Digital Literacy Skills and Job Performance of Library Staff in Research Institutes Ibadan, Oyo State

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Certification

This is to certify that this dissertation was carried out by Omowero Juliana ADEJUMO with Matric Number LCU/PG/001050, a student in the department of Information Management under my supervision in the Faculty of communication and Information Science, Lead City University, Ibadan, Oyo State, Nigeria and that this work has not been previously submitted.

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Dedication

This work is dedicated to the Almighty God for his love, care and sustenance throughout my study.

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Abstract

Changes sweeping across libraries have never been as pronounced as seen in recent times with the advent of ICT applications. However, building on digital literacy is more important in the libraries for the librarian to stay ahead of future demand of the profession. The study, therefore, investigated digital literacy skills and job performance of library staff in research institutes Ibadan, Oyo State. The study used a descriptive and cross-sectional survey approach. The population of the study comprised all the one hundred and forty-eight (148) library staff in the ten (10) Research institutes in Ibadan, Oyo State and a total enumeration sampling method was used. A structured questionnaire was used to gather data. Descriptive and inferential statistics were used for quantitative data analysis. The test of hypotheses shows that Information literacy skills (ß=0.498, t=6.265, p<0.05) has significant influence on job performance, ICT skills (ß=0.794, t=4.940, p<0.05) has a significant influence on job performance, Library staff attitude (ß=0.235, t=2.639, p<0.05) has a significant influence on job performance. The level of digital literacy skills among the library staff is high. The findings have shown that library staff in research institutes in Ibadan Oyo State have high job performance with high level of digital skills. It was concluded that research institute libraries will take advantage of technological development to improve their services and their staff must also improve on their computer attitude and adaptive performance in order to remain effective and efficient. It was therefore recommended that library staff in research institutes should be exposed to more training in change management to improve on their adaptive performance. Librarians should also engage in continuous personal development to improve their adaptive skills. ICT skills acquisition must be an integral part of the evaluation of library staff in research institutes irrespective of job description.

Keywords: Job performance, Digital literacy skill, Information Literacy skill, ICT skill and Attitude.
Word Count: 297

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List of Acronyms

Abbreviations	Meaning
ICT	Information Communication Technology
OCB	Organization Citizenship Behavior
OPAC	Online Public Access Catalogue
MSP	Managerial Skill Profile
LAN	Local Area Network
WAN	Wide Area Network
TEEAL	The Essential Electronic Agricultural Library
ILS	Information Literacy Skills
TAM	Technological Acceptance Model

Chapter One

Introduction

1.1 Background to the Study

Job performance is a way of achieving a goal or collection of goals within a job, position, or organization. It is defined as the total expected value derived from an employee's actions over a certain period of time[1]. It refers to the act of performing a task. It is defined as the work-related tasks that an employee is required to perform and how successfully those actions are carried out. Many senior management personnel and directors evaluate each employee's work performance on a yearly or quarterly basis in order to discover areas for development. As performance is a key factor in determining whether library personnel performs their jobs successfully and efficiently, work performance is an important criterion for organizational outcomes and success[2].

Job performance has been linked to the ability of library personnel to achieve their particular work objectives, meet expectations, job targets, and standard established by their parent companies[3]. It has traditionally been considered a crucial aspect of personnel management. Most people would quickly characterize job performance as what a person accomplishes at various phases of the job; nevertheless, the intricacy of a job can have an impact on the job holder's overall performance. The ability and talents (natural or learned) that an employee possesses, as well as his or her drive to use them to execute a job better, are considered as the outcome of two aspects. Libraries all over the world have been confronted with the introduction of new technology advancements into the library system, requiring libraries and library employees to develop in response to these changes[2]. Technology innovation has had a huge impact on how libraries operate in Nigeria, particularly at Ibadan's research institute

library. As a result, library staff are faced with the responsibility of improving their skills. Research has shown that job performance in libraries is low, and libraries today are technologically driven, it is critical for library staff to succeed in this field, and must be efficiently competent in library technologies for effective service delivery[4]. Job performance includes contextual performance, adaptive performance, and task performance.

Contextual performance is spontaneous behavior in which employees support or enhance the work environment by being ready to perform and assisting other employees with their work when they are absent, actively participating in group work, sharing knowledge and ideals with their coworkers, and suggesting innovative ways to improve individual performance. Contextual performance is comparable to practically all jobs, whether they are in a library or in any other business, and it is mostly determined by motivation and personality. Contextual performance refers to the degree of commitment, loyalty, and concern for other library personnel, as well as the ability to communicate effectively with other colleagues to solve problems and make decisions. That is the reason why it has more of help; because it is always tailored toward personal attitude.

The capacity of library employees to adjust to changes in the library environment is known as adaptive performance. This includes handling more tasks, being at ease with employment flexibility, and being able to handle criticism from coworkers. In the library, it also refers to responding to a shift in knowledge. Solving issues imaginatively, dealing with uncertainty, learning new tasks, exhibiting interpersonal adaptation, and effectively addressing crises are all examples of adaptable performance.

The main responsibility allocated to a library staff member, whether in the technical area or the readers section, is task execution. The capacity of a library staff member to maintain a high level of work, know how to handle several assignments without supervision, and demonstrate knowledge in all job-related tasks are the major predictors of task performance. It includes a personnel contribution to the library's success.

The ability of library employees to explore, assess, and generate information utilizing a variety of digital technology in the library is referred to as digital literacy. It is also the ability to live, learn, and work in a society where communication and access to information is increasingly mediated by digital technologies such as internet platforms, social media, and mobile devices. Information literacy skills, ICT literacy skills, and attitude may all be used to assess digital literacy.

Information literacy skills are a set of abilities necessary by library personnel to identify digital material by detecting when information is needed and how to search, assess, and apply the desired information efficiently through the use of the internet, examining all information sources, synthesize and building on existing information, applying and communicating information.

The internet is a worldwide network of interconnected computer networks. It's a global network of computer networks that may be accessed from almost anywhere via a number of methods, including mobile internet devices. Thanks to the internet, we now have access to a wealth of information. The problem is that, as a result of the information explosion, we have a lot of information to choose from. It might be difficult to tell the difference between real facts, misinformation, points of view, and prejudice. The Internet is regarded as a wealth of

information generator, but in order to search for information, library staff must have digital literacy abilities. On the internet, which acts as the domain, shelter, and facilitator of online services, on-line materials are hosted. The library staff uses the internet to access and explore all information sources for information that can be found in a variety of places, which is then retrieved using a search engine, followed by the ability to synthesize and build upon the existing information, thus contributing to the creation of knowledge.

By using ICT equipment such as a computer, handset, cellular, telegraph, fast machine, and others via network, LAN and WAN, internet, and media waves, ICT literacy skills improve communication with others in libraries and society in general. The capacity to use computers to provide effective service in the new century would undoubtedly improve library staff job performance and efficiency in areas such as cataloging, categorization, indexing, and other library activities. Attitude refers to how a library employee feels in a given situation, and it encompasses, to some extent, the employee's feelings, attitude toward his employer, coworkers, and position within the library system. It enhances library personnel' working circumstances by operating swiftly and consistently, almost eliminating mistakes, and taking over laborious and time-consuming activities, as well as improved information management and speedier outcomes. A spreadsheet or work sheet refers to a complete page of rows and columns; Excel is the world's most popular spreadsheet application. Excel may be used by library staff to create budgets, track users, and create bar, line, and pie charts to see what the numbers really mean. The act of putting together papers is known as word processing. You can use a word processor to establish a library of standard letters, paragraphs, and clauses for easy usage; input material from other sources without having to retype; integrate elements to make longer documents; and generate special formats like underlining, bold print, subscripts,

and superscripts. duplicate and modify papers without having to retype them; Check for misspellings and repetitions throughout a document; search for certain terms and replace them automatically; and create bespoke documents for beneficiaries. By using ICT equipment such as a computer, handset, cellular, telegraph, fast machine, and others via network, LAN and WAN, internet, and media waves, ICT literacy skills improve communication with others in libraries and society in general. In this new millennium, the capacity to use computers to provide efficient service will undoubtedly expand library personnel.

Attitude describes how a library staff member feels in a particular scenario, which includes, to some extent, the staff member's sentiments, attitude to his employer, coworkers, and position within the library system. One of the issues contributing to the low work performance of library employees in underdeveloped nations is technophobia, which is the fear or hatred of new technology or complicated technologies, particularly computers. Positive feelings about using technology in their job performance may lead to good job performance, willingness to adopt, and eagerness to do some work, but negative feelings about using technology in their job performance can lead to insubordination, lateness, absenteeism, and low performance. The majority of library workers in poor nations are unprepared for the adjustments that new technology requires; nevertheless, industrialized countries have been driven to learn and accept new information technology at any stage of transition. Libraries are living organisms, and changes are unavoidable as they expand[5]. Changes in libraries have never been as dramatic as they have been in recent years, thanks to the introduction of ICT applications. Academic libraries, which are libraries located at higher education institutions, have long been considered as the heart of these institutions, as they are responsible for supporting their parent institutions' teaching, research, and other academic

activities. Libraries are undergoing a period of significant change, with technology advancements having a significant impact. Technologies have created a new service environment that has pushed conventional boundaries much farther, providing more opportunities for effective information work and effective service delivery[5].

Academic libraries were forced to shift their focus from traditional activities such as collecting, processing, storing, and accessing information to customer-centered automated information services generated by online/offline databases, e-resources, e-journals, networks, and consortia[6] as a result of this new service environment. The majority of libraries now employ computers and cutting-edge ICT tools and techniques to handle different housekeeping tasks such as acquisition, processing, and serial control, as well as to provide users with a variety of computerized services. Staff working in such libraries must maintain their skills by gaining core competencies and new abilities in order to avoid becoming obsolete in this rapidly changing environment[7]. Librarians now act as the knowledge navigators and change facilitators to fulfill the clientele's specialized needs, as this has become essential to use cutting edge technology tools and techniques[8]. In order to improve work performance and maximize the use of library resources by users to meet their information needs, librarians as information professionals must be ICT proficient. Employees are an organization's best source of competitive advantage. Competitors can copy strategies, business models, goods, and services, but bright and competent library employees offer a long-term source of difference[9,10].

Furthermore, the need for library staff to acquire skills that will enable him or her search for information on any aspect of knowledge via the internet using electronic methods of accessing information by ensuring adequate information literacy skills that will help to access

and evaluate information, the rapid growth of information technology has expanded the range of information. Sources. Library automation, digital and virtual libraries, virtual conferences, webcasts, podcasts, community and online learning, Web 2.0, and Library 2.011 have all resulted from these developments. Digital technology has infiltrated every part of our society, ushering in a transformation not just in how we store and distribute recorded knowledge, historical documents, and a variety of other forms of communication, but also in how we seek information and gain access to these materials[12]. In Nigerian universities, digital resources are becoming more widely available, allowing users and researchers to access and use current and relevant materials for study, research, learning, and jobs[13].

Although there has been a tremendous transition in library collection and practice over the last several decades, print media is progressively losing way to electronic forms of information. The development of digital technology facilities in society has greatly improved information distribution across communities.[11]. The furnace of brilliance is the library, and libraries are essential to the intellectual experience and natural functioning of the mind[14]. Without magnificent libraries, there are no outstanding higher education institutions. The notion of digital creativity, which is the manifestation of creative skills in the digital media, is based on digital literacy. Programming, web design, and the creation and manipulation of digital pictures are all examples of this[15].

Nonetheless, technology is evolving, and both professional and non-professional library employees must adapt. In this digital age, librarians need to embrace digital literacy abilities on the job more than ever before. Digital literacy assists professionals from all walks of life in developing skills that can improve their economic status, overall job performance, and

standard of living[11], as well as the ability to perform tasks effectively in today's digital information environment using smart phones, laptops, and computers.

Digital literacy skills are also required for library employees so that they may use them to improve job performance. With these skills, librarians and other library staff will be more equipped for resource sharing, social networking, surfing the net, instant messaging and blogging and host of other digital oriented activities. These abilities can also benefit them in their employment by assisting users in obtaining the information and instruction they require. Digital skills, to the extent that they can be learned, are abilities that all information workers should strive to possess[10]. Access to a wide variety of practices and cultural resources that enable library employees to use digital technologies is defined as digitally literate abilities. It is the capacity to produce and exchange meaning in a variety of ICT devices and forms; it is the ability to successfully create, cooperate, and communicate utilizing digital technology. It's the ability to discern when and how digital technology may aid with these tasks. Furthermore, digital literacy skills are the skills, knowledge, and understanding that enable critical, creative, discerning, and safe practices when engaging with digital technologies in all aspects of life. As a result, some people mistakenly associate digital literacy with the functional skills of being able to use a computer or specific software package effectively[16].

Similarly, digital literacy skills entail far more than simply knowing how to operate a computer. It's all about working together, being safe, and communicating clearly. It's about cultural and social awareness, as well as a grasp of what it means to be digitally creative. Knowing when and why digital tools are suitable and beneficial to the library work at hand is part of being digitally literate. It's about critically considering all of the potential and threats that digital technology present[16]. Digital literacy abilities are the capacity to locate, analyze,

produce, and convey information using information and communication technologies (ICTs), which requires both cognitive and technical skills. It goes on to say that someone who is digitally literate has the technical and cognitive abilities needed to discover, interpret, evaluate, produce, and convey digital material in a variety of formats in the library. This entails being able to retrieve information, evaluate outcomes, and assess the quality of that information using a variety of technologies in an appropriate and effective manner[17].

Similarly, digital literacy is made up of five major digital skills: photo-visual skills ("reading" instructions from graphical displays), reproduction skills (using digital reproduction to create new, meaningful materials from existing ones), branching skills (constructing knowledge from non-linear, hyper-textual navigation), information skills (evaluating the quality and validity of information), and socio-emotional skills (understanding the "rules" that govern how people behave online)[18]. In addition, a new skills was added to the list: real-time thinking (the ability to process and evaluate large amounts of data in real time). To this end, digital literacy should be viewed and understood as a plural phenomenon that includes digital literacy skills such as information literacy, ICT literacy, and media literacy [16] and [19]. All library employees, on the other hand, must be trained in new technologies such as resource sharing, social networking, internet browsing, instant messaging, blogging, and a variety of other digitally focused activities[11]. All librarians should know how to browse the library's website, how to go to a search page, and where to access the advanced search page, how to find the help files, how to save or export citations and full texts, how to set up an account in a social media site, how to upload files to that social media site, how to comment on others' postings[20]. All of this will aid them in their job of assisting their users in obtaining desired information at the appropriate time, which will go a long way in demonstrating their level of

performance. These related skills must be capacitated to library staff in order for them to produce the desired output of their jobs. In this age of science and technology, library employees must be informed of digital literacy at order to provide effective service in the library[22].

1.2 Statement of the Problem

Job performance has long been viewed as a significant aspect in achieving the library's aims and objectives. These new thrusts have also modified the measure of librarians' performance in recent times; they are now expected to be a group of employees who are skilled and capable of completing library activities using information and communication technical skills. Thus, a study regards job performance as the product of two elements: an employee's abilities and skills (natural or acquired), and his/her willingness to use them in order to execute a job better. Because libraries are becoming digitally oriented, it is critical for library employees to be proficient in library technologies in order to provide excellent service. Knowledge of digital literacy skills is thus essential for effective library performance.

Digital literacy skills are crucial for library employees to achieve high levels of job performance and growth. However, research has revealed that library staff performance is low in the twenty-first century [24]. The library is designed with a specific purpose in mind, and it strives to achieve the institutional goals. These goals can only be achieved if the library staff is aware of their responsibilities, and these responsibilities can only be known and fulfilled if the parent institution creates a conducive environment for the library and its staff.

The quality of work is one of the issues that library employees face when they perform poorly (failure to meet quality standard), Poor work attitude, late completion of quantity work, which leads to limited productivity, resistance to change due to technophobia, inappropriate physical behavior such as getting angry easily with coworkers, inappropriate interpersonal

relationships with coworkers, and fear of job loss are all examples of poor work - related attitudes.

Digital literacy skills, which will be measured by information literacy skills, ICT skills, and attitude, might be the solution to library staff's poor work performance. As a result, this study will focus on Digital Literacy Skills and Job Performance of Library Staff in Research Institutes in Ibadan, Oyo State, in order to determine the extent to which library staff is equipped to meet these growing needs in their work.

1.3 Aim and Objectives of the Study

The aim of the study is to examine the influence of Digital Literacy Skills on Job Performance of Library Staff in Research Institutes in Ibadan, Oyo State. The specific objectives of this study are to:

i. investigate the level of job performance of library staff in research institutes in Ibadan;
ii. examine the level of digital literacy skills (information literacy skills, ICT literacy skills &attitude) of library staff in research institutes in Ibadan;
iii. examine the influence of information literacy skills on job performance of library staff in research institutes in Ibadan;
iv. determine the influence of ICT literacy skills on job performance of library staff in research institutes in Ibadan;
v. examine the influence of attitude on job performance of library staff in research institutes in Ibadan;
vi. determine the combine influence of digital literacy skills (Information literacy skills, ICT literacy skills and Attitude) on job performance of library staff in research institutes in Ibadan.

1.4 Research Questions

The research questions of the study are derived from objectives of the study as stated below:

i. What is the job performance level of library staff in research institutes in Ibadan?

ii. What are the level of digital literacy skills (information literacy, ICT literacy skills and computer attitude) of library staff in research institutes in Ibadan?

1.5 Hypotheses

Ho1: Information literacy skills has no significant influence on job performance of library staff in research institutes in Ibadan.

Ho2: ICT literacy skills has no significant influence on job performance of library staff in research institutes in Ibadan.

Ho3: Attitude has no significant influence on job performance of library staff in research institutes in Ibadan.

Ho4: Digital literacy skills has no significant influence on job performance of library staff in research institutes in Ibadan.

1.6 Significance of the Study

The study would be useful to librarians, academics, library users, policymakers, society, researchers, theorists, and library management in determining the degree of digital literacy abilities of library staff and strategizing on new ways to create, use, and enhance library staff's digital literacy skills.

This research would provide information professionals and consumers with a deeper knowledge of the importance of digital literacy skills possessed by library staff and how they improve library staff job performance in academic settings and beyond.

Furthermore, the outcomes of this study would assist library management in establishing library policies that would support the constant instillation of digital literacy abilities in library workers. This study's findings would also contribute to the current literature on digital literacy abilities for research purposes. It maintains society more linked as a global village that is more informed and capable of finding information on the internet.

The study's findings would be useful for library management in making decisions about hiring processes, librarian training and development, and equipping libraries with digital resources for proper learning, all of which would improve library staff job performance.

Finally, because the researcher was able to uncover certain theories with comparable qualities to this study such as Bloom model of ICT literacy, Technological Acceptance Model (TAM) modified from Joseph Bradley. The application of the information communication technology literacy model and the Job Performance Model has been appropriately validated and expanded. In a new setting, a model was added to the newly included elements that looked at significant results in the literature on digital literacy abilities and the job performance theory for library staff.

1.7 Scope of the Study

The study focuses on digital literacy skills and job performance of library staff in Research institutes in Ibadan, Oyo State. The job performance indicators are contextual, Adaptive and Task performance while Digital literacy skills indicators are information literacy skills, ICT literacy skills and Attitude The population of this study are the library staff (Librarians, Administrative officers and library officers) in the Research institutes in Ibadan, Oyo State, Nigeria .The geographical scope is all research institute in Ibadan in Oyo State of Nigeria, Institute of Agricultural and Training (IAR&T), Forestry Research Institute (FRIN), Cocoa Research Institute (CRIN),National institute of Horticultural Research (NIHORT), Nigeria

Institute of Social and Economic Research (NISER), National cereal Research Institute (NCRI), International Institute of Tropical Agriculture (IITA), national Agricultural Extension and Research liaison Service S/W (NAERLS), Nigeria Stored Production Research Institute (NSPRI) and National center for Genetic resources and Biotechnology (NAGGRAB).

1.8 Limitation of the Study

The researcher faced some of the limitation while gathering the data for the study. Some of the limitation are: Poor attitude of Nigerian library staff towards filling of questionnaire. The problem of COVID 19 protocol made it difficult for the researcher to gain access into the library and to meet the staff on ground in libraries of all the research institutes in Ibadan, thus call for several visits for application and retrieval of the questionnaire.

1.9 Operational Definition of Terms

Job Performance: This is described as the total expected value from library staff's behaviors carried out over a certain period of time, and it refers to how library employees do their work obligations in terms of expected quantity and quality of their jobs.

Contextual performance refers to spontaneous conduct that the library staff encourages and improves in the workplace. These occur when employees go above and beyond the call of duty by assisting coworkers with their tasks and giving creative recommendations to improve job performance. These abilities might include the capacity to recognize what has to be done even if it isn't part of one's job description.

Task performance refers to the description of a library employee's fulfillment of the key responsibilities that were previously mentioned in his or her job description. It is determined

by ability, which includes the capacity to perform many operations without a lot of supervision.

Adaptive performance refers to the capacity of library employees to adjust to quickly changing work environments. That is, being able to adapt to changes in work performance on a regular basis.

Digital Literacy Skills: Library staff ability to find evaluate, communicate information through typing and other media on various digital platform.

who possess the necessary skills for effective work performance in the library live, learn, and access information using digital technologies such as internet platforms, social media, and mobile devices. The capacity of library employees to use information technology in the library.

Information Literacy Skills: It refers to a librarian's capacity to recognize, analyze, organize, utilise, and transmit information in all of its forms online.

ICT Literacy Skills: This refers to the competence of library workers with information technology aids such as cell phones, computers, and the internet. It entails being aware of new technology and putting them to good use.

Attitude: This refers to the library staff's predisposition to behave or respond in a good or negative manner in response to specific events and ideas.

Research Institute: The term "research institute" refers to an organization established for the purpose of doing a study in a given topic. A research institution may focus on basic research or be more focused on applied research.

Administrative Staff: These are library employees who work at the library but don't have library and information science certificates.

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Chapter Two

Literature Review

This chapter presents a review of related literatures to provide a conceptual and theoretical grounding for the study. The review is done to highlight: concept of job performance**,** structure underlying job Performance**,** Measuring Job Performance, and Concept of attitude, Concept of Digital Literacy Skills**,** Digital literacy skills among librarians**,** Uses and Implementation of Digital Literacy skills**,** Role of librarians in the Provision of Digital Literacy Skills, The Need for Digital Literacy for Libraries in the 21st Century, Problems Affecting the Use of Digital Resources in Nigerian Libraries, Concept of Information and Communication Technology (ICT) in Library**,** Concept of Information literacy skills and the review is presented under the following sub-headings:

2.1 Conceptual Review

2.1.1 Concept of Job Performance

Job performance is likely one of the most significant dependent variables that educators, corporations, governments, and society are interested in. Researchers and corporations are just now coming to terms on how to define and conceptualize individual job performance. Despite the fact that scholars have their own definitions of work performance, a common definition focuses on individual behaviors or activities rather than the effects or outcomes of these actions and behaviors[1]. Rather of measuring results, job success should be measured in terms of actions. Employees may aim to optimize outcomes at the expense of other things, he argues, so results-based measurements aren't necessarily helpful to the business. Examples of behaviors in the role of a retail sales clerk include greeting customers, answering inquiries about shop items, and exhibiting knowledge of store rules and procedures, with total sales per week or month as an example of an outcomes metric. Employees may sacrifice some

behaviors (such as being pleasant to customers) in order to boost sales in a circumstance where they are only assessed on sales (e.g., forcing products on customers)[2]. Job performance is defined as the individual's activities or behaviors that contribute to the organization's goals and may be measured according to the individual's level of competence, a definition that is compatible with the others[3].

There are some similar characteristics among the job performance criteria examined here. These characteristics include an emphasis on individual behaviors rather than outcomes, as well as actions that contribute to the organization's goals. Job performance must be distinguished from other performance indicators that are commonly used interchangeably. Individual effectiveness is an examination of the effects of an activity, as opposed to performance, which focuses on acts and behaviors. For example, comparing a retail sales clerk's total sales at the end of the day or month to the store's performance standards for sales clerks is an example of a measure of effectiveness, where a measure that rates the sales clerk on appropriate work behaviors is an example of a measure of effectiveness as well as measure of job performance. Although effectiveness is sometimes used as an index of job performance, it actually measures something different[4].

In industrial and organizational psychology, job performance is a widely used concept. It's about how people go about doing their jobs[5]. Job performance is simply described as how employees accomplish their work[6,7]. Job performance is defined as the extent to which day-to-day work is carried out[6]. Furthermore, job performance has been defined as the overall expected value to the organization of the discrete behavioral episodes that an employee performs during a certain time period[8]. Many researchers have discovered that work

performance is multi-faceted[9 &10]. As a result, job performance is a key factor for determining organizational results and success.

Another phrase that is sometimes conflated with work performance is productivity. The ratio of outputs to inputs in a manufacturing process is referred to as productivity. Inputs might include raw materials, time, or effort, while outputs can include the number of units produced, the quality of the units created, or the number of units sold. Although productivity has been used as a measure of an organization's performance, Mahoney warns against using it as a measure of job performance since it represents a different construct.[11].

The goal of this part is to look at how job performance has been characterized in the literature. Researchers strongly suggest that performance be defined in terms of individual actions that contribute to the organization's goals.[6,7& 8]. Although the phrases work performance, effectiveness, and productivity are sometimes used interchangeably, this is incorrect since these terms refer to distinct qualities of people or the business[12,13&14] Actions that contribute to organizational goals and are under the individual's control were classified as job performance. Job performance encompasses a wide variety of job behaviors, with some contributing to the employee's duties and responsibilities and others affecting the organization's goals but not falling under duties and responsibilities. The goal of this part is to go over the research that has been done to try to figure out what structure underpins these job habits. The purpose is to create a classification framework for job behaviors. Researchers have sought to categorize the behaviors into several work performance components[1].

Job performance was offered as an eight-factor model of performance for all jobs in the Dictionary of Occupational Titles. Unlike the previous model, which was designed to predict

the performance of entry-level Army occupations, this one is meant to be more comprehensive and inclusive of all jobs. Core task competence, non-job specific task proficiency, maintaining personal discipline, shown effort, and encouraging peer and team performance are five of these variables that overlap with those mentioned before[13].

Personal discipline, on the other hand, is more thorough under this paradigm since it embraces a greater range of essentially unproductive acts. She also emphasizes that the eight-factor model contains three distinct components. Written and spoken communication, supervision/leadership, and management/administration are all examples. Task behaviors, as well as behaviors that include relating to others and displaying personal discipline, are included in these two taxonomies, according to an assessment of these two taxonomies.[13, 1].

To simulate a wide set of jobs, a four-category framework was devised. These categories were created based on a set of Navy organizational goals. Murphy's definition of task performance is comparable to Campbell's Core technical competence and Job-specific task proficiency in that they all include task behaviors. Destructive/hazardous behaviors and Down-time behaviors, likewise, show Campbell's Personal discipline's negative pole. These two Murphy components indicate behaviors that impede an individual from completing tasks or an organization from attaining its objectives. Positive interpersonal behaviors are included in Murphy's Leadership and Facilitating peer and team performance[1 & 15]. Despite the fact that the taxonomies examined thus far present distinct models of work success, all of them share a set of behaviors. Tasks or the completion of obligations and responsibilities, collaboration or interpersonal actions, and deviant acts are examples of these behaviors[1].

The first stage in comprehending the performance measurement process is to identify work performance, followed by determining the structure that underpins job performance. This

section looked at five distinct job performance taxonomies. This review paints a clear picture. Task, organizational citizenship, and counterproductively performance are three main kinds of behaviors that may be used to characterize job performance. The first group of behaviors are those that are consistent with carrying out obligations and responsibilities. Organizational citizenship is the second dimension, which comprises activities that are obviously tied to organizational goals in a good way but do not necessarily contribute to the organization's basic functioning (e.g., exerting effort, maintaining professional relationships, and supporting and helping others). Counterproductive activity is the third category or domain. It denotes unfavorable activities that endanger the organization's or employees' well-being (e.g., substance abuse, absenteeism, tardiness, theft). The next section examines research that goes further into each of these components in order to offer a more detailed definition of each component and a list of behaviors that make up each performance component[16].

2.1.1.2Contextual Performance

There are few empirical studies in the management literature that show how human resource management techniques affect the contextual and extra-role performance of employees. As a result, a study of the influence of human resource management techniques on employees' contextual performance is extremely important for the management literature. The direct influence of the staff's contextual performance on the quality of their relationships with their formal boss and teammates. Management study strongly supports the causal link between human resource management strategies and contextual work performance of employees However, we cannot rule out the possibility of reverse causation among the study variables; we cannot rule out the possibility of reverse causation among the investigated relationships; there is a possibility that staff job dedication affects human resource management practices in

general and independently. Staff dedication to their jobs may have an impact on management decisions concerning staffing, training, involvement, performance assessment, and remuneration. Job dedications may have an impact on an organization's staffing practices, policies, and criteria, as well as how training programs for employees are designed for different hierarchical levels, employee participation in various formal and informal work programs, and the organization's appraisal structure and finally the dedication of staff may affect managerial decisions how to compensate the staff at organizations. In organizations, the social environment is critical since it may influence an individual's perspectives and behaviors. The study indicated that workplace ostracism was adversely associated with organizational citizenship activity. When people feel alienated, they are more likely to believe they have strained working connections with other members of the organization and have a distorted view of their work and procedures. Studies have shown that being shunned has a detrimental impact on one's cognitive state[17].

In the twenty-first century, the rate of organizational change is quickening. Networked structures are replacing conventional hierarchical models, and teams are becoming the dominant organizational unit, thanks to technology and globalization. Although the way we work now is vastly different from how we worked twenty years ago, effective employee performance management is critical to corporate success. Our systems of incentives and recognition are still largely focused on task performance and goal attainment. However, there is another aspect of employee performance that is equally vital but frequently goes unnoticed and unrewarded. Contextual performance refers to actions that are not task or goal specific yet improve the effectiveness and success of people, teams, and organizations. Cooperating and assisting others, voluntarily performing extra-role activities, persevering with enthusiasm and extra determination to complete assignments successfully, defending the organization's

goals, and adhering to organizational policies even when it is inconvenient are all examples of contextual performance. With the emergence of virtual teams and project-based work, these unconventional contextual performance habits have become even more crucial. Indeed, contextual behaviors are incorporated into the concept of cooperation. The project would come to a standstill if there were no contextual performance behaviors. We must be honest with one another, exchange information/resources freely, communicate/touch base regularly, and be engaged and prepared for meetings. We must be willing to pick up the slack when necessary; 'oh, that's not my job' will not suffice. We are all striving for the same goal, and that must come first. The team's activities would not be done efficiently without the civic behaviors." Contextual performance differs from task performance in a number of ways. First, task-related behaviors contribute to the technical core, or the methods by which the organization creates its goods and services, either directly or indirectly. Contextual performance, on the other hand, has an impact on and supports the organization's social and psychological environment, which is where the technological core functions. Another technique to distinguish between prescription and non-prescribed behaviors is to look at behaviors that are prescribed vs. those that are not. The behaviors that are prescribed are usually those that are outlined in a job or function description. Contextual performance behaviors are less likely to be prescribed and are more discretionary. Finally, the knowledge, skill, ability, or other traits required to conduct certain activities can be used to identify contextual behavior. Knowledge, skills, and abilities (KSAs) are more likely to be a result of work-specific behaviors, and KSAs should change depending on the job. Contextual behaviors, on the other hand, are more likely to be a result of other personality and motivational factors and are found in a wide range of occupations. As job classifications become less relevant and team-based work becomes the norm, contextual performance's

helpful, voluntary, and loyal actions should become even more important for organizational success. In group contexts, contextual performance is very crucial. Teamwork is aided by interpersonal assistance, job devotion, and initiative that is representative of contextual performance[18].

2.1.1.3 Adaptive Performance

Adaptive performance is described as an individual's capacity to adjust to changing work settings in broad terms. Adaptive performance is demonstrated by employees adapting their behavior to the demands of work settings and new occurrences. Others, however, have emphasized the necessity of a wide range of adaptive behaviors[19]. In a review of research on individual performance and adaptation to changes, the first phase of a global model of adaptive performance was developed. The researchers next looked at 1,000 significant occurrences (new work scenarios that required individuals to modify their behavior) involving army positions. Dealing with uncertain or unpredictable work situations; handling emergencies or crisis situations; solving problems creatively; handling work stress; learning new tasks, technologies, and procedures; demonstrating interpersonal adaptability; demonstrating cultural adaptability; and demonstrating physically oriented adaptability are the eight dimensions of adaptive performance proposed by the researchers[16].

Various combinations of these skills were judged required depending on the specific organizational and occupational requirements associated with a certain job. We'll now look at each of these aspects in further detail. Employees who perform well in adaptive situations are better equipped to deal with the uncertain and unexpected work conditions that might arise as a result of organizational reorganization, a shift in objectives, or a reduction in resource

availability. It necessitates individuals' ability to adapt fast and readily, as well as make judgments in the face of inherent ambiguity and uncertainty. Handling emergencies or crisis situations refers to an individual's ability to react to or prevent a hazard, crisis scenario, or emergency in a timely and suitable manner, among other things. This dimension was discovered in a sample of military people, and as such, it is better defined as the capacity to deal with events that are likely to endanger a person's bodily integrity (hazardous or life-threatening scenarios) and necessitate specialized actions (emotional control, instant decisions). Another facet of adaptation is the capacity to solve new challenges. The capacity to come up with imaginative answers to situations that are common, ill-defined, or complex[39].

Library employees are also expected to be able to cope with the stress that comes with the fast-paced and unexpected nature of their jobs. They must not become panicked and must continue to make sound judgments. The capacity to favorably influence coworkers in challenging and/or frustrating situations is included here (behaviors that help control team stress). Because of continual technological innovation and the growth of diverse jobs, libraries must be able and eager to engage in new learning in order to deal with change effectively. They must anticipate, prepare for, and learn the abilities that will be needed in the future[40].

As a result, it is believed that library employees will be eager to participate in their own professional development. Employees are required to change their interpersonal behaviors to work effectively with a wide range of coworkers as work settings become more defined by team or project work and the establishment of interdisciplinary teams. Growth in service activities necessitates interpersonal flexibility in order to properly respond to customer expectations, which necessitates prolonged client engagement. Greater corporate focus on

discovering development prospects, such as expanding alliances, necessitates cultural flexibility, with employees working well in a variety of national, international, and occupational cultural contexts[42]. Openness to others, consideration of diverse viewpoints and points of view, and adaptation to varied personalities should all demonstrate a desire to adapt to different cultures; in other words, behaviors that constitute interpersonal adaptability. Finally, physical adaptation for Pulakos and colleagues entails the capacity to operate in inconvenient or challenging situations, such as heat and noise[40]. The nature of the sample (military personnel) should be kept in mind, just as it should be for the management of emergencies and crises aspects. Physical adaptability, as defined by the present meaning, refers to professions that demand the capacity to resist physical strain (for example, military service, the tourist industry, emergency services, construction, public services, the restaurant business, and baking[39].

2.1.1.3.1 Limitations Inherent in Existing Adaptive Performance Measurement Scales

The Job Adaptability Inventory, which was created, is one alternative for analyzing behaviors in the adaptable performance area. The long edition has 132 things, whereas the short version only includes 68. Though the inventory's qualities have been outlined in broad terms, the products are not widely available since the inventory is offered for consultation purposes (www.pdri. com). None of the other current scales, as far as we know, embody the whole underlying dimensionality of adaptive performance.[43]. For example, the scale referring to how staff perform a variety of tasks demanding adaptation has between 18 and 20 items (depending on the sample). Unfortunately, the items have not been released, as with the previous evaluations. Furthermore, only Cornbrash's alpha was provided in terms of

psychometric qualities, and the scale's underlying dimensionality was not examined. Other adaptive performance metrics are restricted to certain settings[41].

2.1.1.4 Task Performance

"The proficiency with which job incumbents perform activities that are formally recognized as part of their jobs; activities that contribute to the organization's technical core, either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services," according to task performance. The technical core, according to these academics, is the collection of activities and procedures that are utilized to turn raw resources (such as manufacturing) into goods that the company generates. Some positions directly contribute to the technological core of a company by changing raw resources, while others contribute indirectly by replenishing raw materials, delivering completed goods, or providing support services (e.g., mangers, accountants). The researchers argue that actions or activities that directly or indirectly contribute to the technological core should be included in task performance. Activities that are explicitly recognized as part of the work and contribute to the technical core are two essential elements in this definition of task performance[1&17].

Similarly, task performance refers to an employee's ability to complete activities that are part of their job description. Core technical competence, general soldiering proficiency, job-specific task proficiency, and non-job-specific task proficiency are further factors connected to task performance in taxonomies of work performance[18 & 13].

Task performance is defined by researchers as actions that directly or indirectly contribute to the technical core of the work, as well as behaviors that are recognized as part of the job or job description. However, limiting a definition of task performance (or any component of work performance) to only those behaviors mentioned in a job description is problematic

since job descriptions for the same position may vary from one organization to the next, making performance comparisons impossible. Furthermore, positions change on a regular basis without being reflected in job descriptions. As a result, performance metrics based on the substance of a job description may be inaccurate[17].

Furthermore, this includes actions such as overseeing and planning that are carried out to service and sustain an organization's technological portion[9]. In addition, task performance refers to an individual's execution of the primary responsibilities outlined in his or her job description. It describes a person's required conduct. This category includes actions that directly contribute to or facilitate the creation of products or services[10]. Completing job tasks, work quantity, work quality, job skills, job knowledge, keeping knowledge up to date, working accurately and neatly, planning and organizing, administration, decision making, problem solving, oral and written communication, monitoring and controlling resources were all used as task performance indicators[19].

Organizations and scholars have traditionally focused on task performance. However, academics have believed since the 1980s that there are more activities that are related in various ways to the organization's goals [18 & 20.] Organizational Citizenship Behavior (OCB) was coined in an attempt to introduce non-task behaviors[21]. OCB is described as "discretionary activities that are not part of an employee's official position requirements but yet contribute to the organization's successful functioning." OCB is defined by this definition as optional conduct that is not part of a job description. These OCBs were divided into five categories, which included behaviors related to assisting coworkers, contributing to the organizational environment, and being conscientious. The original definition of OCB was

changed to address issues with the word "extra-role," as well as the fact that some aspects of OCB are valued and likely to be rewarded. Discretionary conduct that leads to organizational effectiveness[22] is now included in the updated definition.

Organizational citizenship performance refers to a collection of activities that are not part of work performance but benefit the organization in some way. The relevance of these sorts of actions in the workplace has been recognized by a number of academics. However, there are several definitions and classification methods used in the research on organizational citizenship performance. In an attempt to sort through these concepts and establish a definition and category system that incorporates the fundamental features of organizational citizenship performance, I conducted a study of the literature, as conceptualized by these researchers. Her objective, however, was to create a description and categorization system that is not situationally specific and focuses on the character of the action itself rather than whether it is in-role or extra-role, rewarded or unrewarded. She claimed that limiting a definition to whether it is in-role or extra-role, or whether it is included in the job description or not, makes it impossible to compare organizational citizenship (or task performance) across organizations. With these characteristics in mind, organizational citizenship performance was determined to be non-task conduct that contributes to the organization's goals through contributing to its social and psychological environment[17].

According to a survey of the various categorization schemes, a total of 32 behavioral groupings have been employed to represent corporate citizenship performance. These categories overlap, and they may be further divided into behaviors aimed towards colleagues (i.e., assisting and informing others) or the organization (i.e., promoting the organization and

its image) and behaviors aimed at an individual's determination, tenacity, or self-development. Perseverance, determination, and self-development, on the other hand, explain how tasks are completed and should not be included under organizational citizenship performance[17].

Non-task behaviors have also been studied and found to have detrimental repercussions for businesses and employees. These actions will be recognized as counterproductive performance in the future. There are several terminologies, classifications, and taxonomies used to characterize this category of behaviors, just as there are in the research on corporate citizenship performance.[23, 24, 25 & 26].

Eight distinct conceptualizations of employee deviance were contrasted against five distinguishing factors in a study of the literature: the perpetrator of the action, the intentionality of the action, the target of the action, the deviant activity, and the action's repercussions. They discovered the following patterns: In most cases, the offender was said to be an insider. Almost all definitions were narrowed to just include activities that were deliberate and voluntary; The focus of the deviant behaviors was frequently an employee of the corporation or the organization itself. Violations of organizational or group standards that caused harm to the target in a variety of ways (e.g., direct, active, verbal, etc.) were examples of deviant behavior. The acts that were committed were harmful or had the potential to cause harm[27].

Deviant conduct is defined as "voluntary activity that violates important organizational standards and so affects the well-being of an organization, its members, or both" as a consequence of this research. [26]. They emphasize that deviant behavior must violate

organizational norms in order to be called deviant, since they feel that deviation is defined by the standards set by a social group, in this case the organization, rather than by moral standards[19]. This concept is excessively restrictive when it comes to threatening an organization's well-being. That is, certain behaviors meet all of the characteristics in this description and would be deemed unfavorable by members of an organization or the general public (for example, constantly bickering with coworkers, being difficult to get along with), but are not negative enough that they threaten the well-being of the organization. As a result, while these activities would not be deemed deviant by Robinson and Bennett's criteria, they would be by the typical person[17].

A taxonomy of deviant workplace behaviors was developed using multidimensional scaling. A group of people took part in the study and judged the similarity of two acts. Multidimensional scaling resulted in a typology of deviant workplace behavior, which proposes that deviant behaviors may be categorized into four groups based on two dimensions (interpersonal/organizational, minor/serious). Personal violence, property deviance, production deviance, and political deviance are all examples of deviance.[26]. Borrowed, property deviance refers to significant offenses done at the organizational level. It is described as "those cases where employees without authority acquire or destroy the tangible property or assets of the work organization." Production deviance, the second category, also refers to less significant acts done at the organizational level. "Behaviors that contravene the formally regulated rules outlining the minimum quality and amount of labor to be performed," according to the definition. Political deviance is the third type, which includes small and interpersonal activities. It is described by Robinson and Bennett as social engagement that disadvantages other people on a personal or political level. Personal

violence is the fourth type, which includes serious and interpersonal acts. They described it as aggressive or hostile behavior directed towards other people. This study represents one of few efforts to understand the structure underlying counterproductive behavior[23].

A similar research asked people to estimate the likelihood of two deviant acts occurring together. "If an individual is willing to participate in aberrant activity X, is that individual likewise willing to engage in deviant behavior Y?" was one question posed of participants. It is easier to evaluate the results if the foundation on which individuals rate similarity is specified. She discovered that behaviors were divided into two categories. The first dimension included deviant activities ranging from personal (e.g.,verbal insults) to impersonal (e.g., sabotage). The second dimension included deviant activities ranging from task (e.g., bad work) to non-task (e.g., resource abuse)[28].

Employee sabotage is defined as behavior that is intended to "damage, disrupt, or subvert the organization's operations for the saboteur's personal gain by causing negative publicity, embarrassment, delays in production, property damage, the destruction of working relationships, or harming employees or customers." The conduct is planned and premeditated under this definition, and the damage doer is aware of the repercussions. According to the research, the form of sabotage differs depending on the worker's degree. White-collar sabotage involves acts like writing disparaging or threatening notes or sabotaging computer systems, while Blue-collar sabotage involves destroying machinery or interfering with a product[24].

Demographic traits are linked to aberrant behavior, according to research[23] &[18]. Although studies have indicated that youthful new employees working part-time in low-paying

positions are more prone to participate in production and property deviance, these findings may not necessarily apply to other employment categories. Perceptions of being treated unfairly at work were linked to deviant conduct such as retribution, theft, and destroying work, according to research. Underpayment disparity has been linked to theft and aggressiveness, according to some data[24].

2.1.1.4.1 Measuring Task Performance

Multi-source feedback has been used by organizations since the 1950s and 1960s. Despite their widespread use, multi-source feedback programs are poorly understood. Multi-source feedback combines performance evaluations from a variety of raters with differing perspectives on an employee's work performance. 360-degree feedback is a more well-known term. According to estimates, around 40% of firms employ some type of 360-degree feedback, emphasizing the necessity of study in this field[10, 26& 31].

Raters who engage with or observe the target person assess an employee who receives 360-degree feedback[24]. A supervisor, colleagues, self, subordinates, and clients are frequent examples of these persons. A 360-degree feedback system is founded on the concept that observations received from numerous sources provide more trustworthy and valid conclusions, making them more relevant and valuable to the person[26]. The generated multi-rater feedback is meant to be a "tool for personal growth and performance improvement" that, when utilized appropriately, should result in positive behavior change. Despite the fact that this assumption has yet to be demonstrated in the context of performance feedback, both practitioners and members of organizations believe multi-source feedback is beneficial. Because there is a strong practitioner perception that multi-source feedback is useful, research is needed to show that it is. Organizational methods are frequently misunderstood as

being effective when they are not. More research into the multi-source feedback domain is needed to clarify confusing data and offer more precise solutions[12].

The question of whether multi-source input should be utilized for developmental or evaluation reasons is a similar one. Many businesses are currently using multi-source input for development reasons. It may be difficult to base promotions and pay hikes on peer, self, or subordinate assessments, as various factors of prejudice that are unrelated to employee work performance may impact these ratings. This is especially troublesome if the rates do not accept or feel the ratings are invalid. Because these instances might be contested in court, many corporations are unwilling to employ 360degree ratings to make such critical judgments. More study into this area might lead to conclusive answers concerning the goals and outcomes of 360-degree feedback.

360-degree feedback questions are divided into four categories. The validity and reliability of 360-degree feedback ratings, employee reactions to 360-degree feedback, and the impact of 360-degree feedback on behavior change[31] are among these topics. One issue that has received a lot of attention in the field of multirater feedback is whether the evaluations supplied by peers, subordinates, and supervisors are consistent. The dependability of these evaluations is assumed to be estimated using interrater correlations[1].

The dependability of 360-degree performance evaluations was investigated, and ratings of the same characteristic supplied by various raters were compared to ratings of other traits provided by the same raters[26].They contrasted peer, subordinate, and self-assessments of leadership, for example, with peer ratings of leadership, problem-solving, judgment, and so on. 261 undergraduate business students enrolled in a mandatory management skills course took part in a four-hour role-play simulation in which observers evaluated conduct

(assessors). Communication, leadership, task management, issue analysis, and teamwork were among the behaviors evaluated. After the simulation, self-ratings and anonymous peer ratings were performed. There was no convergence between assessor-peer and assessor-self assessments, according to the findings, The peer-self assessments, on the other hand, appeared to have convergent and divergent validity (albeit to a smaller extent). As a consequence, the findings show that various levels of raters place varying emphasis on different aspects of performance, bolstering the argument that determining rating validity within groups is more important than determining rating validity across groups. They indicate that if convergence in ratings is desired, extensive training of raters is required[32].

2,350 managers from various industry groups were studied to test five models with different factor structures of rating methods (raters) and traits (managerial skills) that were hypothesized to account for variance in performance ratings to see if ratings, regardless of level, captured unique rating variance. The Management Skills Profile (MSP), which had 116 items, was completed by the participants representing dimensions of managerial behavior[18]. Administrative, human relations, and technical competence were the three areas of management competencies in the MSP. Each person was given seven ratings (self-ratings, two subordinates, two superiors, and two peers). The initial model proposed that in performance ratings, discussion was solely connected with the rater's qualities (managerial abilities), not with the assessment technique (rater). The second model proposed that the dialogue in ratings was linked to individual raters rather than to the characteristics of the rates. There were some trait and rater effects in a third model. Both trait and rater effects were postulated in the fourth model. The best fit for the model that postulated 7 rater and 3 trait effects was discovered using confirmatory factor analysis. These findings suggest that method diversity in performance evaluations is more closely linked to individual raters than

to the ratings' level. The results support the assumption that numerous raters are necessary in the assessment process since each rater's evaluations reflect distinct rating variance. Their data also show that combining ratings from similar-level raters is ineffective, because these assessments are no more comparable than those from different-level raters. Aggregating performance ratings appears to reduce the ratings' reliability, however it does enhance the ratings' projected reliability[33].

The purpose of research into the validity of 360-degree feedback is to discover if performance reviews from peers, subordinates, or the self may predict organizational success, overall job performance, promotion rates, pay hikes, and other outcomes. The following sections describe research that look at various aspects of validity. Agreement was compared using self-ratings on a leadership measure and other-ratings (subordinates, supervisors, and peers) on the same measure in their study to see if it predicts promotion rates. They projected that for all organizational others, in-agreement raters (those whose self-assessments are compatible with others' ratings) would be the most performing workers, followed by under-raters and over-raters, Under-raters and over-raters are those who under- or over-estimate their evaluations in comparison to others'. Furthermore, it was expected that the link between self-subordinate agreements was crucial for forecasting future performance. Halverson et al. employed a 1,500-person US Air Force sample (lieutenant, captain, major, or lieutenant colonel) to administer a 360-degree rating instrument focusing on leadership abilities. Self-subordinate agreement was shown to be more essential than self-peer or self-supervisor agreement in predicting promotion rate in studies. Halverson et al. also discovered that individuals with the greatest levels of agreement had the highest rate of advancement. In summary, self-awareness (the consistency between self and other ratings) contributes highly

to the prediction of the outcome measure, promotion. The agreement of self and subordinate ratings may be important when self and subordinate ratings are based on leadership behavior[34].

The study went on to see if multi-rater feedback might predict the performance of top-level business executives. A total of 276 top executives from a worldwide technology corporation took part in the study. Over the course of four years, participants were evaluated on their competence behaviors (organizational leadership, managerial leadership, business leadership, and intrapersonal leadership). The amount to which managers accomplished their annual performance objectives was used to evaluate the executives' performance. They found that direct report and manager evaluations influenced corporate executive job performance. Performance is frequently assessed in several ways; for example, constructs are frequently assessed using both objective and subjective indicators[59]. The association between subjective and objective performance metrics was studied using a meta-analysis. Supervisor judgments of employee performance are considered subjective measurements, whereas objective measures are "direct measures of countable actions or outcomes." Performance ratings based on objective measurements did not have a strong correlation with performance scores based on subjective measures, implying that they cannot be used interchangeably or as a substitute for one another when evaluating performance. When analyses were limited to samples that considered the same construct (what) and compared objective versus subjective indicators (how), it appeared that the measures were more interchangeable. When analyses were limited to samples that considered the same construct (the "what") and then compared objective and subjective indicators (the "how" differed), it appeared that the measures were more interchangeable[35]. The capacity to assess user reactions to a 360-degree feedback system is

critical to the feedback process's effectiveness and feasibility. Various indices of user reactions, including as acceptability, satisfaction, and perceptions of utility, have been used to study user reactions and attitudes toward feedback[36].

Individual and environmental factors may impact attitudes toward 360-degree feedback systems. Individual (i.e., self-esteem, feedback seeking inclination, and locus of control) and contextual (i.e., organizational citizenship behavior, feedback-seeking environment) characteristics would also be positively connected to views toward 360-degree feedback systems. Other contextual elements were also linked to 360-degree feedback attitudes, according to the researchers. Employees with more autocratic managers were judged to be more positive toward 360-degree feedback systems, while perceived expenses connected with feedback seeking were found to be adversely related to attitudes toward 360-degree feedback systems. This study included 75 workers from manufacturing and telecommunications companies who have participated in a multi-rater performance review system within the previous one to two years. They were requested to fill out individual and contextual factors questionnaires, as well as an organizational citizenship behavior questionnaire completed by three coworkers for each employee. According to correlation studies, predictor factors accounted for approximately half of the variance in multi-rater evaluation system attitudes. Attitudes toward 360-degree feedback systems were favorably connected to self-esteem, locus of control, and a feedback seeking environment, although the inclination to seek feedback was not significant. Furthermore, views had no meaningful relationship with corporate citizenship actions. Perceived costs, on the other hand, were adversely connected to attitudes, whereas supervisory style was strongly related to attitudes. Perceived costs, on the other hand, were adversely connected to attitudes, whereas supervisory style was strongly

related to attitudes. In conclusion, contextual considerations were more relevant than personality aspects in affecting attitudes toward 360-degree feedback (explaining greater variance)[37].

2.1.2 Concept of Digital Literacy Skills

Digital literacy abilities are a collection of attitudes, understandings, and skills that enable people to successfully manage and transmit information and knowledge across several media and formats[44]. The capacity to locate, assess, use, and generate information using digital technology, communication tools, or networks is known as digital literacy. When provided via computers, it is the capacity to absorb and utilize information in a variety of forms from a variety of sources. It also refers to a person's capacity to complete things efficiently in a digital setting. The capacity to read and analyze information, recreate data and pictures through digital modification, and assess and apply new knowledge received from digital settings are all examples of digital literacy skills[45]. The capacity to utilize technology properly, analyze and understand digital material and judge its authenticity, create, study, and communicate using suitable tools is referred to as digital literacy. Digital literacy skills programs are an important part of media education, and they include fundamental learning tools as well as a critical thinking and creativity curriculum[46].

The knowledge, abilities, and behaviors employed in a wide range of digital devices such as smart phones, tablets, laptops, and desktop PCs, all of which are viewed as network rather than computing devices, are referred to as digital literacy skills. The focus of digital literacy skills used to be on digital skills and stand-alone computers, but the attention has shifted to network devices. The phrase "digital literacy skills" is relatively recent, however it refers only to practical ability in utilizing digital devices (such as laptops and smart phones). The

word "digital literacy skills" is a combination of the terms "digital literacy skills" and "literacy skills," but it is much more than that[42]. The capacity to efficiently and critically access, assess, and produce information using a variety of digital tools is known as digital literacy[43]. Digitally literate people have a wide range of digital skills, including an understanding of the basic principles of computing devices, skills in using computer networks, the ability to engage in online communities and social networks while adhering to behavioral protocol[44], the ability to find, capture, and evaluate information, and critical thinking skills[45]. The ability to determine an individual's computer skills capability to perform in the business is known as digital literacy[47].

"The capacity to seek, organize, comprehend, analyze, and generate information using digital technology; it is the ability to utilize and understand digital technology successfully for everyday tasks," according to the definition of digital literacy. To put it another way, it is a necessary life skill[9]. In today's digital age, digital literacy skills are essential for a country's workforce[47]. Understanding the language and component hardware and software required to successfully navigate the technology[48] digital literacy is the competent use of technology to interpret and understand digital content and access its credibility, as well as the ability to create research and communicate effectively[3]. Digital literacy is defined as the capacity to acquire, use, and share information via the use of technology in the digital age[49 & 50].

The phrase "digital literacy abilities" is increasingly being used to define library new competences that provide library employees the confidence and capacity to search, analyze, develop, and share new material using digital devices and the internet[51]. He goes on to say that in order to do so, one must have a basic awareness of digital technology as well as technical abilities in their application. Digital literacy skills are commonly seen as the second part of digital competency, with digital awareness being the first step, which entails learning

the fundamentals of digital activities such as knowing how to operate a computer and sending emails. The second level is digital literacy, which includes abilities for everyday living, as well as digital competency which is advanced job roles skills[51].

The capacity to do activities efficiently in today's digital information world is known as digital literacy. They go on to say that a person is digitally literate if they can analyze digital material such as music, graphics, and text, as well as produce new information from it. As a result, digital literacy skills are a mix of literacy. Photo visual literacy (the ability to rearrange digital content to create new meaning); branching/hypermedia literacy (the ability to use non-linear information seeking strategies to create knowledge from independent pieces of information accessed in a non-orderly manner); information literacy (the practice of always questioning information); and socio-emotional literacy (the ability to use non-linear information seeking strategies to create knowledge from independent pieces of information accessed in a non-orderly manner) are among them[52].

From the following, digital literacy skills refers to the mastery and use of a wide variety of technological, cognitive, and social competences. These skills include, but are not limited to, the ability to use computers and traverse the internet successfully, handle large amounts of data, evaluate its dependability, and critically evaluate technology tools[53]. Again, digital literacy abilities include the capacity to interact successfully in virtual learning settings to solve issues, as well as the ability to communicate effectively in electronically mediated social participation situations. Due to the unique nature of digital technology, digital literacy abilities are not limited to only understanding computer and internet operations and orientations, but also include a number of knowledge theories and ethical dilemmas[54].

However, in order for digital literacy skills to effectively serve its purpose of empowering 21st-century librarians to take advantage of the opportunities presented by technology, effective internet connectivity, also known as digital inclusion, is required, as it is the backbone of digital literacy development. IT literacy, internet literacy, and media literacy are the three fundamental concepts that underpin digital literacy abilities. People who are digitally literate can: Use digital technology such as computers, mobile devices, and the internet; Search the internet for information and verify the sources, utilize digital technology effectively and efficiently at work Protect personal information while staying away from harmful websites. To stay in touch with people, use modern communication methods such as emails and social media. Learn how to utilize internet marketing platforms, online banking, and other online activities. Purchase and install software on digital devices, and utilize online tutorials to teach oneself simple skills, fill out online forms, and share photographs and videos online, among other things. Learn about copyright laws[55 & 50].

2.1.2.1 Advantages of Digital Literacy Skills

Because of the multiple benefits stated, digital literacy skills are a vital ability that should be mastered by all library employees. Improved research quality and quantity: This is because the researcher will be able to explore all of the databases to get the information materials he or she needs for his or her research, exposing them to a wider range of data and therefore enhancing research quality and quantity. Time savings: Being digitally literate saves time for researchers since it reduces the amount of time library personnel spends looking for information resources because the individual knows how to use the internet and search databases.

Improved teaching quality: Because instructors will be able to search for knowledge, their teaching abilities will improve[56]. They will be able to obtain a wide range of material, including the most up-to-date information, that will be beneficial to their pupils. Increased use of electronic resources: When users are digitally literate, they will constantly want to utilize the internet and e-resources, even if they are using textbooks or printed materials, boosting the use of e-resources. Librarians and other personnel have a legitimate role to play: Librarians are the ones that teach scholars how to access information resources online, such as looking for appropriate databases, using search phrases, and using search engines. This elevates librarians to the top since the people they help will never forget them, proving their importance via digital literacy. Increase the researcher's institution's prominence:

The university will become more visible as a result of digital literacy skills because more and more researchers will be pouring in day after day because they will be confident that they will be able to complete their research on time because they will be able to easily locate relevant information materials. Students' performance will improve: Students that are digitally savvy will be able to locate helpful material to aid their academics. They do not just rely on the lecturer's notes, which aids them in discovering more material and so enhancing their performance. Improved decision-making: When you just have a few options for gathering information, your options are similarly constrained. Searching, studying, analyzing, and comparing the many information accessible requires digital literacy abilities[55].

2.1.2.2 Uses and Implementation of Digital Literacy Skills

If librarians wish to take full advantage of the opportunities presented by the digital revolution, digital literacy skills are increasingly being referred to as "survival skills." As previously said, digital literacy abilities are made up of a variety of literacy that librarians

require and may learn. The art of reading visual representations is known as photo-visual literacy. This art may be traced back to ancient times when symbols were used to communicate, but it was later refined into alphabets. In comparison to current alphabets, this style of communication did not need a significant level of cognitive mediation[55]. In contrast, the use of photo-visual communication in digital environments shows the opposite, where computer interfaces used text and gradually developed into graphic interfaces that is using the principle of "using vision to think" this create a very effective photo-visual communication which is able to communicate in the users language. According to usability tests, most users find it easier to learn how to utilize graphic interfaces since natural visual communication is used. This type of interface has been discovered to allow users to employ a unique sort of digital literacy known as photo-visual literacy, which allows people to read naturally and freely while also assisting in the better understanding of instructions and information delivered in visual form. Furthermore, studies have demonstrated that completing photo-visual work in a graphic environment significantly decreases the amount of time required to work in a digital environment, necessitating the usage of this literacy while building a user interface design[56].

Reproduction literacy, which dates back to Gutenberg's creation of the printing press in 1455, is the skill of creatively repurposing existing materials. This was a watershed moment in the production and dissemination of knowledge. Then, with the advent of computer digital manufacturing, replication techniques were significantly enhanced. This provided new options for academics and artists to duplicate their work. When it comes to reproduction in academics, however, there are concerns of copyright and plagiarism to consider. It's hard to say how much change is required for research output to be regarded unique, genuine, or

reputable. Despite this barrier, advances in computer technology and digital editing software have made it simpler for artists and scholars to duplicate their original works[56].

Branching/hypermedia literacy is another important digital literacy ability that has considerably aided scholarship. This necessitates a significant amount of hypermedia and nonlinear thinking. Scholars may now access material in nonlinear ways, rather than the typical linear data searching strategies, thanks to hypermedia technology. This technology allows researchers to freely move among multiple knowledge areas, but it does so by utilizing vast amounts of disparate data gathered using nonlinear approaches. It also permits academics to work on many projects at the same time. Researchers can also utilize nonlinear searching and associative branching to go across many domains of knowledge. This technique is known as branching or hypermedia literacy, and it aids in the development of researchers' multi-thinking abilities. This literacy is required of library employees in order for them to be able to create knowledge from disparate pieces of information in order to do complex and demanding tasks. Modern literacy is a must-have digital literacy skills for them as well as researchers who want to engage in knowledge production occupations, especially in this digital world. It should be viewed as a "survival skill for librarians"[56].

The social and emotional dimensions of working in cyberspace are addressed in socio-emotional literacy. The Internet, as well as other digital platforms and communication channels, has created numerous options for online collaboration and information exchange. Discussion groups, learning communities, and chat rooms are examples of such platforms. These new opportunities, however, come with a number of obstacles, including confirming people's identities on these platforms and ensuring the accuracy of information provided on such sites, to name a few. Due to these obstacles, library employees must exercise extreme

caution while using digital platforms in order to get the most out of their participation. This appears to be the most difficult of all the talents. This skill appears to be the most difficult of all since it needs a high degree of maturity, analytical and critical thinking abilities, and branching literacy in order to comprehend and effectively employ socio-emotional literacy skills[56].

In this quickly changing technology world, the need of digital literacy for library employees cannot be overstated. These abilities have allowed them to efficiently use finding aids to traverse the vast amount of information accessible to them, allowing them to locate both print and digital information resources that are relevant to them. They've also been able to use these talents to devise practical solutions to access issues. And librarians may now exchange material with their peers in an informal electronic style[57]

2.1.2.3 Role of librarians in the Provision of Digital Literacy Skills

All librarians must be prepared with modern technological abilities such as resource sharing, social networking, internet surfing, instant messaging, blogging, and a variety of other digital activities. All librarians should know how to browse the library website, go to a search page or discover the advanced search page, find the help files, save or export citations and complete texts, establish up an account on a social media site, submit materials to that site, and comment on others' postings. Having all of these will aid them in their duty of assisting their users in obtaining required information at the appropriate moment[57, 58 & 59].

In this age of science and technology, librarians and library users alike must be cognizant of digital literacy. In this digital age, library patrons are more interested in using digital tools in their search for knowledge. As a result, libraries must give digital literacy training to its

patrons and teach them on how to effectively use the digital information sources available to them[50].

The old means of completing various operations in libraries are being altered by rapid technology advancements. Traditional modes of learning, knowledge construction, cognitive and social skills, information distribution and consumption, as well as social participation and relationships are all being altered by digital technologies such as e-book readers, social media, mobile technologies, and multi-player online games. Therefore, these changes need to be copied by all libraries and library staff in order to fit in the digital environment [55& 60].

Researchers and librarians require skills in information retrieval, appraisal, and management. These abilities will provide up a larger platform for researchers who want their work to be seen by a global audience. In this environment of innovative developments, libraries expand their role not only to the adoption of electronic materials, but also to the development of new methods for the organization of new materials, enhancing their services for the final receiver of information. Further, a person with digital literacy skills will be confident in navigating an information-overloaded world, a person with digital literacy skills will be confident in developing key lifelong learning skills. They'll be able to use such talents in a variety of learning situations. As a result, libraries must continue to train their patrons in digital literacy technologies[61 &55].

2.1.2.4 The Need for Digital Literacy Skills for Libraries in the 21st Century

To ensure that these powerful media and technologies are used responsibly and ethically, this dynamic new world necessitates new comprehension and communication skills, as well as

new codes of conduct. In this digital age, most of the contact takes place at a distance, which might make the laws of cause and effect, action and consequence less clear. Furthermore, much of digital life is conducted in the shadows, making it simpler to engage in unethical and even criminal behavior[57].

The primary purpose of the library is to support teaching, learning, and research in ways that are both consistent with and supportive of the institution's mission and goals. Furthermore, to support the institution's program, library contents and services should be acceptable in terms of quality, depth, diversity, and currency. As a result, the university library is frequently regarded as the parent institution's most essential resource center. To assist the intellectual, cultural, and technological growth of students enrolled in Nigerian institutions, enough library materials and services at the right level for the degree given should be made available[62, 63&64].

2.1.2.5 Problems Affecting the Use of Digital Resources in Nigerian Libraries

The usage of digital library materials by library personnel and library users is hampered by their inaccessibility. This is in contrast to the simple accessibility of internet search engines such as Google, Yahoo, and others, which may return thousands of results for a single keyword search, regardless of the topic. Students must choose a specific database and be more careful in their search terms in the library[65]. The lack of an adequate ICT infrastructure and affordable online access, as well as a lack of in-depth digital skills and information searching skills among library staff, were found to be barriers to the use of electronic resources available at the medical library of the College of Medicine, University of Nigeria, Nsukka and usage of digital resources in Nigeria to include According to the study, digital resources are invaluable research tools that complement print-based resources in a traditional

library setting, with advantages including access to information that may be restricted to the user due to geographic location or financial constraints. However, research has shown that disparities in digital literacy and usage of digital resources are mostly determined by age and education level, with gender having less of an impact[68]. Among young people, in particular, digital literacy is high in its operational dimension (e.g. rapidly move through hypertext, familiarity with different kinds of online resources) while the skills to critically evaluate content found online show a deficit[67].

2.1.3 Concept of Information and Communication Technology in Library

The environment of libraries and librarianship has evolved as a result of information and communication technology (ICT). The four walls of libraries are being replaced by a cyber environment. Print materials are being replaced by digital and web resources in libraries. Libraries must evolve in order to flourish as a result of the complicated, dynamic global educational system. As a result, it has become critical to deliver services that are based on cutting-edge technology and employ the most up-to-date tools and techniques[67]. As a result, the era of academic librarians doing routine activities such as classification and cataloguing is over. They must now act as knowledge navigators and change facilitators in order to satisfy the needs of their clients. As new technologies drastically improve the accessibility of information, library personnel will have to adapt to meet the expanding requirements of users[68]. There is little question that the use of ICT in automated cataloguing, circulation systems, online information retrieval, electronic document delivery, and CD-ROM databases has resulted in considerable changes in libraries throughout the industrialized world[68].

As a result, improvements in electronics, computerization, and telecommunications have influenced practically every activity performed in a library to some level. The way libraries handle, store, and retrieve information, as well as the information medium itself, is evolving. Similarly, libraries today are transitioning from manual to computerized methods. Card catalogues and printed indexes are being phased out in favor of data bases. New formats are being used to generate and store data[69].

The use of ICT in Nigerian libraries is expanding. Microcomputers will also alter the nature of professional work, underlining the widespread fear and negative attitudes that have stymied ICT adoption. This is because the skills and attitudes of library employees in this digital age are crucial in implementing and using ICT in the library[70]. Furthermore, the condition of ICT application in Nigerian university libraries for information providing. Inadequate funding, inadequate electricity supply, and a shortage of competent manpower for operation and maintenance of ICT facilities were revealed as obstacles to effective application of ICT in university libraries[71].

2.1.4 Concept of Information Literacy Skills

Knowledge of one's information concerns and needs, as well as the ability to identify, locate, evaluate, organize, and effectively create, use, and communicate information to address issues or problems at hand, is a prerequisite for effectively participating in the Information Society, and is part of the basic human right to lifelong learning[72]. When and why you need information, where to acquire it, and how to assess, utilize, and convey it ethically are all information literacy abilities[73]. To be information literate, a person must be able to understand when information is required, as well as seek, analyze, and use that information effectively[75].

Information literacy abilities are defined as the capacity to utilize acceptable information behavior to access, through any channel or media, information that is well suited to information demands, as well as a critical understanding of the necessity of smart and ethical information usage in society[76]. All of these literacy [basic literacy, scientific literacy, technical literacy, visual literacy, and cultural literacy] may be grouped together under the information literacy skills. As a result, information literacy should be thought of as a container notion that refers to people's abilities to perceive and meet their information demands for survival, self-actualization, and growth[75].

However, in recent decades, the introduction of computer and telecommunication technology has had a significant influence on libraries. Acquisition, cataloging, circulation, interlibrary loan, and reference services are just a few of the technologies that have been integrated into library operations. The operations of today's libraries are no longer limited to their physical locations. Many libraries are networked electronically and rely extensively on computer and telecommunications technology to provide library and information services. In reality, the library and the Internet are increasingly being considered as a flexible unified system that provides a wide range of information items in many formats." The Internet has made it easier to access a wide range of materials, resulting in a major rise in information exchange[76]. The Internet is only a technology that allows you to gain online access to information saved on another person's computer. In an age of easy access to the Internet, librarians are finding it difficult to demonstrate the value of libraries. In order to keep up with the changing situation, the library has begun spreading information via the internet, web sites, online, and e-mail services. Technical standards, such as Z39.50, coordinate the movement of data via the network between various systems and formats. These standards are critical for libraries

because automated library systems use the Internet to share information and expedite processes[76].

Additionally, while incorporating Internet resources may increase librarian effort, this is compensated by the library's enhanced exposure and importance in the community, as well as the chance for the library to become an information supplier rather than a dispensary. The Internet is the world's largest network, connecting countries as a global village and allowing for the rapid movement of information in an electronic format across geographical borders. It's a massive repository of data. It is a tool that libraries may use to search across internationally distributed and electronically available knowledge resources. The internet has evolved into a means of communication. It is a vital mode of communication that allows for quick and inexpensive letter delivery. Libraries can use this facility extensively to communicate with the publishers, book sellers and vendors of the other library products and services with scholars, librarians and users across the globe[75]. E-mail (electronic mail) is quickly becoming the most popular method of communication. This service makes it simple and quick to send and receive messages. The library staff may not only boost their efficiency in delivering services by using the Internet, but they can also acquire the confidence of their users in doing so for the services to be effective. For libraries and information centers, the Internet is a godsend. The internet is the solution for providing improved library and information services with minimal budgetary resources. The Internet is the world's largest information repository. It is the only site on the planet where one may find such a big volume of knowledge on a wide range of topics[75].

Any sort of development requires access to information. But, in today's world, information is expanding at a breakneck pace. In the context of knowledge multiplication, a person who needs to acquire information will find it difficult to do so. In libraries and information centers, the Internet plays a significant role in resolving these issues. As a result, library staff must have the knowledge and ability to recognize and locate information, as well as the ability to explore the internet for all information sources in order to meet their information needs. Because a large volume of information can be searched quickly and easily, many searches done online would be extremely difficult to complete manually[76].

2.1.5 Concept of Attitude

Attitude is a psychological concept that refers to a person's level of liking or disliking in response to thoughts and fear in their work environment, which can be either productive or dysfunctional job-related behavior. Experience with computers in the workplace and the nature of the growth in information technology in the workplace will have an impact on attitudes. In several developing countries[27], technological development is posing a severe challenge to librarians and library workers. Library professionals were not prepared for the changes that new technology demanded of them, but in industrialized nations, they were soon driven to study and use new information technology as part of any shift. Implementing information technology in libraries is primarily dependent on the positive attitude and engagement of librarians. People fear technology and are sensitive to new technology. As a result of their technophobia, they will be resistant to change, believing that computer usage will result in a reduction in employment and job security due to their inability to learn and use new systems. Older and untrained employees' jobs are in jeopardy of extinction, and will

be replaced by highly trained and qualified professionals who are excited in attending to computer users[27].

Employee attitudes about any scenario or performance, on the other hand, are the most obvious conduct in any firm. Employees behave and react in certain ways in response to their contentment or unhappiness with a specific event, object, process, or even leadership. When a person is happy and fulfilled, they tend to have a positive attitude in the workplace. Attitude is a good or negative mood or mental state of preparedness that is learnt and structured via experience and has a direct impact on a worker's reaction to coworkers, items, and events[27]. This implies that an employee's behavior and emotions to objects, situations, and people at work are a reflection of how he or she feels within, which might be good or negative.[33].

Attitude describes how an employee feels in a certain scenario, which includes, to some extent, an employee's sentiments, attitude to his boss, coworkers, and position within the business. All library employees have feelings about their work environment, position, aim, organization, task, coworkers, leadership, and work procedures. As a result, it might be beneficial or harmful to the organization's health. While this may be true, frequent assessments of employees' attitudes are critical for improving job performance[34]. Management may use a variety of incentives to encourage positive attitudes among employees. Management will be better able to address concerns of low team morale if they have a comprehensive grasp of the elements that influence employee attitudes, poor efficiency and stagnant growth which affects the organizational performance[35].

2.2 Theoretical Review.

This study will be anchored on the Theory of Information Communication Technology Literacy (ICT) model of Bloom 1956, Technology Acceptance Model (TAM), Diffusion of Innovation Model and Job Performance Model**.**

2.2.1 Information Communication Technology Literacy(ICT) Model

This is a model that finds its origin in field of social psychology, and taxonomy of learning provides a way to frame operational definitions of literacy via the domains of knowledge, skills, and attitudes[87]. The model depicted in the diagram proposes that skill, knowledge, and attitude toward information technology coalesce in the context of reflective self-awareness and purposeful intent to enable generativity, the ability to generate new skills and knowledge that serve as the foundation for innovation, creativity, and performance. Adaptability, ease of mastering, accessibility, transferability, and leverage have been cited as characteristics of creative technology[43]. This research looks at generativity via a user-centered lens, with task and technology serving as context.

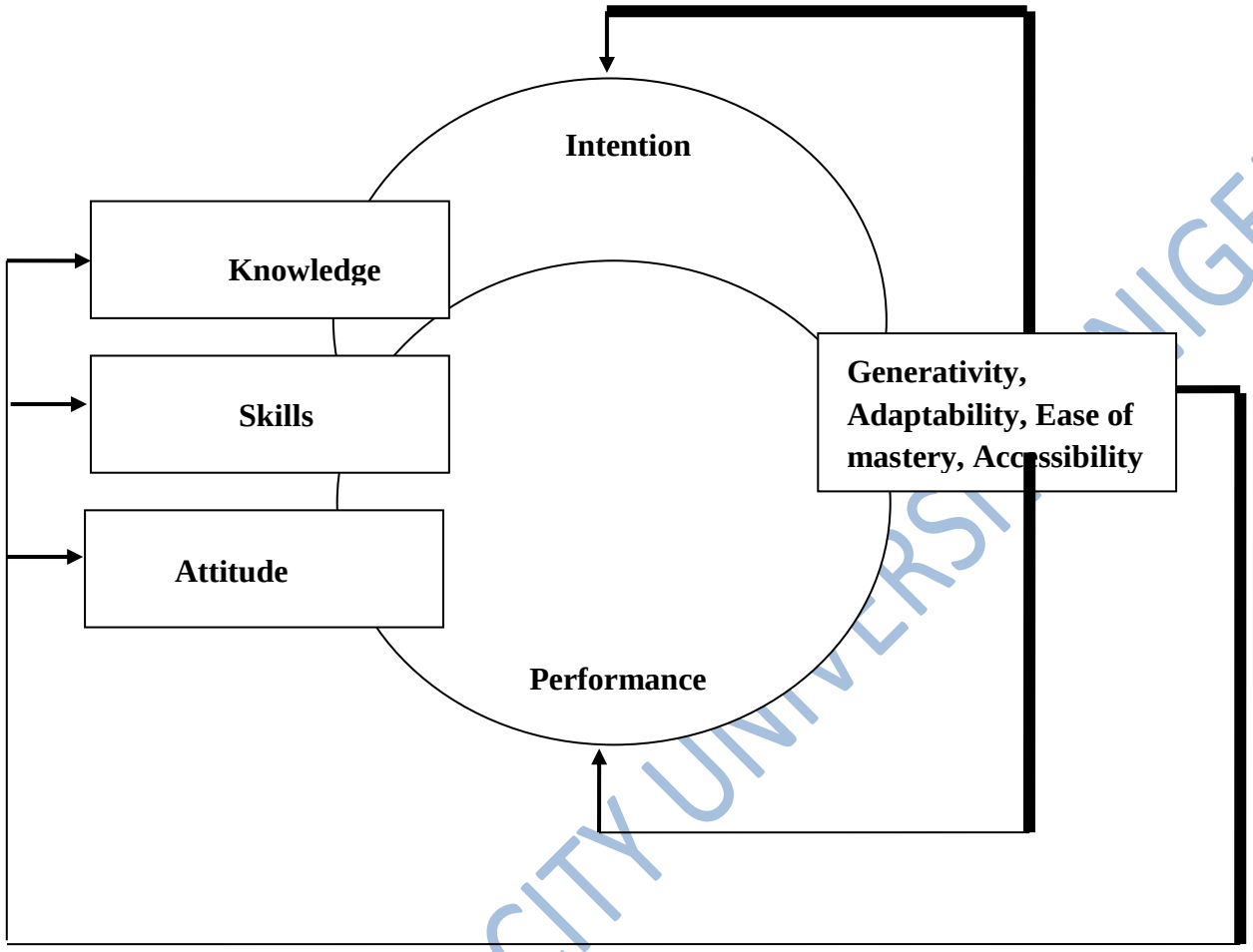


Figure 2.1: Modified Bloom's model of ICT literacy of 1956 to digital literacy skill with emphasis on job performance[87]

Philosophers and epistemologists have debated the idea of knowing throughout history. The assumption that knowledge exists in the cognitive domain is perhaps the most applicable to our investigation[43]. Comprehension, application, analysis, synthesis, and assessment are all terms that are frequently used to describe knowledge. Explaining, organizing, analyzing, assessing, and synthesizing are all examples of digital literacy skills. The ability to perform something is a learned capacity obtained through experience. The majority of today's IT certification exams are skill-based. While proving the ability to execute specific activities is a precondition to digital literacy, merely knowing how to use a computer divides abilities into categories such as hardware, basic operating system operations, productivity software tasks,

and Internet use is not enough to describe one as computer literate[76]. Attitudes are learnt tendencies with emotional and behavioral components. In the context of digital literacy, a person's attitude is frequently characterized in terms of computer anxiety on the one hand, and how much they like computers and value their position in society on the other[75].

He went on to say that learning is a "willful, purposeful, active, conscious, constructive Practice that incorporates reciprocal intention – action – reflection processes," and that it is a "conscious activity led by intentions and reflections (performance)." Using this logic, a computer user ascribes value to knowledge, abilities, and attitudes through deliberate self-awareness and purposeful reflection, according to the model of digital literacy presented in this study[77]. The theory focuses on attitudes, which include explaining, organizing, analyzing, assessing, and synthesizing, as well as knowledge, which includes explaining, organizing, analyzing, assessing, and synthesizing, and skills, which are a learned capacity acquired through practice, the ability to do something. In practice, library staff's anxiety about computers and other ICT facilities, as well as their ability to explain, analyze, and assess the role of computers and other facilities, as well as their ability to operate computers and apply knowledge gained through learning and constant practice, will go a long way toward improving library staff's digital literacy skills and moving the world of information forward. The theory's primary element is generativity, defined as the ability to develop new skills and knowledge that serve as the foundation for innovation, creativity, and performance[76]. The key of the blooming model is that it can be used from the inside out, making it easier to grasp what users are attempting to do. It is used to determine not just what the library staff is expected to accomplish, but also at what level of performance they are anticipated to perform. It was designed as a way of gauging performance by placing a staff in each level, in

knowledge level of information literacy skills that deal with the use of the internet, and it relates to this study in the sense that it was designed as a way of gauging performance by placing a staff in each level, in knowledge level of information literacy skills that deal with the use of the internet, and it relates to this study in the sense that it was designed as a way of gauging performance by placing a staff, how to explore information sources, synthesize and build on existing information and able to communicate with others using computer it will influence the staff contextual performance with ability to help other with their job when they are absent, sharing knowledge and ideas among colleagues. The library staff will be able to create work of word processing package with the aid of computer in the ICT literacy skills construct, which is creating digital content knowledge, by adapting and coping in change at any situation to enhance high job performance, with the digital literacy skills able to carry out his core task and able to do his job without supervision.

2.2.2 Technology Acceptance Model (TAM)

TAM evolved from the TRA with the goal "to provide an explanation of the determinates of computer acceptance that is general, capable of explaining user behavior across a broad range of end-user computing technologies and user populations, while at the same time being both parsimonious and theoretically justified"[88]. TAM, however, does not contain the subjective norm element of TRA. Davis states that, "It is difficult to disentangle direct effects of SN on BI from indirect effects via A". Like TRA, TAM postulates that actual technology usage is determined by behavioral intent (BI)[77]. The model is shown in Figure 2.2

The perceived usefulness (PU) is based on the observation that "people tend to use or not use the application to the extent they believe it will help them perform their job better". PU directly influences the attitude toward use of the system and indirectly influences behavioral

intention to use. Even if an application is perceived as useful, it will only be used if it is perceived as easy to use, that is, benefits of usage outweigh the effort of using the system. PEOU influences attitude toward use of the system. These two determinants, PU and PEOU, directly influence the user's attitude toward using the new information technology, which in turn leads to the user's behavioral intention to use[77].

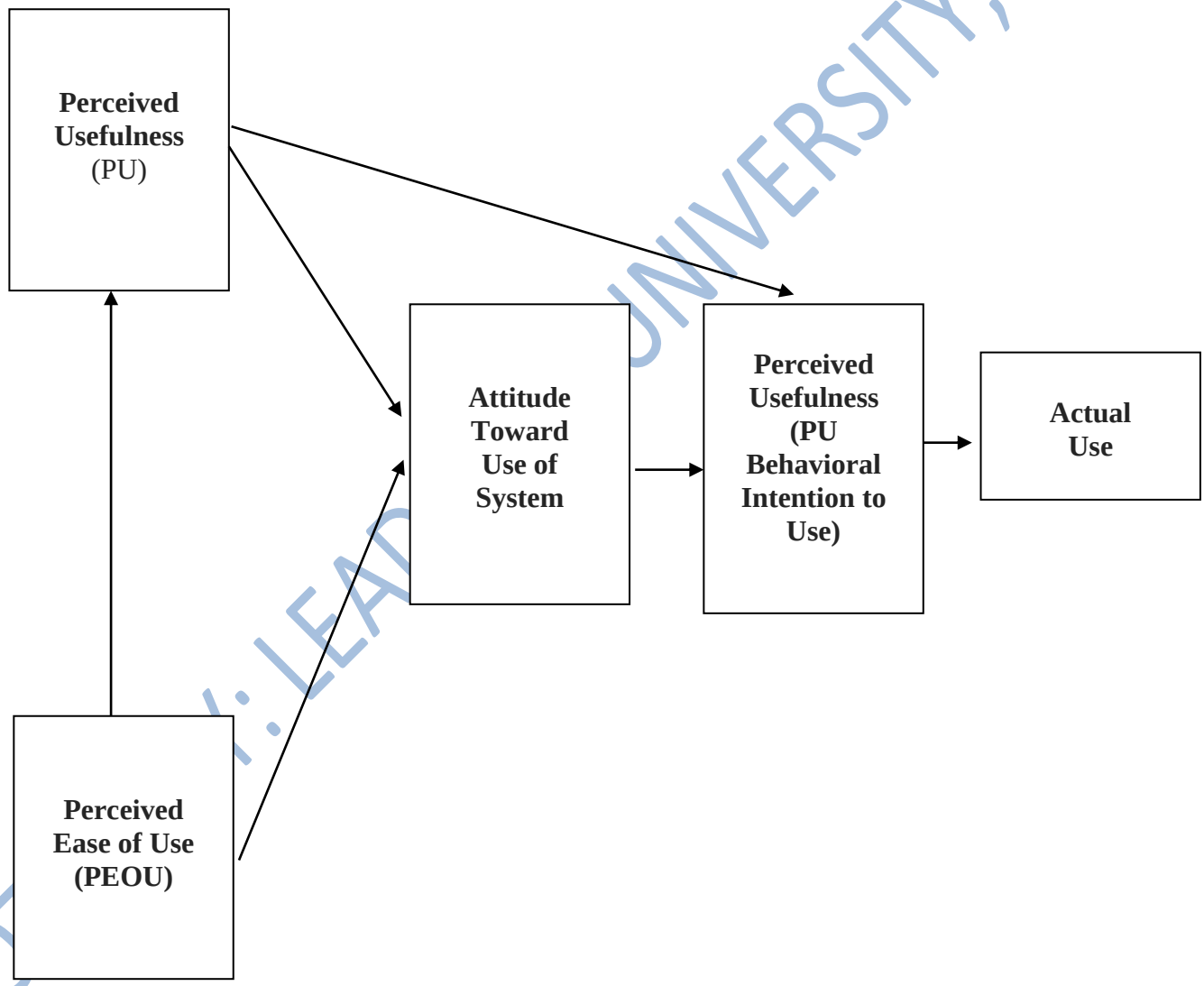


Figure 3: Modified Technology Acceptance Model (TAM) adapted from[28].
Source: Davis, (1989)

PEOU influences perceived usefulness (PU). PU also has a direct impact on behavioral intention (BI). Behavioral intention to use leads to actual system use. The two key variables in TAM are perceived usefulness and perceived ease of use. Perceived usefulness (PU) is defined from the prospective user's point of view. Will the application improve his or her job performance in the organization? Perceived ease of use (PEOU) is a variable that describes the perception of the user that the system will be easy to use. In the model, PU directly influences both attitude toward using attitude (A) and behavioral intention to use (BI). PEOU influences both PU and A. Davis (1989) develops and validates a scale for these variables[77].

Theoretical support for the use of these variables can be found in self-efficacy theory, the cost-benefit paradigm and adoption of innovation literature. Self-efficacy is "judgments of how well one can execute courses of action required to deal with prospective situations" [38]. Similarly, self-efficacy is perceived ease of use. Self-efficacy beliefs are theorized as determinants of behavior. This theory does not offer a general measure sought by Davis, but is situational specific. Differentiate TAM from TRA with respect to one's salient beliefs. In TRA these beliefs are "elicited anew for each new context". TAM determines these variables for a population resulting in a more generalized view of systems and users. External effects on the model can be separately traced to each of these variables[77]

The cost-benefit paradigm from the behavioral decision literature is also relevant to perceived usefulness and perceived ease of use. The paradigm describes decision-making strategies "in terms of a cognitive trade-off between the efforts required to employ the strategy and the quality (accuracy) of the resulting decision"[77].

Compatibility, relative benefit, and complexity of the invention are significant elements in innovation adoption, according to the literature, and complexity is defined as "the degree to which an innovation is seen as comparatively difficult to comprehend and utilize."[39]. The intrinsic and extrinsic properties of PEOU and PU were described. PEOU stands for "intrinsic features of information technology, such as ease of use, ease of learning, adaptability, and clarity of its interface." A user's evaluation of IT's "extrinsic, i.e., task-oriented, outcomes: how IT helps users accomplish task-related objectives, such as task efficiency and effectiveness" leads to PU. PEOU impacts intrinsic activities, such as browsing a Web site for inquiry, but not extrinsic ones, such as utilizing a computer for research, as proven by[77]. This model is related to this study in the sense that the technological acceptance model had two determinants .Perceived use (PU)Perceived ease of use (PEOU)The perceived usefulness is describe as the extent to which a the library staff perceived that utilizing the technological devices will improved their job performance and lead to better prediction of the use of new information resource which will enhance his job performance and perceived ease of use is the extent the library staff feels that utilizing this technological device can fasten his job without necessarily putting much effort this dice to how easy using a computer system to increase staff job performance. It views staff contextual performance and how they adapt to this new technology to carry out their task in other hand to check their attitude reactions towards this technology application.

2.2.3 Diffusion of Innovation Model

This theory is the brainchild of Everest Rogers who defined diffusion as the process by which an idea is communicated through certain channels over time among members of a social system. This theory however, predicts that an innovation will initially be adopted by small

group of innovative farmers and letter diffuse to other farmers within the social system[89]. The central objective of diffusion research is on the reams of adopting agricultural innovations such as herbicides, hybrid seeds, pesticides and, fertilizers and modern agricultural practices as to improve their standard of living, this can also be seen as adoption of technology based product to render services that will enhance job performance. The most important fact to consider in discussing diffusion theory is that it is not well-defined uniform and comprehensive theory[82]. A large number of theories from a wide variety of discipline each focusing on a different element of the innovation process, combine to create a meta-theory of diffusion .Four of the most widely used theories of diffusion of innovation discussed by Rogers are innovation decision process, individual innovativeness, rate of adoption and perceived attribute of innovation [82].

2.2.4 Job Performance Models

Job performance Models postulating specific, stand-alone dimensions developed to apply across jobs can be grouped around primarily three broad dimensions: task performance, organizational citizenship behavior and counterproductive behaviors as explained by[86]. They will be explained in turn as shown in Figure 2.3:

The task requirements were a big part of the early attempts to understand the job performance construct.

The goal was to create homogenous task clusters that could be used in a variety of jobs[69]. Despite the fact that Fleishman's goal was to provide a comprehensive taxonomy of work performance dimensions, his model was characterized as one that postulated unique stand-alone dimensions across professions due to the exclusive focus on ability needs. He mentioned four methods for identifying work performance dimensions (limited to what we

now refer to as task performance). These were the four approaches: behavior description, behavior requirements, abilities, and task characteristics[14].In the psychology literature, task performance is defined as `the proficiency with which incumbents perform activities that are formally recognized as part of their jobs; activities that contribute to the organization's technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services'[9]. Task performance entails the accomplishment of duties and tasks that are specified in a job description[10].

Several researchers over the years have argued that job performance entails more than just task performance[70]. Although studied for a long time under different names popularized the concept of `Organizational Citizenship Behavior' (OCB) in the job performance literature. OCB was defined as individual behavior that is discretionary/ extra-role, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization[20]. Distinct sub- dimensions of OCB have been identified as: altruism, courtesy, cheerleading, sportsmanship, civic virtue, and conscientiousness. Also, the current conceptualization of OCB, has dropped the requirement for these behaviors to be extra-role, and not to be directly rewarded. The only requirement is that they are discretionary and contribute to organizational effectiveness. Over the years several concepts related and overlapping with OCB have been proposed[87]. The introduction of the concept of organizational spontaneity which defined as organizational spontaneity as voluntarily performed extra-role behaviors that contribute to organizational effectiveness. Five dimensions were postulated to comprise organizational spontaneity: helping co-workers, protecting the organization, making constructive suggestions, developing oneself, and spreading goodwill. Organizational spontaneity is distinguished from OCB partly on account of reward systems being designed to recognize organizational spontaneity[72].Behaviors that

have negative value for organizational effectiveness, have been proposed as constituting distinct dimensions of job performance in an Organization. Organizationally deviant behavior has become a topic of research interest. Robinson and Bennett define deviant behavior as `voluntary behavior that violates significant organizational norms and in so doing threatens the wellbeing of an organization, its members, or both[73].

In a multidimensional scaling study, it was found that deviant behavior in organizations vary along two continua: organizational/interpersonal and serious/ minor. The resulting typology that crosses these two dimensions produced the following four categories: property deviance (serious deviance directed at the organization); production deviance (minor deviance directed at the organization); personal aggression (serious deviance directed at other individuals); and political deviance (minor deviance directed at other individuals)[13]. Their work on integrity have identified the different forms of counterproductive behaviors such as property damage, substance abuse, violence on the job. Withdrawal behaviors have long been studied by work psychologists in terms of lateness or tardiness, absenteeism, and turnover. Work psychologists and social psychologists have explored the antecedents and consequences of social loafing, shirking or the propensity to withhold effort[73].

A striking feature in empirical studies that have explored these specific dimensions developed independently and hypothesized to apply across jobs is the positive correlation found across them report that supervisors take into account all these dimensions in their assessments of job performance[74].Although, the first to define the domain of individual work performance by specifying the major dimensions of generic work performance stated that work performance domain could be modeled using the following four dimensions: task behaviors, interpersonal behaviors (communicating and cooperating with others), downtime behaviors (work-

avoidance behaviors), and (destructive/hazardous behaviors (behaviors that lead to a clear risk of productivity losses, damage, or other setbacks)[3]. Campbell's work performance framework proposed eight work performance dimensions: job-specific task proficiency, non–job-specific task proficiency, written and oral communications, demonstrating effort, maintaining personal discipline, facilitating peer and team performance, supervision, and management and administration[76]. According to Campbell, these eight dimensions are sufficient to describe the latent structure of performance at a general level. However, he also noted that the eight factors can have different patterns of sub-dimensions, and their content and salience can vary across jobs[84].

On the basis of the conceptual grouping of 486 measures of work performance found in the literature, Viswesvaran developed 10 dimensions of individual work performance. Besides a general factor of overall job performance, he distinguished the dimensions of productivity, quality of work, job knowledge, communication competence, effort, leadership, administrative competence, interpersonal competence, and compliance with/acceptance of authority[35]. Borman and Motowidlo argued that the entire work performance domain could be encompassed by the comprehensive dimensions of task performance and contextual performance. They describe task performance as behaviors that directly or indirectly contribute to the organization's technical core, and contextual performance as behaviors that support the organizational, social, and psychological environment in which the technical core must function. Examples of contextual activities are volunteering, persisting, helping, cooperating, and following rules and task activities usually vary between different jobs, whereas contextual activities are common to many or all jobs[7].

A study of reviews on frameworks of individual work performance. Both reviews concluded that three broad dimensions of work performance could be distinguished: task performance, organizational citizenship behavior, and counterproductive work behavior. The term organizational citizenship behavior was first introduced by Organ[12.]It is currently defined as individual behavior that contributes to the maintenance and enhancement of the social and psychological context that supports task performance[12]. Although originally there were some definitional differences between organizational citizenship behavior and contextual performance, Organ's definition of organizational citizenship behavior has evolved to greatly overlap with Borman and Motowidlo's definition of contextual performance[12]. In the current review, the term contextual performance will be used to refer to behaviors that support the organizational, social, or psychological environment in which the technical core functions. The third dimension, counterproductive work behavior, was defined as behavior that harms the well-being of the organization[3]. It includes behaviors such as absenteeism, off-task behavior, theft, and substance abuse. Frameworks developed for specific jobs were mainly targeted at professions in the army, managers, or sales and service industry[3].

In 1990, Campbell et al developed a framework in which work performance in the army was described by five dimensions: core technical proficiency, general soldiering proficiency, effort and leadership, personal discipline, and physical fitness and military bearing. The last referred to the degree to which individuals stay in good physical condition, maintain appropriate military appearance, and carry or conduct oneself appropriately[18]. Campbell's more comprehensive eight-dimensional framework is largely based on this framework. Borman and Brusha study developed a framework, on the basis of critical incidents analysis, in which managerial work performance was described by technical activities and mechanisms

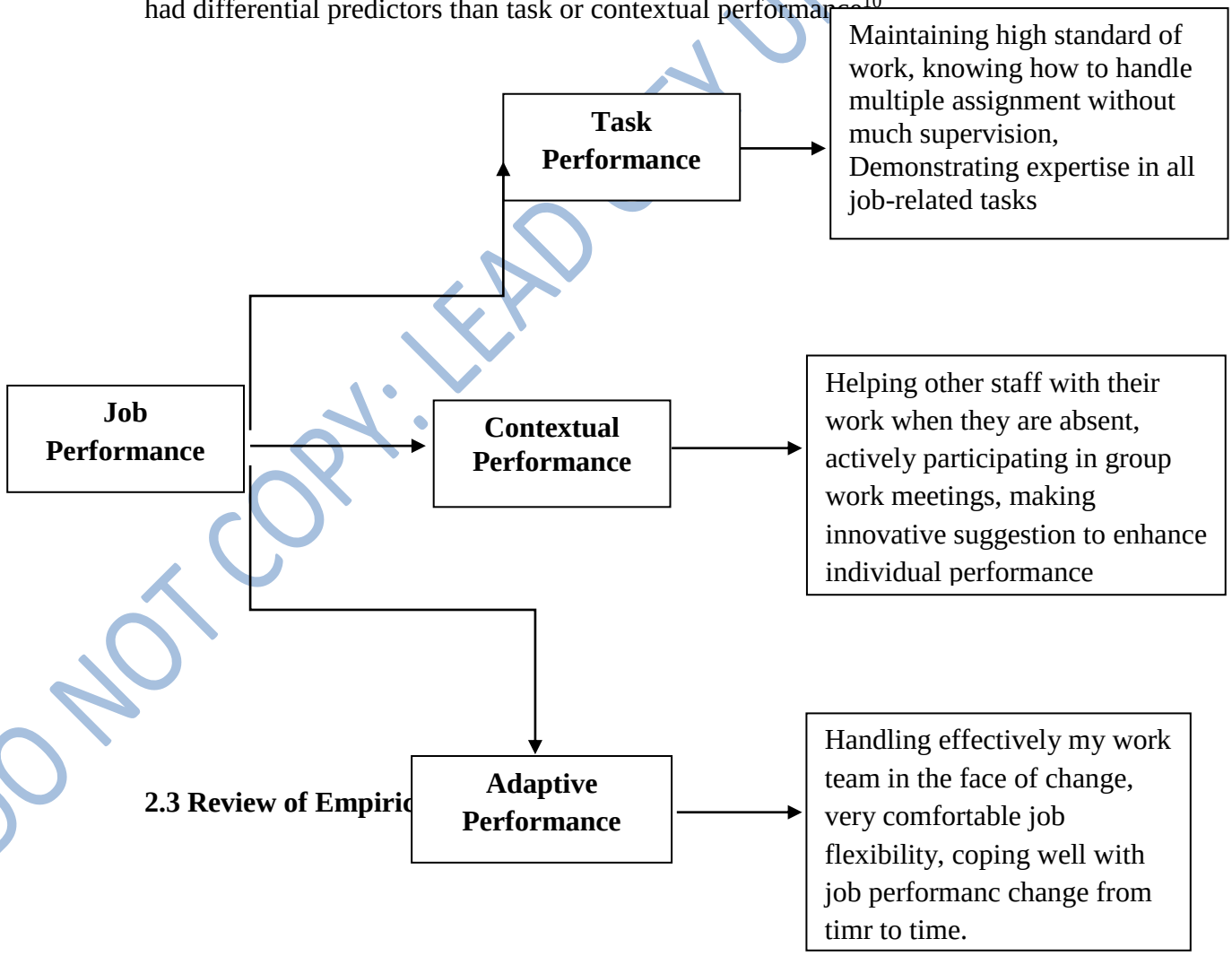
of management, interpersonal dealings and communication, leadership and supervision, and useful personal behavior and skills (eg, persistence, handling crises and stress, organizational commitment)[15].

Generic frameworks used more broad dimensions to describe work performance, whereas job-specific frameworks used more narrow dimensions to describe elements of work performance. Despite these different levels of specificity, similarities were observed between dimensions of individual work performance described in the frameworks. On the basis of conceptual grouping of individual work performance dimensions found in the literature, three broad dimensions could be distinguished: task performance, contextual performance, and counterproductive work behavior. Finally, some frameworks described dimensions that they did not classify in one of these three categories, such as proactive, creative, and adaptive performance[8].

This job performance model is a simplistic representation of a highly complex system of interrelated variables that influence the performance of individual workers and, in turn, the productivity of higher levels of the organization. It is intended as a framework in this study and future research can be organized with the aim of making research results more meaningful and relevant. This simple framework helps to explain the paradox of the need of the digital library skill in job performance improvement in the area of the study libraries.

However, the first dimension of job performance referred to as task performance refers to the proficiency with which central job tasks are performed[10]. The second dimension, contextual performance, refers to behaviors that support the organizational, social, and psychological environment in which the technical core must function[10].

As a third dimension, adaptive performance is included in the heuristic framework. Three reasons support the inclusion of adaptive performance, referring to an employee's ability to adapt to changes in a work system or work roles, as a separate dimension. First, because of the technological changes occurring in today's society, being able to adapt to a changing work environment is increasingly important. Second, conceptually, adaptive performance does not fit neatly under task performance, contextual performance, or counterproductive work behavior. Whereas contextual performance comprises behaviors that positively influence the work environment, adaptive performance comprises behaviors in reaction to the changing work environment. Third, empirical support for adaptive performance as a separate dimension was provided by Allworth and Hesketh. They found that adaptive performance had differential predictors than task or contextual performance[10]



2.3 Review of Empiric

Figure 2.3 Conceptual Schematic job performance model. Adapted from[86]

The study looked at the literature on information literacy abilities, computer self-efficacy, and undergraduates' usage of electronic information resources in Nigerian university libraries. Students require information for a number of purposes, and the university library serves as a resource center for electronic materials that may be used for any academic purpose. In University Libraries in Nigeria, an empirical review was conducted to examine undergraduates' information literacy abilities, computer self-efficacy, and usage of electronic information resources. A total of 50 pieces of literature were examined. The findings show that knowledge and abilities in the use of e-library resources have a significant impact on the quality and quantity of academic work. As a result, students at tertiary institutions need to improve their information literacy and computer self-efficacy[76].

The study investigated the contributions of digital and media literacy to knowledge sharing among school library personnel in Nigeria. The study was conducted using a survey research design, with a questionnaire used to collect data from the 190 respondents who made up the sample size. The study's findings indicated that the school library staff polled had a high degree of digital and media literacy abilities. Major media and digital information literacy abilities that substantially contributed to knowledge exchange among school library workers included producing information, analyzing digital information, and discovering digital. To promote effective and efficient information sharing, the research advised that appropriate emphasis be paid to the development of digital and media literacy among school library employees in Nigeria[78].

The study on Digital literacy is increasingly seen as an important skill for 21st century university students. Suggested that this, notions of ‘digital natives’ who intuitively or implicitly understand digital literacy persist, despite evidence to the contrary. Deakin

University Library collaborated with academic staff in the University's School of Medicine to uncover where digital literacy was assessed throughout a Master of Optometry degree in order to better understand how it is expressed in course curriculum and thus provide more effective support to students. This method also indicated how much the foundational digital literacy skills and knowledge required to complete the exams were explicitly taught vs implicitly assumed to be pre-existing or easily gained. The Library created an optometrist digital literacy toolbox as a result of this approach. The toolbox included tools to help students build the abilities they'll need to complete the tests. The toolkit is unusual in that it covers not just the assessable products that students must generate, but also the abilities and tools that they will need to do so. The presence of digital literacy-focused evaluations throughout the course was also clarified by mapping the course against an agreed definition of digital literacy. This might have ramifications for course design. This case study demonstrates a partnership between academic personnel and the Library. It focuses on the development of a supplementary toolbox and the process of mapping a curriculum against a concept of digital literacy. These procedures are most likely adaptable to different situations[79].

Similarly, a study on the influence of ICT competencies on the job performances of library personnel in three higher institutions in Lokoja Kogi State, which include Federal University Lokoja Library, Kogi State Polytechnic Library and Salem University Library. Four research questions were posed and addressed in order to meet the study's goals. The study employed a survey technique, with copies of a structured questionnaire being used to collect data from 100 people. Seventy-two (72) answers were received, resulting in a 72 percent response rate. Frequencies and percentages were used to analyze the data. The study's findings revealed that the library personnel at the institution under investigation had computer abilities, knowledge

of e-resources/multimedia, research skills, and knowledge of automation and digitalization. Furthermore, the bulk of them learn their abilities at computer/ICT training facilities and on-the-job training. As a result of their ICT proficiency, they were able to satisfy the demands of their profession and provide library services such as e-library/multimedia services, circulation services, research and bibliographic services, and other library services. As a result, the outcomes of this study demonstrated that library staff's degree of ICT competence considerably improved their work effectiveness and performance. Based on these findings and job performance, every library employee should be involved in ICT-related occupations, which would improve work efficiency and library service delivery[80].

According to a research, educational technologies are becoming more popular, and experts have claimed that these technologies are expected to be used in formal learning contexts. As a result, university employees are required to use digital technology in their job. These expectations, on the other hand, are contingent on university staff's ability to use such technology, emphasizing the significance of reading skills. The purpose of this study is to see how information literacy (IL) and digital literacy (DL) affect university staff's willingness to employ digital technology in their work. To achieve this goal, a conceptual model is created using elements from the UTAUT2 framework, such as performance expectation, effort expectancy, and habit, as well as the dimensions of information literacy and digital literacy. After that, the conceptual model is tested using data from 100 university workers using partial least squares structural equation modeling (PLS-SEM). The findings show that information literacy and intention to use digital technologies have a direct and substantial link, but the relationship between digital literacy and intention to use is mediated by

performance expectancy and habit. In addition, expectation of performance and habit have a direct influence on the intention to utilize technology[81].

In a study conducted in Nigeria, researchers looked at the impact of information literacy skills on postgraduate students' usage of electronic resources in private university libraries. The survey included 2805 postgraduate students from five private institutions in Nigeria's South-West who were enrolled in postgraduate programs. In the selection procedure, a multistage sampling approach was applied. The sample size for the study was chosen using a proportionate sampling approach, with 550 postgraduate students serving as responders. There was a strong positive link between information literacy abilities and the usage of electronic resources (r = 0.28, p 0.05), according to the findings. The study found that using electronic resources increased postgraduate students' access to current knowledge in selected private universities in Nigeria's south-west.[82].

In Ethiopia's Jimma university libraries, a report was published that discussed current digital literacy capabilities among library personnel. Six aims and research questions led the study. The study uses a descriptive survey approach, including all librarians from Jimma university libraries as participants. The questionnaire was utilized to collect data, and the results were evaluated using basic percentages and frequency counts for research questions, as well as SPSS version 20.0. Electronic mailing, internet use, social networking, and mobile phone use are the most common digital literacy abilities among librarians, according to the research. It was also discovered that librarians learned the abilities through seminars, formal schooling, and watching videos on YouTube. The service delivery is excellent, with a reasonable degree of skill as maximal pros. The availability of energy and internet are the limits. They also

learned digital literacy skills through the usage of Web OPACs, digital libraries, and institutional repositories[83].

A study present analyzes the functioning of a brief 18-item self-report scale, the Individual Work Performance Questionnaire (IWPQ), which measures the main dimensions of job performance (task performance, contextual performance, and counterproductive behaviors) in a wide variety of jobs. Participants were 368 employees who voluntarily answered a questionnaire including the IWPQ, other performance scales, and the NEO-FFI. Descriptive statistics, exploratory structural equation modeling, and correlations were performed. Results show that the IWPQ has a tridimensional structure with adequate reliability, exhibits significant associations with other measures of performance, and its association with personality traits is similar in terms of direction and strength of the correlations between other job performance measures and personality. We conclude that the IWPQ is an adequate measure of job performance but with emphasis on behaviors aimed toward organizations[87].

The above empirical studies relate to the present work in the sense that the studies investigate into the place of the ICT literacy of librarians.

2.4 Conceptual Framework

Conceptual framework is a schematic representation that is able to show the relationship of the different construct that is being investigated. The researcher went further to explain that the conceptual framework describes the relationship between specific variables identified in the study: it also outlines the input, process and output of the whole investigation. In this study, the conceptual framework shows the relationship and interactions that exist between digital literacy skills and job performance of library staff in Research institutes in Ibadan, Oyo State.

Despite the fact that the theories listed above gave some useful perspective to the understanding of technology adoption, they equally have their weaknesses. The theories above are not exhaustive but they highlight the major postulates while some of the theories are similar. Among the theories discussed, Bloom model, diffusion of innovation, technology acceptance model and Job performance lent credence to this study.

However, the model in figure 2.4, depicts the influence of Digital Literacy Skills on job performance of Library Staff in Research institutes in Ibadan, Oyo State, level of library staff job performance are dependent on the digital literacy skills of library staff such as: information literacy skills, ICT literacy skills and attitude of the library staff.

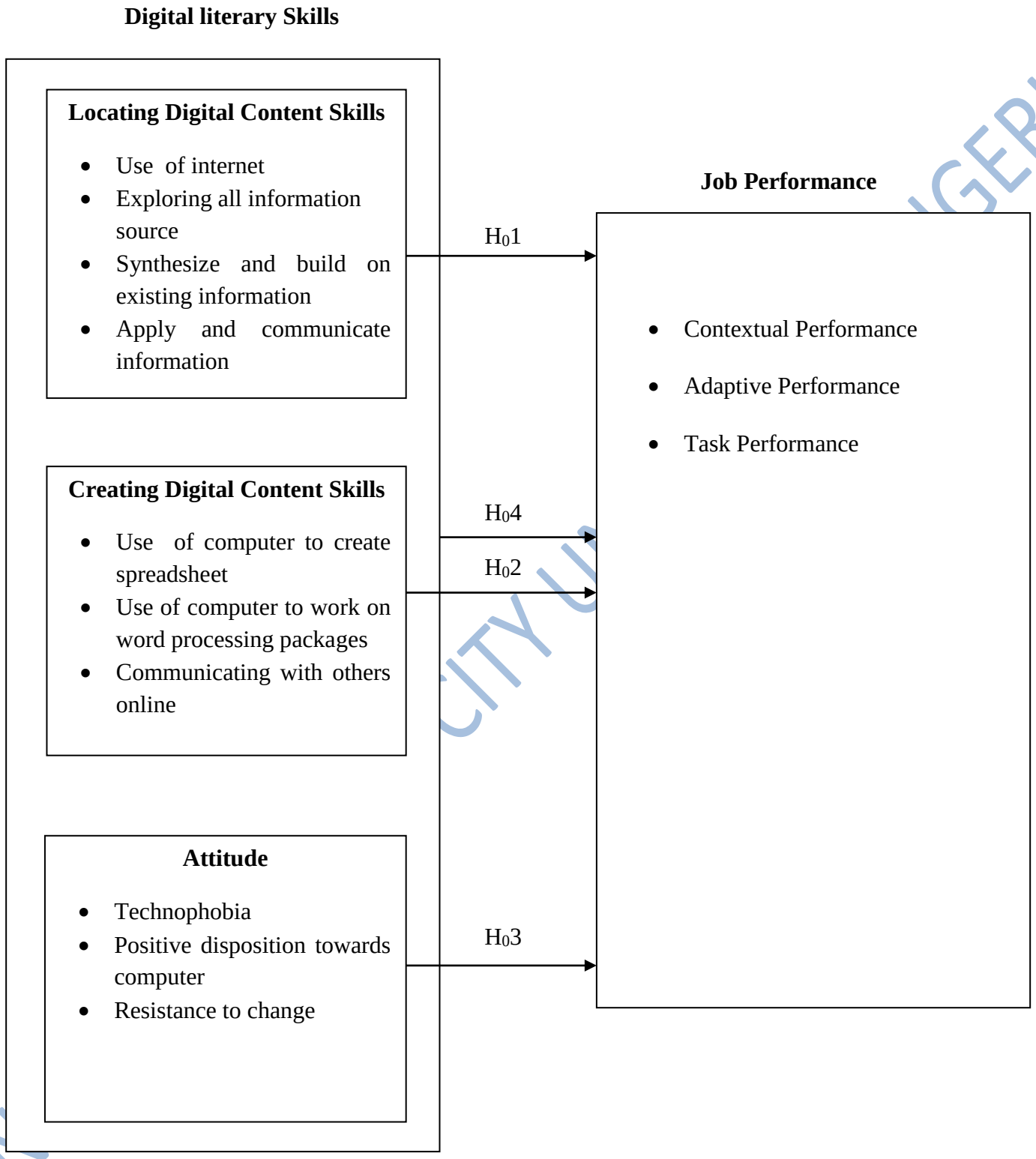


Figure 2.4: Conceptual Framework for Digital Literacy Skills and Job Performance of Library Staff
Source: Researcher Conceptual Framework, 2022

Job performance is the study's dependent variable and contextual performance, Adaptive performance and Task performance are used as measuring indicators while digital literacy skills is the undependable variable measured with Information literacy skills, ICT literacy skills and computer attitude, The conceptual frame work depicts the influence of digital literacy skills on job performance of library staff in research institution, Contextual performance can be taken as the degree of readiness of staff to perform and support other staff with their work it means the staff are aware of the new innovation and at the adaptive stage how are they adapting and how it is enhancing their job performance in their core task they are assigned to carry out how fast and easy that it makes the task. Digital literacy skills is predicted with ability because it is all about" skills" Information literacy skills ability to locate digital content, through the use of internet, exploring all information source, synthesize and building on existing information, applying and communicating information and in ICT literacy skills which is creating digital content with the use of computer to create spread sheet, ability to work on word processing packages and communicating with others online. The behavior of library staff predict more on how the in dependable variable influences the dependent variable it now depend on the action and reaction of the staff towards the use of this new innovation to carry out task some may have positive disposition towards computer while some are afraid and sensitive to new technology which can lead to resistance to change. Using these characteristics, the current study will determine the influence of information literacy skills, ICT literacy skills and Attitude on job performance of library staff.

2.5 Summary of the Literature Reviewed

A brief research on Digital literacy skills among Librarians in University Libraries in the 21st Century in Edo and Delta States, Nigeria was revealed. The study found that electronic

mailing, social networking, use of PDAs and mobile phones and internet surfing are the major Digital Literacy Skills amongst librarians, Librarians acquired Digital Literacy Skills through colleague's assistance, trial and error, IT programs and formal education, The level of use of Digital Literacy Skills is low, The use Digital Literacy Skills influence service delivery positively, The level of proficiency is however moderate for some and others low The major constraints to the use of Digital Literacy Skills are electricity supply, internet network, lack of training and funding by management. The major gap in this study is that the study focused on Digital Literacy Skills among Librarians without relating the study to the library job performances.

The research on the Network Literacy Skills of Academic librarians for Effective Service Delivery: The case of University of Nigeria Library system shows that the librarians in the University of Nigeria (UNN) Library System are in tune with the traditional surfing skills of sending e-mails, downloading information from the internet, and often use the internet on a daily and weekly basis. A vast majority uses many browsers such as Google chrome; MoxillaFirelox to surf the web even though the internet explorer was adjudged the browsers of choice by the respondents. Only limited numbers of librarians can surf the deep‟ web as only few can use web 2.0 tools effectively for scholarly communication and for the effective delivery of professional duties. The study recommended the use of web 2.0 tools, and network literacy skills librarians for the effective's delivery of professional duties. A gap in this study is based on the assumption that the librarians are more familiar with the traditional surfing skills than the digital skills. The study didn't relate their study to the library staff job performances.

Also, another study on Digital literacy and job performance of 21st century library staff in Imo state was studied. The study found that the digital literacy possessed by the 21st century library staff that can enhance job performance are electronic mailing, mobile phone usage, PDAs, Internet surfing, computer operations, social networking among others. The study also found that library staff acquire digital literacy skills through trial and error, support from colleague, self-study using user guide, training offered by management, formal education, attending seminars and workshop, and IT programs. Digital literacy has improved job performance of the 21st century library staff through increased speedy purchase of online information resources, establishment and maintenance of online catalogue database, improved virtual reference services, and enhanced Internet search activities for users. The study gave constraints to the acquisition of digital literacy by 21st century library staff in their job performance include poor attitude of staff in updating themselves with digital literacy skills, lack of interest by the library management by not sending their library staff to upgrade their digital skills, limited opportunities offered for training opportunities, poor ICT infrastructure, technophobia, and so on. The gap is that the study focused on Digital Literacy Skills among library staff only without relating the study to information skills and attitude to job performances.

The study on the Influence of ICT competencies on the job performances of library personnel in three higher institutions in Lokoja, Kogi State shows that the library staff in the institution studied possessed computer skills, use of e-resources/multimedia, research skills, and automation and digitization. Also, majority of them acquire their skills in computer/ICT training centers and through on-the-job- training. Hence, ICT competency enabled them to meet up with the demands of their job, thereby, providing library services such as e-

library/multimedia services, circulation services, research and bibliographic services and other library services. Therefore, the findings of the study revealed that the level of ICT competence of library staff significantly enhanced their job efficacy and performance. Premised on these findings, it was recommended that library personnel in higher institutions in Lokoja, Kogi State, need possess advanced ICT skills so to be able provide advanced technological information services to their various communities. Furthermore, to enhance the level of influence of ICT competency on job performances, every library personnel should be engaged in ICT related jobs which will in turn, boost work efficiency and effective library service delivery. The gap in this study is that the study focused only on ICT competencies on the job performances of library personnel without relating the study to information skills and attitude to job performances.

An assessment of digital literacy skills and knowledge-based competencies among librarians working in university libraries in Africa and rated their database search skills, uploading documents to online platforms, skills in using different social media, sending and receiving e-mails skill, digital library development skills, skills in applying new technologies into library services, ability to create different file formats and ability to use open source software as very high. While, metadata development skills, and library website development skills were rated to be moderate and low. Overall, the librarians rated their level of digital literacy skills possessed to be moderate, and differences emerged between librarians in Nigeria and South Africa with regard to digital literacy skills possessed. The means of acquiring digital literacy skills by the majority of the respondents indicated acquiring digital literacy skills through workshop/ seminars organized, followed by those who indicted self-teaching practically. Only few of the respondents indicated acquiring the digital literacy skills through library

schools. This finding aligns with the findings of several studies conducted in developing countries related to how librarians acquired ICT related skills. From the study, it showed that, majority of the respondents strongly agree and agree that lack of fund allocated to support library professionals training, lack of physical facilities, shortage of skilled ICT educators, are some challenges they encountered in acquiring digital literacy skills. Several studies conducted in the developing countries have identified challenges such as lack of facilities, outdated curriculum, and absence of skilled personnel. Based on the analysis, the study found out that librarians working in university libraries in Africa rated their database search skills; uploading documents to online platforms; skills in using different social media; sending and receiving e-mails skills; digital library development skills; skills in applying new technologies into library services; ability to create different file formats; and ability to use open source software as very high. While, metadata development skills; and library website development skills were rated to be moderate and low. The gap in this study is that the study focused only on digital literacy skills and ICT without relating the study with the job performances of library staff, information skills and attitude to job performances.

Similarly, a study on Digital Literacy and the Implication on Nigerian Digital Library stated that Technological advancement has taken over the globe, as we live in a digital world that everything we do is being shaped by digital intervention. Thanks to Information Communication Technology- ICT, overtaken the ways through which we communicate, interact, read or write. While the everyday use of technology is a welcome development, it has created a void for those who shy away from, and do not have the basic skills or ideas of using modern day information technologies and the individuals who have the capability of using and understanding information digitally. Therefore, danger of losing their patrons due

to absence of digital literacy which can lead to digital divide (the gap that exist between those with access to and can effectively use information and communication tools and those who do not have access) are particularly concern of Libraries. Further stated are 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 is very detrimental, enables individuals to make informed use of digital technology and media as it offers opportunity to participate in new kinds of social activities, It enhances employability with recruitment being increasingly undertaken online and provides skills needed for people to gain access to work places, it broadens the scope of potential knowledge, 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 and survival skills needed in this digital era. For libraries to be successful and up to date in this technology era, and run their digital libraries smoothly, digital literacy should be one of their main focus for both their staff and users. Digital literacy in this content encompasses both the technical ICT skills in using the internet and critical thinking in selecting, accessing and using the information. Workshops and seminars could be organized for staff and some basic digital literacy skills be introduced to users so as to enable them develop critical thinking in evaluating, selecting and accessing of information as well as being relevant in this digital era. The gap is that the study focused on Digital Literacy Skills among library staff only without relating the study to information skills and attitude to job performances.

Lastly, a study on the influence of demographic factors (age and job status), level of ICT skills possessed by respondents and ICT use on task performances of library personnel showed that there are established significant positive correlation between age, job status, ICT

skills and task performance. Also, ANOVA test found significant joint influence of age, job status, ICT skills and ICT use on task performances of respondents. The study further indicated that age, job status, ICT skills possessed by respondents and ICT use had relative significant influence on task performances of respondents. It was therefore recommended that, library staff must leverage their demographics positively to bring about positive disposition to their jobs while all categories of staff must ensure they possessed the requisite ICT skills that will ginger ICT use for effective task performance. The gap is that the study focused on ICT skills and task performance among librarians only without relating the study to information skills and attitude to job performances.

Endnotes

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Chapter Three

Methodology

This chapter presents method adopted in carrying out the study. Under the following sub-heading, Research design, Population of the Study, Sampling Size and Sampling technique, Sources of Research Data, Research instrument, Validity and reliability of the instrument, Data collection procedure and Method of data analysis.

3.1. Research Design of the Study

The study used a descriptive and cross-sectional survey approach. The descriptive survey help the researcher to describe the characteristic of the population and phenomenon being studied, likewise for frequencies and other statistical calculation of mean, mode, deviation from the mean, variance, percentages, and correlation between variables are all metrics of central tendency reported in a descriptive survey design[1]. The goal of descriptive surveys was to gather thorough and accurate information on a present occurrence[2]. The cross sectional design describes a snapshot of a population at a certain point in time in order to illustrate demographic outcomes[3]. This is because the study is geared towards investigation on Digital Literacy Skills and Job performance of Library Staff in Research institutes in Ibadan, Oyo State.

3.2 Population of the Study

The population of the study comprised all the one hundred and forty-eight (148) library staff in the ten (10) Research institutes in Ibadan, Oyo State (Table 3.1).

Table 3.1 Selection of population of the study

S/N	Institution Name	Librarians	Library Officers	Administrative officers	Total No of staff
1	Institute of Agricultural Research and training, Ibadan	4	16	5	25
2	National Horticultural Research Institute, Ibadan	5	4	7	16
3	Cocoa Research Institute, Ibadan	2	2	7	11
4	International Institute of Tropical Agriculture (IITA), Ibadan	7	6	5	18
5	Forestry Research Institute, Ibadan	9	4	7	20
6	National cereals Research Institute	3	3	5	11
7	National centre for Genetic resources and Biotechnology	2	2	3	7
8	Nigeria Storage Production research institute (NSPRI)	3	3	5	11
9	Nigeria Institute of Social and Economic Research (NISER)	4	6	5	15
10	National Agricultural Extension and research liaison Service S/W (NAERLS)	2	3	6	11
Total		44	49	55	148

Source: Attendance of Library staff as Collected from the Chief Administrative Officer of the Selected Research Institutes

3.3 Sample and Sampling Techniques

The study adopted multistage sampling technique. In the first stage, the entire research institute libraries were purposively sampled due to dominance of research institute in the study area. In the second stage, the all one and fourth eight (148) library staff in the ten (10) Research institutes in Ibadan, Oyo State was sampled due to small number of library staff in the research institute libraries in the study area and as such total enumeration was employed for the study. Similarly, the use of the entire population is the best for this type of study since it eliminates sampling errors.

3.4 Research Instrument for Data Collection

The instrument for data collection was adapted questionnaire titled Questionnaire on Digital Literacy Skill and job performance of Library Staff. The questionnaire is divided into sections A –C as follows, the questionnaire was adapted from various validated and tested studies.

Section A- Demographic information: This contains seven items on personal data of each respondent such as name of institution, gender, age, marital status, education qualification, number of years in service and cadre in library.

Section B- Level of Library Staff job performance: This contains three items such as contextual performance, Adaptive performance and Task performance measured as very-high, high, moderately, low and very-low.

Section C- Digital Literacy Skills of Library Staff: This contains three items such as Information literacy skills, ICT literacy skills and attitude. Rated with Likert type, 5-points scale such as Strongly Agree, Agree, Disagree, and Strongly-Disagree. The items in the questionnaire contain self-developed items based on literature.

3.5 Validity of the Research Instrument

The research instrument was subjected for face and content validity to the supervisors and two lecturers in the Department of Information Management, Lead City University who checked to ensure accuracy and precision of the instrument. Based on the criticisms and corrections of the experts, the instrument was modified to achieve the research purpose.

3.6. Reliability of the Research Instrument

Pilot study was carried out with 30 copies of the questionnaire distributed to library staffs in the National Medical Research Institute Library, Yaba and Federal Neuro- Psychiatric Hospital library, Lagos state that are not part of the study institution but share similar characteristics with the population of the study, afterwards, reliability test was done using Cronbash's alpha to determine the reliability of the scale in the questionnaire. Job performance indicators contextual performance has 0.65, adaptive performance has 0.71, task performance has 0.77 and Digital literacy indicators information literacy skill has 0.68, ICT skill has 0.71 and attitude has 0.65Cronbash's Alpha.

3.7. Administration of Research Instrument and Method of Data Collection

The researcher collected letter of introduction attestation from the Head of Department of Information Management The researcher personally administered the questionnaire to ensure accuracy and transparency in distribution; the target population actually fill the questionnaire themselves.

3.8. Method of Data Analysis

The analysis of data was done using the Statistical Package for the Social Sciences (SPSS) to analyze the study. Descriptive statistics was used to analyze research question 1 and 2 while the hypothesis 1 to 3 were analyzed with linear regression analysis and hypothesis 4 was analyzed with multiple regression analysis.

Endnotes

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Chapter Four

Results and Discussion of Findings

This chapter presents the analysis of the data collected to answer the research questions and test the hypotheses. The analysis also includes the demographic distribution of the respondents as well as the questionnaire return rate. Descriptive statistics is used to answer the research questions and the decision rule is that all items with mean score equal to or greater than 2.5 is accepted as significant while hypotheses are tested at 0.05 level of significance.

4.1 Questionnaire Return Rate

A total of one hundred and fourth eight (148) copies of the research instrument (questionnaire) were administered on the respondents. However, one hundred and twenty-one (121) copies were filled and returned and this can be seen in figure 4.1. This represents 82% return rate which is considered adequate for analysis.

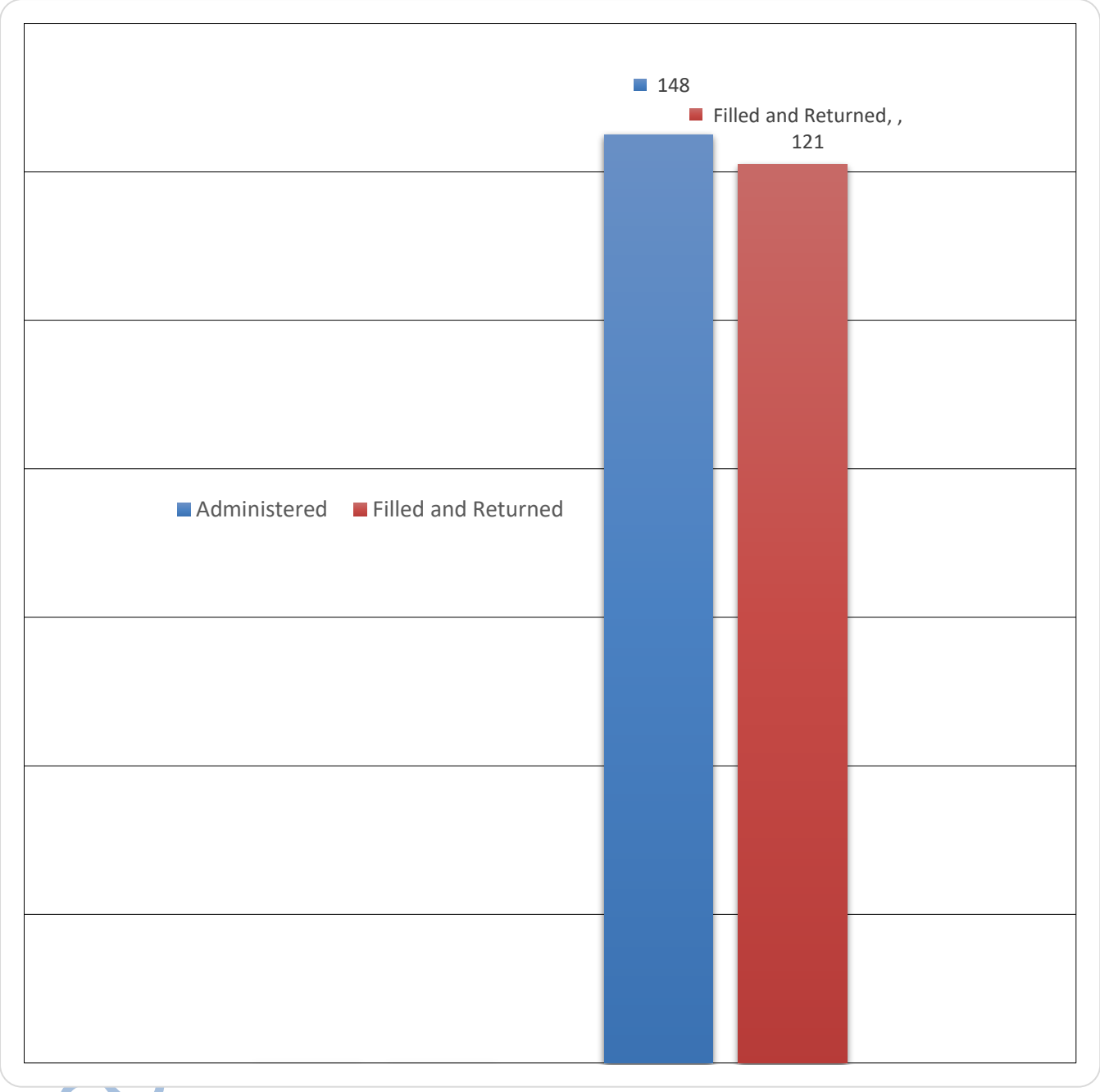

Figure 4.1 Questionnaire Return Rate

Source: Field work 2022

1.2 Demographic Analysis

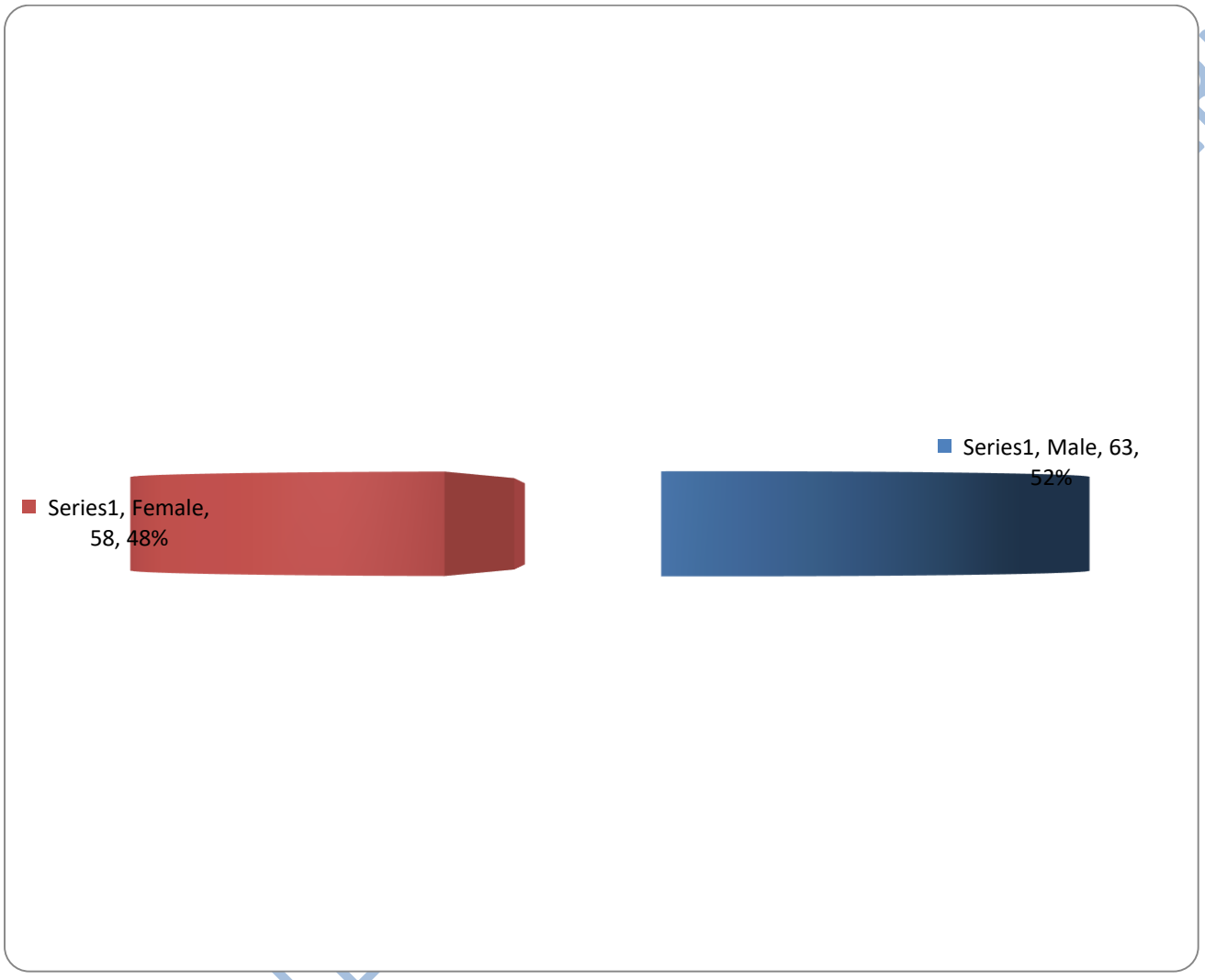

Figure 4.2 Gender of the respondents

From the data presented in Figure 4.1.1.2, it can be seen that the study respondents consist of more males than females. There are 63 female respondents which constitutes 52% of the total respondents while there are 58 female respondents which is about 48% of the total respondents.

Table 4.1.1: Breakdown of Demographic Data of the Respondents

Demographics	Frequency	Percent
Marital Status		
Single	9	8.3
Married	111	91.7
Total	121	100.0
Academic Qualification		
ND	21	17.4
HND	37	30.6
B.Sc	22	18.2
M.Sc.	33	27.3
Ph.D.	4	3.3
Professional certificate	3	2.5
others	1	.8
Total	121	100.0
Cadre		
Administrative officer	30	25
Library Officer	47	39
Librarian	44	36
Total	121	100.0

Source: Fieldwork 2022

Data in table 4.1.1 shows that 9 of the respondents are single which about 8% is compared to the 111 respondents who are married representing about 92% of the total respondents. In term of academic qualification, 21 or 17% of the respondents have National Diplomas (ND), those with Higher National Diplomas (HND) are 37 in number which is about 31% of the respondents. Also there are 22 Bachelor degrees holders (B.Sc) makes them 18% of the total respondents while the Masters Degrees holders are (M.Sc.) are 33 or roughly 27% of the total respondents. Ph.D. holders are 4 which means they constitute about 3% while there are 3 Professional certificate holders 3. This data shows a diverse blend of qualification and educational backgrounds. This diversity was also shown in the cadres to which the respondents belong. There are 30 Administrative officers which is 25% of the total

respondents. Those in the Library Officer cadre are 47 which means they constitute 39% of the respondents while those in the professional Librarian cadre (44) constitutes 36% of the total respondents. The demographic analysis has therefore shown that the respondents cut across the broad spectrum of experiences in a typical organization and thus could represent accurately, the total feelings and opinion of the work place.

4.1.2 Presentation of Research Questions

Research Question One: What is the job performance level of library staff in research institutes in Ibadan, Oyo State?

Table 4.2: The job performance level of library staff in Research Institutes in Ibadan, Oyo State

Statements	Very High	High	Low	Very Low	Mean
Contextual Performance					
Actively participating in group work meetings	46 (38.0%)	67 (55.4%)	7 (5.8%)	1 (0.8%)	3.31
Sharing knowledge and ideas among my colleagues	49 (40.5%)	58 (47.9%)	8 (6.6%)	6 (5.0%)	3.24
Making innovative suggestion to enhance individual performance	44 (36.4%)	63 (52.1%)	10 (8.3%)	4 (3.3 %)	3.21
Communicating effectively with my colleagues for problem solving and decision making	48 (39.7%)	53 (43.8%)	13 (10.7%)	7 (5.8%)	3.17
Giving assistance to others when their work load increases	39 (32.0%)	64 (52.5%)	13 (10.7%)	5 (4.1%)	3.13
Helping other staff with their work when they are absent	34 (28.1 %)	72 (59.5%)	11 (9.1%)	4 (3.3%)	3.12
Spending great deal of time on personal telephone conversation	16 (13.2%)	37 (30.6%)	40 (33.1%)	28 (23.1%)	2.44
Average mean					**3.10**
Adaptive Performance					
Coping well with job description change from time to time	47 (38.8%)	57 (47.1%)	13 (10.7%)	4 (3.3%)	3.21
Very comfortable with job flexibility	33 (27.3%)	73 (60.3%)	14 (11.6%)	1 (0.8%)	3.14
Handling effectively my work team in the face of change	36 (29.8%)	62 (51.2%)	13 (10.7%)	10 (8.3%)	3.02
Handling of extra responsibility	27	59	24	11	2.84

	(22.3%)	(48.8%)	(19.8%)	(9.1%)	
Losing my temper when faced with criticism from my colleague	20 (16.5%)	45 (37.2%)	28 (23.1%)	28 (23.1%)	2.47
Average mean					**2.94**
Task Performance					
Maintaining high standard of work	6 (53.7%)	51 (42.1%)	2 (1.7%)	3 (2.5%)	3.47
I am very passionate about my work	67 (55.4%)	42 (34.7%)	7 (5.8%)	5 (4.1%)	3.41
Demonstrating expertise in all job-related tasks	44.6 (54%)	57 (47. %)	9 (7.4%)	1 (0.8%)	3.36
I use to complete my assignments on time	48 (39.7%	65 (53.7%)	4 (3.3%)	4 (3.3%)	3.30
Managing change in my job very well whenever the situation demands	44 (36.4%)	69 (57%)	3 (2.5%)	5 (4.1%)	3.26
Knowing how to handle multiple assignment without much supervision	43 (35.5%)	67 (55.4%)	9 (7.4%)	2 (1.7%)	3.25
Achieving the objectives of the work	42 (34.7%)	67 (55.4%)	5 (4.1%)	7 (5.8%)	3.19
Meeting criteria for performance	39 (32.2%)	68 (56.2%)	10 (8.3%)	4 (3.3%)	3.17
Average mean					**3.30**
Total average value					**3.11**

Source: Fieldwork 2022

Table 4.1.2 shows the response of the respondents on the constructs of job performance. The mean score of each statement shows that all elements of contextual performance such as group participation (3.31), Knowledge sharing (3.24), innovativeness (3.21), effective communication (3.17), assisting colleagues with heavy workloads (3.13) and helping absent colleagues (3.12). Spending great deal of time on personal telephone conversation (2.44) is not significant. However a considerable number of respondents admitted they engage in this practice. Overall, the average mean for contextual performance is 3.10 which meets the acceptance criteria. It is therefore shown that the level of conceptual performance among the respondents is high

The adaptive performance level of the respondents is also tested. The results show that all the elements except one, are significant. It is clear that the respondents can cope with changes in job descriptions (3.21); they are comfortable with job flexibility (3.14), they also possess change management capabilities (3.02) and they can effectively handle extra responsibility (2.84). Losing temper when faced with criticism from colleagues (2.47) is not one of the significant attributes which means that majority of the respondents are open to constructive criticism even though a significant number of the respondents engage in this negative act. The average mean of adaptive performance (2.94) shows that it is above the average level among the respondents.

Furthermore, the results of each statement under task performance, going by the decision rule, shows that the respondents maintain high standard of work (3.47); they are passionate about their work (3.41); they regularly demonstrate expertise in all job-related tasks (3.36); they usually complete assignments on time (3.30); they can manage job variations (3.26) and handle multiple assignments (3.25). Also, the results show that they regularly achieve work objectives (3.19) and the regularly meet performance criteria (3.17). All of these translate to an average mean of 3.30 for task performance which means that the respondent also scored very high regarding task performance.

To answer the research question1, the average score of the respondents in the three performance domains i.e.; contextual performance, adaptive performance and task performance is obtained. The average mean score of job performance among the respondents as indicated in Table 4.2, is 3.11 which means that the level of job performance among the respondents is mostly high.

Research Question Two: What is the prevalent digital literacy skills (information literacy, ICT & attitude) of library staff in Research Institutes in Ibadan Oyo State Nigeria?

Table 4.1.3: Digital literacy skills of library staff in research institutes in Ibadan Oyo State Nigeria

Information Literacy skills	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I have the ability to send and receive e-mail alert	63 (52.1%)	45 (37.2%)	12 (9.9%)	1 (.8 %)	3.40
I have the skill to identify information needs	58 (47.9%)	55 (45.5%)	3 (2.5%)	5 (4.1%)	3.37
I have the ability to organize information for easy retrieval	58 (47.9%)	48 (39.7%)	11 (9.0%)	4 (3.3%)	3.32
I can create and share information using computer system	52 (43.0%)	58 (47.9%)	7 (5.8%)	4 (3.3%)	3.31
I have the ability to select appropriate information to meet my users' needs	47 (38.8%)	62 (51.2%)	10 (8.3%)	2 (1.7%)	3.27
I can explore all information sources to meet my information needs	46 (38.%)	64 (52.9%)	8 (6.6%)	3 (2.5%)	3.26
I have the ability to locate information resources online to meet users' needs	50 (41.3%)	56 (46.3%)	11 (9.0%)	4 (3.3%)	3.26
I have the ability to use power point for presentation	48 (39.7%)	58 (47.9%)	10 (8.3%)	5 (4.1%)	3.23
Average Mean					**3.30**

ICT SKILL					
I can create or edit documents using micro soft words	72 (60%)	38 (31.7%)	7 (5.8%)	3 (2.5%)	3.49
I can view and print document using micro soft word package	69 (57%)	37 (30.6%)	11 (9.1%)	4 (3.3%)	3.41
I have the ability to use video conferencing tools	58 (47.9%)	46 (38%)	13 (10.7%)	4 (3.3%)	3.31
I can create spread sheets for report in the library	52 (43.%)	52 (43.0%)	15 (12.%)	2 (1.7%)	3.27
I can chat and answer queries from users using computer	55 (45.5%)	35 (28.9%)	27 (22.3%)	4 (3.3%)	3.17
I can evaluate reports already prepared in spread sheets	43 (35.8%)	55 (45.8%)	16 (13.3%)	6 (5.0%)	3.12
Average mean					**3.30**
Computer Attitude					
My work is made easier and faster with computer	77 (63.6%)	26 (21.5%)	11 (9.1%)	7 (5.8%)	3.43
I like attending to users using computer	53 (43.8%)	45 37.2 %)	18 (14.9%)	5 (4.1%)	3.21
Computer usage can create fear of reduction in employment	33 (27%)	34 (28%)	28 (24%)	25 (21%)	2.63
I am sensitive to new technology	34 (28.3%)	30 (25. %)	32 (26.7%)	24 (20%)	2.62
I don't like using digital facilities to perform my job	16 (13.2%)	13 (10.7%)	42 (34.7%)	50 (41.3%)	1.96
Average Mean					**2.77**
Total average mean					**3.12**

Source: Fieldwork 2022

Table 4.1.3 shows the result of information literacy skills of the respondents. The responses shows that all the statements measuring information literacy skills are significant among the

respondents. It is shown that most of the respondents can effectively send and receive e-mail alert (3.40), identify information needs (3.37); organize information for easy retrieval (3.32), create and share information using computer system (3.31); select appropriate information to meet users' needs (3.27); explore all information sources to meet information needs and locate information resources online (3.26) as well as using power point for presentation (3.23). In line with these, the average mean o information literacy skills is 3.30 which shows that the information literacy skills level among the respondents is high.

The responses to level of ICT skills among the respondents is presented in Table 4.3. It is shown that all statements measuring ICT skills receive significant responses. Majority of the respondents can create or edit documents using Microsoft word (3.49); view and print document using Microsoft word package (3.41); use video conferencing tools (3.31); create spread sheets for report in the library (3.27); chat and answer queries from users using computers (3.17) and evaluate reports already prepared in spread sheets (3.12). Overall, the average mean score of ICT skills level of the respondents is 3.30 which means that the ICT skills level is high.

It also shows the computer attitude of the respondents. It was shown that majority of the respondents view computers as making their work easier (3.43); majority of them also like attending to users using computer (3.21); however, majority also believe that Computer usage can create fear of reduction in employment (2.96) and are sensitive to new technology (2.62). it was also shown that majority of the respondents like using digital facilities to perform their job. Overall, the average of computer attitude among the respondents is 2.77, which shows that computer attitude is mostly positive among the respondents.

Furthermore, it shows the overall level of digital literacy of the respondents. The combined mean scores of digital literacy constructs such as; Information Literacy skills (3.30), ICT skills (3.30), and computer Attitude (2.77) yielded a mean score of 3.12 which is considered significant in line with the decision rule. Thus, the results indicated that the level of digital literacy skills among the respondents is high. However, it should be noted that the computer attitude of the respondents received the lowest mean score which might be an indication of an underlying problem.

4.1.3 Hypotheses

$H_0$1: There is no significant influence of information literacy skills on job performance of library staff in research institutes in Ibadan Oyo State Nigeria

Table 4.1.3.1: Regression Analysis result of influence of information literacy skills on job performance of library staff in Research Institutes in Ibadan Oyo State Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.498[a]	.248	.242	5.567

a. Predictors: (Constant), ILS

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	P-Value
	B	Std. Error	Beta		
(Constant)	38.823	3.382		11.478	.000
Information Literacy Skills	.793	.127	.498	6.265	.000

a. Dependent Variable: staff performance

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1216.648	1	1216.648	39.254	.000[b]
Residual	3688.328	119	30.994		
Total	4904.975	120			

a. Dependent Variable: staff performance

b. Predictors: (Constant), ILS

Source: Fieldwork 2022

The data presented in Table 4.1.3.1 shows the influence of the information literacy skills on library staff performance in the studied research libraries. From the figures presents in the table, information literacy skills (ß=0.498, t=6.265, $p<0.05$) has significant influence on job performance. An increase in the level of information literacy skills possessed by library staff will result in an increase in their level of performance. Similarly, if the staff's information literacy skills become obsolete due to any reason such as lack of continuous personal development, their job performance will be negatively affected. This means that, there was a significant influence of information literacy skills on job performance of library staff in research institutes in Ibadan Oyo State Nigeria. The null hypothesis is therefore rejected.

$H_0$2: There is no significant influence of ICT literacy skills on job performance of library staff Research Institutes in Ibadan Oyo State Nigeria

Table 4.1.3.2: Summary of result of influence of ICT literacy skills on job performance of library staff in Research Institutes in Ibadan Oyo State Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.415a	.172	.165	5.841

a. Predictors: (Constant), ICT Skills

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	44.035	3.219		13.678	.000
ICT Skills	.794	.161	.415	4.940	.000

a. Dependent Variable: staff performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	845.253	1	845.253	24.776	.000[b]
	Residual	4059.722	119	34.115		
	Total	4904.975	120			

a. Dependent Variable: staff performance Predictors: (Constant), ICT_

Level of Significance: 0.05

Source: Fieldwork 2022

The data presented in Table 4.5 shows the influence of the ICT skills on library staff performance in the studied research libraries. From the figures presents in the table, ICT skills (ß=0.794, t=4.940, p<0.05) has a significant influence on job performance. An increase in the level of the ICT skills possessed by a library staff will result in an increase in their

level of performance. Similarly, if the employee's information literacy skills become obsolete due to any reason such as lack of continuous personal development, their job performance will be negatively affected. This means that, there was a significant influence of information ICT skills on job performance of library staff in research institutes in Ibadan Oyo State Nigeria. The null hypothesis is therefore rejected.

$H_0$3: There is no significant influence of attitude on job performance of library staff in research institutes in Ibadan Oyo State Nigeria

Table 4.1.3.3: Summary of result of influence of Computer Attitude on job performance of library staff in Research Institutes in Ibadan Oyo State Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.235[a]	.055	.047	6.240

a. Predictors: (Constant), Attitude

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	51.403	3.223		15.948	.000
Attitude	.602	.228	.235	2.639	.009

a. Dependent Variable: staff performance

Source: Fieldwork 2021

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	271.222	1	271.222	6.965	.009[b]
	Residual	4633.753	119	38.939		
	Total	4904.975	120			

a. Dependent Variable: staff performance
b. Predictors: (Constant), Attitude
Source: Fieldwork 2022

The influence of the attitude on library staff job performance is measured through the data presented in Table 4.6. From the figures presents in the table, library staff attitude (ß=0.235, t=2.639, p<0.05) has a significant influence on job performance. A library staff with a high level of positive attitude is more likely to see an increase in their level of performance. Similarly, if the staff's attitude becomes negative due to any factor, their job performance will be negatively affected. This means that, there was a significant influence of staff's attitude on job performance of library staff in research institutes in Ibadan Oyo State Nigeria. The null hypothesis is therefore rejected.

$H_0$4:There is no significant combine influence of digital literacy skills on job performance of library staff in research institutes in Ibadan Oyo State Nigeria

Table 4.1.3.4: Summary of result of combine influence of digital literacy skills on job performance of library staff in Research Institutes in Ibadan Oyo State Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532[a]	.283	.265	5.481

a. Predictors: (Constant), Ils, Attitude, Ict

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.297	4.115		8.092	.000
	ATTITUDE	.322	.205	.126	1.565	.120
	ICT	.333	.192	.171	1.739	.085
	ILS	.584	.158	.367	3.685	.000

a. Dependent Variable: staff performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1389.648	3	463.216	15.417	.000[b]
	Residual	3515.328	117	30.046		
	Total	4904.975	120			

a. Dependent Variable: staff performance

b. Predictors: (Constant), Ils, Attitude, Ict

Source: Fieldwork, 2022

Table 4.7 shows the results of the linear combination test of information literacy skills, ICT skills & employee attitude to determine their joint influence on job performance of library staff in research institutes in Ibadan Oyo State Nigeria. The result yielded a coefficient of multiple regression of R=0.532 and multiple R-square of 0.283. The result also revealed that adjusted R^2=0. 265. The implication of the result is that there was 28% change in job

performance of library staff in research institutes in Ibadan Oyo State Nigeria as a result of the joint contribution of positive perception of information literacy skills, ICT skills & employee attitude.

However, the table also shows that, individually, only information literacy skills (ß=0.584, t=3.685, p<0.05) is a significant predictor of employee job performance among the respondents while attitude (ß=0.322, t=.1.565, p>0.05), and ICT Skills (ß=0.333, t=1.739, p>0.05) are not significant predictors of employee job performance. This means that there was a significant perceived joint influence only of information literacy skills, on job performance among the library staff in research institutes in Ibadan Oyo State Nigeria. The other two variables (ICT Skills and Attitude did not jointly significantly influence job performance.

4.2 Discussion of Findings

According to the study's findings, which are in accordance with the research goals and question one, library employees in research institutes in Ibadan perform well on the job. Task performance, contextual performance, and adaptive performance, in that order, were all high on the respondents' list of work performance factors. This conclusion is consistent with findings from earlier research examining librarian performance in Nigerian university libraries and other types of libraries. In addition, task and contextual performance have a significant influence on total work performance, according to a study that looked at the role of demographics on librarians' job performance in Nigeria's eastern area[1]. Another study, which looked at the job satisfaction and performance of library workers in universities in North-Central Nigeria, found that library personnel had a high degree of job performance[2].

Female librarians in university libraries in Ibadan, Oyo State, Nigeria, are likewise excellent achievers, according to studies, since they seldom allow personal or emotional concerns interfere with their work[3]. However, researchers who looked into the level of job performance among public universities in south-west Nigeria, using criteria like professional practice, contribution to the overall development of the library, ability to respond quickly to client requests, and meeting minimum requirements for promotion, found that the level of job performance can only be described as "fair" due to a variety of internal factors[4]. These have shown that employee job performance is always dependent on various factors such as digital literacy skills.

The second research question assesses the respondents' digital literacy abilities. It was discovered that research institution library workers excel at all aspects of digital literacy, including information literacy skills (3.30), ICT skills (3.30), and computer attitude (3.30). (2.77). The library staff has a high level of digital literacy, as evidenced by their average score of 3.12 on digital literacy abilities. This conclusion contradicts the findings of other research, such as one that examined 18 university libraries in Nigeria and found that librarians' ICT abilities fell short of what was expected of them.In a similar vein, despite the fact that librarians in Anambra state, Nigeria, claimed to be familiar with and routinely utilize ICT devices and applications, their level of digital literacy is low5, according to a research on the ICT capabilities of librarians in the state. More recent investigations, on the other hand, support this conclusion. According to one research, ICT has pervaded all library operations, and this has rubbed off on many librarians, prompting them to learn ICT skills[6].

The study's first hypothesis investigates the impact of information literacy skills on the work performance of library employees at Ibadan research institutes. Information literacy abilities have a considerable impact on work performance, according to the findings. In the digital era, where many information services are digitally driven, it is evident that library staff with proper information literacy abilities will be more effective in their duties, whereas those who lack information literacy skills may struggle to satisfy the needs of 21st century scholars. Furthermore, in the digital age, information literacy and ICT abilities are inextricably linked. This conclusion is backed up by a slew of other research that have looked at the relationship between information literacy and work performance.

The second hypothesis looked at the impact of ICT literacy on the work performance of library employees in Ibadan research institutes. ICT abilities, like information literacy skills, have a substantial impact on job performance. An improvement in a library staff's ICT abilities will result in an increase in their performance, and vice versa. The ICT literacy competency of librarians in Nigerian federal university libraries has a substantial influence on their work performance, according to researchers who researched the association between ICT abilities and employee performance in federal university libraries in Nigeria. As a result, the study found that those librarians at Nigerian federal university libraries who did well were impacted by their ICT literacy.

The third hypothesis looks into the impact of computer attitude on library staff performance in Ibadan research institutes. According to the findings, computer attitude has a significant impact on job performance. This discovery established that library employees with a positive attitude are more likely to see an increase in their level of performance. Similarly, if the staff's attitude toward computers becomes negative as a result of any factor, their job

performance will suffer. This study supports experts' assertions that the success of any business and its capacity to meet its objectives is primarily determined by the attitudes of its employees. The majority of librarians in Delta state have a good attitude toward using ICT, which is reflected in their job performance[7]. Similarly, a study focusing on three universities in Ibadan, Oyo State, Nigeria found that librarians have a positive and high level of belief in their ability to use computers effectively in the library for various purposes. According to the survey, librarians have a good attitude about working on personal computers, installing software, learning how to utilize a range of software, gaining advanced abilities within certain programs or software, and utilizing computers to organize information, among other things[8].

However, the findings contradict those of several others who have claimed that librarians in Nigeria have a high level of technophobia. According to previous studies, widespread fear and a negative attitude have slowed the implementation of ICT in Nigerian libraries. The reason for librarians' growing acceptance of computers and other digital devices can be traced back to their constant exposure to technology, as well as the widespread adoption and integration of technology information services provision in libraries around the world, which has now reached Nigerian libraries[9].

The fourth hypothesis examines the combined impact of digital literacy skills on the work performance of library employees at Ibadan research institutes. According to the results of the multiple regression analysis, only information literacy skills are a significant predictor of employee job performance among the respondents, whereas attitude and ICT skills are not. This indicates that among library employees in research institutes in Ibadan, Oyo State,

Nigeria, there was a considerable perceived joint effect only of information literacy skills on work performance.

This finding is instructive for librarians because it corroborates the findings of other studies that suggest that having ICT skills and a positive attitude toward computers is insufficient for providing effective information services[7]. Information literacy skills are required of librarians who are responsible for organizing, obtaining, assessing, and delivering reliable information resources to users. It gives them the ability to carry out their responsibilities effectively and efficiently, as using computers to do so is insufficient for librarians. It is critical that they be able to use computers and other ICT resources to more effectively retrieve information for users. They are expected to be more adept at navigating the complex information environment than their clients and to act as guides for information users in the digital environment.

Several studies have found that information users have a high level of ICT skills, so librarians being skilled in the use of ICT may be beneficial in the current era, but it may not provide any benefit unless those skills are combined with information literacy skills, which several studies have found that many information users lack[10].

Endnotes

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Chapter Five

Conclusion

This chapter presents the discussion of the results based on the four hypotheses stated and tested in the study while juxtaposing them with the qualitative findings. This discussion entails interpreting the findings and relating them to previous empirical studies. Conclusion, recommendations were made based on the findings

5.1 Summary of Findings

The study findings can be summarized as follows:

1. The level of job performance of the library staff is high. However, their level of adaptive performance is low compare to task performance and contextual performance.
2. The level of digital literacy skills among the library staff is high. Whereby, looking at the domains of digital literacy skills, the level of computer attitude is lower compared to others such as ICT skills and Information literacy skills.
3. Information literacy skills was found to have a significant influence on job performance of library staff in research institutes in Ibadan Oyo State Nigeria
4. Also, ICT skills was found to have a significant influence on job performance of library staff in research institutes in Ibadan Oyo State Nigeria
5. Similarly, computer attitude was found to have a significant influence on job performance of library staff in research institutes in Ibadan Oyo State, Nigeria

6. However, only information literacy skills had a joint influence on job performance among the library staff in research institutes in Ibadan Oyo State Nigeria while ICT Skills and computer attitude did not jointly significantly influence job performance.

5.2 Conclusion

The findings have shown that library staff in research institutes in Ibadan Oyo State Nigeria have high job performance with high level of digital skills. Their performance evaluated across three domain of task performance, contextual performance and adaptive performance show that the only area where the need to improve is the adaptive performance which determine their abilities to respond to and cope with change which is inevitable in environments such as research institutions. The fact that they also scored comparatively low on computer attitude suggests that have acquired computer skills as a necessity to carry out their duties. This may need to be improved as it is directly linked to their adaptive performance. Research institutions are places of innovation and including their libraries. So it is expected that research institute libraries will continue to take advantage of technological development to improve their services and their staff must also improve on their computer attitude and adaptive performance in order to remain effective and efficient especially as it has be proven that computer attitude, ICT skills and information literacy have significant influence on job performance.

5.3 Recommendation

Based on the findings and conclusions reached in this study, the following recommendations are considered applicable;

i. Library staff in research institutes should be exposed to more training in change management to improve on their adaptive performance. Individually, librarians should also engage in continuous personal development to improve their adaptive skills.

ii. Regular sensitization programs should be organized for library staff in research institutes to give them orientation about the need to embrace ICT fully and not just as a necessary evil. This is the best way to stimulate innovation and better ICT skills and information literacy skills.

iii. Information literacy skills trainings should be a regular occurrence in research institutes' libraries as technology keeps expanding and new strategies are evolving to deal with different available information resources

iv. ICT skills acquisition must be an integral part of the evaluation of library staff in research institutes irrespective of job description. All library staff should be mandated to acquire and update ICT skills regularly

v. There should be mentoring and regular knowledge sharing in research institutes libraries to create positive computer attitude among the library staff. Those who are computer literate must not be made to do all ICT related tasks but should be encouraged to share their knowledge with others

vi. Library managers should regularly evaluate the digital literacy skills of their subordinates, especially their level of information literacy skills as it has the most impact on job performance.

5.4 Contribution to Knowledge

The study has filled a research gap by empirical showing the influence of digital literacy skill on job performance of Library Staff in Research Institutes in Ibadan Oyo State. The study has also contributed to Nigeria by offering solution which can help to enhance job performance of library staff in research institutes in Ibadan, Oyo State.

The study also made theortical contribution by applying the constructs information communication technology literacy model, Technology Acceptance model, Diffussion of

innovation and job performance model to study library staff job performance in research institutes in Ibadan here by contributing to the validity of the theory in the Africa context other researchers can base their decisions on the use of the models on its appropriateness to this study.

Conceptually, the study has reviewed relevant literature and have collected raw data that previously do not exist, this data is now available for researcher who might find it useful either for compares or adaptation.

5.5 Suggested Areas of Further Research

1 The current study has focused on research institute libraries to the exclusion of other types of library. This has left the door open for interested researchers to expand the study to other types of libraries and beyond Ibadan Oyo State, Nigeria

2 Further studies in Digital literacy skills and Job performance of library staff of public library can as well be carried out by other researchers in the state,

3 A comparative study of Digital literacy skills of library staff of research institution and public library staff in Nigeria may be consider by other researcher in the nearest future.

4 This study was carried out using primary data for collection of information from the selected research institutes same study may be carried out in other types of library.

5 Further researcher may consider in future to research into library staff job performance of research institute domicile in Ibadan compare to other research institute in other state.

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Appendices

Appendix I – Questionnaire
Lead City University
Faculty of Communication and Information Science
Department of Information Management

Dear Respondents,

This research work is titled "Digital Literacy Skills and job performance of library staff in Research institutes in Ibadan, Oyo State". The questionnaire is signed for research purpose only for an- going masters research work. You are required to provide answers to questions which would be used for research purpose only. Your cooperation approved objectivity will be appreciated and all your details will be treated with absolute confidentiality.

Thank you.

Section A: Demographic Information of the Respondents

1. Name of your institution ……
2. Gender: (a) Male [ ] (b) Female [ ]
3. Age (years)……
4. Marital Status: (a) Single [ ] (b) Married [ ] (c) Divorced [ ] (d) widow [ ]
5. Educational Qualification: (a) SSCE [ ] (b) ND [ ] (c) HND [ ] (d) B.Sc. [ ] (e) M.Sc. [ ] (f) Ph.D. [ ] (g) Professional certificate [ ] (h) others [ ]
6. How long have you been in library service (years)……
7. What is your cadre in library? (a) Administrative officer [ ] (b) Library Officer [ ] (c) Librarian [ ]

Section B:Level Of Library Staff Job Performance

Please tick blow the option that best explains your ideal\ view of the level of staff job performance in your research institute.

S/N	Job Performance	Very High (4)	High (3)	low (2)	very low (1)
	Contextual Performance				
1	Helping other staff with their work when they are				

	absent				
2	Actively participating in group work meetings				
-3	Given assistance to others when their work load increases				
4	Sharing knowledge and ideals among my colleagues				
5	Making innovative suggestion to enhance individual performance				
6	Communicating effectively with my colleagues for problem solving and decision making				
7	Spending great deal of time on personal telephone conversation				
	Adaptive Performance				
8	Handling effectively my work team in the face of change				
9	Losing my temper when faced with criticism from my colleague				
10	Handling of extra responsibility				
11	Very comfortable with job flexibility				
12	Coping well with job performance change from time to time				
	Task Performance				
13	Maintaining high standard of work				
14	Achieving the objectives of the work				

15	Knowing how to handle multiple assignment without much supervision				
16	Meeting criteria for performance				
17	Managing change in my job very well whenever the situation demands				
18	I use to complete my assignments on time				
19	Demonstrating expertise in all job-related tasks				
20	Am very passionate about my work				
21	Other……..				

Section C: Digital Literacy Skills Of Library Staff

Please tick below the option that best explains your ideal\view of digital skills of library staff

	Digital Literacy skills	**Strongly Agree (4)**	**Agree (3)**	**Disagree (2)**	**Strongly Disagree (1)**
	Information Literacy Skills				
1	I have the skill to identify information needs				
2	I have the ability to select appropriate information to meet my users' needs				
3	I can explore all information sources to meet my information needs				
4	I have the ability to locate information resources online to meet users' needs				
5	I can Create and share information using computer system				

6	I have the ability to organize information for easy retrieval				
7	I have the ability to use power point for presentation				
8	I have the ability to send and receive e-mail alert				
	ICT Skill				
9	I can create spread sheets for report in the library				
10	I can evaluate reports already prepared in spread sheets				
11	I can create or edit document using micro soft words				
12	I can view and print document using micro soft word package				
13	I have the ability to use video conferencing				
14	I can chart and answer quarries from user using computer				
	Attitude				
15	I don't like using digital facilities to perform my job				
16	I am sensitive to new technology				
17	I like attending to users using computer				

18	My work is made easier and faster with computer				
19	Computer usage can create fear of reduction in employment				
20	Others				

Appendix II

SPSS Computation Results (Raw Scores)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.415[a]	.173	.166	5.755

a. Predictors: (Constant), ICT_

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	808.341	1	808.341	24.403	.000[b]
	Residual	3875.508	117	33.124		
	Total	4683.849	118			

a. Dependent Variable: Job performance

b. Predictors: (Constant), ICT_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.035	3.219		13.678	.000
	ICT_	.794	.161	.415	4.940	.000

a. Dependent Variable: job performance

```
Regression
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT emp_perf
/METHOD=ENTER ILS.
```

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.498[a]	.248	.242	5.567

a. Predictors: (Constant), ILS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1216.648	1	1216.648	39.254	.000[b]
	Residual	3688.328	119	30.994		
	Total	4904.975	120			

a. Dependent Variable: Job performance

b. Predictors: (Constant), ILS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.823	3.382		11.478	.000
	ILS	.793	.127	.498	6.265	.000

a. Dependent Variable: Job performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.259[a]	.067	.059	6.198

a. Predictors: (Constant), Attitude

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	323.001	1	323.001	8.409	.004[b]
	Residual	4494.159	117	38.412		
	Total	4817.160	118			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Attitude

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50.234	3.347		15.010	.000
	Attitude	.692	.239	.259	2.900	.004

a. Dependent Variable: Job performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.516[a]	.266	.247	5.464

a. Predictors: (Constant), ILS, Attitude, ICT_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1223.068	3	407.689	13.657	.000[b]
	Residual	3373.239	113	29.852		
	Total	4596.308	116			

a. Dependent Variable:Job performance

b. Predictors: (Constant), ILS, Attitude, ICT_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.731	4.249		7.939	.000
	Attitude	.386	.219	.146	1.762	.081
	ICT_	.348	.193	.182	1.806	.074
	ILS	.522	.161	.330	3.243	.002

a. Dependent Variable: Job performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532[a]	.283	.265	5.481

a. Predictors: (Constant), ILS, Attitude, ICT_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1389.648	3	463.216	15.417	.000[b]
	Residual	3515.328	117	30.046		
	Total	4904.975	120			

a. Dependent Variable: Job performance

b. Predictors: (Constant), ILS, Attitude, ICT_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.297	4.115		8.092	.000
	Attitude	.322	.205	.126	1.565	.120
	ICT_	.333	.192	.171	1.739	.085
	ILS	.584	.158	.367	3.685	.000

a. Dependent Variable: Job performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.235[a]	.055	.047	6.240

a. Predictors: (Constant), Attitude

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	271.222	1	271.222	6.965	.009[b]
	Residual	4633.753	119	38.939		
	Total	4904.975	120			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Attitude

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.403	3.223		15.948	.000
	Attitude	.602	.228	.235	2.639	.009

a. Dependent Variable: Job performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.415[a]	.172	.165	5.841

a. Predictors: (Constant), ICT_

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	845.253	1	845.253	24.776	.000[b]
	Residual	4059.722	119	34.115		
	Total	4904.975	120			

a. Dependent Variable: Job performance

b. Predictors: (Constant), ICT_

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.845	3.244		13.514	.000
	ICT_	.808	.162	.415	4.978	.000

a. Dependent Variable: Job performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.498[a]	.248	.242	5.567

a. Predictors: (Constant), ILS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1216.648	1	1216.648	39.254	.000[b]
	Residual	3688.328	119	30.994		
	Total	4904.975	120			

a. Dependent Variable: Job performance

b. Predictors: (Constant), ILS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.823	3.382		11.478	.000

ILS	.793	.127	.498	6.265	.000

a. Dependent Variable: Job performance

Reliability Statistics for adaptive performance

Cronbach's Alpha	N of Items
.707	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Handling effectively my work team in the face of change	12.00	4.864	.356	.650
I often lose my temper when faced with criticism from my colleague	12.38	5.877	.019	.795
i can handle extra responsibility	12.11	5.237	.179	.676
I am comfortable with job flexibility	12.11	5.283	.232	.639
Coping well with job performance change from time to time	12.20	4.391	.294	.677

Reliability Statistics for contextual performances

Cronbach's Alpha	N of Items
.651	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Helping other staff with their work when they are absent	19.09	9.446	.166	.527
Actively participating in group work meetings	19.07	8.382	.377	.449
Given assistance to others when their work load increases	19.24	9.098	.126	.553
Sharing knowledge and ideals among my colleagues	19.18	7.149	.497	.378
Making innovative suggestion to enhance individual performance	19.16	8.634	.343	.764
Communicating effectively with my colleagues for problem solving and decision making	19.29	7.892	.377	.641
Spending great deal of time on personal telephone conversation	18.98	9.886	.018	.590

Reliability Statistics for task performances

Cronbach's Alpha	N of Items
.765	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Maintaining high standard of work	21.80	13.345	.098	.782
Achieving the objectives of the work	22.16	10.225	.496	.746
Knowing how to handle multiple assignment without much supervision	21.93	11.336	.438	.781
Meeting criteria for performance	22.20	11.982	.244	.542
Managing change in my job very well whenever the situation demands	22.11	12.283	.186	.663
I use to complete my assignments on time	21.93	12.291	.226	.747
Demonstrating expertise in all job-related tasks	21.93	11.700	.337	.711
Am very passionate about my work	21.71	12.710	.183	.660

Reliability Statistics for information literacy skill	
Cronbach's Alpha	N of Items
.684	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I have the skill to identify information needs	21.11	16.192	.337	.663
I have the ability to select appropriate information to meet my users' needs	21.29	16.028	.456	.636
I can explore all information sources to meet my information needs	21.18	16.831	.294	.672
I have the ability to locate information resources online to meet users' needs	21.20	17.709	.208	.689
I can Create and share information using computer system	21.13	15.618	.494	.626
I have the ability to organize information for easy retrieval	21.18	14.877	.483	.625
I have the ability to use power point for presentation	21.33	15.636	.405	.646
I have the ability to send and receive e-mail alert	21.29	16.937	.325	.665

Reliability Statistics for ICT skill	
Cronbach's Alpha	N of Items
.705	5

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I can create spread sheets for report in the library	12.02	6.068	.216	.646
I can evaluate reports already prepared in spread sheets	12.36	6.916	-.017	.722
I can create or edit document using micro soft words	11.98	4.931	.447	.651
I can view and print document using micro soft word package	12.16	5.498	.293	.682
I have the ability to use video conferencing	12.20	6.209	.152	.693

Reliability Statistics for attitude	
Cronbach's Alpha	N of Items
.653	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I can chart and answer quarries from user using computer	15.00	6.773	.234	.567
I don't like using digital facilities to perform my job	14.91	8.492	-.168	.555
I am sensitive to new technology	14.80	5.936	.329	.184
I like attending to users using computer	14.58	8.113	-.007	.503
My work is made easier and faster with computer	14.53	5.709	.429	.415
Computer usage can create fear of reduction in employment	14.40	6.291	.294	.419

Bio-data

A. Personal Data

1. Full Name: AdejumoOmowero Juliana
2. Address: No 6, Road 3, Ifeleye, Opp. Owode Estate, Apata, Ibadan.
3. Date of Birth: 25th July, 1972
4. Place of Birth: Nassarawa, Kano State
5. Nationality: Nigerian
6. Next of Kin: Engr. Dr. A. O. D. Adejumo/ No 6, Road 3, Ifeleye, Opp. Owode Estate, Apata, Ibadan.

B. Educational Background

1. Educational Institutions Attended with Dates
   - Ahmadu Bello University, Zaria 1995 – 2002
   - Federal College of Education, Kastina 1990 – 1992
   - Uneme-Osu Grammar School, Uneme-Osu 1981 – 1986
   - Gamatudu Special Primary School, Nassarawa Kano 1976 – 1981
2. Adademic Qualification Obtained with Dates
   - B. Ed. Social Studies 2002
   - National Certificate of Education, Kastina 1992
   - National Examination Council (NECO) 2015
   - Primary School Leaving Certificate 1981
3. Professional Body Membership
   - National Institute of Office Administrators and Information Managers (NIOAIM) Member
   - Nigerian Library Assciation (NLA) Member

C. Work Experience with Date

1. Show Room merchandiser, Sheshe Supermarket Civic Center Road, Kano state. 1994 – 1995.
2. Classroom Teacher, Salsa International Group of Schools, Kundinla Estate, Kano State. 1995 – 1997.
3. Classroom Teacher (NYSC), Padopas Harmony Secondary School, High-level, Markurdi, Benue State. July, 1998 - February, 1999.
4. Assistance Lecturer (NYSC), Federal College of Agric. I.A.R.&T, Moor Plantation Ibadan, Oyo State. February – August, 1999
5. Distributor (Multi-level Marketing), Gold Field Access International. January, 2010 – Date
6. Library Assistance, Federal College of Agriculture, I.A.R. &T, Moor Plantation, Ibadan, Oyo State. 2015 – Date.

D. Award and fellowship (Nil)

E. Membership of Academic Professional Bodies (Nil)

F. Publications (Nil)

_____ _____

Signature **Date**

University Compliance Form

This is to certify that this thesis was written by ADEJUMO Omowero Juliana with matriculation number LCU/PG/001050 in the Department of Library Information Science, Lead City University, Ibadan is in full compliance with the approved university format and style

_____ _____

Signature **Date**