LAFIA JOURNAL OF LIBRARY AND INFORMATION SCIENCE
Volume 5, Number 1, 2024.
https://lalibjournals.org/index.php/LJLIS
ISSN: Print - 2814-0702, Online - 2814-0710
LJLIS

INFLUENCE OF DIGITAL LITERACY ON JOB PERFORMANCE OF LIBRARIANS IN GOVERNMENT OWNED UNIVERSITY LIBRARIES SOUTH-EAST NIGERIA

Igajah, Mayen Ndaro
Umoh, Margaret Sylvanus
Ben, Ekomobong Okon
University of Calabar, Nigeria

Odikpo Caroline Akunne
Delta State Polytechnic, Ogwashi-Uku

Itachor, Glory Celeokpa
University of Calabar, Nigeria

Abstract
The study investigated the influence of digital literacy on job performance of librarians in Government owned university libraries South-East Nigeria. A total of 91 librarians in Government owned University libraries in South-East Nigeria were randomly selected for the study. A total of 91 questionnaires were distributed and only 77 were retrieved. Descriptive statistics, (mean and percentage) of the data were calculated. A mean score of 2.5 and above and a percentage score of 50% were taken into consideration. The study revealed the influence of digital literacy on librarian's job performance in Government owned university libraries South-East Nigeria as follows: it improves communication, accuracy, efficiency, Job satisfaction and positive service delivery respectively. The study further affirmed the challenges of adopting digital literacy in Government owned university libraries in South-East Nigeria as lack of digital skills among librarians, lack of procurement of digital tools, inability of traditional libraries to migrate to digital one, poor electricity supply and lack of technical knowhow in the environment. The study recommends that a sufficient number of digital resources should be available in the library to incentivize staff members to use them for both personal and user purposes and to improve the work efficiency of library personnel at South-East, Nigeria. Polytechnic libraries focus should be given to providing these facilities with a reliable power source and strong Internet connectivity.
Keywords: Digital literacy, Job performance, Librarians, University libraries, Nigeria

Introduction

The capacity to locate, assesses, utilize, and produce digital information in an ethical and successful manner is referred to as digital literacy. According to Bunyamin Ayhan (2016), digital literacy may also be described as the capacity to use a computer to alter data in several formats and to comprehend technical procedures and information. Libraries have always served as information and learning hubs, and in the digital age, they are crucial for advancing digital literacy. Globally, technological growth has

dominated society. Today, we live in a digital age where digital interference shapes everything we do (Martin & Grudziecki, 2006). It is expected of library researchers to carry out studies with emphasis on the part that contemporary technologies now play in the provision of library services. The boundaries of the library have expanded with the use of contemporary technologies. The advent of digital technology in libraries necessitated the computerization of the majority of activities. According to Anuradha (2017), contemporary technology has significantly altered how libraries function are carried out in the information age. This is due to the fact that libraries must employ new technologies in order to perform essential functions for 21st-century library services, including the acquisition, cataloging, preservation, distribution, and provision of reference services to patrons.

It is imperative that librarianship as a profession adjust to the new environments of the digital age. All levels of literacy, from digital to basic, are supported by libraries. Digital literacy is more prevalent in digital libraries than it is in traditional libraries, despite the presence of other types of literacy. According to Oluwaseye and Abraham (2013), digital libraries have the potential to significantly enhance how people search for and retrieve information. Because digital divide can result from a lack of digital literacy, libraries in particular risk losing their users. The term "digital divide" was used by Osunkunle (2006) to describe the difference in access to and effectiveness of modern information and communication tools between those who have it and those who do not. The job performance of librarians on the job might be improved by digital literacy.

Job performance consists of task performance and contextual performance. Broadly speaking, an individual's work performance indicates how they contribute to the overall success of a business. The capacity of librarians to carry out assigned tasks in a way that aligns with the aims and objectives of the organization is known as job performance. Performance evaluations gauge an individual's ability to meet job criteria (Agim & Azolo, 2019). Several studies show that having a digital literacy boosts one's performance at work. The development and application of new ideas, the elimination of manual labor, the improvement of user services, staff happiness, and the acquisition of survival skills by librarians to handle problems in the digital age are all impacted by digital literacy. (Abbas, Muzaffar, Mahmood, Ramzan, and Ul Hassan Rizvi, 2014). It is in light of this that this topic the influence of digital literacy on job performance of librarians in Government owned university libraries South-East Nigeria is imperative.

Statement of the Problem

Digital literacy refers to the abilities required to function in a culture where social media, internet platforms, mobile devices in libraries, and other digital technologies are increasingly used for communication and information access. With the help of robust search capabilities and rapid resource access, users of digital libraries may simply and quickly locate the information they want. Users can do research or study more effectively thanks to this rapid access, which may have an **impact** on how well librarians do their duties. How successfully a person carries out their work tasks and obligations are known

as job performance. Many libraries evaluate the work of their staff members either annually or quarterly in order to identify areas that require development and to promote continued success in areas where performance is on par with or better than expected. Both the users and the librarians would benefit from the implementation of digital literacy in university libraries.

Government has invested so much on digital facilities in the Polytechnic libraries under study by acquiring these facilities through TETFUND or other special interventions. Modern digital facilities such as camera, computers, laptops, telecommunication, printers, photocopier machines, fax, library management software, mobile devices etc were acquired. The state of the art facilities in these Polytechnic libraries cannot be over-emphasized. But it has been observed that there is no competent skill manpower to man these facilities, and also the challenges of irregular electricity supply to operate these facilities are a major setback. It is in line with this problem that this research is carried in order to find solutions to the problem statement.

Objectives of the Study

The main objective of the study is to find out the influence of digital literacy on job performance among librarians in Government owned university libraries South-East Nigeria. The specific objectives are:

1. To examine the influence of digital literacy on librarians job performance in Government owned university libraries South-East Nigeria
2. To find out the challenges of adopting digital literacy in Government owned university libraries South-East Nigeria

Literature Review

In order to established a firm framework for the study, previous works on digital literacy and librarians job performance were linked together in the study

Digital Literacy and Job Performance

Every day, information and communication technology advance more and more, which has an impact on how services are provided across all societal sectors. With the development of several IT-related services, which have improved the library's overall operations and conventional services, it is not left behind. These abilities, often known as digital literacy skills, will be necessary for librarians to function in the twenty-first century. According to Ugwulebo and Omorodion (2021), the problem of information resource usage has arisen as a result of the expansion in information resources. Information managers, usually referred to as librarians, must develop their digital literacy abilities in order to satisfy the demands of their users and guarantee the maximum exploitation of these resources. Libraries and librarians are now faced with the difficulty of acquiring these digital literacy skills in order to satisfy the requirements of their users promptly and remotely, as well as to successfully employ the resources of the twenty-first century.

It is crucial to educate librarians about the need of having these digital literacy abilities in order to guarantee better service delivery and higher engagement in the field of information communication technology. With the use of these digital literacy abilities, librarians will be able to traverse the information landscape and create and utilize information resources to their fullest potential. Information and media literacy are closely related to digital literacy. But digital material in all its forms is the only focus of digital literacy. Digital literacy is defined as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" by the American Library Association. Globally, technological growth has dominated society. Because digital involvement shapes everything we do, we live in a digital age, and this has significantly improved work performance (Martin & Grudziecki, 2006).

The degree to which a project deliverable complies with the job standards and criteria that were set forth at the outset of the project is known as job performance. According to BizEdu (2016), job performance is the degree to which workers successfully do necessary activities. Grace, Oladejo, and Oladejo, (2020) define performance as an employee's ability to successfully complete the tasks that make up their employment. Additionally, they saw job performance as an employee's capacity to combine suitable actions in order to realize the aims and objectives of the firm. In the labor sector, "job performance" is a word that is commonly used. It speaks to how individuals carry out their jobs. According to James (2015), performance is behavior; it's what a worker, like a librarian, does. He does, however, define performance as behavior with some exclusions. He clarifies, for example, that performance need not involve an individual's directly observable behaviors. It may include mental outputs like decisions or answers.

Because digital literacy is associated with improved organizational performance, scholars and professionals are still interested in this idea. According to Ranieri, Fini, and Calvani, (2009), an organization's view of digitalization and how much it impacts performance are the components of digital literacy. Measuring people's true levels of digital literacy is a challenging undertaking. As a result, a large body of research revealed opinions on one's own assessment of digital abilities. According to Shopova's (2014) study, 76% of the pupils had strong computer abilities and capacity to analyze material. Amiri (2009) found that digital literacy had a favorable impact on students' academic achievement in another research. Similarly, Brown's (2009) investigation on the connection between students' achievement and digital literacy came to the conclusion that the two were positively correlated. Strongly beneficial benefits were found in school graduation and other outcomes related to the field of education by Fairlie, Beltran, and Das, (2010). It was also shown that computer literacy affects students' performance on other academic assignments in addition to their grades. In a similar vein, Lopez-Islas and Jose's (2013) study on a disadvantaged group of high school students found a substantial correlation between students' academic achievement in an online learning program created by the school and their digital literacy. The study came to the conclusion that better surroundings and simple access to DL and ICT boost students' performance.

Research Methodology

The study adopted a descriptive survey using questionnaire to collect data. A total of 91 librarians in Government owned University libraries in South-East Nigeria were randomly selected for the study. A total of 91 questionnaires were distributed only 77 were retrieved. Descriptive statistics, (mean and percentage) were used for analysis. A mean score of 2.5 and above and a percentage score of 50% were considered for decision making.

Table 1: Population of the Study

S/N	Institution	No of librarians
1	University of Nigeria Nsukka Library, Nsukka	45
2	Enugu State University Library, State Location	21
3	Nnamdi Azikiwe University Library, Awka	25
Total		**91**

The table one above depicts the population of librarians in Government owned University libraries in South-East Nigeria which was randomly picked for the study. University of Nigeria Nsukka Library has 45 librarians; Enugu state university library has 21 librarians while Nnamdi Azikiwe university library Awka has 25 librarians respectively

Table 2: Influence of Digital Literacy on Job Performance in Government owned University Libraries South-East Nigeria

S/N		SA	A	D	SD	-X	Decision
1	It improves communication	41	30	11	9	3.7	Accepted
2	Accuracy	39	33	13	6	3.7	Accepted
3	Efficiency	33	32	21	5	3.5	Accepted
4	Job satisfaction	43	33	12	3	3.8	Accepted
5	Positive service delivery	37	34	11	9	3.6	Accepted

The table 2 revealed items five (5) on the influence of digital literacy on librarian's job performance in Government owned university libraries South-East Nigeria as it improves communication (3.7), Accuracy (3.7), Efficiency (3.5) Job satisfaction (3.8) and Positive service delivery (3.6) respectively.

Table 3: The Challenges of adopting Digital Literacy in Government owned University Libraries South-East Nigeria

S/N		SA	A	D	SD	-X	Decision
1	Lack of digital skills among librarians	35	37	12	7	3.6	Accepted
2	Lack of procurement of digital tools	39	32	11	9	3.6	Accepted
3	Inability of traditional libraries to migrate to digital one Accepted	37	22	19	13	3.4	Accepted
4	Poor electricity supply	45	35	11	0	3.9	Accepted
5	Lack of technical knowhow in the environment	35	38	12	6	3.6	Accepted

Table 3 identified 5 items on the challenges of adopting digital literacy in Government owned university libraries South-East Nigeria as Lack of digital skills among librarians (3.6), Lack of procurement of digital tools (3.6), Inability of traditional libraries to migrate to digital one (3.4), Poor electricity supply (3.9) and Lack of technical knowhow in the environment (3.6) respectively.

Discussion of Findings

The title is on Influence of digital literacy on job performance of librarians in Government owned university libraries South-East Nigeria. Two research questions were formulated to guide the study. It was affirmed from the results that the influence of digital literacy on librarian's job performance in Government owned university libraries South-East Nigeria has improved communication, accuracy, efficiency, job satisfaction, and positive service delivery. The study also revealed the challenges of adopting digital literacy in Government owned university libraries South-East Nigeria as Lack of digital skills among librarians, Lack of procurement of digital tools, Inability of traditional libraries to migrate to digital one, Poor electricity supply and Lack of technical knowhow in the environment.

Recommendations

The following recommendations were made based on the findings of this study:

1. A sufficient number of digital resources should be available in the library to incentivize staff members to use them for both personal and user purposes.
2. Digital literacy abilities should be taken into significant account when hiring library workers in academic institutions.
3. To improve the work efficiency of library personnel at South-East, Nigeria, academic libraries focus should be given to providing these facilities with a reliable power source and strong Internet connectivity.

References

Abbas, J., Muzaffar, A., Mahmood, H. K., Ramzan, M. A., & Ul Hassan Rizvi, S. S. (2014). Impact of technology on performance of employees (a case study on Allied Bank Ltd, Pakistan). *World Applied Sciences Journal*, 29(2), 271–276. https://doi.org/10.5829/idosi.wasj.2014.29.02.1897

Agim, E. C., & Azolo, E. M. (2019). Digital literacy and job performance of 21st century library staff in Imo State. *Library Research Journal*, (4) 15–26. https://69.167.186.160/index.php/lrj/article/view/547

Amiri, S. (2009). The effects of information and communication technology on at risk childrenof low economic status: Make it-take it after-school case study. *International Journal of Education and Development using Information and Communication Technology*, 5(3),141-147

Anuradha , S.(2017). Does artificial neural network support connectivism's assumptions? *International Journal of Instructional Technology and Distance Learning*, 14(3), 3–26.

BizEdu. (2016). Importance of job performance. Retrieved from https://bizeducator.com/importance-of-job-performance/

Brown, B. C. (2009). An examination of the relationship between digital literacy and student achievement in Texas elementary schools (Doctoral dissertation, The University of Oklahoma, United States). Retrieved from https://pqdtopen.proquest.com/doc/304978655.html?FMT=AI

Bunyamin, A. (2016). The role of knowledge sharing in enhancing innovation: a comparative study of public and private higher education institutions in Iraq. *Innovations in Education and Teaching International*, 55(1), 44-56

Fairlie, D., Beltran, D., Das, L, (2010). Home computers and educational outcomes: Evidence from the NLSY97 and CPS. *Economic Inquiry*, 48: 771–792.

Grace, A. F., Oladejo, M. A., & Oladejo, M. A. (2020). Participatory management, professional development, and teachers' job performance in public secondary schools in Ogun State, Nigeria. *Journal of Learning for Development*, 7(2), 161-173.

James, D. K., Shoss, M. K., & Huang, J. L. (2015). Individual adaptive performance in organizations: A review. *Journal of Organizational Behavior*, 36, 53-71

Lopez-Islas & Jose, R. (2013). Digital literacy and academic success in online education for underprivileged communities: the prep@net case', The University of Texas at Austin, retrieved from http://hdl.handle.net/2152/20948

Martin, A. & Grudziecki, D. (2006) *Digital literacies for learning* London. Facet

Oluwaseye, A.J. & Abraham, A.O. (2013). The challenge in the development of academic digital Library in Nigeria, *International Journal of Educational Research & Development*. 2(6):152-157

Osunkunle, O.O. (2006). Bridging the digital divide and the use of information and Communication technology (ICT) in South African universities: a comparison study among selected historically black universities (HBU;s) and historically white universities(HWU's). *US- China Education Review* 3(3), 67-79

Ranieri, M., Fini, A., & Calvani, A. (2009). *Assessing digital competence in secondary education - issues, models and instruments*. (*M. Leaning, Ed*.) *Issues in information and media literacy: education, practice and pedagogy,* Santa Rosa California: Informing Science Press.

Shopova, T. (2014). Digital literacy of students and its improvement at the university. *Journal on Efficiency and Responsibility in Education and Science*, 7, (2), 26-32

Ugwulebo, A. & Omorodion, W. (2021). Investigation and analysis of current use of electronic resources in university libraries. *Library Management* .(1),2 72-88.