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# CAPACITY BUILDING AND THE TRANSFORMATION OF LIBRARY SERVICES IN THE DIGITAL AGE IN UNIVERSITIES IN IMO STATE, NIGERIA

**By**

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**Abstract**

***Purpose****: This study investigated the impact of capacity building on the transformation of library services in the digital age in universities in Imo State. Three research questions and three hypotheses guided the study.*

***Methodology****: The study adopted a descriptive survey research design. The population comprised 262 library staff in university libraries in Imo State, all of whom were used as the sample for the study. A structured questionnaire was used for data collection. The reliability of the instrument for data collection was established using the Cronbach Alpha method, yielding a reliability coefficient of 0.82. Mean and standard deviation were used to answer the research questions, while t-test statistics were used to test the hypotheses at the 0.05 level of significance.*

***Findings****: The findings indicated that digital skills are being strongly acquired through capacity-building initiatives, and these enhanced competencies have played a significant role in transforming library services by enabling more effective digital service delivery. However, the study also revealed that inadequate funding, weak ICT infrastructure, and limited management support continue to constrain the overall effectiveness of capacity-building programmes and hinder the full digital transformation of library services.*

***Implications:*** *Based on these findings, the study recommended that: organizers of capacity building programmes should provide adequate ICT infrastructure to enhance the acquisition of digital skills for improved library services; regular staff training, improved funding, the provision of adequate ICT facilities and stronger management support for capacity-building programmes in university libraries.*

*Originality/Value: This work has not been published in any journal before. Its value lies in its ability to reveal the essence of including digital skills in capacity building programmes of university libraries.*

**Keywords**: Capacity Building, Digital transformation, Library Services, ICT infrastructure, University Libraries

**Paper type – Conceptual paper**

## Introduction

Library staff are commonly classified into professional, paraprofessional, and support staff, with each category contributing to the achievement of library goals. These staff members use available information resources, tools, and technologies to support users. Ugocha (2020) describes library staff as individuals who work in different professional categories to carry out library functions and enable information access.

Library staff are commonly classified into professionals, para-professional staff, and support staff, each contributing to the achievement of library goals. Professional staff handle advanced tasks such as cataloguing, reference services, collection development, and digital services, while para-professionals and support staff perform technical and administrative duties. However, the experience gathered during formal education may not be sufficient to enable library staff cope with the dynamic nature of library operations in the digital age. Therefore, continuous updating of their skills through systematic capacity building is essential.

Capacity building is another central concept in the development of an effective library workforce. Capacity building refers to the process of strengthening the knowledge, skills, competencies, and attitudes of individuals and organizations to enable them perform effectively. According to Makori (2019), capacity building involves structured activities aimed at improving staff abilities to adapt to emerging technologies, new work processes, and changing information needs. Types of capacity building available for library staff include training, workshops, seminars, mentoring, continuous professional development (CPD), participatory management, and peer learning. With these capacity building programmes, library staff are expected to acquire updated competencies. However, in the context of the digital era, traditional forms of training are no longer adequate unless they are tailored toward digital transformation.

With increasing digitalization in the 21st century, capacity building programmes must incorporate digital tools and platforms. Training should be practical, engaging, and supported with digital facilities such as zoom presentations, multimedia projectors, online demonstrations, and hands-on sessions using computers. Nwosu (2021) emphasized that digitalizing capacity building programmes enhances staff competence by allowing real-time interactive learning, virtual collaboration, and hands-on practice with technology. In addition, libraries must ensure that digital facilities such as computers, internet connectivity, learning management systems, and technological devices, are readily available for staff even after training sessions. Learning through digital platforms improves staff competence, increases confidence in using ICT tools, and enhances the quality of library services in the digital age.

Digital skills are paramount in capacity building. Digital skills refer to the

competencies required to effectively use digital technologies for communication, information management, problem-solving, and content creation in academic, professional, and social contexts. These skills extend beyond basic computer literacy to include the ability to evaluate digital information critically, utilize online platforms responsibly, protect personal data, and adapt to emerging technological innovations. In contemporary knowledge-driven societies, digital skills are considered foundational for lifelong learning, employability, and active civic participation. Within educational institutions, particularly universities, the development of digital skills enhances students' research capabilities, collaboration, and access to global information resources. As technology continues to reshape learning environments, the acquisition of digital competencies has become indispensable for academic success and sustainable development (UNESCO, 2018).

Capacity building has a significant influence on the transformation of library services. When library staff acquire updated digital skills, they are better positioned to adopt ICT tools, provide virtual services, manage electronic resources, support online learning, and engage users through digital platforms (Makori, 2019; Nwosu, 2021; Ifijeh & Yusuf, 2021). The advantages of applying ICT in training programs include improved efficiency, enhanced problem-solving skills, increased productivity, and better service delivery in the digital environment.

Despite these benefits, many university libraries still face challenges in implementing effective capacity-building programmes. Eze and Elatinwo (2020) identified challenges such as inadequate funding, insufficient ICT facilities, lack of stable internet connectivity, limited training opportunities, and poor organizational support. These challenges hinder library staff from acquiring the digital competencies needed to transform library services.

It is based on this background, and the increasing need to transform library services in the digital age within universities in Imo State, that this study titled "Capacity Building and the Transformation of Library Services in the Digital Age in Universities in Imo State" was carried out.

**Research Questions**

The following research questions were posed to guide the study:

1. To what extent are the digital skills acquired during capacity building adequate?

2. To what extent has capacity building influenced the digital transformation of library services?
3. What challenges hinder effective capacity building in university libraries?

**Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance.

**$Ho_1$:** The mean rating scores on digital skills provided in the university libraries is not significantly greater than the expected mean of 15.

**$Ho_2$:** The mean rating scores on the extent capacity building influence digital transformation of library services is not significantly greater than the expected mean of 15.

**$Ho_3$:** The mean rating on the challenges affecting capacity building in the university libraries is not significantly greater than the expected mean of 15.

**Review of Related Literature**

**Adequacy of Digital Skills Acquired During Capacity Building**

Capacity building refers to the systematic development of knowledge, skills, competencies, and attitudes that enable individuals and institutions to perform effectively and sustainably. In library contexts, capacity building focuses on equipping staff with the professional and technological competencies required to manage evolving information systems and deliver high-quality services. Makori (2019) defines capacity building as a deliberate, structured process that enhances staff expertise through training programmes, workshops, mentoring, conferences, job rotation, and continuous professional development. According to Nwosu (2021), capacity building is central to the modernization of academic libraries because it enables staff to stay current with technological innovations, understand emerging information trends, and respond effectively to user needs in the digital age. Its goal is not merely to provide one-time training, but to create long-term knowledge sustainability, promote adaptability, and strengthen institutional performance.

Also, Anion (2016) identified training as a form of capacity building as it increases knowledge, skills, development of positive behaviour and attitude to work. This implies that university libraries recognize the importance of continuous professional development in enhancing the competence of library staff in the digital age. Capacity building programmes equip librarians with current technological knowledge and professional skills required

for effective digital library operations. Nnadozie (2021) carried out research on ICT skills acquisition and staff performance in university libraries in South-East Nigeria, using Alvan Ikoku Federal University of Education Library as focal point. The study revealed a significant relationship between ICT training and improved job performance of librarians. It further revealed that insufficient training facilities and unstable power supply hinder effective capacity building.

**Extent Capacity Building Influenced the Digital Transformation of Library Services**

A growing body of empirical evidence shows that capacity-building programmes are critical drivers of service transformation in university libraries. For instance, Nwosu (2021) carried out an extensive investigation in South-East Nigerian universities and found that continuous staff development such as workshops, ICT-focused seminars, and professional development programmes significantly enhanced staff competence and service delivery. According to the study, librarians who participated in regular training demonstrated improved accuracy in cataloguing, more efficient circulation services, and stronger digital reference skills, which collectively improved users' experiences.

The strengths of capacity building lie in its ability to enhance staff competence, boost morale, and improve the overall quality of library service delivery. Well-planned capacity building increases staff readiness to use ICT tools such as Integrated Library Management Systems, institutional repositories, online reference platforms, and digital preservation software (Makori, 2019). It supports innovation, encourages best practices, and enhances staff confidence in managing digital resources.

Information and Communication Technologies (ICT) have transformed services in most libraries in the world. Currently, technology adoption by libraries has moved from the early stage of automating selected library operations to the stage where ICT have permeated into almost all spheres of library services and routines. This development entails that a large part of the librarian's responsibility in the 21st century involves working with computers. This has led to additional skills requirement. Librarians are now required to have skills in ICT use in addition to the traditional information and library science skills. Content analysis of job advertisement for librarian's positions in recent times, affirms to this development. It is therefore expedient that to function effectively, a librarian needs to acquire the

necessary literacy in ICT and other related fields. This is important for all librarians irrespective of the sector, be it academic or public. Khoo (2015) posits that it is important that information professionals are also IT professionals to some degree. This blending will help them to harness technology and information products for greater efficiency in the performance of their job.

Mbagwu and Udo-Anyanwu (2022) investigated staff development training and job satisfaction of academic librarians of tertiary institutions in Imo State. The findings clearly indicated that job satisfaction among academic staff which leads to better performance and transformation is achieved when there is good salary, promotion, staff development, attendance to good mentoring, in-service training, conferences/seminars/workshops and staff orientation. Similarly, a study by Eze and Elatinwo (2020) reinforced the transformative role of capacity building by demonstrating that librarians who underwent structured ICT-oriented development programmes were far more proficient in managing digital library systems, e-databases, and online reference services. The findings highlighted that training substantially increased staff confidence and output. A significant strength of this work is its clear empirical connection between professional development and improved ICT utilisation, a critical requirement in modern libraries. Yet, the study exhibited a methodological weakness: it relied heavily on self-reported questionnaires, which may have led some participants to overstate their level of competence. The absence of follow-up assessments further limited the ability to determine whether the improvements were sustained over time.

**Challenges of Capacity Building**

Capacity building in university libraries is widely recognized as essential for enhancing the competencies of library staff and improving the quality of library services. It generally refers to a structured process of developing librarians' skills, knowledge, and professional effectiveness through training, workshops, mentoring, and continuous professional development. However, the successful implementation of capacity building initiatives is constrained by numerous challenges that impede university libraries' ability to sustain effective service delivery and adapt to rapidly changing information environments.

A major challenge is inadequate funding. Studies show that insufficient financial allocation limits the ability of university libraries to organize training programmes, sponsor staff to attend

conferences, or provide access to relevant professional development opportunities (Agboke & Oladokun, 2024). Nwofor, Ilorah and Nwaede (2023) maintain that without reliable funding, libraries struggle to invest in essential capacity building activities such as staff participation in workshops, seminars, or advanced training in emerging areas like digital competencies and ICT. Insufficient funding also affects the procurement of modern tools and technologies that would otherwise support capacity development.

Technological constraints also impede capacity building. The rapid evolution of digital technologies demands frequent upskilling of library professionals, yet according to Baro and Nwabueze-Echedom (2022), many institutions face challenges such as outdated equipment, unstable internet connectivity, and limited access to online learning platforms. These infrastructural limitations hinder librarians' ability to participate in virtual training or to develop digital competencies necessary for contemporary information service delivery. Another significant challenge is the shortage of skilled trainers and relevant programmes. Many university libraries lack access to qualified instructors or facilitators who can deliver high-quality training tailored to the needs of library staff, especially in dynamic areas like ICT and digital services. This shortage is compounded by unrealistic expectations regarding the outcomes of training and limited opportunities to transfer new learning into practice (Agboke & Oladokun, 2024).

**Methodology**

The study adopted a descriptive survey research design. The population comprised 262 library staff in university libraries in Imo State, all of whom were used as the sample for the study. A structured questionnaire validated by three experts was used to collect the date. The reliability of the instrument was established using the Cronbach Alpha method, yielding a reliability coefficient of 0.82. Mean and standard deviation were used to answer the research questions, while t-test statistics were used to test the hypotheses at the 0.05 level of significance.

**Data Analyses and Presentation**

**Research Question One:** To what extent are the digital skills acquired during capacity building adequate?

**Table 1**: **Mean Ratings on Digital Skills Acquired During Capacity Building (N = 262)**

| S/N | Digital Skills | VHE | HE | LE | VLE | Mean (X̄) | SD | Decision |
|---|---|---|---|---|---|---|---|---|
| **1** | Database management skills | 120 | 92 | 30 | 20 | 3.2 | 0.92 | High Extent |
| **2** | Digital cataloguing skills | 134 | 88 | 26 | 14 | 3.3 | 0.86 | High Extent |
| **3** | Online information retrieval skills | 146 | 86 | 20 | 10 | 3.4 | 0.79 | High Extent |
| **4** | Institutional repository management | 132 | 94 | 24 | 12 | 3.3 | 0.82 | High Extent |
| **5** | Social media management skills | 114 | 94 | 32 | 22 | 3.1 | 0.93 | High Extent |
| | **Grand Mean** | | | | | **3.26** | | **High Extent** |

Table 1 showed the digital skills acquired during capacity building in university libraries in Imo State. The results of the analysis show database management skills (3.2), digital cataloguing skills (3.3), online information retrieval skills (3.4), institutional repository management (3.3) and social media management skills (3.1) showing that the digital skills are acquired during capacity building to a high extent. The responses indicate that digital skills are part of capacity building programmes which is expected to improve library staff ability to manage and deliver modern library services effectively.

**Research Question Two:** To what extent has capacity building influenced the digital transformation of library services?

**Table 2**: **Mean Ratings on the Influence of Capacity Building on Digital Transformation of Library Services**

| S/N | Influence of Capacity Building | VHE | HE | LE | VLE | Mean (X̄) | SD | Decision |
|---|---|---|---|---|---|---|---|---|
| **1** | Improved digital service delivery | 126 | 96 | 26 | 14 | 3.3 | 085 | High Extent |
| **2** | Enhanced ICT competence | 110 | 100 | 32 | 20 | 3.1 | 0.91 | High Extent |
| **3** | Increased access to e-resources | 146 | 86 | 20 | 10 | 3.4 | 0.79 | High Extent |
| **4** | Improved online user support | 132 | 94 | 24 | 12 | 3.3 | 0.82 | High Extent |
| **5** | Better management of digital resources | 114 | 94 | 32 | 22 | 3.1 | 0.93 | High Extent |
| | **Grand Mean** | | | | | **3.24** | | **High Extent** |

Table 2 indicates that respondents agreed that capacity building has had a positive influence on the digital transformation of library services in university libraries in Imo State to a high extent. The mean scores, which range from

3.1 to 3.4, are all above the benchmark mean of 2.50, indicating a high extent of influence. In particular, increased access to e-resources recorded the highest mean score (3.4), followed by improved digital service delivery (3.3) and improved online user support (3.3), showing that capacity building has significantly strengthened key areas of digital library services. Enhanced ICT competence and better management of digital resources both recorded the lowest mean (3.1), though still within the accepted range. Overall, the findings suggest that capacity building plays a significant role in improving digital transformation in university libraries by enhancing service delivery, access to electronic resources, and user support systems.

**Research Question Three:** What challenges hinder effective capacity building in university libraries?

**Table 3**: **Mean Ratings on Challenges Hindering Effective Capacity Building**

| S/N | Challenges | SA | A | D | SD | Mean ($\bar{X}$) | SD | Decision |
|---|---|---|---|---|---|---|---|---|
| **1** | Inadequate funding | 94 | 96 | 47 | 25 | 3.0 | 0.96 | Agree |
| **2** | Poor ICT infrastructure | 112 | 96 | 35 | 19 | 3.1 | 0.91 | Agree |
| **3** | Lack of management support | 132 | 94 | 24 | 12 | 3.3 | 0.82 | Agree |
| **4** | Irregular training programmes | 114 | 94 | 32 | 22 | 3.1 | 0.93 | Agree |
| **5** | Resistance to technological change | 101 | 97 | 42 | 22 | 3.0 | 0.94 | Agree |
| | **Grand Mean** | | | | | **3.10** | | |

Table 3 revealed challenges hindering effective capacity building in university libraries in Imo State. The results of the analysis show inadequate funding (3.0), poor ICT infrastructure (3.1), lack of management support (3.3), irregular training programmes (3.1) and resistance to technological change (3.0). The responses showed that there are challenges hindering effective capacity building in university libraries in Imo State.

**Testing of Hypotheses**

**$Ho_1$**: The mean rating scores on digital skills provided in the university libraries is not significantly greater than the expected mean of 15.

**Table 4**: **Summary t-test Table for Testing Hypothesis Three**

| Mean ($\bar{X}$) | Expected Mean | SD | t-Cal | N | t-Crit | P-value | α | Decision |
|---|---|---|---|---|---|---|---|---|
| **16.37** | 15.00 | 0.86 | 7.924 | 262 | 1.960 | 0.000 | 0.05 | Rejected |

Table 4 presents the result of the one-sample t-test conducted to determine whether the mean rating score of digital skills provided through capacity building in university libraries is significantly greater than the expected mean of 15.00. The result shows an observed mean rating score of 16.37, with a standard deviation of 0.86, based on a sample size of 262 respondents. The observed mean is higher than the expected mean, indicating that respondents generally rated the digital skills acquired through capacity-building activities above the established benchmark.

The calculated t-value of 7.924 is greater than the critical t-value of 1.960 at the 0.05 level of significance. Furthermore, the obtained p-value of 0.000 is less than the alpha level of 0.05. This indicates that the difference between the observed mean and the expected mean is statistically significant. Therefore, there is sufficient statistical evidence to reject the null hypothesis.

Consequently, the null hypothesis three is rejected. Hence, the digital skills acquired through capacity-building activities in university libraries in Imo State are significantly greater than the expected mean of 15.00. This finding suggests that capacity-building programmes in the university libraries have contributed positively to the development of staff digital competencies. Such skills may enhance the ability of library staff to effectively use digital technologies, electronic information resources, online databases, library management systems, and other technology-driven services in meeting the changing information needs of library users.

**$Ho_2$:** The mean rating scores on the extent capacity building influence digital transformation of library services is not significantly greater than the expected mean of 15.

**Table 5**: **Summary t-test Table for Testing Hypothesis Four**

| Mean ($\bar{X}$) | Expected Mean | SD | t-Cal | N | t-Crit | P-value | A | Decision |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **16.29** | 15.00 | 0.86 | 9.106 | 262 | 1.960 | 0.000 | 0.05 | Rejected |

Table 5 presents the result of the one-sample t-test conducted to determine whether the extent to which capacity building influences the digital transformation of library services is significantly greater than the expected mean of 15.00. The result shows an observed mean rating score of 16.29, with a standard deviation of 0.86, based on a sample size of 262 respondents. The observed mean is higher than the expected mean, indicating that respondents generally perceived capacity building as having a considerable influence on the digital transformation of library services.

The calculated t-value of 9.106 is greater than the critical t-value of 1.960 at the 0.05 level of significance. Similarly, the obtained p-value of 0.000 is less than the alpha level of 0.05. This indicates that the difference between the observed mean and the expected mean is statistically significant. Therefore, the evidence is sufficient to reject the null hypothesis. Consequently, the null hypothesis four is rejected. Hence, capacity building significantly influences the digital transformation of library services in university libraries in Imo State. This finding implies that investment in the knowledge, skills, and competencies of library staff plays an important role in enabling libraries to adopt and effectively utilize digital technologies. Capacity-building initiatives may therefore enhance staff members' ability to operate digital library systems, manage electronic resources, provide online information services, and adapt to emerging technologies. The finding further suggests that continuous staff development is essential for sustaining and improving the digital transformation of university library services.

**$Ho_3$**: The mean rating on the challenges affecting capacity building in the university libraries is not significantly greater than the expected mean of 15.

**Table 6**: **Summary t-test Table for Testing Hypothesis Five**

| Mean ($\bar{X}$) | Expected Mean | SD | t-Cal | N | t-Crit | P-value | α | Decision |
|---|---|---|---|---|---|---|---|---|
| **15.67** | 15.00 | 0.91 | 8.218 | 262 | 1.960 | 0.000 | 0.05 | Rejected |

Table 6 presents the result of the one-sample t-test conducted to determine whether the

mean rating of the challenges affecting capacity building in university libraries is significantly greater than the expected mean of 15.00. The result shows an observed mean rating score of 15.67, with a standard deviation of 0.91, based on a sample size of 262 respondents. The observed mean is higher than the expected mean, suggesting that respondents generally perceived the identified challenges as being present to a considerable extent in the university libraries.

The calculated t-value of 8.218 is greater than the critical t-value of 1.960 at the 0.05 level of significance. Furthermore, the obtained p-value of 0.000 is less than the alpha level of 0.05. This indicates that the difference between the observed mean and the expected mean is statistically significant. Therefore, there is sufficient statistical evidence to reject the null hypothesis.

Consequently, the null hypothesis five is rejected. Hence, the challenges affecting capacity building in university libraries in Imo State are significantly greater than the expected mean of 15.00. This finding indicates that university libraries are confronted with notable challenges that may hinder the effective implementation of capacity-building programmes. Such challenges may include inadequate funding, limited access to relevant training opportunities, insufficient technological facilities, shortage of qualified trainers, lack of regular staff development programmes, and inadequate institutional support. These challenges could potentially limit the ability of library staff to acquire and continuously update the skills required to respond effectively to the changing demands of digital library services. Therefore, addressing these challenges is important for strengthening capacity building and promoting sustainable digital transformation in university libraries.

**Discussion of Findings**

**Digital Skills Acquired During Capacity Building**

The findings of the study revealed that digital skills constitute a significant component of capacity-building programmes. The statistical test further revealed that the digital skills acquired are significantly greater than the expected mean. This finding is in line with the findings of Makori (2019) who noted that library staff acquire online information retrieval, institutional repository management and social media management skills through capacity building programmes. The acquisition of these digital skills is necessary for librarians to function effectively in the

modern information environment. Anion (2016) supported this assertion by stating that acquiring digital skills like database management by the librarians will increase their knowledge, skills, development of positive behaviour and attitude to work, increases organizational productivity and quality products; reduces turnover rate among workers. Digital skills enable librarians to organize, retrieve and disseminate information efficiently through electronic platforms. This finding supports the assertion that capacity building enhances the technological competence of librarians and promotes efficient digital library operations.

**Influence of Capacity Building on the Digital Transformation of Library Services**

The study found that capacity building significantly influences the digital transformation of library services in university libraries in Imo State to a high extent. Capacity building improved digital service delivery, enhanced ICT competence, increased access to e-resources and improved management of digital resources. This finding implies that effective training and retraining programmes are essential for successful digital transformation in libraries. Librarians who possess adequate digital competencies are more capable of delivering innovative and user-centered services in the digital environment. This is in line with the findings of Makori (2019) who stated that capacity building aids in enhancing staff ICT competence. Also, Nwosu (2021) noted that capacity building is central to the modernization of academic libraries because it enables staff to stay current with technological innovations, understand emerging information trends, and respond effectively to user needs in the digital age. The study of Nnadozie (2021) also revealed a significant relationship between ICT training and improved job performance of librarians.

**Challenges Hindering Effective Capacity Building in University Libraries**

The study revealed that inadequate funding, poor ICT infrastructure, lack of management support, irregular training programmes and resistance to technological change are major challenges hindering effective capacity building in university libraries. The result further showed that these challenges are significantly greater than the expected mean. This finding is in line with the findings of Agboke and Oladokun (2024) who identified inadequate funding as the major challenge hindering effective capacity building in university libraries. The study further revealed that insufficient financial allocation limits the ability of university libraries to organize training

programmes, sponsor staff to attend conferences, or provide access to relevant professional development opportunities. Nwofor, Ilorah and Nwaede (2023) concurred on this assertion by stating that insufficient funding affects the procurement of modern tools and technologies that would otherwise support capacity development. However, Baro and Nwabueze-Echedom (2022) identified poor infrastructure and further stated that these infrastructural limitations hinder librarians' ability to participate in virtual training or to develop digital competencies necessary for contemporary information service delivery. These challenges negatively affect the ability of librarians to acquire relevant digital competencies needed in the modern library environment. Poor funding and inadequate ICT facilities limit access to training opportunities and technological resources. The finding supports earlier studies which identified insufficient funding and poor infrastructure as major barriers to digital transformation in libraries.

**Conclusion**

Based on the findings of the study, it was concluded that capacity building has significant impact on the transformation of library services in the digital age in universities in Imo State. Capacity building programmes have enhanced the acquisition of digital skills among library staff and improved digital service delivery in university libraries. However, challenges such as inadequate funding, poor ICT infrastructure and lack of management support continue to hinder effective capacity building.

**Recommendations**

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

1. Organizers of capacity building programmes should provide adequate ICT infrastructure to enhance the acquisition of digital skills for improved library services.
2. Library management should encourage capacity building so as to ensure adequate digital transformation of library services, improved digital service delivery, enhanced ICT competence, increased access to e-resources and better management of digital resources.
3. Management of university libraries should provide adequate support and motivation to encourage staff participation in capacity building programmes.

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