

Librarians' participation in Zoom meetings for professional development in universities in South-South, Nigeria

¹Ernest O. Okwudibe and ²Esharenana E. Adomi

¹E-Library, Federal College of Education (Technical) Library, Asaba, Delta State, Nigeria

²Department of Library and Information Science, Delta State University, Abraka, Nigeria

Abstract

This study investigated the use of facilities and participation in Zoom meetings for professional development among librarians of universities in South-south, Nigeria. The quantitative research employed exploratory research design. The population for the study was 158 librarians in the university libraries of 12 public universities in South-south, Nigeria. Total enumeration sampling techniques was used for the study. Questionnaire was used as the instrument of data collection. The data generated from the respondents were analyzed using both descriptive and inferential statistics. The criterion mean was set at 3.0. It was found that the extent of use of facilities for participating in Zoom meetings for professional development among librarians in university libraries in South-South, Nigeria is high. The librarians rarely participated in Zoom meetings organised by various organisations for professional development. The extent of the benefits derived from the Zoom meetings the librarians have participated in for professional development is high. The librarians rarely experienced barriers with the Zoom meetings they have participated in. It was recommended that the librarians should cultivate the habit of participating frequently in Zoom meetings as this will enable them to be conversant with the current trends in librarianship and they will be able to air their views on certain issues in library practice.

Keywords: Facilities, Zoom meetings, professional development, universities, librarians

Introduction

Across the nations of the world, COVID-19 has taught people to transit to online environment in the conduct of meetings, workshops, lectures, etc. Librarians, teachers, students, and various other stakeholders in educational enterprise have been compelled to switch to an online environment, as several libraries, schools and universities have been coerced to close their campuses in reaction to COVID-19 mandates (Adomi & Oyovwe-Tinuoye, 2021). Through this transition, different groups of people in educational system are forced to adjust swiftly to the new environment, with librarians making anxious attempts to make sure that all library resources and services are accessible to patrons from remote locations. More than before, COVID-19 has necessitated librarians to made adequate deployment of Zoom to participate in meetings that bother on their

professional development (Favale, et al., 2020).

Social media platforms like Telegram, WhatsApp, Zoom and Facebook have been used for meetings and to facilitate engagement among a network of librarians (Sahu, 2020). Librarians' participation in Zoom meetings for professional development is a recurrent issue across the globe as issues affecting the libraries and librarians have to be deliberated upon. Zoom is a collaborative, cloud-based videoconferencing service that provides attributes which include online meetings, group messaging services and secure recording of sessions (Chawla, 2020). More importantly, starting from the year 2020, there has been an unprecedented participation of librarians in Nigerian universities in synchronous meetings (Fasae et al., 2020). The use of Zoom during the COVID-19 era indicated the extent to which librarians can adjust themselves to the realities of life during

trials. Meanwhile, Adekoya (2020) has emphasized that libraries and librarians cannot be docile when issues of global concern are deliberated upon, as libraries and librarians have tremendous role to play in issues that affect their communities, nations and the world at large.

Since computer-mediated Zoom meetings are the major mode of meeting in the modern age of technological advancement (Scacchi, 2020), the necessary facilities have to be well used to make participation in Zoom meetings effective. The various facilities include laptop computer, desktop computer, Internet connection, speakers, microphone, webcam, and smartphone or tablet (Taisey, 2020). According to Taisey (2020), the requisite facilities for Zoom meetings are not accessible and used to satisfactory capacity. Though this assertion may seem factual and among some professionals, it is not certain whether it represents the present condition among librarians. It is against this backdrop this study investigates the use of facilities and participation in Zoom meetings for professional development among librarians in universities in South-south, Nigeria.

Objectives of the Study

The objectives of the study are to:

1. investigate the extent of use of facilities for participation in Zoom meetings for professional development among librarians in university libraries in South – South, Nigeria;
2. investigate the frequency of librarians' participation in Zoom meetings for professional development organised by various organisations;
3. ascertain the extent of benefits derived by the librarians in participation in Zoom meetings for professional development?; and

4. explore the level of barriers librarians experienced in Zoom meetings they have participated in for professional development

Research questions

The following questions are answered in the study:

1. What is the extent of use of facilities for participation in Zoom meetings for professional development among librarians in university libraries in South – South, Nigeria?
2. What is the frequency of librarians' participation in Zoom meetings for professional development organised by various organisations?
3. What is the extent of benefits derived by the librarians in participation in Zoom meetings for professional development?
4. What is the level of barriers librarians experienced in Zoom meetings they have participated in for professional development?

Literature review

In the current era in which there is high level of technological advancement and insecurity of lives and properties as people move from one location to the other, virtual meeting is very necessary (Adekoya & Adedimeji, 2021). However, participating in Zoom meeting requires the use of some facilities. This has revolutionized the way librarians employ Zoom for meetings for professional development in the contemporary era (Udo-Anyanwu et al., 2020). Even in most cases, the required facilities for Zoom meetings are not available in sufficient quantity. Instead, Zoom meetings have become mire in which things are haphazardly done. To conduct Zoom meeting, computers are highly needed. According to Taisey (2020), the facilities needed for participating in Zoom meeting

include quality headset with a microphone, webcam, and computer.

It is difficult, if not impossible to participate in Zoom meeting without having ICT facilities. In 2009, Walmiki and Ramakrishnegowda surveyed the status of ICT infrastructure for online meeting in six selected university libraries in Karnataka. The data collected comprised information on hardware infrastructure like servers, PC's, laptops, printers, scanners, etc. Accessibility of campus LAN and Internet facilities to offer access to information sources were included in the study. The study revealed that the libraries need sufficient hardware and software facilities and Internet with required bandwidth for virtual meeting.

The current level of technological development has caused librarians to adopt Zoom meeting for professional development. Librarians have to make use of the diverse online tools majorly Zoom to participate in meetings organised by various organisations through which they get information on how to continue to be professionally proficient and relevant (Edet & Obi, 2021). Professional and academic bodies intend to attain strategic mandate through activities designed for the benefit of their members. Library Associations are the foundation for professional development of librarianship in any country. This has been sustained for decades in organising activities, administration and guideline of library profession (Enser, 2012). Professional library associations usually conduct meeting through which they support and promote lifelong learning through regular training for their members (Ofori, 2013). This is particularly so with the Nigerian Library Association (NLA) and Librarians' Registration Council of Nigeria (LRCN) which offer activities that enable members to work together, study research outcomes, and use them in their individual professional settings (Saleh & Tsagem, 2019).

The frequency of conducting Zoom meeting among librarians is low despite the fact that virtual meetings allow librarians to reach and draw the librarians that are geographically scattered, less mobile, and more characteristically different (David & Prem, 2021). Bala (2011) observed that in an effort to accomplish aims within professional associations, there is necessity for virtual meetings that will facilitate deliberations across the world. In the case of NLA, Bala viewed the association as being dormant, even though the association is lively in putting in place annual conference that barely generated consequential changes in the profession as well as the status of libraries. The International Federation of Library Associations (IFLA) incorporates vital activities and services into professional programmes throughout its organisational structure, acknowledging particularly that the needs, agitations and observations of every area of the globe are to be taken into consideration (IFLA, 2014). These programmes are deliberated upon and adopted by library professionals through virtual meetings, majorly during and after the COVID-19.

During the COVID-19 pandemic of 2020, some local and international professional associations, institutions, and publishing organisations organised online professional development workshops for librarians in Nigeria using the Zoom platform. Among them are the Nigerian Library Association (NLA), Association of African Universities (AAU), Elsevier, INFLIBNET, Library and Information Technology Today (LITT) (a section of NLA), Lead City University, Ibadan, African Library and Information Association (AfLIA) in partnership with IFLA, IFLA, SAGE Publishing, Emerald Publishing, Elsevier and Sky University Nigeria (Anene & Idiedo, 2021).

Librarians participate in Zoom meetings to keep themselves afresh concerning new development in librarianship. Baron (2020) claimed that

the reason for using Zoom for meetings is to enhance librarians' ingenuity in using the online application. As such, the utilisation of Zoom for meeting could assist in creating and building knowledge which, to great degree, is capable of providing a fascinating and more effective learning approach. If the reason for the meeting is to convey information to members by a singular, mainstream method, then Zoom seems a suitable option as its configuration is suggestive of a regular classroom.

Librarians participate in Zoom meetings in order to communicate issues that concern librarians within their working environment, especially in response to the proscription of face-to-face meeting due to COVID-19 pandemic (Alfadda & Mahdi, 2021). Participating in Zoom meetings affords librarians an opportunity to break the drawbacks usually found in a traditional setting, in which one may be in a hurry to attend meetings at a designated venue. Librarians conducted virtual meetings which entail deliberation on how to design curriculum to meet the educational needs of the students using virtual learning tools (Bhojwani, 2020). Zoom meeting offers a wide freedom of meeting style. However, librarians confront a lot of challenges in participating in Zoom meetings. Anene and Idiedo (2021) conducted a study on librarians' participation in professional development workshop using Zoom in Nigeria. The barriers of participation in Zoom meetings identified in the study are: high cost of buying data bundle, not having computer/Android phone/smartphone, lack of knowledge of up-coming workshops, lack of knowledge of time, power failure, indifferent attitude to the use of technology, and inconsistency of network failures. Zoom depends on a consistent and constant Internet connection. Without this kind of connection, what can occur is that participants "freeze". While talking, the picture, instead of being seen as a video, becomes a still and the group members

will not hear what the frozen member is contributing (Syrdal & Briggs, 2018).

Baro and Godfrey (2015) claimed that the challenges encountered by librarians with the Zoom meetings include inadequate skills, power outage, lack of time, inadequate facilities (computers with Internet access), and conventional attitude of several librarians make it difficult for them to use Web 2.0 tools. Udem et al. (2020) noted that it is not all librarians that belong to social media groups. Those on social media are cut off from participating in Zoom meetings. Semode et al. (2017) reported that power outage, poor network/low bandwidth, inadequate time and lack of interest by some librarians are the key challenges in the use of social network sites in Nigeria.

Methods

Descriptive survey research design was used for the study. The population for the study was 158 librarians in the libraries of 12 public universities in South-South, Nigeria. Total enumeration sampling technique was used for the study. Questionnaire was used as the instrument of data collection. The questionnaire comprised four sections: A-D. Section A: Extent of use of facilities for librarians to participate in Zoom meetings for professional development; Section B: Frequency of librarians' participation in Zoom meetings for professional development organised by various organisations; Section C: extent of librarians' participation in Zoom meetings for professional development for various reasons Section D: extent the librarians experienced barriers with the Zoom meetings they have participated in for professional development. A 5-Likert point Scale of Very Large Extent, Large Extent, Moderate Extent, Low Extent, and Very Low Extent was used for Sections A and C. A 5-Likert point Scale of Always, Very Often, Sometimes, Rarely, and Never was used for Section B. A 5-Likert point Scale of Not a Barrier, Somewhat of a

Barrier, Moderate Barrier, Great Barrier, and Extreme Barrier was used for section D.

The instrument of data collection was validated by two lecturers in the Department of Library and Information Science, Delta State University, Abraka. To determine the reliability of the instrument, ten copies of the questionnaire were administered to librarians at Obafemi Awolowo University, Ile-Ife, Osun State, which was outside the sample of this study. This was done within the interval of two weeks. The paired scores generated from the test were analysed using Cronbach Alpha method through the Statistical Package for Social Science (SPSS) (Appendix ii, page 76). The index of correlation obtained Cronbach's alpha reliability coefficient of $r = 0.97$ which translated to a high reliability of the instrument and therefore considered adequate for the study. The data generated from the respondents were analyzed using

both descriptive and inferential statistics. The criterion mean was set at 2.50. Mean below 2.50 (<2.50) was regarded low. Mean between 2.50 to 3.00 was regarded moderate, while the mean above 3.00 (>3.00) was regarded high. Out of 158 copies of the questionnaire that were administered, 111 were returned representing 70.3% response rate.

Results

The results of the study are presented according to the research questions.

Research question one: What is the extent of use of facilities for participation in Zoom meetings for professional development among librarians in university libraries in South-South, Nigeria?

This question is answered with the data in Table 1.

Table 1: Use of facilities by librarians to participate in Zoom meetings for professional development

ICT Facilities	Very Large Extent	Large Extent	Moderate Extent	Low Extent	Very Low Extent	Mean (\bar{x})	Std Dev.
Smartphones/Mobile phone	25(22.5%)	45(40.5%)	38(34.2%)	1(0.9%)	2(1.8%)	3.81	.858
Laptop	27(24.3%)	33(29.7%)	30(27%)	18(16.2%)	3(2.7%)	3.57	1.109
Desktop computer	21(18.9%)	24(32.6%)	43(38.7%)	17(15.3%)	6(5.4%)	3.33	1.115
iPhone	12(10.8%)	24(21.6%)	57(51.4%)	13(11.7%)	5(4.5%)	3.23	.950
iPad	9(8.1%)	27(24.3%)	55(49.5%)	14(12.6%)	6(5.4%)	3.17	.943
Tablet	16(14.4%)	20(18%)	36(32.4%)	11(9.9%)	28(25.2%)	2.86	1.365
Grand mean						3.32	
Criterion mean						3.0	

Table 1 reveals that the grand mean (\bar{x}) is 3.32. This means that the extent of use of facilities for participating in Zoom meetings for professional development among librarians in university libraries in South-South, Nigeria is high. The percentage of the grand mean is 66.4% which is high and implies that a majority of respondents use ICT facilities in

participating in the Zoom meetings to a large extent.

Research question two: What is the frequency of librarians' participation in Zoom meetings for professional development organised by various organisations?

This question is answered with the data in Table 2.

Table 2: Frequency of librarians' participation in Zoom meetings for professional development organised by various organisations

Organisations	Always	Very Often	Sometimes	Rarely	Never	Mean (\bar{x})	Std Dev.
Nigerian Library Association (Delta State Chapter)	14(12.6%)	12(10.8%)	17(15.3%)	42(37.8%)	26(23.4%)	2.51	1.306
Nigerian Library Association (National)	10(9%)	14(12.6%)	20(18%)	36(32.4%)	31(29.7%)	2.42	1.269
Academic Staff Union of Universities (Local Branch)	5(4.5%)	7(6.3%)	31(27.9%)	37(33.3%)	31(27.9%)	2.26	1.076
Nigerian School Library Association	7(6.3%)	8(7.2%)	15(13.5%)	39(35.1%)	42(37.8%)	2.09	1.172
Academic and Research Libraries	0(0%)	4(3.6%)	30(27%)	39(35.1%)	38(34.2%)	2.00	.874
Academic Staff Union of Universities (National)	9(8.1%)	3(2.7%)	11(9.9%)	42(37.8%)	46(41.4%)	1.98	1.168
Chartered Institute of Library and Information Professionals	5(4.5%)	9(8.1%)	9(8.1%)	34(30.6%)	54(48.6%)	1.89	1.139
International Federation of Library Associations and Institutions	0(0%)	6(5.4%)	17(15.3%)	42(37.8%)	46(41.4%)	1.85	.876
American Library Association	1(0.9%)	7(6.3%)	11(9.9%)	38(34.2%)	54(48.7%)	1.77	.934
Librarians' Registration Council of Nigeria	1(0.9%)	11(9.9%)	7(6.3%)	32(38.8%)	60(54%)	1.75	1.013
Association of News-media Librarians of Nigeria	0(0%)	6(5.4%)	8(7.2%)	46(41.4%)	51(45.9%)	1.72	.822
Association of Government Libraries	0(0%)	3(2.7%)	18(16.2%)	35(31.5%)	55(49.5%)	1.72	.833
Nigerian Association of Law Libraries	0(0%)	4(3.6%)	15(13.5%)	37(34.2%)	55(49.5%)	1.71	.835
Library and Information Science Teachers	0(0%)	1(0.9%)	16(14.4%)	39(35.1%)	55(49.5%)	1.68	.788
African Library and information Associations and Institutions	1(0.9%)	4(3.6%)	11(9.9%)	26(23.4%)	69(62.2%)	1.65	.782
West African Library Association	1(0.9%)	0(0%)	16(14.4%)	31(27.9%)	63(56.8%)	1.60	.801
Association of Cataloguing, classification and Indexing Librarians of Nigeria	0(0%)	3(2.7%)	10(9%)	37(33.3%)	61(54.9%)	1.59	.767
Health Information and Libraries in Africa	1(0.9%)	4(3.6%)	11(9.9%)	26(23.4%)	69(62.2%)	1.58	.880
Association of Women Librarians of Nigeria	0(0%)	0(0%)	9(8.1%)	35(31.5%)	67(60.4%)	1.48	.645
Grand mean						1.86	
Criterion mean						3.0	

As shown in Table 2, the Grand mean (\bar{x} =1.86) is below the criterion mean. This means that the librarians rarely participate in Zoom meetings organised by various organisations for professional development. The grand mean translates to 37.2% which means that a majority of the respondents rarely participate in Zoom meetings organised by various

organizations for professional development.

Research question three: What is the extent of benefits derived by the librarians in participation in Zoom meetings for professional development?

This question is answered with the data in Table 3.

Table 3: Benefits derived from the Zoom meetings the librarians have participated in for professional development

Benefits	Very Large Extent	Large Extent	Moderate Extent	Low Extent	Very Low Extent	Mean (\bar{x})	Std. Dev.
Zoom is simple to use for meetings	34(30.6%)	46(41.4%)	20(18%)	7(6.3%)	4(3.6%)	3.89	1.030
Zoom meeting facilitates feedback from librarians	39(35.1%)	38(34.2%)	19(17.1%)	9(8.1%)	6(5.4%)	3.86	1.151
Zoom enables librarians to be more in discussing crucial issues	31(27.9%)	45(40.5%)	21(18.9%)	10(9%)	4(3.6%)	3.80	1.060
Zoom is very useful for conducting meetings during emergency situations	24(21.6%)	56(50.4%)	20(18%)	7(6.3%)	4(3.6%)	3.80	.971
Zoom advances online communication with other librarians	30(27%)	46(41.4%)	19(17.1%)	12(10.8%)	4(3.6%)	3.77	1.076
Zoom aids communication among librarians	31(27.9%)	44(39.6%)	19(17.1%)	9(8.1%)	8(7.2%)	3.73	1.167
Zoom is easy to use to converse with other librarians	23(29.7%)	56(50.4%)	16(14.4%)	10(9%)	6(5.4%)	3.72	1.063
Using Zoom for meetings enhances the understanding of librarians	17(15.3%)	58(52.3%)	21(18.9%)	11(9.9%)	4(3.6%)	3.66	.977
Zoom meetings save costs	20(18%)	55(49.5%)	19(27.1%)	10(9%)	7(6.3%)	3.64	1.077
Zoom enhances flexibility in meetings	26(23.4%)	43(38.7%)	25(22.5%)	10(9%)	7(6.3%)	3.64	1.126
Librarians usually take chances in delivering workshop/seminar presentations through using Zoom	19(17.1%)	56(50.4%)	19(17.1%)	10(9%)	7(6.3%)	3.63	1.070
Zoom gives room for elaborate discussion	17(17.1%)	56(50.4%)	20(18%)	10(9%)	8(7.2%)	3.58	1.083
Zoom meeting makes discussion exist	27(24.3%)	38(34.2%)	21(18.9%)	18(16.2%)	7(6.3%)	3.54	1.204
Grand mean						3.71	
Criterion mean						3.0	

Table 3 indicates that the grand mean (\bar{x} = 3.71) is higher than the criterion mean. This means that the librarians derive a lot of benefits from the Zoom meetings they have participated in. This may be because the librarians know the importance of participating in professional meetings. The percentage of the grand mean (\bar{x} = 3.71) is

74.2%.which implies that majority of the librarians derive very great (large) extent of benefits from the Zoom meetings.

Research question four: What is the level of barriers librarians experienced in Zoom meetings they have participated in for professional development?

This question is answered with the data in Table 4.

Table 4: Levels of barriers experienced by the barriers with the Zoom meetings on professional development they have participated in

Barriers	Extreme Barrier	Great Barrier	Moderate Barrier	Somewhat of a Barrier	Not a Barrier	a	Mean (\bar{x})	Standard Dev.
Inadequate funds for data subscription	2(1.8%)	9(8.1%)	15(13.5%)	57(51.3%)	28(25.2%)		2.1	.934
Participation in zoom meeting is time consuming	5(4.5%)	7(6.3%)	13(11.7%)	56(50.5%)	30(27%)		2.1	1.021
Inadequate time for participation	2(1.8%)	9(8.1%)	16(14.4%)	59(53.1%)	25(22.5%)		2.1	.919
The meeting consumes too much of data	4(3.6%)	10(9%)	13(11.7%)	55(49.5%)	29(26.1%)		2.1	1.026
Low level of technical expertise	3(2.7%)	9(8.1%)	17(15.3%)	54(48.7%)	28(25.2%)		2.1	.980
Poor internet connectivity	6(5.4%)	10(9%)	11(9.9%)	56(50.5%)	28(25.2%)		2.2	1.083
Technophobia	5(4.5%)	10(9%)	19(17.1%)	46(41.4%)	31(27.9%)		2.2	1.088
Grand mean							2.13	
Criterion mean							3.0	

As revealed in Table 13, the barriers the librarians experienced in participation in Zoom meetings for professional development include inadequate funds for data subscription ($\bar{x} = 2.21$) and inadequate time ($\bar{x} = 2.21$). The grand mean ($\bar{x} = 2.13$) is lower than the criterion mean and translates to 42.6%. This means that the librarians have experienced little barriers with the Zoom meetings they have participated in. It means therefore that the librarians make maximum use of Zoom in participating in meetings for their professional development.

Discussion

The extent of use of facilities for participation in Zoom meetings for professional development among the librarians in university libraries in South-South, Nigeria was investigated in this study. The study found that the librarians make adequate use of smartphones/mobile phones, laptops, desktop computers, iPhones, and iPads in participating in

Zoom meetings. This is not surprising because librarians, as information professionals, make use of ICTs to provide resources and services to patrons regularly. They thus have the necessary ICT tools and skills for participation in Zoom meetings. The finding of this study is in line with that of Choudhury and Sethi (2009) who found that mobile phone, laptop computers and desktop computers are highly available for librarians to participate in virtual meetings. Haneefa and Abdul-Shukkoor (2010) reported the level of ICT literacy for virtual meeting among librarians at Calicut University. The finding also agrees with those of Taisey (2020); and Walmiki and Ramakrishnegowda (2009) who found that in the contemporary era, facilities such as laptop computer, desktop computer, and smartphone or tablet, needed to participate in Zoom meetings include laptop computer, desktop computer, smartphone, Internet connection, speakers, microphone, and webcam are sufficiently

available for participation in virtual meetings.

The frequency of librarians' participation in Zoom meetings for professional development organised by various organisations, as found in this study is rare. This is surprising as there are many local and international professional bodies and organisations in librarianship. These organisations know and appreciate the value of professional developments of librarians. Meanwhile, a study by Anene and Idiedo (2021) claimed that during the COVID-19 pandemic of 2020, several international library associations Nigerian Library Association (NLA), Association of African Universities (AAU), Library and Information Technology Today (LITT) (a section of NLA), African Library and Information Association (AfLIA) conducted online professional development workshops using the Zoom platform. There is an agreement between the findings of this study and those of Edet and Obi (2021) that librarians rarely participated in meeting that will enhance their professional development. This indicates that librarians do not harness the opportunities of the diverse online meetings to prepare themselves for the transformation that are incessantly taking place in librarianship.

The extent the librarians experienced barriers with the Zoom meetings they have participated in is low. This may be because the librarians enjoy freedom in participating in Zoom meeting. More so, the continuous improvement in digital technology has eroded the fears people exhibit concerning novel technological innovations. Tella and Isah (2010) examined undergraduates' utilisation of online forum at the University of Ilorin, Nigeria. The study acknowledged barriers to participation in the forum to include persistent power failure, and time factor resulting from tight schedule. The major confrontations encountered by librarians in participating in online professional development

activities, according to Edet and Obi (2021), include paucity of funds for data subscription, over consumption of data, lack of time, technophobia, and lack of interest. The findings of this study are in disagreement with those of Anene and Idiedo (2021) which found that high cost of data bundle for the Internet subscription reduces the level of participation in Zoom meetings. The study equally found that lack of computers and mobile phone can obstruct the success of Zoom meetings.

Conclusion

The need for librarians to participate in virtual meeting for their professional development is incontrovertible. Zoom happens to be one of the major platform through which librarians can participate in virtual meetings for their professional developments. The extent of participation in Zoom meetings organized by various organisations within librarianship for the professional developments of their members is low. Meanwhile, to participate in Zoom meetings, there is a need for the 21st-century librarians to possess ICT skills and have some ICT facilities to use. Having the required facilities will enable librarians to minimally participate in Zoom meetings, more importantly that the extent of use of facilities by librarians to participate in Zoom meetings for professional development is high. Even at that, the frequency of librarians' participation in Zoom meetings for professional development in various areas in university libraries in South-South, Nigeria is low. This may be because of the series of challenges encountered in the process of participation in the meetings.

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

1. Librarians should cultivate the habit of participating frequently in Zoom meetings as this will enable them to be conversant with the current trends in librarianship and they will be able to air their views on certain issues in library practice.

2. Library leadership should encourage librarians to participate in Zoom meetings for professional development organised by various organisations through sponsorship and paper presentation so that they can increase their frontier of knowledge in library practice.
3. The library management in South-south Nigeria should support their staff to participate in Zoom meeting as this will enable librarians to discuss crucial issues of high emergency which may require too much time to discuss in face-to-face medium.

References

- Adekoya, C. O. (2020). Funding and ICT use as determinants of sustainable library development. *Covenant Journal of Library & Information Science (CJLIS)*, 3(1), 32-49.
- Adekoya, C. O., & Adedimeji, A. A. (2021). Enhancing library performance by exploiting the potentials of disruptive innovations. *VINE Journal of Information and Knowledge Management Systems*. 10.1108/VJIKMS-03-2021-0032
- Adomi E. E. & Oyovwe-Tinuoye (2021). COVID-19 information seeking and utilization among library and information science professionals in Nigeria. *International Federation of Library Associations and Institutions*. 1-12. 10.1177/03400352211031587
- Alfadda, H. A., & Mahdi, H. S. 2021. measuring students' use of zoom application in language course based on the technology acceptance model (TAM). *Journal of Psycholinguistic Research*. <https://doi.org/10.1007/s10936-020-09752-1>
- Anene, I. A., & Idiedo, V. O. (2011). Librarians participation in professional development workshops using Zoom in Nigeria. *Information Development*, 1-10. Retrieved from DOI: 10.1177/02666669211026714
- Bala, I. I. (2011). *Library development in Nigeria: A forgotten legacy of Awolowo, Azikiwe and Saradauna*. Nupe language with Isyaku Bala Ibrahim. <http://ibibrahim.blogspot.com/book-review>.
- Baro, E. E., & Godfrey, V. (2015). Web 2.0, library 2.0, librarian 2.0, and the challenges for librarians in Africa: A review of current literature. *International Journal of Information Technology and Library Science*, 4(1): 1-16.
- Baron, R. (2020). Students' perception on online application in speaking skill. *VELES Voices of English Language Education Society*, 4(2): 213-221.
- Bhojwani, H. (2020). Librarians role in virtual learning – an analysis of survey responses. <https://heerubhojwani.com.com/librarians-role-in-virtual-learning-an-analysis-of-survey-responses/>.
- Chawla, A. (2020). Coronavirus (COVID-19)–'Zoom' Application Boon or Bane. <https://ssrn.com/abstract=3606716> or <http://dx.doi.org/10.2139/ssrn.3606716>.
- Choudhury, B. K., & Sethi, B. B. (2009). Computer literacy of library professionals in the university libraries of Orissa: An analytical study. *IASLIC Bulletin*, 54 (1), 15-30.
- David, W. S., & Prem, S. (2021). Online focus groups. *Journal of Advertising*, 46(1): 48-60. <https://doi.org/10.1080/00913367.2016.1252288>.
- Edet, G., & Obi, E. H. (2021). Tooling and retooling: continuing professional development activities of librarians in Nigeria during COVID-19. *Journal of applied Information*

Ernest O. Okwudibe and Esharenana E. Adomi: Librarians' participation in Zoom meetings for professional development in universities in South-South, Nigeria

- Science and Technology*, 14 (1), 247-256.
- Favale, T., Soro, F., Trevison, M., Drago, I., & Mellia, M. (2020). Campus traffic and e-learning during COVID-19 pandemic. *Computer. Networking*, 176-181.
- Haneefa, M. K., & Abdul-Shukkoor, C. K. (2010). Information and communication technology literacy among library professionals in Calicut University, Kerala. *DESIDOC Journal of Library & Information Technology*, 30 (6), 55-63.
- IFLA (2014). *Statement on libraries and development*. <http://www.ifla.org/files/assess/olp/statementonlibrariesanddevelopment.pdf>.
- Ofori, M. (2013). Professional library association in Africa: a personal view. *International Library Review*, 13 (5), 336-343.
- Sahu, P. (2020). Closure of universities due to coronavirus disease 2019 (COVID-19): Impact on education and mental health of students and academic staff. *Cureus*, 12, e7541
- Saleh, I. I., & Tsagem, A. M. (2019). Strategies and activities of the Nigerian Library Association (NLA) to the development of library and information profession in Nigeria from 2000-2015. *Journal of Library Services and Technologies*, 1(2), 32 – 42.
- Scacchi, w. (2020). Virtual meetings. <https://www.researchgate.net/publication/303207827>.
- Scacchi, w. (2020). Virtual Meetings. <https://www.researchgate.net/publication/303207827>.
- Seimode, F. D., Ejitagha, S., & Baro, E. E. (2017). Social networking sites: Changing roles, skills and use by librarians in tertiary institutions in Nigeria. *Library Philosophy and Practice* (e-journal). <http://digitalcommons.unl.edu/libphilprac/1500>.
- Syrdal, H. A. & Briggs, E. (2018). Engagement with social media content: A qualitative exploration. *Journal of Market Theory Practice*, 26, 4–22.
- Taisey, J. (2020). What equipment you need for a webinar: Our list. <https://info.workcast.com/blog/best-webinar-equipment-and-essentials>.
- Tella, A. & Isah, A. (2010). Patterns of undergraduate's participation in online discussion forum at the university of Ilorin, Nigeria. *Paper presented at the 48th National Conference and Annual General Meeting of the Nigerian Library Association held at Abuja, July 18-24*.
- Udem, O. K., Aghoghovwia, D. U., & Baro, E. E. (2020). WhatsApp groups: Channel for sharing information among LIS professionals in Nigeria. *The Electronic Library*, 38(4): 805–820.
- Udo-Anyanwu, A. J. Oyemike, V. B., & Nnadozie, C. B. (2020). Pattern of library and information science professionals' participation in the Nigerian Library Association discussion forum in Imo state, Nigeria. *Journal of Applied Information Science and Technology*, 13(1), 239-247.
- Walmiki, R. H., & Ramakrishnegowda, C. K. (2009). ICT infrastructure in university libraries in Karnataka. *Annals of Library and information studies*, 56, 236-241.