

# INFLUENCE OF E-LEARNING PLATFORMS ON STAFF DEVELOPMENT IN PUBLIC UNIVERSITY LIBRARIES IN SOUTH-EAST NIGERIA

By

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## ABSTRACT

This study examined the influence of e-learning platforms on staff development in 10 public university libraries in the South-East Nigeria. The research was guided by five objectives, five research questions and corresponding hypothesis. Survey research design was adopted. A combination of stratified and simple random sampling technique was adopted to select a sample of 313 respondents. structured and validated questionnaire with a reliability coefficient of 0.81 was used to collect data. Findings show that, there was a significant influence of e-learning platforms such as Google meet, You-tube, Virtual Instructor led- Training, Google-classroom and Zoom on staff development in all the selected public university libraries in the South-East Nigeria. The research concludes that, since e-learning platforms have become powerful tools in developing staff capacity and skills, the use of such platforms be highly sustained as part of the university facilities. This study recommends amongst others, special fund allocation to university libraries for acquisition or subscription to e-learning platforms.

**Keywords:** influence, E-learning, E-learning platforms, Staff development, University library

## Introduction

E-learning or electronic learning refers simply to as learning through the use of computer or internet facilities. Learning through this means is literarily taking center stage in staff development in our libraries especially the public library due largely to its aggressive manner in

enhancing staff capacity building an individual skills transformation. As the world strives to meet development goals, there is increasing recognition of the potential of e-learning to meet growing educational challenges. Gupta (2017) looks at the benefits of e-learning and maintains that e-learning has completely transformed the way in which learning is imparted to students (learners), makes learning simpler, easier and more effective, accommodates every one's needs, can be taken at any number of times and offers access to updated content. Dardar, Jushoh and Rash (2011), but also add that e-learning links employee training with employee turnover and job satisfaction; insisting that better trained employees work harder and deliver services more effectively. E-Learning by library staff of universities will go a long way to lifting the library staff academically and ensures greater performance at work place since it is a road map to global education.

E-learning platform can be understood to be series of platforms or database environments from which learners, librarians, tutors' and other interested internet users can use for online learning, exchange and inter-connectivity. People [library staff] can do online courses via a variety of different platforms such as: Massive Online Open Course (MOOCS) eg. Coursera or Future learn, google meet, Virtual learning Environment (VLE) such as learn black board, Video steaming services such as You-tube, twitter, Virtual Instructor- led training (VILT) egs. WebEx or Webinars, Discussion boards, Forums, Podcast, and weblogs.

Staff development or staff enhancement is the general means and strategies put in place by an organization, institution or library management to make for efficiency in the institution or the library, ensuring that staff be it library staff or any other staff are equipped for better performance, best output, user satisfaction, promotion of work place and sustainability. Staff development could be seen as a process of practices and procedures that help develop the knowledge, competences, and skills of the people in the organization. It also improves the effectiveness and efficiency of an individual and the university. (Teachment 2020) Ogunmakin (2020) reveals that staff development is a process designed to improve job understanding, promote more effective job performance and establish future goals for career growth. It helps staff in understanding their responsibility.

E-learning platforms are interactive online services that allow students, lecturers, teachers, and parents to access course work, information, tools and resources to support and enhance teaching and learning management. They are helpful in human capacity development and acquisition of

skills. They can also be counterproductive if badly used. However, how these e-learning platforms influence staff development in public university libraries in South -East remains the focus of this study.

### **Statement of Problem**

Research and other empirical endeavours have shown that there is hardly a common agreement or acceptance of influence of e-learning on staff development, while some people believe that e-learning can influence staff development, others are of different views, that it has no known influence on staff development .Beamish, Armistead, Watkinson and Armfield (2002) argues that, though e-learning is a relative new training and learning facility that is being tested and deployed in a variety of private and public organizations, there still exist a wide range of workplace barriers to e-learning mostly based in cultural resistance and learner motivation, Krishna and Jones (2020) concord with them but added poor motivation, and expectations, resource-intensive; not suitable for all disciplines or content, and lack of IT skills. The difference in evidence, opinion, and observations may result in speculations and arguments particularly as it relates to Staff Development in Public University Libraries in the South-East Zone of Nigeria. It is against this backdrop that this research embarks on investigating the influence of e-learning platforms on staff development in public university libraries using South-East as a focal point

### **Objectives of the study**

This research focuses on the following objectives:

- I. find out the influence of Google meet on staff development in the public universities under study.
- II. determine the influence of YouTube on staff development in the public universities under study.
- III. ascertain the influence of virtual instructor led training on staff development in the public universities under study.
- IV. investigate the influence of Google-classroom on staff development in the public universities under study.
- V. examine the influence of zoom on staff development. in the public universities under study.

Research Questions

- i. What is the influence of Google-meet on staff development?
- ii. What is the influence of YouTube on staff development in the public universities under study.
- iii. What is the influence of virtual instructor led training on staff development in the public universities under study.
- iv. What is the influence of Google-classroom on staff development in the public universities under study.
- V. What is influence of zoom on staff development. in the public universities under study.

### **Hypotheses:**

The following null hypotheses are formulated for the study.

**H<sub>01</sub>:** There is no significant influence of Google meet on staff development.

**H<sub>02</sub>:** There is no significance influence of You-tube on staff development.

**H<sub>03</sub>:** There is no significant influence of Virtual- Instructor- led training on staff development.

**H<sub>04</sub>:** No significant influence exists between Google classroom and staff development.

**H<sub>05</sub>:** There is no significant influence of Zoom on staff development.

### **Literature Review**

E-learning, can as well be referred to as smart learning or learning without season with computer or smartphone from learner's comfort zone and convenience at moderate charge. Smowl Tech (2025) opines that an e-learning platform is a virtual learning environment that leverages information and communication technologies to facilitate the teaching and learning process. It consists of various tools that allow users to interact, communicate, and collaborate online. The tools may include but not limited to discussion forums, live chat, video conferencing, online quizzes, interactive learning materials, and digital assessments, among others. Eloomi (2026) remarks that an e-learning platform is a digital solution designed to facilitate learning through online delivery. They host and manage training content, track learner progress and provide interactive tools that support both formal and informal learning experiences.

E-learning could be beneficial in the development of staff skills, competencies and ethical values. This is because training of staff involves experience that teaches workers how to perform their current or future jobs effectively. Training and development are processes that involve

systematically developing work-related knowledge and expertise in people for the purpose of improving performance. Kleimain (2000) Swanson, and Holton (2001). Reddy (2020) argues that staff training is the process of training the current staff of the organization for enhancing the performance of the staff, as well as the productivity of the organization. Brapna, Langer, Mehra, Gopal and Gupta (2013) agree but add that employee training and development is a component of human resources planning activities, because it not only maximizes the returns of individuals, but may also attract better talent to the organization. E-learning has also been referred with different terminologies such as “online learning”, internet learning”, “distributed learning” “networked learning” “tele learning” “virtual learning” “computer assisted, “web-based learning”, and “distance learning’ Sharifabadi, 2006) Orakpo (2025) concludes that online learning platforms are critical for enhancing librarians’ skills and sustaining innovations in academic libraries. Electronic learning or e-learning refers to computer- enhanced learning, research, learning and teaching in the digital environment, (Tripathi 2007).

Staff development can be done through several methods and processes. Olaniyan (2018) identifies the methods to include but not limited to on the job training, induction/ orientation, apprentice, demonstration, vestibules, and formal training. He added that, all these methods of training development; creates room for smooth succession planning, smooth transition of work when one officer leaves a schedule or organization, enable all workers to move from one schedule to the other within the same organization, allow for competence on all spheres of work, enhance staff personal desire to improve on the work which ultimately translates organizational efficiency, productivity and good health. The efficiency of staff training and development is better appreciated within a university system. This is because university library is a service- oriented organization where users of all kinds converge to seek information of all types. In other to ensure that users are satisfied, university library managers employ different staff with different skills and competencies, (Ibenne,& Uhegbu, 2024). And in order to ensure that staff put in their best in the work place many university libraries engage in staff training and development. E-learning becomes one of the veritable ways to offer staff development opportunities for better productivity. However, how the e-learning platforms such as Google meet, You-tube, Virtual instructor, Google-classroom and Zoom influence staff development in public university libraries in South - East Nigeria remains the focus of this study.

## Research Methods

A total of 313 copies of the structured questionnaire were distributed to public university libraries in the South-East zone of Nigeria in the ratio of 41 for FUNAI, 50 FUTO, 19 MOAU, 42 for NAU, 56 for UNN, 10 for ABSU, 26 for COOU, 26 for EBSU, 31 for ESUT, and 10 for IMSU. Out of the 313 copies, 308 representing 98.4% were properly filled and returned, while 3 copies representing 0.96% were not properly filled by the respondents. Mean values were used as statistical tool for data analysis to answering the research questions.

The breakdown of the responses from the various respondents from the public university libraries under study is shown on Table 4.1

Table 4.1: Breakdown of the Response Rate of the Respondents in the selected Universities .

| Federal Universities | No. Of Questionnaires Distributed | No. Returned | Percentage |
|----------------------|-----------------------------------|--------------|------------|
| FUNAI                | 41                                | 40           | 9.7%       |
| FUTO                 | 50                                | 50           | 12.1%      |
| MOAU                 | 19                                | 19           | 4.6%       |
| NAU                  | 42                                | 42           | 10.2%      |
| UNN                  | 56                                | 54           | 13.1%      |
|                      | 208                               | 205          |            |
|                      |                                   |              |            |
| ABSU                 | 10                                | 10           | 4.9%       |
| COOU                 | 26                                | 26           | 12.6%      |
| EBSU                 | 26                                | 26           | 12.6%      |
| ESUT                 | 31                                | 31           | 15.0%      |
| IMSU                 | 10                                | 10           | 4.9%       |
| Total                | 308                               |              |            |

### 4.3 Analysis of Data Based on Mean value on the Research Questions

**Research Question One:** What is the influence of Google-meet on staff development?

Table 4.3: Mean Value Analysis of the influence of Google meet on Staff Development.

| Item statements                                | SA | A | D | SD | Total | Mean(<br>$\bar{x}$ ) | Decision |
|------------------------------------------------|----|---|---|----|-------|----------------------|----------|
| a. It affords me improved training on indexing |    |   |   |    |       |                      |          |

|                                                                                 |     |     |    |     |     |      |                 |
|---------------------------------------------------------------------------------|-----|-----|----|-----|-----|------|-----------------|
|                                                                                 | 164 | 144 | -  | -   | 308 | 3.53 | Significant     |
| b. It helps me to learn new skills on reference questions                       | 124 | 180 | 4  | —   | 308 | 3.37 | Significant     |
| c. It grants me access to better ways of abstracting.                           | 180 | 120 | 8  | —   | 308 | 3.55 | Significant     |
| d. Helps me to collaborate with colleagues on quality training and development. | 136 | 150 | 20 | 2   | 308 | 3.33 | Significant     |
| se. It gives me quick access to up-to date information. .                       | 156 | 135 | 8  | 9   | 308 | 3.42 | Significant     |
| e. I do not always get training on selective information packaging              | 12  | 153 | 22 | 121 | 308 | 2.18 | Not Significant |

Grand Mean ( $\bar{x}$ ) = 3.23 significant mean value

As shown on Table 4.3, at a significant mean value of ( $\bar{x}$ ) = 3.23, respondents agreed that Google meet had positive influence on staff development because Google meet affords me improved training on indexing (3.53), helps me to learn new skills on reference questions (3.37), grants me access to better ways of abstracting (3.55), help me to collaborate with colleagues quality training and development (3.33), gives me quick access to up-to date information (3.42). However, the item statement, does not always grant me training on selective information packaging (2.18) does not show significant influence because the mean is less than the grand mean of 3.23.

## Research Question Two: How does YouTube Influence Staff Development?

Table 4.:4 Mean Value ( $\bar{x}$ ) Analysis of the Influence of You-tube on Staff Development in Public university libraries in south -East Nigeria

Grand Mean ( $\bar{x}$ )= 2.98 Significant mean value

| <b>Item Statement: Influence of You-Tube on Staff Development in Public University libraries in SE, Nigeria</b> | <b>SA</b> | <b>A</b> | <b>D</b> | <b>S D</b> | <b>Total</b> | <b>Mean(<math>\bar{x}</math>)</b> | <b>Decision</b> |
|-----------------------------------------------------------------------------------------------------------------|-----------|----------|----------|------------|--------------|-----------------------------------|-----------------|
| a. YouTube has helped me to receive tutorials on modern library practices online on cataloguing.                | 172       | 120      | 10       | 6          | 308          | 3.49                              | Significant     |
| b. With YouTube I am able to know practical ways of Abstracting.                                                | 120       | 159      | 22       | 7          | 308          | 3.27                              | Significant     |
| c. YouTube provides me with opportunity to learn current information dissemination of tips.                     | 124       | 165      | 10       | 9          | 308          | 3.31                              | Significant     |
| d. With YouTube, I learned the skills on use of ICT for online training to others.                              | 132       | 150      | 20       | 6          | 308          | 3.11                              | Significant     |
| e. I receive enhanced tips from YouTube which help on better ways to render circulation services.               | 128       | 162      | 12       | 6          | 308          | 3.34                              | Significant     |
| f. YouTube has made me not to have more confident.                                                              | 12        | 27       | 11<br>2  | 15<br>7    | 308          | 1.36                              | Not Significant |

As shown on Table 4.4. At a significant mean value ( $\bar{x}$ )= of 2.98, respondents agreed that YouTube had positive influence on staff development in the public libraries investigated. This is because You-tube assisted me to receive tutorials on modern library practice on cataloguing (3.49), with You-tube I am able to know practical ways of Abstracting. (3.27), provides me with unique opportunity learn current information dissemination tips. (3.31), enables me to receive skills on use of ICT for online training to others. (3.11), increased tips on better ways to learn circulation tips (3.34), staff argued on YouTube not granting self-confidence after equipping staff (1.36). and this is below the mean score of ( $\bar{x}$ )= 2.98 and as such not significant.

### Research Question Three: What is the Influence of Virtual Instructor-led training on Staff Development of librarians

**Table 4. 5: Mean Value Analysis of Influence of Virtual Instructor-led training on Staff Development of librarians.**

| Item Statement                                                                              | SA  | A   | D   | SD  | Total | Mean( $\bar{x}$ ) | Decision        |
|---------------------------------------------------------------------------------------------|-----|-----|-----|-----|-------|-------------------|-----------------|
| a. helps me connect with virtual instructors, in life lectures.                             | 108 | 153 | 26  | 21  | 308   | 3.13              | Significant     |
| b. It helps me to take classes from my home, office or any comfort zone of mine.            | 104 | 180 | 18  | 6   | 308   | 3.24              | Significant     |
| c. With virtual instructor does not grant me access to recorded information round the year. | 20  | 21  | 136 | 131 | 308   | 1,77              | Not Significant |
| d. I am able to see quick assistance online tutorials.                                      | 144 | 147 | 12  | 5   | 308   | 3.40              | Significant     |
| e. I am able to get current and up-to-date information.                                     | 96  | 177 | 32  | 3   | 308   | 3.19              | Significant     |
| f. I am able to access timely online information with ease.                                 | 120 | 177 | 6   | 5   | 308   | 3.34              | Significant     |

Grand Mean ( $\bar{x}$ ) = 3.01 ssignificant mean value

At a grand mean or significant mean value ( $\bar{x}$ ) of 3.01 as shown on Table 4.5, respondents agreed that Virtual Instructor had positive influence because Virtual Instructor enables me connect to virtual instructors in life lectures (3.13), helps me to take classes from my home, office or my comfort zone. (3.24), renders more tutorials quickly (3.40) able to get current and up-to-date information (3.19) and offers me timely online information with ease (3.34) However, respondents disagree on virtual instructor not allowing respondents access to information through round the year. (1.77), the disagreements arose because the mean value of the construct was less than the grand mean ( $\bar{x}$ ) of 3.01.

### Research question Four: What is the Influence of Google Classroom on Staff Development in the Public University Libraries

**Table 4.6: Mean Value of the Influence of Google Classroom on Staff Development in the Public University Libraries.**

| Item Statement                                                            | SA  | A   | D   | SD  | Mean( $\bar{x}$ ) | Total | Decision        |
|---------------------------------------------------------------------------|-----|-----|-----|-----|-------------------|-------|-----------------|
| a. Google classroom provides me with strategies on cataloguing trainings. | 112 | 192 | 00  | —   | 308               | 3.32  | Significant     |
| b. It provides me access to barrage of information on e-journals.         | 92  | 189 | 20  | 7   | 308               | 3.19  | Significant     |
| c. with Google classroom, I am exposed to classical video clips           | 84  | 198 | 18  | 8   | 308               | 3.16  | Significant     |
| d. It assists me in collecting my assignments and my grades.              | 100 | 180 | 24  | 4   | 308               | 3.22  | Significant     |
| e. It denies me opportunity to improved and easy learning.                | 4   | 6   | 150 | 148 | 308               | 1.56  | Not Significant |
| F. It affords me adequate and up-to-date learning.                        | 152 | 141 | 14  | 01  | 308               | 3.41  | Significant     |

Grand mean ( $\bar{x}$ )= 2.98 ssignificant mean value

Table 4.6 shows that Google Classroom had positive influence on staff development because Google Classroom provides me with strategies on cataloguing trainings ( $\bar{x}$ )=(3.32) exposes them to barrage of information on e-learning (3.19), exposes me to classical video clips, (3.16), it assists me in collecting my assignments and my grades. (3.22). and granted them the techniques to access up-to-date digital records (3.41). On the other hand, respondents disagreed that Google classroom denies them opportunity to more knowledge (1.56) the respondents argued on it, this arose because it has mean value less than the significant mean value ( $\bar{x}$ )= 2.98

#### **Research question Five: What is the influence of Zoom on Staff Development**

**Table 4.7: Mean Values Analysis on the influence of Zoom on Staff Development.**

| Item Statement                                                    | SA  | A   | D | SD | Total | Mean( $\bar{x}$ ) | Decision    |
|-------------------------------------------------------------------|-----|-----|---|----|-------|-------------------|-------------|
| a. Zoom helps me to show efficiency in online reference training. | 172 | 129 | 6 | 1  | 308   | 3.52              | Significant |
| b. Through zoom, I learn from many people at a time.              | 116 | 180 | 6 | 6  | 308   | 3.32              | Significant |

|                                                                          |     |     |    |     |     |      |                 |
|--------------------------------------------------------------------------|-----|-----|----|-----|-----|------|-----------------|
| c. Zoom provides innovative transformations.                             | 156 | 144 | 8  | 00  | 308 | 3.48 | Significant     |
| d. Zoom gives me access to quality and collaborative learning.           | 168 | 129 | 8  | 3   | 308 | 3.50 | Significant     |
| e. It grants me easy and cheap access to trainings.                      | 140 | 138 | 20 | 10  | 308 | 3.32 | Significant     |
| a. Hardly Helps me with excellent tips on learning beyond the classroom. | 60  | 45  | 96 | 192 | 308 | 2.19 | Not Significant |

Grand mean ( $\bar{x}$ ) 3.22 significant mean value

Results on table 4.7 reveals that, at a significant grand mean ( $\bar{x}$ ) of 3.22, Zoom had positive influence on staff development because zoom helps me to show efficiency in online reference training (3.52), through zoom, I learn from many people at a time. (3.32), gives me access to innovative transformations. (3.48) and gave me access to quality and collaborative learning (3.50). However, ( $\bar{x}$ ) zoom had positive influence on staff development when it comes to learning via many people at a time (3.32). However, hardly helped me with excellent tips on learning beyond the classroom. (2.19) shows mean value less than the grand mean ( $\bar{x}$ ) ( $\bar{x}$ ) of (3.22).

#### 4.4: Test of Hypotheses

Five null hypotheses were tested here by the use of Z-test statistics at 0.05 level of significance.

**Hypothesis One:** There is no Significant Influence of Google-Meet on Staff Development.

**Table 4.9: Z-test Analysis of the Influence of Google-Meet and Staff development.**

| Elements                 | Number | Z- cal. | Z-tab | Degree of freedom | Level of error | Mean score | Standard deviation | P-value | Remarks      |
|--------------------------|--------|---------|-------|-------------------|----------------|------------|--------------------|---------|--------------|
| Influence of Google meet | 308    | 41.52   | 2.50  | 307               | 0.05           | 2.98       | 0.80               | 0.001   | signisficant |

As seen on Table 4.9: Z - test statistics indicate that at level of error of 0.05 and degree of freedom of 307, Z - calculated value of 41.52 is found to be greater than Z-table 2.50. (Z-cal. 41.52 > Z -

tab 2.50; df. = 307). P-value = 0001. This indicates that, there is a significant influence of Google meet on staff development. Therefore, the null hypothesis that states that there is no significant influence of Google meet on library staff development is here by rejected.

**Table 4.10 : Z-test Analysis of the Influence of YouTube on Staff development.**

| Elements                                  | Number | Z - cal. | Z-tab | Degree of error | Level of error | Mean score | Standard deviation | P-value | Remarks     |
|-------------------------------------------|--------|----------|-------|-----------------|----------------|------------|--------------------|---------|-------------|
| Influence of YouTube on staff development | 308    | 34.52    | 2.50  | 307             | 0.05           | 3.10       | 0.78               | 0.0001  | significant |

Table 4.10: indicate that, the Z-test statistics calculated value of 34.52 at 0.05 level and degree of freedom of 307, was found to be greater than Z-table value of 2.50, (Z- cal=34.52, Z-tab. 2.50; df =307; error= 0.005) This shows that there is significant influence of YouTube on staff development in all the public University libraries in Nigeria. Therefore, the null hypothesis that states that there is no significant influence of YouTube on librarians in their development is hereby rejected.

**Table 4.11: Z-test Analysis of the Influence of virtual instructor on Staff Development**

| Elements                               | Number | Z - cal. | Z-tab | Degree of error | Level of error | Mean score | Standard deviation | P-value | Remarks     |
|----------------------------------------|--------|----------|-------|-----------------|----------------|------------|--------------------|---------|-------------|
| Influence of VIRL on staff development | 308    | 47.45    | 2.50  | 307             | 0.05           | 3.10       | 0.76               | 0.0001  | significant |

Table 4.11: indicate that, the Z-test statistics calculated value of 47.45 at 0.05 level and degree of freedom of 307, was found to be greater than Z-table value of 2.50, (Z-cal=47.45, Z-tab. 2.50; df =307; error=0.005) This shows that there is significant influence of Virtual instructor on staff development in all the public University libraries in Nigeria. Therefore, the null hypothesis that states that there is no significant influence of YouTube on librarians in their development is hereby rejected.

**Table 4.12: Z-test Analysis of the Influence of Google Classroom on Staff Development**

| Elements                                           | Number | Z-cal. | Z-tab | Degree of error | Level of error | Mean score | Standard deviation | P-value | Remarks     |
|----------------------------------------------------|--------|--------|-------|-----------------|----------------|------------|--------------------|---------|-------------|
| Influence of Google-classroom on staff development | 308    | 33.33  | 2.50  | 307             | 0.05           | 3.10       | 0.78               | 0.0001  | significant |

Table 4.12 : indicate that, the Z-test statistics calculated value of 33.33 at 0.05 level and degree of freedom of 307, was found to be greater than Z-table value of 2.50, (Z-cal=33.33, Z-tab. 2.50; df=307; error= 0.005) This shows that there is significant influence of Google-classroom on staff development in all the public University libraries in Nigeria. Therefore, the null hypothesis that states that there is no significant influence of YouTube on librarians in their development is hereby rejected.

**Table 4.13: Z-test Analysis of the Influence of Zoom on Staff Development**

| Elements                               | Number | Z-cal. | Z-tab | Degree of error | Level of error | Mean score | Standard deviation | P-value | Remarks     |
|----------------------------------------|--------|--------|-------|-----------------|----------------|------------|--------------------|---------|-------------|
| Influence of Zoom on staff development | 308    | 37.12  | 2.50  | 307             | 0.05           | 3.10       | 0.80               | 0.0001  | significant |

Table 4.13 : indicate that, the Z-test statistics calculated value of 37.12 at 0.05 level and degree of freedom of 307, was found to be greater than Z-table value of 2.50, (Z-cal=37.12, Z-tab. 2.50; df =307; error 0.005) This shows that there is significant influence of YouTube on staff development in all the public University libraries in Nigeria. Therefore, the null hypothesis that states that there is no significant influence of Zoom on librarians in their development is hereby rejected.

## 5.2 Summary of Findings of the Study

1. There is significant influence of Google meet on staff development on librarians in public University libraries in South-East Nigeria.

2. There is significant influence of YouTube on staff development on librarians.
3. There is positive influence of virtual instructor led training on staff development.
4. There is significant influence of Google classroom on staff development.
5. There is significant influence of zoom on staff development on librarians in the public University libraries and South-East Nigeria.

### **5.3 Conclusions**

The following conclusions were drawn from the findings of this study, E-learning platforms as:

Google meet, YouTube, virtual instructor- led training, Google-classroom and zoom is a sure way to taking the librarians to higher level in their career and staff development since they all showed significant influence on library staff development in the public university libraries in the South-East Nigeria.

So, we advocate for special funds to be made available by the university management, university librarians, state, federal government and other philanthropists for the acquisition of these e-learning platforms, accessories as well as their subscriptions. Librarians should as a matter of urgency key into regular and constant use of the e-learning platforms for staff development especially in these public universities and others.

### **Recommendations**

The following recommendations are made based on the findings of this study

That with regards to influence of e-learning platforms on library staff development in public university libraries in the South-East Nigeria, both the library management, the university librarian, state and federal government should ensure inclusion of adequate provision of the e-learning facilities to university libraries.

University librarians in conjunction with the management should make needed computers, laptops, palmtops, their accessories, and generators, solar panels, as well as all needed funds available to the public university libraries.

Librarians should as a matter of relevance, sign into constant user of the e-learning platforms to ensure adequate staff development in the universities under study.

Both state and federal government should as a matter of necessity make adequate provisions for training and re-training of the library staff on the use of these online staff development facilities towards ensuring adequate staff development.

More to these, is the release of special fund to the public university libraries for the acquisition of e-learning facilities and for subscription in all libraries, but in especially in public university libraries in South -East Nigeria.

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