8	Digital literacy improves communication	28	40.6	26	37.7	8	11.6	5	7.2	2	2.9	4.06

S/N	Items	SA	%	A	%	N	%	D	%	SD	%	Mean
9	with library users Competency preparedness supports effective library planning	27	39.1	24	34.8	10	14.5	5	7.2	3	4.3	3.97
Weighted Mean 4.0												

Discussion of Findings

The results indicate that the competency preparedness of librarians is one of the key factors that determine the success of library management practices in the chosen universities of the Imo State, Nigeria. Strong agreement of the respondents was that 5IR competencies enhance efficiency of service delivery (mean = 4.13), operational productivity (mean = 4.12), and information access and retrieval services (mean = 4.12). Another aspect that Librarians recognized is that technological skills create user satisfaction (mean = 4.09) and innovation of library services (mean = 4.06). Moreover, competency preparedness was observed to facilitate effective communication with the users and reinforce decision making processes within the library management. The average scores on all the items are relatively high which means that technical skills are important in increasing efficiency in the management of administrations, collection management, and planning in libraries of Nigerian universities.

The mean of 4.05 shows that there is a high level of consensus that librarian competency preparedness is a very important aspect in the promotion of effective library management. This implies that enhancing 5IR-related capabilities in the librarians in Nigeria would most probably result in improved service delivery, high productivity, and overall performance of the university libraries. The results are aligned with the literature that highlights the significance of the state of librarian preparedness to attain success in performing the tasks. Amoah, and Minishi-Majanja (2022) verified that the sustainability of academic libraries depends on the consistent training of librarians so as to cater to the changing information needs. Equally, Alrabie et al. (2025) emphasize that the combination of professional skills, expertise in technical areas, and flexible attitudes has a direct impact on the effective performance of such activities as user instruction, the delivery of digital services, and the management of crises.

Conclusion

The study affirms that that librarian competency is the foundation to an effective 5IR driven library management. However, the disparity between individual wiliness to learn and institutional capacity poses a significant threat to service quality and operational resilience in Nigerian University Library

Recommendations

- The management of the University should focus on budgetary allocations in particular to ongoing professional development and training workshops specific to 5IR.
- LIS education programs are to be reviewed as they need to incorporate 5IR competencies so that future librarians can be prepared to work in changing digital environment.
- The policy institutions must come up with explicit policies that promote and reward self-directed learning and innovation among the library staffs.

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