Theory and Practice of Library Management & Education

A Book in Commemoration of Excellent Service of Dr Pius Olatunji Olaojo as an Accomplished Library Manager, Teacher and Mentor

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Contents

Influence of Digital Literacy Skills on Job Performance of Library Personnels in Selected Academic Libraries in Southwestern, Nigeria

7

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Abstract

The study investigated influence of digital literacy skills on job performance of library personnel in selected academic libraries in Southwestern, Nigeria. Survey research method of expost-facto type was adopted for the study. The study population consisted of one hundred and four (104) library personnel's in the two selected academic libraries (University of Ibadan and Obafemi Awolowo University). The population of the study consisted of para-professionals, professional librarians and library officers. Data were collected using questionnaire and were analysed using simple percentages, mean and Pearson's Products Moment Correlation methods. The results revealed that library personnel in the two selected academic libraries possessed digital literacy skills such that they work easily with the computer without supervision (85.6%), use the computer every day at work (84.6%) and are skilled in using the computer (82.7%) among others. However, the digital literacy skills possessed by the librarians do not translate to job performance. Findings revealed a negative digital literacy skills on job performance of library personnel in the two universities (Df= 102, N= 104, r = -.060, P > 0.05). The study recommended that the University management should support the library and ensure the improvement of the library so as to continually meeting the needs of the library users, by procuring good computers to facilitate a digital library in order to facilitate resource sharing in the library to enhance teaching, learning and research.

Keywords: Digital literacy skills, job performance, library personnels, academic libraries, Southwestern, Nigeria

Introduction

The success of an organisation often depends on the job performance of their employees. Employees in an organisation are responsible in achieving the vision and goals of the organisation. Every organisation aims for high productivity or performance without which the goals and objectives of such establishment cannot be realised. It is evident that the efficiency of an organization such as the library depends immensely on the attitude of workers towards their job and their level of commitment to job performance. Library Personnel comprises the professionals and paraprofessional librarians. Each of them have their own responsibilities and dereliction of duties. The professional librarians are those with educational qualification such as BA, B.sc, BLIS/, MLS and Ph.D. degree. While, paraprofessionals might have NCE, ND, HND or Diploma certificate in Library and Information studies. The professionals are undertaking both academic and administrative work while the paraprofessionals are the supportive staff. They carry out their functions as directed by the professional staff in the library.

Professionals and Paraprofessionals are functional in their respective libraries mainly because they assist their users/ clients in their respective disciplines to achieve their information needs. Professional librarians are the academic librarians and are the major management team in the academic libraries, which comprise the university librarian, the deputy university librarians, the principal librarians, senior librarian, librarian I, librarian II as well as assistant librarians in some universities. These set of employees are responsible to the university libraries and the university management to accomplish their goals and objectives of providing the required information for the library users and for the academic staff for teaching, learning, research, and knowledge integration and dissemination. Therefore, it is required that the librarian possessed some skills that will enable him/her provide such services. The required skills needed to enable the library personnel carry out all these functions is called digital literacy skills.

Digital literacy skills are the potential of the librarians to effectively use technology. It is the ability of the librarians to help the library user to locate, organise, understand, evaluate, and create information using digital technology. It is also the ability of the librarians to use and understand digital technology effectively for everyday task. According to Oladele (2010), library personnel depicts professionals who imparts the concepts of digital and library literacy into the library users for their research and library usage

on the basis of training and educational advancement acquired by them. Library personnel constitute the human resources that are very consequential within the library settings. Hence, the development and growth of the library depends on the working activities of the staff. Library personnel delivered efficient and effective services in the library to the users, hence their services are very important to the institution and it cannot be quantified.

Job performance can be said to be an act of executing a command, duty and purpose towards achieving a desired result. It can also be seen as observable or measurable behaviour of a person in a particular situation. Oduwole (2004) described job performance as how one carries out the task, duties and responsibilities associated with a particular job. The author stated further that job performance can also be referred to as achievements in terms of goals set. It is also considered as an output of a staff member on the job, measurable in terms of quality and quantity of job performed or done. This implies that there is a level of job performance that is expected by every organisation from its employees. This includes academic libraries that are established to provide services to the academic community where they are located. Job performance as posted by Johari and Yahya (2009) is one of the significant indicators in managing organizational performance. Job performance refers to a clear understanding of one's job and the effectiveness of carrying out the various tasks attached. It simply means how well an employee performs positively at the individual place of work.

It is obvious that the level of job performance is dependent to a great extent on the quality of the staff; his/ her educational background, training, motivation and experience. Borman and Motowidlo (1997) cited in Ariani (2013) define employee performance or job performance as the aggregated value to an organisation which is the set of behaviors that an employee contributes directly and indirectly to organisation goals. The interpretation of this is that the behaviour and commitment of an employee in a particular organisation determine the quick and successful realisation of the organisation's goal. Bowling (2010) posted job performance to consist of task performance or in-role performance and contextual performance or extra-role performance. From the organisational perspective, task performance and contextual performance represents the extent to which employees perform their official job or duties effectively. Job performance is an output of a staff on the job, which is measurable in terms of quality and quantity of job performed or done by such staff. Ajegbomogun and Diyaolu (2018) stated that -job performance refers to a clear understanding of one's

job and the effectiveness of carrying out the various tasks attached. It simply means how well an employee performs positively at the individual place of work.

Library personnel's in the academic libraries as an information services provider required necessary skills to enable them perform or carry out their responsibilities effectively as expected by the management and one of the most required skill to be possessed is digital literacy skills. These enable the librarians to effectively use technology and provide library services to users effectively.

Statement of the Problem

Library personnel perform their job as directed by management of the library. Personal investigation with library personnel in some academic libraries revealed the fact that librarians are not happy with their job due to the kind of treatment meted out to them such as irregular promotion, inadequate working materials (e.g., computers), poor remuneration, poor staff training on computer etc. This has also inhibited their level of digital literacy skills such that not all the professional librarians can adequately assist the library user to locate, organize, retrieve, evaluate, and create information using digital technology as a result of the aforementioned motivational strategies. Therefore, the purpose of this study is to examine the influence of digital literacy skills on job performance of library personnel in selected academic libraries in Southwestern, Nigeria.

RQs

The following research questions guided the study:

1. What is the digital literacy skills level of the academic library personnel in University of Ibadan and Obafemi Awolowo University?
2. What is the level of job performance of the academic library personnel in University of Ibadan and Obafemi Awolowo University?
3. What is the perceived influence of digital literacy skills on job performance of the academic library personnel in University of Ibadan and Obafemi Awolowo University?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

1. There is no significant relationship between the digital literacy skills and job performance of the academic library personnel in University of Ibadan and Obafemi Awolowo University.

Literature Review

Digital literacy is the ability to master relevant skill and use digital media efficiently and effectively for personal and professional growth. It is a highly valuable requirement to thrive in a world dominated by digital tools where communication technology has overtaken virtually the entire organizational landscape. According to E-safety support (2014), Digital literacy is "the ability to locate, organise, understand, evaluate, and create information using digital technology; it is the ability to use and understand digital technology effectively for everyday task.

In other word, it is an essential life skill. Bunker, (2010: 29) agrees with this and posits that digital literacy is critical to a nation's workforce within today's digital world. Librarian in academic libraries can efficiently and effectively perform in this 21st century in the profession of librarianship if acquire digital literacy skills. These categories of librarians are professional librarians. The Institute of Museum and Library Services (2015) suggested that the standard professional development of librarians is the Masters' degree in Library & Information Science (MLIS); it is estimated that two-thirds of all public libraries have a librarian with an MLIS degree from an American Library Association-accredited institution.

Maharana and Mishira, (2007) pointed out that digital literacy skill is the ability to properly use and evaluate information using a variety of digital devices such as smartphones, laptops, desktop computers and internet-enable services and apply it to all areas of life. They stated further that it is the ability to use digital devices appropriately to process and retrieve information, understand how web works, participate in social networks for creation and sharing of knowledge. And it was noted that these skills are not limited to hardware and software application but include making good judgment on the information to consume.

The skills are essential because it will enable individuals to utilize the internet maximally in the digital age (Australian Communication & Media Authority, 2009). Digital literacy is full of windows of opportunities to help users cope with a myriad of electronic information, promoting critical skill, decision-making as well as enhancing effective communication in the knowledge-based society. The skills would enable individuals and employees understand and confidently utilize a variety of digital tools with confidence.

It has been observed that digital literacy skills will not only afford employees the opportunity to exchange email, promote use of ICT based

products and services but will also enable employees to utilise multimedia presentation and participate in online discussion using any social media tool to facilitate and improve communication. Proficiency in the use of digital and media tools to solve communication problems and reach out to a wider community would reduce digital divide as being experienced among adults or digital immigrants across nations (Huang and Chen, 2010). An employee or adult who is able to use digital media effectively is described as digital citizen whereas employees who lack appropriate digital literacy skills and are unable to access the internet and use computer are referred to as non-digital citizens (Prenski, 2001, Selwyn, 2009).

Non-Digital employees may not be able to contribute efficiently and effectively in the workplace and participate in the knowledge environment. The consequence may be low productivity, social isolation and economic stagnation. Such employees may suffer digital divide (Mossberger, Tolbert & McNeal, 2008). According to Mossberger, et al. (2008), digital divide is the gap created between those who have access and those without access to the Internet. Lack of access may be as a result of poor investment in media education or training, lack of interest on the part of individuals to acquire digital skill as well as lack of awareness.

These challenges notwithstanding, digital literacy skills are inevitable and essential in the 21st century. The importance of digital literacy cannot be over emphasized as it equips people with critical thinking skills and ability to evaluate and understand and interpret information from the internet without which it is very detrimental. Digital literacy enables individuals to make informed use of digital technology and media as it offers opportunity to participate in new kinds of social activities (Hague & Williamson, 2009:1). It enhances employability with recruitment being increasingly undertaken online and provides skills needed for people to gain access to work places. According to UNESCO IITE (2011) digital literacy has beneficial effects on learning skills and competencies because it broadens the scope of potential knowledge. E-Safety (2013) observed that digital literacy serves as a tool for collaborative, creative and recordable communicative techniques essential for the next generation. In addition, it empowers individual with the 21st century skills of creation, capacity to communicate, collaborate and to protect one's privacy. In order to fully participate and be active in this modern era one needs to be digitally literate to meet global competitiveness (Shopova, 2014) However, Eshet-Alkali (2004) concluded that digital

literacy goes beyond skills needed to use or operate technological devices, rather survival skills needed in this digital era.

Itsekor and James (2012) carried out a study on influence of digital literacy on career progression and work motivation of academic library staff in South-West, Nigeria and found out that academic library staff in South-West, Nigeria are skilled in using the computer, use the computer every day at work, know how to surf the web to get information they need, work easily with the computer without supervision, use the computer for library work and are connected to the internet, know how to share resource with other colleagues on-line. On the other hand, a larger percentage indicated not very skilled in using Microsoft packages to research, not very skilled, fairly skilled on being on a social network online (e.g. NLA online, Facebook, Badoo, Linkedln, Alert, BNET), not very skilled at navigating through the cyberspace very easily, not very skilled at networking with other colleagues via computers, not very skilled at blogging on the website, do not have an email and were not members of NLA on-line.

Job performance is being conceptualized as the duties being performed by library personnel in the library so as to maximize the goal of the library. It refers to the job measurement output of library on the basis of quality and quantity. Library personnel job differ from one library to another but they have peculiar job activities which is common to all libraries. On the other hand, job performance can be defined as the ability of the library personnel to perform their roles, duties and responsibilities exceedingly well, within the university settings and the academic librarian have it as the role to manage and direct their subordinate's activities to achieve the aim of the institution. In the recent time, academic libraries were well into the digital revolution in information storage and retrieval which has a great influence on library services and service delivery to the library patrons. The influence of digital literacy skills on academic librarians will enable them to possess the necessary skill that they need to carry out their daily routine tasks thus improving their job performance. However, digital literacy skills are very mandatory and crucial to the job performance of librarians in the institution of learning.

As part of the librarians' duty to provide information resources for users in the library, Madu (2008) quoting Omekwu (2002) in Itsekor and James (2012) opined that a modern librarian should be ready to provide services that will ensure better access to information, possibilities for co-operation, resource sharing, improved productivity, up-to-date information services, efficient and affective delivery of service etc. He further stated that the librarian must of necessity be familiar and competent in the use of computer

and internet based technologies in provision of information and in some cases a user may need assistance especially in the use of some of these technologies to search for information and the librarian should be able to provide a leeway.

Itsekor and James (2012) opined that in promoting the use of electronic resources in the library, there is a need for academic librarians' manpower and skill development. When individuals are empowered, they develop the skills that are needed on their jobs and equally they are more satisfied with the work they do. They are also well equipped to perform better, and are more productive on their jobs; hence they can be motivated, compensated, promoted and progress on their career path. Digital literacy skills empower people for productivity and career progression on their profession, but it seems that as one grow older, it becomes more difficult for them to learn on the job. Digital literacy skills require extensive and effective training for one to be computer literate. According to Itsekor and James (2012) librarian's jobs involve the ability to interpret, analyze, evaluate and access information the use digital literacy skill enhances their performance on the job.

Methodology

The study adopted descriptive survey research method of expost-facto type. The population for the study was 104 library personnel selected from two university libraries in South-West Nigeria. Library personnel were selected as appropriate specimen because the selected universities have digital library and ICT services and personnel are expected to offer online services as a result of their digital literacy skills. The purposive sampling technique was used to select University of Ibadan and Obafemi Awolowo University which have the highest number of library personnel in South-West Nigeria. On the other hand, the total enumeration sampling was adopted for the 104 library personnel who constitute the entire library personnel in the two university libraries in South-West Nigeria. The instrument is titled "Digital literacy skills and job performance of library personnel" Scale (DLSJPLP) contained questions developed into four sections. Section A; Background information.

Section B; Digital literacy skills level of the academic library personnel, Section C; level of job performance of the academic library personnel and Section D; the perceived influence of digital literacy skills on job performance of the academic library personnel. The reliability coefficient for the instruments was tested to be 0.84 using Cronbach- Alpha method. The questionnaire was pre tested on library personnel of the University of

Ilorin that was not included in the study. Data collected were subjected to various statistical analyses using SPSS version 23. Descriptive and inferential statistics were adopted for data analysis, Simple percentages, tables, mean and Pearson Product Moment Correlation were used in analysing data.

Data Analysis

Data were analysed as they related to the specific areas of the study using descriptive statistics such as simple percentages, mean and tables, mean and Pearson Product Moment correlations.

Table 1: Demographic Information of the Respondents

Name of University	Frequency	Percentage (%)
UI	70	67.3
OAU	34	32.7
Total	104	100.0
Age Distribution of the respondents	**Frequency**	**Percentage (%)**
18-25 years	3	2.9
26-35 years	24	23.1
36-45 years	63	60.6
46-55 years	12	11.5
56 years and above	2	1.9
Total	104	100.0
Sex	**Frequency**	**Percentage (%)**
Male	57	54.8
Female	47	45.2
Total	104	100.0
Marital status of respondents	**Frequency**	**Percentage (%)**
Single	9	8.7
Married	91	87.5
Separated	4	3.8
Total	104	100.0
Highest Educational qualification of respondents	**Frequency**	**Percentage (%)**
NCE/Diploma	21	20.2
BSc/BE.d	32	30.8
Masters	48	46.2
PhD	3	2.9
Total	104	100.0
Designation of the respondents	**Frequency**	**Percentage (%)**
Assistant chief Library Officer	1	1.0
Chief library officer	1	1.0
Librarian I	18	17.3
Librarian II	34	32.7
Library officer	25	24.0
Principal Library Officer	4	3.8
Senior Librarian	16	15.4
Seniour Library Officer	5	4.8
Total	104	100.0

Table 1 showed that majority of the respondents 70(67.3%) were Library personnel in UI and 34(32.7%) were Library personnel in OAU. This implies that UI has more library personnel than OAU.Majority of the respondents 63(60.6%) were within 36-45 years of age, followed by 24(23.1%) respondents, who were within 26-35 years, also, 12(11.5%) of the respondents were within 46-55 years, 3(2.9%) were within 18-25 years, while 2(1.9%) respondents are within 56 years and above. It implies that majority of the library personnel in the two universities are adults.

Majority, 57(54.8%) of the respondents were male while their female counterparts were 47(45.2%). The indication of this is that majority of the respondents in the study are male.As regard marital status, 91(87.5%) of the respondents were married, 9(8.7%) were single, while, others 4(3.8%) were separated. For educational qualification, Majority, 48(46.2%) of the respondents had Master's degree certificates, 32(30.8%) had BSc/BE.d degree certificate, 21(20.2%) had NCE/Diploma certificate, while, only 3(2.9%) had PhD certificate. This implies that majority of the library personnel in the two universities had Master's degree. Majority 34(32.7%) of the respondents were librarian II, 25(24.0%) were library officer, 18(17.3%) were librarian I, 16(15.4%) were seniour librarian, 5(4.8%) were seniour library officer, 4(3.8%) were principal library officer, and only 1(1.0%) were in the category of assistant chief library officer and chief library officer respectively.

Answers to the Research Questions

Research question 1: What is the digital literacy skills level of the academic library personnel in University of Ibadan and Obafemi Awolowo University?

Table 2: The digital literacy skills level of the academic library personnel

S/N	Digital literacy skills level	E	VS	FS	NVS	NAAS	Mean	Decision
1	As a library staff, I am skilled in using the computer	4(3.8%)	86(82.7%)	14(13.5%)	-	-	3.90	Accepted
2	I use the computer every day at work	2(1.9%)	88(84.6%)	14(13.5%)	-	-	3.88	Accepted
3	I know how to surf the web to get information I need	2(1.9%)	84(80.8%)	18(17.3%)	-	-	3.85	Accepted
4	I work easily with the computer without supervision	2(1.9%)	89(85.6%)	9(8.7%)	4(3.8%)		3.86	Accepted
5	I research using Microsoft packages easily	86(82.7%)	18(17.3%)	-	-	-	4.83	Accepted
6	I use the computer for library work and I am connected to the internet	84(80.8%)	20(19.2%)	-	-	-	4.81	Accepted
7	I know how to share resource with other colleagues online	86(82.7%)	18(17.3%)	-	-	-	4.83	Accepted
8	I navigate through the cyberspace very easily	79(76.0%)	21(20.2%)	2(1.9%)	2(1.9%)	-	4.70	Accepted
9	I network with other colleagues via computers	70(67.3%)	34(32.7%)	-	-	-	4.67	Accepted

The mean scores were interpreted as follows: Above 3.5 is considered as positive and accepted whilst 3.5 or below is considered as negative and rejected (Source: Field data, 2019).Therefore, table 2 showed that majority of the respondents pointed that they are very skilled. The digital literacy skills of the library personnel are: 89(85.6%) indicated they work easily with the computer without supervision with (Mean=3.86), 88(84.6%) showed that they use the computer every day at work with (Mean=3.88), 86(82.7%) meant that as a library staff, they are skilled in using the computer with (Mean=3.90), 84(80.8%) showed they know how to surf the web to get information they need with (Mean=3.85), 69(66.3%) revealed they navigate through the cyberspace very easily with (Mean=4.07). This implies that the

library personnel in the two universities are digital literacy personnel and are very skilled in using computer to attend to users query in the library.

Research question 2: What is the level of job performance of the academic library personnel in University of Ibadan and Obafemi Awolowo University?

Table 3: Job performance of the academic library personnel

S/N	Job performance of the academic library personnel	Excellent	Very Good	Good	Fair	Poor	Mean	Decision
10	I am always punctual at work	10(9.6%)	89(85.6%)	5(4.8%)	-	-	4.05	Accepted
11	I possessed good leadership quality	10(9.6%)	94(90.4%)	-	-	-	4.10	Accepted
12	I have good relationship with co-workers	10(9.6%)	92(88.5%)	2(1.9%)	-	-	4.08	Accepted
13	My job is always satisfactory	18(17.3%)	81(77.9%)	5(4.8%)	-	-	4.13	Accepted
14	I have a better creative and innovative ability	14(13.5%)	79(76.0%)	11(10.6%)	-	-	4.03	Accepted
15	I always meet up with deadline	15(14.4%)	63(60.6%)	26(25.0%)	-	-	3.89	Accepted
16	I have good communication skills	3(2.9%)	31(29.8%)	67(64.4%)	3(2.9%)	-	3.33	Rejected
17	I have problem solving ability	12(11.5%)	67(64.4%)	24(23.1%)	1(1.0%)	-	3.86	Accepted

The mean scores were interpreted as follows: Above 3.5 is considered as positive and accepted whilst 3.5 or below is considered as negative and rejected (Source: Field data, 2019). Therefore, table 3 showed that majority of the respondents indicated they are very good in performing their jobs as they printed as follows: 94(90.4%) I possessed good leadership quality with (Mean=4.10), 92(88.5%) I have good relationship with co-workers with (Mean=4.08), 89(85.6%) I am always punctual at work with (Mean=4.05), 81(77.9%) my job is always satisfactory with (Mean=4.13), 79(76.0%) I have a better creative and innovative ability with (Mean=4.03), and I always meet up with deadline as indicated by 63(60.6%) with (Mean=3.86).

Research question 3: What is the perceived influence of digital literacy skills on job performance of the academic library personnel in University of Ibadan and Obafemi Awolowo University?

Table 4: Perceived influence of digital literacy skills on job performance

S/N	Perceived influence of digital literacy skills on job performance	SA	A	D	SD	Mean	Decision
18	My skillfulness in using the computer helps me to contribute meaningfully during online group discussions	10(9.6%)	75(72.1%)	16(15.4%)	3(2.9%)	2.88	Rejected
19	I easily pass online information to my co-workers that will help them to perform their work effectively	10(9.6%)	85(81.7%)	8(7.7%)	1(1.0%)	3.00	Rejected
20	I can work in any section of the library	11(10.6%)	89(85.6%)	3(2.9%)	1(1.0%)	3.06	Rejected
21	My knowledge on digital literacy skills helps me to attend to users' needs in the library	3(2.9%)	12(11.5%)	88(84.6%)	1(1.0%)	3.15	Rejected
22	I am effective and efficient in using online resources	6(5.8%)	81(77.9%)	13(12.5%)	4(3.8%)	3.86	Accepted
23	With my knowledge of digital literacy skills I assist employees in my department when they need help	10(9.6%)	87(83.7%)	3(2.9%)	4(3.8%)	2.99	Rejected

The mean scores were interpreted as follows: Above 3.5 is considered as positive and accepted whilst 3.5 or below is considered as negative and rejected (Source:Field data, 2019). Therefore, table 4 showed that digital literacy skills do not influence job performance of library personnel in two universities

Ho1:   There is no significant relationship between the digital literacy skills and job performance of the academic library personnel in University of Ibadan and Obafemi Awolowo University.

Table 5: PPMC summary table showing the relationship between digital literacy skills and job performance of library personnel.

Variables	N	Mean	Std. Dev	Df	r	p	Sig.
Digital literacy skills	104	44.9519	11.64889	102	-.060	.548	Not Sig.
Job performance	104	43.2885	5.47665				

Table 5 shows a negative digital literacy skills on job performance of library personnel in the two universities (Df= 102, N= 104, r = -.060, P > 0.05). Based on this, the null hypothesis is accepted. Therefore, there is no significant relationship between digital literacy skills and job performance of library personnel in University of Ibadan and Obafemi Awolowo University. This implies that the digital literacy skills of the library personnel do not determine their job performance. Other factors could be responsible for their low level of job performance.

Discussion of Findings

The study was designed to examine the influence of digital literacy skills on job performance of library personnel in University of Ibadan and Obafemi Awolowo University. From the study, it could be inferred that University of Ibadan has more library personnel 67.3%) than Obafemi Awolowo University. The two selected academic libraries under consideration recruits more male f 57(54.8%) than the female counterparts and there are also strong ations that the two selected academic libraries employed more people ster's degree than any other certificate. It could also be deduced t. e ranking of staff by position, librarian II was ranked 1st position and majority (60.6%) were within the age of 36-45 years. Moreso, there were more (87.5%) married personnel, and according to designation, there were more staff in (35.6%) in serial section of the library.

The study revealed the level of digital literacy skills of the library personnel which reflect the following: work easily with the computer without supervision, use the computer every day at work, skilled in using the computer, know how to surf the web to get information they need, navigate through the cyberspace very easily. This implies that the library personnel in the two universities are digital literacy personnel and are very skilled in using computer to attend to users query in the library. This finding is in line with the study of E-safety support (2014), defines digital literacy as "the

ability to locate, organise, understand, evaluate, and create information using digital technology; it is the ability to use and understand digital technology effectively for everyday task. In other word, it is an essential life skill. Bunker, (2010: 29) agrees with this and posits that digital literacy is critical for a nation's workforce within today's digital world.

The study also revealed that the library personnel are very good in performing their jobs as they indicated as follows: I possessed good leadership quality, I have good relationship with co-workers, I am always punctual at work, my job is always satisfactory, I have a better creative and innovative ability, and I always meet up with deadline. This finding corroborate the findings of E-Safety (2013) observed that digital literacy serves as a tool for collaborative, creative and recordable communicative techniques essential for the next generation. In addition, it empowers individual with the 21st century skills of creation, capacity to communicate, collaborate and to protect one's privacy. In order to fully participate and be active in this modern era one needs to be digitally literate to meet global competitiveness (Shopova, 2014) However, Eshet-Alkali (2004) concluded that digital literacy goes beyond skills needed to use or operate technological devices, rather survival skills needed in this digital era.

The study revealed that digital literacy skills do not influence job performance of library personnel in two universities. This finding negate the findings of Madu (2008) quoting Omekwu (2002) in Itsekor and James (2012) opined that a modern librarian should be ready to provide services that will ensure better access to information, possibilities for co-operation, resource sharing, improved productivity, up-to-date information services, efficient and affective delivery of service etc. He further stated that the librarian must of necessity be familiar and competent in the use of computer and internet based technologies in provision of information and in some cases a user may need assistance especially in the use of some of these technologies to search for information should be able to provide a leeway. Itsekor and James (2012) opined that in promoting the use of electronic resources in the library, there is a need for academic librarians' manpower and skill development.

The study showed a negative digital literacy skills on job performance of library personnel in the two universities. Therefore, there is no significant relationship between digital literacy skills and job performance of library personnel in University of Ibadan and Obafemi Awolowo University. This implies that the digital literacy skills of the library personnel do not

determine their job performance. Other factors could be responsible for their low level of job performance. This negate the findings of Itsekor and James (2012), they opined that librarian's jobs involve the ability to interpret, analyze, evaluate and access information and that the use digital literacy skill enhances their performance on the job.

Conclusion

It is evident from the result of this study that the digital literacy skills of the library personnel do not determine their job performance. Therefore, there is no significant relationship between digital literacy skills and job performance of library personnel. Other factors could be responsible for their low level of job performance such as irregular promotion, inadequate working materials (e.g., computers), poor remuneration, poor staff training on computer etcetera. This has invariably inhibited their level of digital literacy skills and effective job performance such that not all the professional librarians can adequately assist the library user to locate, organise, retrieved, evaluate, and create information using digital technology as a result of the aforementioned motivational strategies. Nevertheless, library personnel are still very good in performing their jobs as they indicated; I possessed good leadership quality, dependability and honesty, I have good relationship with co-workers among others. The library personnel also agreed that they can work in any section of the library, their knowledge on digital literacy skills helps them in ensuring that jobs within areas of specific responsibilities are completed in a timely manner and within budget among others.

In view of the forgoing, it could be seen that personnel possess good digital literacy skills but yet are still low performers. Therefore, the University management should encourage them by supplying appropriate motivational strategies that will enable them to be effective in performing their job in the library.

Recommendations

In view of the conclusion stated or drawn above, the following recommendations are put forward. In order to ensure the job performance of the library personnel in the selected academic libraries as a result of their digital literacy skills possessed, the following should be considered:

i.   Library management should organise a training programmes for their library personnel and send their staff for seminars and workshops on digital literacy skills improvement to enable them to be effective in their job.

ii.   The University management should support the library and ensures the library improves by meeting the needs of the library in terms of procuring good computers to the library to make the library a digital library, automated library and a resource sharing library to enhance teaching, learning and research.

iii.   The University management should have good motivational strategy packages for the library personnel. Such as good salary scale, promotion as at when due, training for staff and sponsoring of programmes. This will enable the library personnel to be effective in their job.

iv.   The University management should ensure stable power supply in the library. This will enable the library personnel to provide online services to the users when they come to the library.

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